

Inclusive Communication in Educational Contexts: Best Practices and the Need for a Communication Passport

Marina Calleja Reina¹, María Sotillo², Francisco Javier Ferrer³

^{1,2,3}*Universidad de Málaga (España), Spain*

ABSTRACT

Inclusive communication is essential for creating equitable and supportive academic environments. This paper explores the concept of inclusive communication, emphasizing its role in fostering the inclusion of students with complex communication needs (CCN) in mainstream classrooms. Despite the existence of support figures, such as the "shadow teacher" in Spain, there is a pressing need for tools that ensure all educators, staff, and external professionals can effectively respond to the unique communication needs of these students. One such tool is the *communication passport*, a personalized and dynamic document outlining key strategies, preferences, and communication aids for each student with CCN. This passport ensures continuity and consistency in communication approaches, especially in ever-changing educational settings. These scenarios include teacher absences, transitions between grade levels, or the involvement of trainee professionals, volunteers, or substitute educators. By including communication passports, inclusive practices can be implemented more effectively, reducing misunderstandings and improving the participation of students with NCC in academic and social activities.

The presentation will highlight best practices in inclusive communication, the development and application of communication passports, and their potential to improve collaboration within multidisciplinary teams in schools. Attendees will gain practical insights into fostering inclusive classrooms where every student's voice is valued.

Keywords: Inclusive communication, communication passport, complex communication needs, inclusive education, best practices