

Factors Affecting Friendships of Children Who Use AAC and their Peers

Individual characteristics of child using AAC	Characteristics of peers	External/environmental factors
<ul style="list-style-type: none">• Differences in children's perception of friendship<ul style="list-style-type: none">• Defined in broad terms related to proximity and shared experiences (e.g., someone in the same class)• Friends may include staff and family members (Batorowicz, Campbell, vonTetzchner, King & Missiuna (2014))• Difficulties in social competence<ul style="list-style-type: none">• fewer initiations of communication (Chung, Carter, & Sisco, 2012; Clarke & Kirton, 2003; Ratcliff & Cress, 1999)• Preference in communication modality<ul style="list-style-type: none">• infrequent use of AAC system. Most common communication modality included vocalizations and gestures (Chung et al., 2012; Clarke & Kirton, 2003; Romski, Sevcik, & Wilkinson, 1994; Raghavendra, et al. 2012; Thirumanickam et al., 2011)• Motivation and skills<ul style="list-style-type: none">• level of proficiency with AAC and motivation to use device contributed to quality and frequency of peer interactions (Batorowicz et al. 2014; Romski, Sevcik, & Wilkinson, 1994)	<ul style="list-style-type: none">• Peer's social values and attitudes toward disability and motivations<ul style="list-style-type: none">• motivation for friendship included autism, public recognition, positive feedback from friend who used AAC.Friendship fulfilled social-emotional needs (Anderson, Baladin, & Clendon, 2011)• Responsivity of peers<ul style="list-style-type: none">• Peers may not consistently respond to communication attempts by children who use AAC (Chung et al., 2012; Ratcliff & Cress, 1999)	<ul style="list-style-type: none">• Constraints related to speech-generating device (SGD)• Children who use AAC expressed frustration with time consuming construction of messages, problems with volume and voice output (Anderson, Baladin, & Clendon, 2011; Batorowicz et al., 2012)• Lack of access to appropriate social vocabulary on SGD• Children who use AAC have fewer opportunities to interact with peers (Batorowicz et al, 2012; Chung et al., 2012)• Children who used AAC primarily engaged with friends in activities with low communicative demands or peer interactions (Anderson et al., 2011; Thirumanickam, Raghavendra, & Olsson, 2011)

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