

Peer Power: Preadolescent Culture and Identity



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RESEARCH

Gateways to Friendships among Students who use AAC in Mainstream Primary School

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This study explores the personal characteristics that influence the establishment of friendships among seven students who use augmentative and alternative communication (AAC) and fellow students in primary school. Students using AAC, fellow students, parents, and school staff were interviewed about how the students established friendships at school. The results revealed that students using AAC and fellow students exerted agency in friendship establishment by showing clear preferences for people and activities. Fellow students reported a larger number of personal as well as interactional qualifiers for friendship than students who used AAC. Implications of the findings are discussed.

Keywords: friendship establishment; children; augmentative and alternative communication (AAC); agency; school

Introduction

Friendships are important for children as they support their development (Engle, McElwain, and Lasky 2011), social participation (Ashjornstett, Engelsrud, and Helseth 2012) and the formation of their identity (Adler and Adler 1998). However, children with little or no functional speech who use augmentative and alternative communication (AAC) are often lonely (Raghavendra et al. 2013) and they are likely to have fewer friends than peers without disabilities (Raghavendra et al. 2012; Thirumanickam, Raghavendra, and Olsson 2011).

There are numerous definitions of friendship but little consensus on a single definition (Berndt and McCandless 2009). We understand friendship as a close social dyadic relationship, which can be either reciprocal or unilateral. When discussing children's friendships, it is important to acknowledge and seek children's voices about the issues that concern them (Hothi and Karlsson 2014) rather than only considering children's friendships from the viewpoint of adults. In a study of children aged 8–10 years representing a variety of disabilities (Morrison and Burgman 2009), children defined a friend as someone who liked them, was helpful and cared for them, was kind, and accepted any personal differences. Anderson, Balandin, and Clendon (2011) identified that peers of students using AAC aged 7 to 14 years described a friend as someone who was similar with much in common with themselves (e.g., shared interests and experiences) or someone who they perceived as nice, kind or funny.

The ability to communicate (or speak) is crucial in developing friendships (Hruschka 2010). Consequently, it is important to understand how children using AAC establish friendships with peers. Knowledge about the establishment of friendships between children who use AAC and their peers without disabilities is sparse (Østvik, Ytterhus, and Balandin 2017). Most children develop and experience friendships from early childhood. However, the processes of establishing friendships are complex, involving environmental and individual factors (Fehr 1996). Although children who use AAC may be friends with peers without disabilities (Anderson, Balandin, and Clendon 2011), they are at risk of experiencing substantial barriers to establishing such friendships. These include limitations in the time spent with peers (Raghavendra et al. 2012; Chung, Carter, and Sisco 2012), shared activities (Thirumanickam, Raghavendra, and Olsson 2011), participation (Anderson, Balandin, and Clendon 2011; Raghavendra et al. 2012), as well as limited social interactions with peers (Chung, Carter, and Sisco 2012; Raghavendra et al. 2012).

Children are social agents with the potential of practicing agency. Robson, Bell, and Klocker (2007: 135) defined agency as 'an individual's own capacities, competencies, and activities through which they navigate the contexts and positions of their lifeworlds'. Children are not only capable of constructing their own lives (James 2009; Robson, Bell, and Klocker 2007) but also of having a significant influence in the lives of other children (Mayall 2002). Children are exerting agency when they demonstrate social interest in particular children and motivation to be involved in certain activities. Researchers interested in the establishment of friendships have demonstrated that children without disabilities tend to make friendship with children with similar characteristics as themselves (e.g., gender, age, behaviour,

Peer culture thus contains informal social mechanisms through which children create their social order, determine their place and identity, and develop positive .Children's peer culture, as it flourishes when adults are not present, stands between individual children and the larger adult society. Based on eight years of .Peer Power explodes existing myths about children's friendships, power and popularity, and the gender chasm between elementary school.Peer Power: Preadolescent Culture and highlandcoffeeroaster.com Patricia A. Adler and Peter Adler. Rutgers University Press. pp. Cloth, \$Read the full-text online edition of Peer Power: Preadolescent Culture and Identity ().The authors focus their attention on the peer culture of the children themselves and the way this culture extracts and modifies elements from adult culture.Buy Peer Power: Preadolescent Culture and Identity None ed. by Patricia A. Adler, Peter Adler (ISBN:) from Amazon's Book Store. Everyday .highlandcoffeeroaster.com: Peer Power: Preadolescent Culture and Identity: Patricia A. Adler, Peter Adler.Peer Power: Preadolescent Culture and Identity [Peter Adler, Patricia Adler] on and identity, and develop positive and negative feelings about themselves.Peer power: preadolescent culture and identity. Responsibility: Patricia A. Adler, Peter Adler. Imprint: New Brunswick, N.J.: Rutgers University Press, cPeer Power: Preadolescent Culture and Identity. By Patricia A. Adler and Peter Adler. New Brunswick, NJ: Rutgers University Press, pp. plus index.Peer Power: preadolescent culture and identity. PATRICIA A. ALDER & PETER ADLER, New Brunswick NJ, Rutgers University Press xii + pp, \$Summary. Peer Power seeks to explode existing myths about children's friendships, power and popularity, and the gender chasm between elementary school.University of Pretoria etd Liebenberg, J J () BRONNELYS Adler, P.A.. & Adler, P. (). Peer power: preadolescent culture and identity.Peer power: preadolescent culture and identity / Patricia A. Adler, Peter Adler. Peer pressure in children > United States. Physical Description: xii, p. ; Peer power preadolescent culture and identity / Patricia A. Adler, Peter Adler vital components in the lives of preadolescents: popularity, friendships, cliques.Peer Power: Preadolescent Culture and Identity, Paperback by Adler, Patricia A.; Adler, Peter eBay!.Buy Peer Power: Preadolescent Culture and Identity 98 edition () by Patricia A. Adler for up to 90% off at highlandcoffeeroaster.comPeer Power explodes existing myths about children's friendships, power, and popularity, and the gender chasm between elementary school boys and girls.Although most popularity study is being conducted by peer relations .. Peer power: Preadolescent culture and identity, New Burnswick, NJ: Rutgers University.highlandcoffeeroaster.com - Buy Peer Power: Preadolescent Culture and Identity book online at best prices in India on highlandcoffeeroaster.com Read Peer Power: Preadolescent Culture and .Peer Power: Preadolescent Culture and Identity. Author:Peter Adler. We appreciate the impact a good book can have .We all like the idea of saving a bit of cash.

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