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Efficient Practices in Non-Compulsory Schools from a Communication Inclusive Perspective

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Abstract

Inclusive Communication (INCOM) integrates the principles of educational inclusion into the realm of communication, recognising the right of all individuals with complex communication needs (CCN) to be understood, to have their modes of communication respected, to enhance their participation in everyday activities, and to reduce the communication barriers they face (Royal College of Speech and Language Therapists, 2016; United Nations, 2022). The INCOM Thematic Research Network, led by the University of Malaga, comprises 17 researchers dedicated to addressing CCNs within the INCOM framework, particularly among vulnerable populations such as individuals with Severe Intellectual Disabilities (SID). This endeavour aims to identify, from a professional standpoint, effective INCOM practices for individuals with SID-CCN during non-compulsory educational stages, such as residential education and vocational workshops for adult life. Methodology: Two surveys were developed, each consisting of seven items. The first survey, comprising 61 items, aimed to identify the practices implemented in educational centres, while the second, with 38 items, sought respondents' opinions. These surveys were distributed to associations, professional bodies, schools, workshops, colleges, and general educational institutions. The results underscore the necessity of incorporating and aligning with the principles of inclusive communication as a cornerstone for achieving the inclusion of individuals with SID-CCN, even within vocational workshops for adult life.

Keywords: communication barriers; complex communication needs, professional opinions; severe intellectual disability; professional workshops for adult life