

Why is the brilliant concept of inclusion so complex and is failing?. What has gone wrong or rather what is not right in practice? Maybe, one of the answers could be found in the way the inclusive practitioners in practice use disability terminologies in educational settings. In this view, the study seeks to sensitize education professionals practicing inclusion in all educational settings to pay attention to the terminologies that they use in their day to day language communication with others to describe people with disabilities. In writing and speaking about, and with people with disabilities, whether they are young or old, it is most important to use appropriate terminology. Firstly, it demonstrates to all that we value people with disabilities as members of our society. Secondly, it educates those who read and hear what we say, about appropriate terminology, and therefore gives them an opportunity too, to help develop and promote, inclusive and equitable values. The main aim of this study is to identify the effects of using appropriate disability terminologies by inclusive professionals in interacting and communicating with students with special educational needs. Ultimately, education professionals are viewed as agents of change and appeared to play a vital role in enhancing inclusive practices.