

Strategies for Presuming Competence

- **Examine your attitude**—practice saying, “How can this work?”, “How can this child be successful?”
- **Question your stereotypes**—how someone looks, walks, or talks does not tell you about how they think and feel.
- **Use age appropriate talk**—examine your tone of voice and topic.
- **Support communication.**
- **Listen openly**—work to shed judgments.
- **Teach peers and others** how to interpret potentially confusing behavior.
- **Do not speak in front of someone** as if they were not there.
- In conversation, refer to the person in a way that **includes them in the conversation.**
- **Ask permission** to share information with others.
- **Be humble.**
- If possible, always let the person explain for himself or herself and **do not speak for them.**
- Assume that **every student will benefit** from learning age appropriate academic curriculum.
- Look for **evidence of understanding.**
- Support students to **show understanding using their strengths.**
- Design adaptations and accommodations to **support access to academics.**
- Be sure to **acknowledge the presence of a person with a disability in the same way** you would acknowledge others.



**“If you want to see competence,
it helps if you look for it.”**

—Douglas Biklen