

COMMUNICATIVE INCLUSION IN TEACHING PRACTICE: ANALYSIS OF BARRIERS IN THE USE OF AAC

DRA. MARINA CALLEJA REINA

UNIVERSIDAD DE MÁLAGA

8TH WORLD CONFERENCE ON EDUCATION AND TEACHING

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SCHEME

- Introduction: State of the art
- Objectives
- Method
- Results
- Conclusions

INTRODUCTION: STATE OF THE ART

Communication is a fundamental human right.




Communication includes the freedom to seek, receive and disseminate information and ideas through any media.

Communication is essential for personal development, cultural identity, respect and participation.

(Brady et al., 2016)

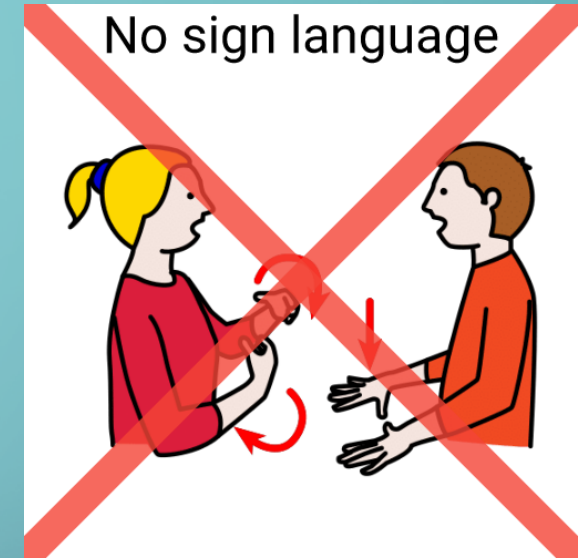
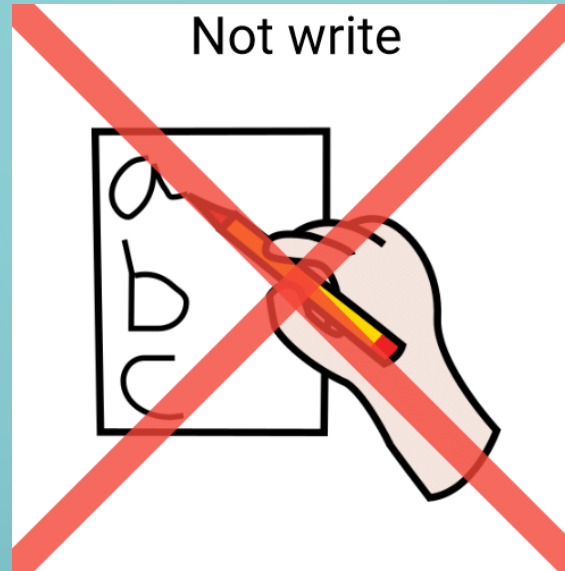
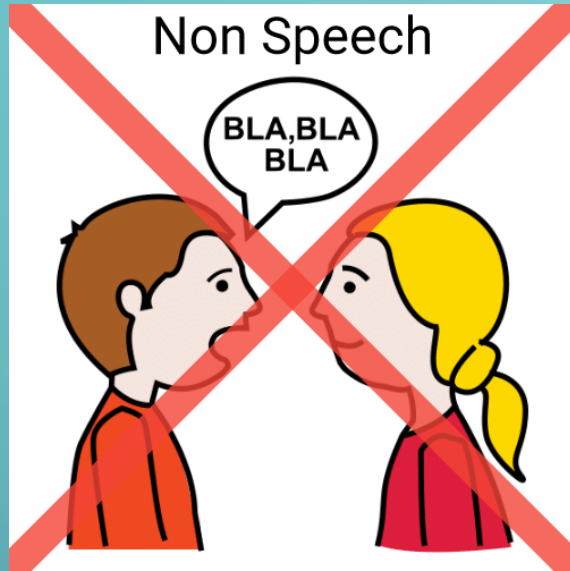


HOWEVER

- There is a group of people who are very vulnerable because they cannot use communication resources.
 - They have what are known as complex communication needs.
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COMPLEX COMMUNICATION NEEDS

People who present difficulties in making functional communicative exchanges through conventional means of communication (speech, signs, writing) in everyday life situations are said to have Complex Communication Needs (CCN). (Balandin, 2002, Calleja & Rodríguez, 2018)



COMPLEX COMMUNICATION NEEDS (CCN)

INCLUSION AND COMMUNICATION BARRIERS

Challenge: People with CCN face difficulties in education.

Reason: Existence of political, attitudinal and knowledge barriers.

Need: Identify barriers in each educational context, propose inclusive communication strategies and adapted tools.

INCLUSIVE COMMUNICATION

Inclusive Communication (hereafter ComIn) recognizes that: “All people need to be heard, that their different ways of communicating should be respected and that the use of alternative and augmentative communication strategies should be encouraged, especially when they are unable to use the usual communication channels (speech, writing or signs) because of complex communication needs” (Calleja, 2022, p.4).

INCLUSIVE COMMUNICATION AIMS TO

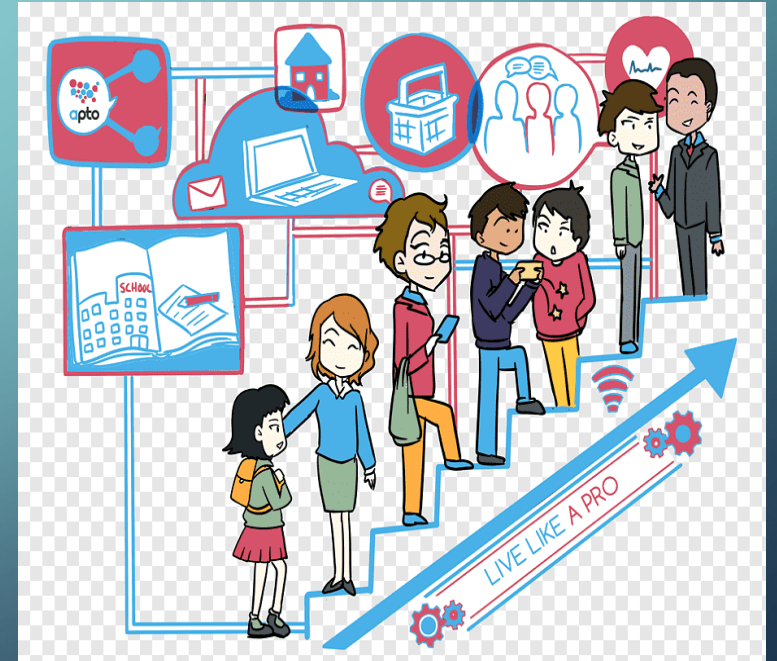
- Improve the participation of people with CCN in their daily life activities and reduce the communication barriers they face.
- Create an effective communication environment, using all available means to understand and be understood.


(Royal College of Speech and Language Therapist, 2016; United Nations, 2022)

INCLUSIVE COMMUNICATION IS

Strategic, operational, and ethical response to linguistic-communicative barriers that limit the full participation of individuals with complex communication needs (CCN) in various contexts (social, educational, and healthcare).

INTERACTION CONTEXTS



The background is a teal-to-blue gradient. In the corners, there are white decorative lines resembling a circuit board or network diagram, with small circles at the end of the lines.

Thematic Research Network Resources and indicators for
inclusive communication aimed at professionals and
family members of people with complex communication
needs (RI-Comin).

Reference PPRO-D5-2025-001 (July 2025–June 2026)

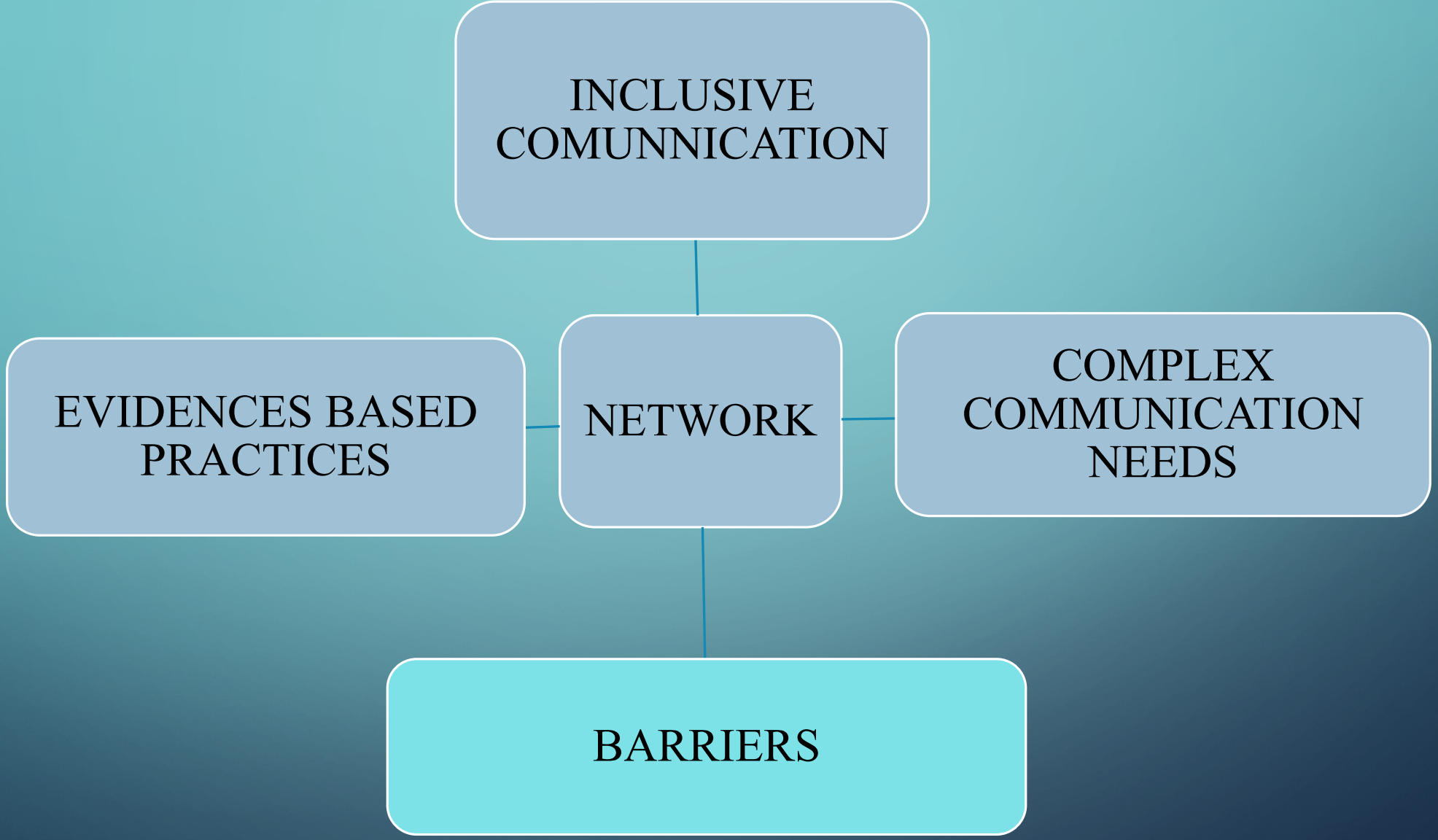
www.comin.uma.es

Universidad de Málaga (Spain)

MULTIDISCIPLINARY TEAM

The thematic network is made up of 17 international experts from different fields (speech therapy, psychology, education, computer engineering, geneticists and translators) led by the University of Malaga.





**INCLUSIVE
COMMUNICATION**

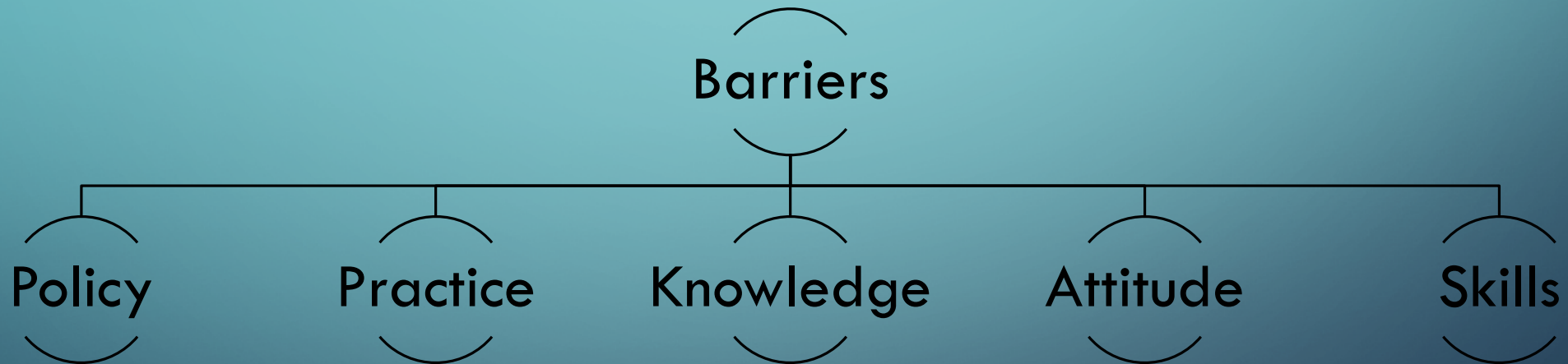
**EVIDENCES BASED
PRACTICES**

NETWORK

**COMPLEX
COMMUNICATION
NEEDS**

BARRIERS

BARRIERS THAT LIMIT OPPORTUNITIES FOR COMMUNICATION AND PARTICIPATION.



Beukelman & Light, 2020

POLICY BARRIERS



POLICY BARRIERS


- Laws and regulations that support the rights of individual who rely on AAC
- International regulation as Righ of disablity convention UNESCO

LAWS, REGULATIONS, SCHOOL RULES





SPENDING SUPPORTED BY MUNICIPAL FUNDING





OPERATIONAL CONSTRAINTS AND RESOURCE ALLOCATION IN STUDENT TRANSPORTATION

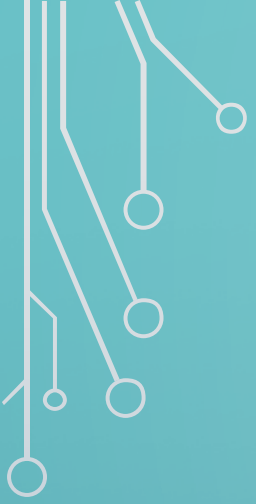
With ten children needing transportation to the swimming pool and only nine seats available, how can we guarantee equal access for all students?



WHAT ARE OUR OPTIONS?

- a) Should only 9 students travel?
- b) Is it possible to rent a larger bus?
- c) If so, who would cover the cost, the school or the parents?
- d) Could the activity be divided into two sessions, allowing 5 students per group to attend the swimming pool activity?

PRACTICE BARRIERS






PRACTICE BARRIERS

- Lack of awareness of regulations protecting AAC users in educational, legal, and clinical contexts.
- Lack of understanding of the limitations that educational practices may pose for those who use AAC.

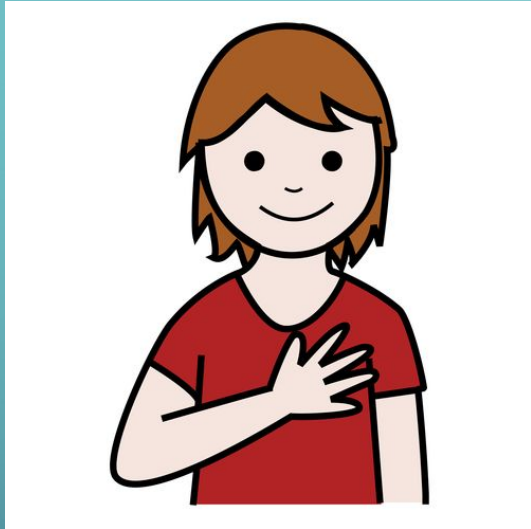


FOR EXAMPLE:

Tendency to place all students with disabilities in separate classrooms, rather than promoting their inclusion in shared spaces.



THANK YOU VERY MUCH FOR YOUR
ATTENTION



marinac@uma.es

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