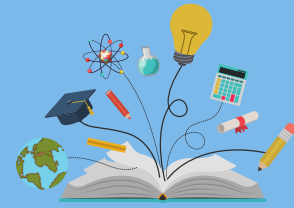


Accessible Academics

A 10-Week Journey to Inclusive, Grade-level
Instruction for Nonspeaking Learners

Course Outline



Course Description

This course bridges the gap between home and school by showing how to make grade-level academics accessible for nonspeaking learners. Whether you're a parent, educator, or therapist, you'll leave with tools to adapt any subject area for your student.

Course Outline

Week 1: Inclusive Education Foundations

- **Parent Questions:**
 - What do you mean by "presume competence?"
 - How do I know what is age-appropriate for my child?
- **Educator Focus:**
 - Apply the principle of presuming competence to design instruction that presumes full cognitive potential and emphasizes access rather than prerequisite skills.
 - Identify ways to determine grade-level expectations and align adaptations with state standards while maintaining rigor.



Week 2: Supporting Motor Planning & Purposeful Action

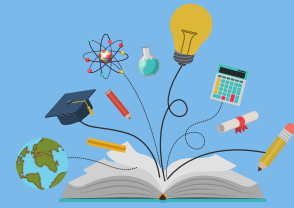
- **Parent Questions:**
 - What's the difference between automatic and purposeful movement?
 - How can I encourage purposeful choice-making?
- **Educator Focus:**
 - Recognize the impact of apraxia and motor planning differences on communication and learning behaviors
 - Implement classroom supports that separate motor execution from cognitive intent to enable reliable participation

“ This course was concise and to the point.
At last!
An easy way to start working with my nonspeaking students! ”

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Course Outline, continued

Week 3: Literacy Access: Phonics & Spelling

- **Parent Questions:**
 - How can I teach phonics to my child who can't speak?
 - Should we be using word prediction?
- **Educator Focus:**
 - Explore multimodal approaches to phonemic awareness and spelling instruction for students who use AAC or alternative access methods.
 - Evaluate tools like word prediction and letter-based systems to support literacy without reducing expectations.



Week 4: Reading Comprehension

- **Parent Questions:**
 - How do I know my child understands what they're reading?
 - Should we keep focusing on main idea, characters, and plot elements?
- **Educator Focus:**
 - Assess comprehension through alternative response modes beyond speech and writing
 - Use adapted texts and comprehension supports to maintain conceptual depth while ensuring accessibility.

Week 5: Making Math Accessible

- **Parent Questions:**
 - How do I move past counting, identifying shapes, and "more/less"?
 - Do we really need to learn how to count money?
- **Educator Focus:**
 - Shift from functional to conceptual mathematics to promote reasoning and number sense.
 - Develop scaffolds and manipulatives that support abstract mathematical thinking for nonspeakers.

“ This course is helping me explain to teachers how to help more students access grade level work.

It is also helping me check the biases I hold and make sure I'm not accidentally not offering opportunities to students just because they don't use speech.

”

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Course Outline, continued

Week 6: Adapting History & Social Understanding

- **Parent Questions:**
 - How can I adapt history for my child?
 - Can we teach social studies through stories?
- **Educator Focus:**
 - Integrate social-studies content through narrative, biography, and multimedia to foster engagement.
 - Emphasize critical thinking, identity, and cultural context over rote memorization.



Week 7: Adapting Inquiry-Based Learning (Science)

- **Parent Questions:**
 - How can I adapt science content that seems too complex?
 - Can we make labs accessible for my child?
- **Educator Focus:**
 - Translate abstract scientific concepts into experiential and visual activities that maintain rigor.
 - Apply universal design to lab investigations, enabling all students to participate safely and to question, predict, and analyze.

Week 8: Expression & Imagination Through AAC (Creative Writing)

- **Parent Questions:**
 - How can my child do creative writing if they can't speak or write?
 - Is it really important to teach creative writing?
- **Educator Focus:**
 - Use multimodal storytelling tools to help students express original ideas and emotions.
 - Recognize creative writing as a pathway to self-advocacy, agency, and literacy growth.

“ I loved this course!
I feel like this is the start of our next chapter. ”

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Course Outline, continued

Week 9: Writing to Learn & Communicate (Academic & Informational Writing)

- **Parent Questions:**
 - How can my child do informational writing if they can't speak or write?
 - Is it really necessary to teach academic writing skills?
- **Educator Focus:**
 - Teach informational and opinion writing through scaffolded supports such as graphic organizers, shared writing, and AAC systems.
 - Emphasize that academic writing develops reasoning, organization, and comprehension skills for all learners.

Week 10: Putting it All Together: Individualized Application

- **Parent Questions:**
 - Can you show me real-life examples of IEP goals?
 - How can I get help adapting to my child's specific needs?
- **Educator Focus:**
 - Apply course principles to design individualized academic pathways and collaboration strategies between home and school.



Whether you're a parent, educator, or advocate, you play a part in transforming access. This course bridges home and classroom, offering practical strategies and real-world examples to help every student thrive. Be part of a movement that presumes potential.



REACH
EVERY
VOICE

#presumecompetence