Below are things for you to consider!

The Communication Bill of Rights was developed by the National Joint Committee for the Communication Needs of Persons with Severe Disabilities (NJCCNP).

http://www.asha.org/uploadedFiles/NJC-Communication-Bill-Rights.pdf

The purpose of the National Joint Committee for the Communication Needs of Persons with Severe Disabilities is to advocate for individuals with significant communication support needs resulting from intellectual disability, that may coexist with autism, sensory and/or motor limitations.

The Committee consists of members from the American Speech-Language-Hearing Association, American Association on Intellectual and Developmental Disabilities, American Occupational Therapy Association, American Physical Therapy Association, Association of Assistive Technology Act Programs, Council for Exceptional Children Division for Communicative Disabilities and Deafness, RESNA, TASH and the United States Society for Augmentative and Alternative Communication. The interdisciplinary composition of this committee reflects the pervasive importance of communication in all spheres of human functioning and across traditional boundaries. The shared commitment to promoting effective communication by persons with severe disabilities thus provides a common ground on which the disciplines represented by the member organizations can unite in their efforts to improve the quality of life of such persons.

Least Dangerous Assumption

http://journals.sagepub.com/doi/abs/10.1177/019874298400900201?journalCode=bhda

Anne M. Donnellan, University of San Diego School of Leadership and Education Sciences and Professor Emerita, University of Wisconsin, first published February 1, 1984 in Behavioral Disorders, vol. 9, 2: pp.141-150.

From Abstract

Currently, educators lack longitudinal data measuring both the qualitative and quantitative outcomes of various educational interventions used with handicapped students. As a result, there is no reliable standard to use when designing instructional programs which meet the "criterion of ultimate functioning " (Brown, Nietupski, & Hamre-Nietupski, 1976). The criterion of the least dangerous assumption is presented as an interim standard to use until such data are available. *The criterion of the least dangerous assumption holds that in the absence of conclusive data educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults.*

"Presume competence" - further resources

From Presuming Competence in Practice
Posted on January 15, 2017 by Heidi LoStracco, MS, CCC-SLP
http://www.speakforyourself.org/uncategorized/presuming-competence-practice/
Presuming competence is not idealism. Idealism ignores that there are challenges or barriers to overcome. The very definition is that the ideals are often "unrealistic. Presuming competence is a philosophical difference. It's a belief in socializing students for courage instead of compliance. It is more than an ideology because when you start from the mindset that someone is capable and can grow, your actions start to reflect that. There are concrete, evidence-based ways that you can presume competence.

From "Begin by Presuming Competence," excerpt from an interview with Douglas Biklen, Emeritus Dean, School of Education, Syracuse University [Date]

https://ollibean.com/douglas-biklen-begin-by-presuming-competence/

Presuming competence is nothing less than a Hippocratic oath for educators. It is a framework that says, approach each child as wanting to be fully included, wanting acceptance and appreciation, wanting to learn, wanting to be heard, wanting to contribute. By presuming competence, educators place the burden on themselves to come up with ever more creative, innovative ways for individuals to learn. The question is no longer who can be included or who can learn, but how can we achieve inclusive education. We begin by presuming competence.