

Social media use in adolescents with intellectual
disabilities: A comparison with typically
developed peers

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<p>Abstract:</p> <p>Communication and social interaction have evolved and changed significantly over the course of the past decades, due to the emergence of cell phones and the internet. Social media and technology have become essential parts of social interaction. However, these new technologies may present unforeseen challenges to the social opportunities of adolescents with intellectual disabilities. These new demands may restrict the quality of life and self-determination of adolescents with intellectual disabilities. These technologies may also present new risks in these adolescents' social environments.</p> <p>The aim of this study was to explore the use of social media by adolescents with intellectual disabilities and compare the use the typically developed peers. Furthermore, this study aimed to explore whether these adolescents felt limited in their social lives because of the increased use of social media to further relationships, keep in touch with people and spend time together on the internet.</p> <p>The participants in this study ($N=15$) were 5 adolescents with intellectual disabilities and 10 typically developed peers, split into two control groups ($n=8$; $n=2$). Semi-structural interviews were conducted to explore their use of social media. A content analysis method was used on the interview transcriptions to reveal five emergent themes: (1) <i>The active use of social media</i>, (2) <i>the passive use of social media</i>, (3) <i>devices used by the participants</i>, (4) <i>accessibility of social media and devices</i> and (5) <i>risk management</i>.</p> <p>All the participants who used social media did so mainly as an extension of pre-existing relationships and as an additional tool in their social interactions. The adolescents with intellectual disabilities did not seem to feel excluded in their social lives by the increased use of social media. They seemed satisfied with their social interactions and participated in social media to the best of their ability. However, some of them found the use of social media too difficult.</p> <p>Further research into how people with language difficulties navigate social media and how accessible these devices and sites are is needed. Furthermore, more information and guidance about how to use alternative ways of communication via social media applications could be given to people with language difficulties</p>	
Key words: Intellectual disabilities, adolescents, social media, technology, content analysis	
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Sammanfattning: <p>I och med mobiltelefonens och internets uppkomst har kommunikation och social interaktion förändrats betydligt över de senaste årtiondena. Sociala medier och teknologi har blivit väsentliga delar av social interaktion. I och med användningen av den nya teknologin har nya oförutsedda utmaningar för sociala möjligheter för ungdomar med utvecklingsstörning också vuxit fram. De nya kraven kan begränsa livskvaliteten och självbestämmanderätten för ungdomar med utvecklingsstörning. Teknologerna kan också medföra nya risker för dessa ungdomars sociala omgivning.</p> <p>Syftet med avhandlingen var att undersöka användningen av sociala medier hos ungdomar med utvecklingsstörning och jämföra den med jämlikar som har en typisk utveckling. Dessutom var syftet med avhandlingen att undersöka om ungdomarna kände sig begränsade i sina sociala liv på grund av den ökade användningen av sociala medier, för att främja förhållanden, hålla kontakt med människor och tillbringa tid tillsammans på internet.</p> <p>Deltagarna i studien ($N=15$) var fem ungdomar med utvecklingsstörning och 10 jämlikar som hade en typisk utveckling, indelade i två kontrollgrupper ($n=8;n=2$). För att undersöka deras användning av sociala medier gjordes semi-strukturella intervjuer. En innehållsanalys gjordes på transkriptionerna för att ge upphov till fem framväxande teman: (1) <i>Den aktiva användningen av sociala medier</i>, (2) <i>den passiva användningen av sociala medier</i>, (3) <i>apparaterna deltagarna använde</i>, (4) <i>tillgängligheten av sociala medier och apparater</i>, och (5) <i>riskhantering</i>.</p> <p>Samtliga deltagare som använde sociala medier gjorde det främst för att upprätthålla existerande förhållanden och som ett tillägg till deras sociala interaktioner. Ungdomarna med utvecklingsstörning verkade inte känna sig uteslutna i sin sociala tillvaro på grund av den ökade användningen av sociala medier. De verkade nöjda med sina sociala interaktioner och deltog i sociala medier enligt egen förmåga. Några av dem upplevde ändå att användningen av sociala medier var för svårt för dem.</p> <p>Fortsatt forskning om hur personer med språkliga svårigheter klarar av sociala medier och om hur tillgängliga apparaterna och sidorna är för dem behövs. Dessutom kunde personer med språkliga svårigheter få mera information och vägledning i hur alternativa kommunikationssätt används via sociala medier.</p>	
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1 Introduction

The concept of communication and social interaction has evolved and changed significantly over the course of the past decades. Cell phones, tablets and the internet have made communication global and multifaceted, as well as people virtually constantly accessible. This new generation faces increased opportunities, as well as pressures, compared to previous generations, in part due to the ever-changing technologies present in our everyday life (Brake, 2014; Ertiö, Kukkonen & Räsänen, 2020; Kaplan & Haenlein, 2010; Shensa et al., 2017; Sormanen & Dutton, 2015; Wegmann & Brand, 2016; Yonker, Zan, Scirica, Jethwani & Kinane, 2015).

Social media is nowadays an essential part of social interaction, just as the internet has become an essential tool in managing everyday tasks and activities (Kaplan & Haenlein, 2010; Sormanen & Dutton, 2015). However, these technologies have not necessarily been developed with functional disabilities – not to mention intellectual disabilities – in mind (Chadwick, Wesson, & Fullwood, 2013). Therefore, they may place unexpected and challenging demands on individuals with disabilities. These demands may restrict a person's independence and self-determination, as well as their quality of life (Borgström, Daneback & Molin, 2019; Caton & Chapman, 2016; Patrick, Obermeyer, Xenakis, Crocitto & O'Hara, 2020).

These technologies also present a somewhat unexplored resource to tap into for many adolescents with disabilities (Patrick et al., 2020). There is also an increased use of these technologies as an aid in health care, interventions, and therapies (Cooney, Jackman, Tunney, Coyle & O'Reilly, 2018; Molin, Sorbring & Löfgren-Mårtensson, 2015; Morris, Mueller & Jones, 2014; Raghavendra, Hutchison, Grace, Wood & Newman, 2018; Raghavendra, Newman, Grace & Wood, 2013; Yonker et al., 2015). Additionally, both adolescents with and without disabilities are using these technologies in their free time as well, as a part of their everyday lives (Borgström et al., 2019; Ertiö et al., 2020; Caton & Chapman, 2016; Patrick et al., 2020). Regardless of certain apprehensions there might be about vulnerable people using these technologies (Erdur-Baker, 2010; Molin et al., 2015; Palmer, Wehmeyer, Davies & Stock, 2012), they already are. Studies suggest that the best way to deal with it is to be prepared for it and have support systems in place to ensure responsible and meaningful use (Chadwick et al., 2013; Erdur-Baker, 2010; Raghavendra et al., 2013).

1.1 Intellectual disabilities

Intellectual disability (ID) is defined as an arrested or incomplete development of the mind, which impacts a person's intelligence (WHO, 2019). Comorbidities are also common with ID (Simpson, Mizen, & Cooper, 2016). On the other hand, in many diagnoses a lack of ID is specified, even though these comorbidities might still exist. This may lead to difficulties for health care professionals to diagnose people with ID with comorbidities (Baker, Neece, Fenning, Crnic & Blacher, 2010; Neece, Baker, Crnic & Blacher, 2013; Pruijssers, van Meijel, Masskant, Keeman & van Achterberg, 2016). Therefore, it is not always as meaningful to know a person's diagnosis as it is to get to know the individual and their specific needs (Simpson, Mizen & Cooper, 2016).

In Finland, the care of people with ID is organized both with the help of families and the state (Miettinen, 2012). The deinstitutionalization of the Scandinavian countries together with recent directives in the ICF-classification (World Health Organization, 2019) have made the care of people with disabilities focused on their specific needs. Caregivers used to base their care on a diagnosis, whereas nowadays the goal is to meet everyone according to their specific needs (Simpson et al., 2016). Every person with the same diagnosis has neither the same desires nor the same opportunities as each other, so a diagnosis will not get one very far in terms of everyday care. Furthermore, ID can vary from mild to severe and there are varieties within those groups as well (WHO, 2019).

According to the Finnish Association on Intellectual and Developmental Disabilities (FAIDD) (Kehitysvammaliitto, 2020), there are about 50 000 persons with ID in Finland. According to FAIDD, only some of them have a diagnosis. Additionally, only some of those persons with ID utilise the services and subsidies afforded to them. These services and subsidies incorporate different areas of life, such as work, housing, and education, for adults as well as minors. People with ID are provided with service and care in Finland. The services and care include among other things housing, care, and work for people with ID, as well as help and support networks for families with members who have ID.

Simões and Santos (2016) found that the quality of life for an adult with ID could be significantly lower than for typically developed peers. The same result could be seen in children and adolescents as well, especially concerning the social aspects of quality of life (Arias et al., 2018; Biggs & Carter, 2016). The discrepancy between groups could be observed both in personal social satisfaction, and as active participants in society. Therefore, it is important to improve the outcomes and quality of life for people with ID. According to Dalton and Sweeney (2013), staff in residential services recognized the

importance of facilitating communication for persons with ID. The staff noted a noticeable increase in the quality of life for the residents, associated with an increased ability to communicate. However, staff often lacked knowledge and resources needed to successfully facilitate communication. Van der Meer et al. (2017) concluded that, with the proper resources and support, it is possible to train direct-care staff to provide such services to people with ID. The drawback to this was that some of the ways support systems were set up could also decrease self-determination in people with ID (Umb-Carlsson & Sonnander, 2005).

Patrick et al. (2020) found that technology use in people with ID could promote self-determination and could lead to an increased quality of life. Caton and Chapman (2016) found that people with ID, who used social media, had positive experiences regarding friendships, self-esteem, and other social aspects of life, even though there were some barriers concerning access to social media. Additionally, Borgström et al. (2019) found that the use of internet could improve self-determination and independence for adolescents with ID despite the inherent risks involved with it.

1.2 The social environment of adolescents with and without intellectual disabilities

According to Eriksson, Hochwälder, Carlsund and Sellström (2012) social capital is a significant factor in measuring children's and adolescent's health and wellbeing. According to Helseth and Misvær (2010), adolescents rate their social life as one of the most important aspects of their lives. Furthermore, adolescents seemed to rate belonging to a certain social group as important for their personal social satisfaction. Biggs and Carter (2016) and Arias et al. (2018), found that minors with autism or ID struggled more with social aspects of life compared to typically developed peers. Hurd, Evans and Renwick (2018) found that youth with ID experience and value friendships, even though the quality of their friendships might differ from typically developed peers' friendships (Sigstad, 2017; Tipton, Christensen & Blacher, 2013). Similarly, Fulford and Cobigo (2018) found that friendships and intimate relationships were important to people with ID, although they typically needed support from caregivers in maintaining the relationships. On the other hand, the study also showed that people with ID also found their dependence on caregivers restrictive in some cases. Furthermore, according to Friedman and Rizzolo (2018), friendships may have led to improved outcomes in nearly all aspects of life for people with ID. Therefore, it is important to support and improve the friendship quality of people with ID.

There is an effort to socially integrate children and adolescents with ID into typical school and social environments. The reasoning is that an increased familiarity with people with ID will have a positive effect on how their peers treat them and accept them into their environments (Alnahdi, 2019; Locke, Ishiman, Kasari & London, 2010; Nadeau & Tessier, 2006; Scior, 2011; Werner, Corrigan, Ditchman & Sokol, 2012). On the other hand, Locke et al. (2010) argued that inclusion may not always lead to integration. The families, schools and neighbourhoods also significantly impact how children and adolescents managed in their social environments (Eriksson et al., 2012). Beck, Thompson, Kosuwan and Prochnow (2010) found that adolescents who used Augmentative and Alternative Communication (AAC), for example, needed supportive environments for successful and meaningful communication. Typically developed peers needed familiarity with the situation to facilitate that communication. Furthermore, the study found that the attitudes typically developed peers had towards adolescents with ID could either facilitate or exacerbate the social situation of adolescents with ID. Additionally, adolescents with ID could have detrimental views on their own perceived social capital and social capabilities if they have anxiety or depression (Klein et al., 2018), which was more likely than for typically developed peers (Austin, Hunter, Gallagher & Campbell, 2018; Reardon, Gray & Melvin, 2015).

A growing social environment for adolescents to operate in exists online (Brake, 2014; Ertiö et al., 2020; Livingstone, Haddon, Görzig & Olafsson, 2011; Sormanen & Dutton, 2015). Therefore, for adolescents with ID to integrate into the social environment of typically developed peers, they may also be required to learn to use and navigate social media applications. Children and adolescents with ID seemed to participate in fewer activities and at a less frequent rate than typically developed peers (Taheri, Perry, & Minnes, 2016). Nevertheless, even if integrating into typically developing peers' online social environment was not feasible, social media and devices are already part of their own social environment (Chadwick et al., 2013; Morris et al., 2014; Palmer et al., 2012; Raghavendra et al., 2018; Raghavendra et al., 2013).

People with ID in transitional periods have different worries and expectations for their futures compared to typically developed peers (Austin et al., 2018; Forte, Jahoda & Dagnan, 2011; Young-Southward, Cooper & Philo, 2017). Adolescents and young adults with ID were worried about stigmatisation, loss of family members, social relationships, and failure, whereas typically developed peers worried about employment, expectations, failure, and independence in decision-making (Forte et al., 2011). Transition into early adulthood was also associated with increased depression, anxiety and other health problems in people with

ID (Austin et al., 2018; Young-Southward et al., 2017). This transition is also a period of increased self-awareness and pressure for these young adults, especially related to friendships and other relationships (Hurd et al., 2018).

1.3 Social media and communication

Kaplan and Haenlein (2010) define social media as a group of internet-based applications that build on a platform where users continuously modify content in a collaborative and participatory way and allow for the creation and extension of user generated content. As such, social media is completely online and inherently interactive with other users online. Social media applications such as *Whatsapp*, *Facebook*, *Youtube* and *Instagram* have daily users in the billions, with several other sites, such as, *Reddit*, *Twitter* and *Snapchat* being enormously popular as well with daily users in the millions (Statista, 2020). Because of the inherent properties of social media, the popularity and contents of these sites are constantly changing.

Communication is also changing with the use of social media. Social media has become a huge part of society, not only as a means of staying in touch with friends, but also utilised by companies, for example in marketing strategies or day-to-day business with employees (Ertiö et al., 2020; Hogan & Strasburger, 2018; Kaplan & Haenlein, 2010; Sormanen & Dutton, 2015). Social media applications such as Facebook, Instagram and Whatsapp have become staples in the everyday lives of people, both professionally and socially (Hogan & Strasburger, 2018). Alternative methods of communication such as voice chatting have become more frequent (Jenks & Brandt, 2013; Wadley, Carter, & Gibbs, 2015). Worries about privacy and confidentiality (Yonker et al., 2015), and depression and addiction (Shensa et al., 2017) are few of the negative consequence of social media use observed in children and adolescents. Molin et al. (2015) found that parents and teachers to children and adolescents with ID were proactive in their efforts to teach social media proficiency to their children and pupils. Caton and Chapman (2016) noted that the barriers that keep people with ID from social media were overprotectiveness from caregivers as well as language skills and the new language rules of the internet.

Traditional news media outlets also have a presence on social media, which at times makes the line between traditional media and social media blurred (Pennycook & Rand, 2019). Like social media platforms some news media sources, for example the web-based versions Helsingin Sanomat and Ilta-Sanomat, also allow readers to comment on news items, which creates an interactive space for online consumers of news. Research suggests that the drawback of gathering news from social media seems to be the manipulation of the

information and the intentional spreading of misinformation (Bail et al., 2018; Pennycook & Rand, 2019; Sormanen & Dutton, 2015). Traditional news media outlets usually need to follow guidelines and proper vetting of stories before publishing them, which social media does not require (Pennycook & Rand, 2019).

People with ID still face barriers concerning accessibility of internet and social media (Chadwick et al., 2013). The functional variations and impairments, educational levels, support networks, resources, and environmental attitudes of individuals with ID can all have an impact on how available or accessible social media is. On the other hand, people with ID were able to utilise technology and social media to promote self-determination and live more independently (Patrick et al., 2020). Molin et al. (2015) found that parents and teachers of adolescents with ID viewed social media predominantly as an extension of education or a tool for self-improvement and were apprehensive of the risks involved with internet use. Borgström et al. (2019), on the other hand, stressed the importance of enabling people with ID to take measured risks to promote self-determination.

Machimbarrena et al. (2018) found that cyberbullying was the most prevalent way to be victimised on the internet. They also found that sexualised risk behaviour was prevalent in internet social behaviour. According to a qualitative analysis of online predators (de Santisteban, del Hoyo, Alcázar-Córcoles, & Gámez-Guadix, 2018) they adapted their strategies to be the most effective at persuading minors and often influenced the minors to take an active part in their crime. On the other hand, Chan, McNiel and Binder (2016) found that most sex offenses are still committed by individuals personally familiar with the victims, rather than them being strangers the victims met on the internet.

There have also been undeniable positive aspects to the development of social media, such as improved social participation and technology skills as well as more accessibility to societal resources being available for an increased number of people (Chadwick et al., 2013; Palmer et al., 2012; Raghavendra et al., 2013). Furthermore, as has been discussed (Eriksson et al., 2012; Helseth & Misvær, 2010; Hurd et al., 2018), social capital and friendship are one of the most important aspects of young people's lives. Adolescents can hardly be expected to abstain from utilising a tool, that has also permeated adult socialisation in such a significant way, to further their relationships.

2 Aim of the study

The aim of the study was to explore the use of social media by adolescents with ID and compare the use to typically developed peers. Furthermore, this study aimed to explore

whether these adolescents felt limited in their social lives because of the increased use of social media to further relationships, keep in touch with people and spend time together via the internet. The questions that this study aimed to answer were:

1. How do adolescents with intellectual disabilities use social media in social interactions?
2. Do adolescents with intellectual disabilities feel excluded in their social lives because of an increased use of social media in social interactions, compared to typically developing peers?
3. Is social media too difficult to use according to adolescents with intellectual disabilities?

2 Method

The present study was a qualitative study on the use of social media by three groups of adolescents and young adults. Because of the increased use of social media as a form of communication, as a tool for building social networks, and a way to maintain relationships, exploring the behaviours of these groups could yield fascinating insights into how the social landscape has changed. Furthermore, it could shed some light on possible disparities and barriers for adolescents with ID to access social media in a meaningful way, compared to typically developing peers. Considering the variations both between and within groups, a qualitative study was chosen to allow for a semi-structured approach. Furthermore, this facilitated the use of the content analysis approach. The data was comprised of semi-structural interviews that were analysed with a content analysis method (Krippendorff, 1980; Martin & Hedin, 2011). In accordance with research ethics, the Board for research ethics at Åbo Akademi University approved the research in the fall of 2019.

One of the groups interviewed was living in or staying at a group-housing unit. This group-housing unit provides three different services: 1) permanent housing arrangement for people with ID working within working centres, 2) board for students attending special-needs vocational education, and 3) caregiver-relief services during weekends and summer. Permission to conduct this study was granted by the organisation that housed the group in the summer of 2019.

3.1 Participants

The participants were 15 adolescents and young adults: five adolescents with ID, eight typically developed adolescents and two typically developed young adults (Table 1). The participants were divided into three groups: an ID group, an age control group and a group that controls for living arrangement. These groups will be referred to as ID, A and L respectively going forward. To ensure the anonymity of the participants, they were given codes according to their group, sex, and the order in which they were interviewed.

Table 1. Background information about the participants

Participant	Age	Sex	Language	History of speech and language therapy
ID Group				
ID-M1	17	Male	Swedish, speech unintelligible often	4-5 years
ID-M2	18	Male	Swedish	No data
ID-F1	18	Female	Swedish	Consultation to improve oral motor skills
ID-F2	16	Female	Swedish, speech unintelligible at times	Since she was 3 years old, to increase intelligibility, and improve grammar
ID-F3	18	Female	Swedish, speech quite juvenile and unintelligible often	10 years, to regain speech and sensory feeling in mouth
A Group				
A-M1	16	Male	Swedish	No data
A-M2	16	Male	Swedish	A few times for articulation of /s/, /t/ and /l/
A-M3	16	Male	Swedish	No data
A-F1	16	Female	Swedish	No
A-F2	13	Female	Swedish	No
A-F3	14	Female	Swedish	No
A-F4	14	Female	Swedish	No
A-F5	15	Female	Swedish	There was some need for adjusting articulation
L Group				
L-F1	22	Female	Finnish	No data
L-F1	22	Female	Finnish	No data

The ID group consisted of people living in or staying at a specific group-housing unit, that the interviewer was previously familiar with. The interviewer was also previously familiar with a few of the participants from the ID group. The potential participants from the unit had varying levels of language abilities, but all had at least some verbal communication, although for a few it was extremely limited. These potential participants communicated mostly nonverbally or with the help of AAC in specific contexts, such as keeping diaries of

their activities during the weekdays. None of the potential participants had physical disabilities that required use of assistive technology services. All the participants in the ID group ended up having a verbal communication level that was sufficient for a completely verbal interview. The potential participants' age ranged from 13 to 18 years. The plan was to interview about five to ten participants for each group, but the ID and L groups had fewer participants than expected. The mean age of the A group also skewed a bit younger than anticipated compared to the ID group.

The participants with ID were all staying at or living in a group-housing unit while attending special-needs vocational education or working at one of the joint authority's working centres. The ID group consisted of three girls and two boys and they were all between 16 and 18-years-old. None of the participants used AAC in the interviews, but ID-M1, ID-F2 and ID-F3 were difficult to understand because of impairments in speech and language. They all lived in the same group-housing unit and all but ID-M2 attended school together. ID-M2 graduated the year before and was at the time working at a working centre.

The A control group controlled for age. The participants all lived with their caregivers and attended school at a basic or secondary level. They were between 13 and 16 years of age. The group consisted of five girls and three boys. They were contacted through a parent to two of the participants, who was an acquaintance of the interviewer.

The L control group controlled for living arrangement, in other words neither of the participants lived with their caregiver nor with a significant other. It would have been difficult finding typically developed peers with housing arrangements that matched people with ID. Therefore, this design opted for comparing social media behaviour between family or significant others that were not living together. The L group were both 22-years-old and female. They were directly contacted by the interviewer through a mutual acquaintance.

The adolescents and young adults in the ID group and the age-control group all had Swedish as their primary language, whereas the control group for living arrangement had Finnish as their primary language. The interview language for the ID and A groups was Swedish, whereas the interview language for the L group was Finnish. One of the participants in the ID group had lived in Sweden and had a slightly different Swedish accent from the other Swedish-speaking participants. The participants from the ID group attending school usually travelled home over the weekends, whereas the one living in the permanent residence did not.

The participants in the ID and A group were not able to give consent due to their age or diagnosis, so the caregivers were notified of the contents of the interviews (Appendix 1 &

2) and asked to sign consent-forms for participation in the study and recording of the interview (Appendix 4). The caregivers were also notified of how the recordings were going to be stored and later disposed of, as well as their right to withdraw from the study without reason at any given time. The participants from the L group were equally informed and asked to consent themselves (Appendix 3 & 5).

3.2 Data collection

The data for this study was collected during the fall of 2019 in the forms of semi-structural interviews. The interviews were video- and audio-recorded to ease the content analysis phase as well as the actual interviews, which were anticipated to contain visual aids, like AAC or signs, with some of the participants. The interviews were 5-17 minutes in length, with the majority being under 10 minutes long.

An important aspect of the design of this study was balancing the limitations of the ID group with the constraints of the content analysis design. The interviews were mostly under 10 minutes long, to prevent the participants with ID would have trouble answering questions or staying attentive for a prolonged time, which in turn would lead to a disproportion in answers between the ID group and the control groups.

The questions (Appendix 9) were about the devices the participants used and their thoughts on these devices and social media. Because of the groups' discrepancies in language production and comprehension, the questions were constructed with the ID group in mind. The first few questions were regarding the respondents' internet and social media application use, which devices the respondents used and with whom they were in contact through these devices. The last questions were regarding their personal experiences in using these media, both positive and negative aspects of them and if they thought there was any way to improve social media.

The interviews with the ID group were conducted in the same room at the group-housing unit. The room was a designated "white room", in other words a room designed for tranquillity, to help reduce an overload of stimuli. There were little outside disturbing factors, but the computer, camera equipment and dictation machine were distracting in the beginning of the interview for a few of the participants. The A group were all, but one interviewed at a private residence that was previously unfamiliar to the participants. A-M1 and A-M2 were at the residence at the same time as well as A-F2, A-F3, A-F4 and A-M3. A-F1 was interviewed at the residence alone and A-F5 was interviewed at her own residence. The ones who were attending the interview at the same time as others were listening to music on headphones

when not being interviewed. During one of the interviews, there was a short break because of a doorbell and during another, there was a short break due to a phone ringing. The L group was interviewed at L-F2's studio residence, which was familiar to L-F1. While L-F1 was being interviewed, L-F2 was listening to music. When L-F2 was being interviewed, L-F1 was listening to the interview. There was also a third party at the residence at the time, who listened to both interviews. Because of the apartment's size, total privacy was not achievable.

All interviews were conducted face-to-face with about one meter between interviewer and interviewee. None of the participants was used to being interviewed or recorded. The instruments used in the interviews with the ID group and the A group were a Sony handycam PJ 330E/ 2015 video camera and a Zoom H2next dictation machine. The instruments used for the interviews with the L group were a Canon DVD Camrecorder video camera and an Olympus Linear PCM Recorder LS-5 dictation machine.

3.3 Measures

The theoretical approach of the analysis in the present study was taken from Krippendorff's (1980) and Martin and Hedin's (2011) methods for a qualitative content analysis. Firstly, the interviews were transcribed with the help of the interview recordings. Then the interviewer broke down the answers within groups as well as between groups, looking for emergent themes in the answers (Table 2). These themes were then extrapolated to hypotheses or descriptions about the participants' answers. The themes were then also compared to each other within groups as well as between groups.

An interview guide of previously agreed upon questions (Appendix 9) was used in the interviews. The questions had to be slightly modified because of language comprehension and production abilities in some of the participants from the ID group. There was some difficulty in finding the right difficulty-level for the questions to keep the groups comparable. The interviewer was mindful of keeping the topics in the interviews with the control groups superficial enough to keep the answers from overshadowing the ID group.

There were also some difficulties in using a completely standardised version of the content analysis method. Firstly, many of the participants answered briefly, and the longer narratives preferred for the content analysis method did not always emerge. Secondly, the interviewer was not very experienced in coaxing longer narratives from the participants. Thirdly, some of the participants from the ID group had a more difficult time answering open-ended questions, which necessitated more leading questions and lead to fewer narrative answers.

The interview excerpts presented in the Results-section of this study are translations. The excerpts from the original transcriptions are presented in Appendices 6, 7 and 8.

Table 2. *The emergent themes from various topics of conversation regarding social media use*

Themes	Topics of conversation
Active use	Social media sites
	Commenting and liking
	Interactions with strangers
	Participation
Passive use	Gaming
	Browsing feed
	Following celebrities
	Following news
Devices	Non-participation
	What devices do you use?
Accessibility	Device accessibility
	Social accessibility
	Schoolwork
	Screentime
Risks	Cyberbullying
	Addiction
	Problematic and dangerous behaviour

4 Results

The interviews with the three groups varied in both length and content, however, themes in the interviews emerged by applying the content analysis method to the transcriptions. Five themes have been chosen for the purposes of this thesis: (1) *The active use of social media*, (2) *the passive use of social media*, (3) *devices used by the participants*, (4) *accessibility of social media and devices* and (5) *risk management*. Within these themes there are differences both within the groups as well as between groups.

4.1 Active use of social media

The active use of social media is defined in this thesis as any active engagement within social media, such as commenting on a friend's picture or upvoting or downvoting a post in a discussion forum to agree or disagree with it, as well as uploading your own content on various platforms. Instant messages and sharing content also fall under this category. In the ID group there was one participant who did not use social media actively, even though she had social interactions with devices (Table 3). These interactions were in person or on phone calls. All the participants in the A and L groups used social media actively (Table 3).

Table 3. *The different social media applications the participants reported using*

Participants	Social Media applications
ID group	
ID -F1	Whatsapp, Facebook, Instagram, Youtube
ID -F2	Whatsapp, Facebook, Instagram, Youtube
ID -F3	-
ID -M1	Skype, Whatsapp, Youtube
ID -M2	Whatsapp, Facebook, Instagram, Snapchat, Tiktok, Twitter, Pinterest, Youtube
A group	
A-F1	Whatsapp, Instagram, Snapchat, Youtube
A-F2	Whatsapp, Instagram, Snapchat, Youtube
A-F3	Whatsapp, Instagram, Snapchat, Youtube
A-F4	Whatsapp, Instagram, Snapchat
A-F5	Snapchat, Reddit
A-M1	Whatsapp, Instagram, Snapchat, Reddit, Youtube, Discord
A-M2	Whatsapp, Instagram, Snapchat, Reddit, Youtube
A-M3	Whatsapp, Facebook, Instagram, Snapchat, Reddit, Youtube
L group	
L-F1	Whatsapp, Facebook, Instagram
L-F2	Whatsapp, Facebook, Instagram, Snapchat

Some participants in the A group and one participant from the ID group also interacted with people on the internet who were previously unknown to them, via playing games online, discussions on forums and reactions to uploaded content (Table 4).

Table 4. *Excerpts from interviews with participants from the A and ID groups (Appendix 6 & 7)*

Excerpt	#1 A-M1
*I:	Alright. Do you usually just read or do you also comment [in Reddit and Youtube]?
A-M1:	I rarely comment, but sometimes
I:	So mostly it's just you reading what they're writing?
A-M1:	Yeah
I:	Do you upvote and stuff as well?
A-M1:	Not terribly much, sometimes if there's something I really like but otherwise no
Excerpt	#1 A-M2
A-M2:	I mostly play World of Warcraft and some other MMORPG-games
I:	Yeah so I assume you play a lot with other people [not friends]?
A-M2:	Yes
I:	Yeah, do you talk to them while you're playing as well?
A-M2:	A little or different-
I:	-is it via text or headset?
A-M2:	Via text
Excerpt	#2 A-M2
I:	So on Youtube and Reddit, do you comment or only read?
A-M2:	Mm I only read, I seldom comment
I:	You don't upvote or something either?
A-M2:	Yeah I do upvote, quite a lot [laughs]

Table 4. (Continued)

Excerpt	#1 A-F4
*I:	Do you just follow the feed [in Instagram] or do you also comment?
A-F4:	Well I only comment on like friends', but for other people I'll like their posts
Excerpt	#1 A-F5
I:	Yeah. Do you comment a lot or only read [Reddit]?
A-F5:	I almost never comment, I'll just look through what's there
I:	Yeah. Do you upvote and such?
A-F5:	Well, that I do
Excerpt	#1 ID-M2
ID-M2:	I've reported a person on Instagram since he called me a profanity and all the thing and sometimes I've been totally blocked by someone without reason
I:	Yeah
ID-M2:	So I had to contact the guy who owns it and well after some things I got it resolved that way

*Note: I stands for Interviewer

A few from all the groups mentioned having had friends whom they had met online, but these relationships were no longer active. Active social media use with strangers while playing games did not extend to social interactions beyond the realm of the game (Table 5). ID-M1 mentioned using voice chatting as a way of keeping in touch with friends and playing games with friends while voice chatting (Table 5). One participant from the A group also used voice chatting occasionally, while playing games with friends (Table 5).

Table 5. *Excerpts from interviews with participants from the ID and A groups (Appendix 6 & 7) about the use of voice chatting*

Excerpt	#1 ID-M1
ID-M1:	It was on Skype
*I:	Okay. Mostly Skype
ID-M1:	Yeah. I play with my friend
Excerpt	#2 ID-M1
ID-M1:	I have what's it called the pasho Skype, that I played
I:	Yeah
ID-M1:	On on the [name] and [name] and [name]
I:	Do you have headsets on when you're talking on Skype?
ID-M1:	Telephone and earmuffs. I put on the earmuffs from the telephone
Excerpt	#2 A-M1
I:	Do you have Discord or something you usually talk through?
A-M1:	Yes if we talk, but yeah

*Note: I stands for Interviewer

Most of the active social media use consisted of interactions with friends the participants also met regularly outside of social media or family members (Table 6). The ID group emphasized using social media as a way of keeping in touch with friends and family they only met when they were at home. One participant from the A group also mentioned

keeping in touch with people she did not meet regularly: Some of the participants from the A group mentioned having group chats with family and friends with different purposes. The L group spoke of constant use over multiple platforms and devices.

Table 6. Excerpts from interviews with participants from all groups (Appendix 6, 7 & 8) about various active use of social media

Excerpt	#1 A-F3
*I:	Okay. What kind of people do you talk to?
A-F3:	My friends
I:	Mostly or only?
A-F3:	Mostly
I:	What kind of other people do you talk to?
A-F3:	Well like my family [laughs]
Excerpt	#2 A-F4
I:	Who do you usually talk to?
A-F4:	Mostly my friends, but my family also if there's something after school or something
Excerpt	#1 ID-F2
ID-F2:	I write to people that I know
I:	Your friends?
ID-F2:	People that I know
Excerpt	#1 L-F2
I:	Who do you usually talk to?
L-F2:	Friends and my mom [laughs]
Excerpt	#1 ID-F1
I:	Do you talk on the phone with somebody
ID-F1:	No
I:	No. It's just friends who don't live here?
ID-F1:	Yeah
I:	Are they ones that live back home?
ID-F1:	Yeah
Excerpt	#2 ID-F2
I:	Do you have any friends that you only meet on the internet via Whatsapp or something?
ID-F2:	Yeah
I:	What kind of friends are they? Have you met them?
ID-F2:	My cousin, my friends, my sister, my friend [at home]. In [country] also
I:	Also in [country]?
ID-F2:	I lived there
I:	Yes they are probably the ones that now that you live here you only talk to them via Whatsapp, right?
ID-F2:	No we talk we meet each other
Excerpt	#3 ID-M1
I:	And the friends can be anybody who lives far away and can still play with you?
ID-M1:	Yeah half of them live far away and lots from here
Excerpt	#1 A-F1
I:	Who do you talk to on Whatsapp and what do you talk about?
A-F1:	I think I mostly talk to friends who live further away that I don't normally have daily contact with, like face-to-face [laughs]

*Note: I stands for Interviewer

Table 6. (Continued)

Excerpt	#3 A-M1
I:	Do you have like, I for example have lots of groups that talk together??
A-M1:	Yes
I:	Yes, so it's a lot of just keeping up but do you also write a lot in-
A-M1:	Yeah
Excerpt	#1 A-M3
I:	On Whatsapp what types of people do you talk to on Whatsapp what do you talk about?
A-M3:	Well, we have a groupchat with all my friends
I:	So it's like a it's not like one on one but lots in the same?
A-M3:	Or yeah I also have some that I send like with mom or someone like that
I:	Yeah
A-M3:	And then we have a familychat
Excerpt	#1 L-F1
I:	And how much do you use?
L-F2:	Hmm, I use the computer daily
I:	Yeah
L-F2:	Like many times a day and the phone well, every hour [laughs]
I:	Yeah
L-F2:	Except when you're not sleeping so
Excerpt	#2 L-F2
I:	Yeah. And how much do you use these devices?
L-F2:	Always when I'm home that computer is on [laughs]
I:	Okay [laughs]
L-F2:	And, the phone is also pretty glued to my hand

*Note: I stands for interviewer

None of the participants save for one in the ID group reported much active social media use outside of their familiar social group. Some of the participants played online games with strangers, “liked” pictures or upvoted or left comments on public forums, but they were not mentioned as part of a regular interactive social routine (Table 7). On the other hand, ID-M2 mentioned uploading pictures and videos on multiple platforms as well as keeping track of his friends or followers on different platforms. He seemed engaged in increasing numbers and staying up to date on the latest platforms. He also differentiated between the different audiences on different platforms and adjusted his own content according to the audience he had (Table 7).

4.2 *Passive use of social media*

The passive use of social media is defined in this thesis as any passive engagement within social media, such as reading your feed, watching online videos, or reading discussion threads on forums. Watching videos on video-on-demand sites, such as *Netflix* or *HBO* was not regarded as passive social media use, because the platforms were not considered social media, and they were not interactive. However, watching videos on social media platforms

such as *Youtube* or *Twitch* were considered passive use of social media, because the platforms were innately interactive.

Table 7. Excerpts from interview with ID-M2 (Appendix 6) about how he views his social media presence

Excerpt	#2 ID-M2
*I:	Have you also got followers that way?
ID-M2:	Yes I get a little that way as well
I:	Would you like to have more followers than what you have now?
ID-M2:	No I have quite a lot since I started like three years I had very little. No I think it's more than that but now I've forgotten, it's 2019 so that means I've had it for five years, yeah it was th- 2014 that I started with Instagram and that means I've had Facebook for three year and I started it in 2016
I:	Yeah. And now you have, this whole time you've gotten a bit more followers?
ID-M2:	Mmm
I:	Yeah. And you're pleased with that?
ID-M2:	Mm
I:	Mm
ID-M2:	I was on the same level as [organisation] in terms of followers [laughs] I think it was 700 about what I had as well. Yes sometimes you lose followers and sometimes it goes up and down.
I:	Yeah. The small differences are not something you're bothered by, or?
ID-M2:	Well, I can be bothered if a lot of people unfollow then I don't understand why they would do that but otherwise if it's just a few I can just "oh, I'm not a good person for them"
Excerpt	#3 ID-M2
ID-M2:	It depends on which followers I have on which platform
I:	So who you want to reach?
ID-M2:	Yes, so if I think that I don't want to reach that many people I might use Facebook since I have more followers on Instagram than friends on Facebook
I:	Yeah quite. So it's mostly a question of numbers it's not so much that the people you're friends with on Facebook are also followers on Instagram
ID-M2:	Yes the ones that have it not all have Instagram, but those that do I also have there

*Note: I stands for Interviewer

All participants save for one in the ID group engaged in passive social media use. Passive social media use was often interspersed with active social media use, as in liking a comment after reading a discussion thread on an online forum or liking a picture after going through your feed (Table 8). Passive social media use was distinctly less prevalent in the ID group's accounts than in the other two groups. They mostly spoke of watching videos on video-on-demand sites. The L group spoke of spending time on their devices for entertainment purposes such as watching video-on-demand in addition to social media use.

Table 8. *Excerpts from interviews with participants from all groups (Appendix 6,7 and 8) about their passive use of social media and devices*

Excerpt	#1 A-F2
*I:	Do you comment a lot [on Instagram] or just keep up with the feed?
A-F2	No I don't, like at all
I:	No, quite. Do you like or?
A-F2	Yeah
Excerpt	#4 A-M1
A-M1	Mm well I use Reddit on the phone and then I watch- use Instagram also but not like really but like I keep up with my feed on and off like every other every third day. I have Snapchat but I don't really use it.
Excerpt	#2 A-F1
I:	On Instagram and Snapchat do you mostly watch your feed or do you also post a lot?
A-F1	I post a little but mostly I just watch others
Excerpt	#3 ID-F2
I:	Okay, what do you do on your phone?
ID-F2	On Youtube
Excerpt	#4 ID-M2
I:	I'm wondering what you do on your tablet?
ID-M2	Watch Netflix and watch Youtube since there's a bigger screen than on my phone
Excerpt	#2 L-F1
I:	Then, what do you do on the net?
L-F1	Quite a lot of homework, I use [Google] Drive a lot, the school's platform and I search for information and then I watch a lot of Viaplay or Netflix
Excerpt	#3 L-F2
I:	Yeah, alright, what do you usually do on the net?
L-F2:	I watch shows, search for fact for school and then I just browse social media

*Note: I stands for Interviewer

Following celebrities on social media platforms could be regarded as active or even interactive from the participant's perspective, but the interactions were one-sided since the person they were following was not personally familiar with them. Therefore, these interactions were regarded as mostly passive. Some of the participants from the A group as well as a participant from the ID group spoke of following celebrities on social media (Table 9). None of the participants seemed to be more interested or invested in the celebrities' goings-on compared to their personal relationships, but a few mentioned that following their day to day activities in tandem with their officially produced content was meaningful.

Table 9. *Excerpts from interviews with participants from the A and ID groups (Appendix 7 & 6) on how they follow celebrities on social media*

Excerpt	#3 A-F1
*I:	Do you follow a lot of like celebrities?
A-F1:	Yeah a little [laughs]
I:	Yes, just on Instagram?
A-F1:	Yeah
I:	No bloggers or something?
A-F1:	No
Excerpt	#2 A-F3
I:	Do you follow any celebrities on Instagram or Snapchat?
A-F3:	Yes Instagram a few
Excerpt	#5 ID-M2
I:	Do you follow any like celebrities or youtubers or the like a lot?
ID-M2:	Yes, I have extremely many
Excerpt	#2 A-M3
A-M3:	Well, the thing is that some youtubers I watch update their things on Instagram that they don't otherwise upload on their Youtube channels, so then you can see other stuff that wouldn't be on their Youtube channels, which I think is pretty nice

*Note: I stands for Interviewer

4.3 Devices used by the participants

The devices focused on in this thesis were smartphones, computers, and tablets. Although the devices have many similar traits, the specific use of a device by the participants is distinct (Table 10). Mostly the frequency of use had to do with what specific task the device was used for and how accessible the device was for the user.

Computers were the most versatile of the devices, seeing as they were not only used for leisure, but also, for instance, work and schoolwork. Computers were also the least accessible. They were difficult to use compared to a touchscreen and they could be shared by multiple people in a home, which granted less autonomy on the device. In the L group both had access to a personal laptop and used it both as a tool for studying as well as leisure.

Table 10. *The different devices used by the participants*

	Computer	Smartphone	Tablet
ID group			
ID-F1	Yes	Yes	Yes
ID-F2	No	Yes	Yes
ID-F3	No	No	No
ID-M1	Yes	Yes	Yes
ID-M2	Yes	Yes	Yes
A group			
A-F1	Yes	Yes	No
A-F2	Yes	Yes	Yes
A-F3	Yes	Yes	No
A-F4	No	Yes	No
A-F5	Yes	Yes	No
A-M1	Yes	Yes	No
A-M2	Yes	Yes	Yes
A-M3	Yes	Yes	No
L group			
L-F1	Yes	Yes	Yes
L-F2	Yes	Yes	Yes

Some of the participants from the A group used a computer primarily for gaming but did not specify if it was a personal computer or shared by the family (Table 11).

Table 11. *Excerpts from interviews with participants from the A group (Appendix 7) about their computer use for gaming*

Excerpt	#3 A-M2
*I:	What do you most often do on them?
A-M2:	I'm usually on Youtube and Reddit on my phone, mostly playing games on my computer
Excerpt	#2 A-F2
I:	Do you play any games?
A-F2:	Yes
I:	What kind of games?
A-F2:	Like, games on the computer [laughs]
Excerpt	#3 A-F3
I:	What kind of games are they?
A-F3:	Well, computer games [laughs]

*Note: I stands for Interviewer

The ID group spoke the least of using computers and although the group-housing unit had computers, they were normally not accessible to the residents, especially not without supervision.

Smartphones were the most used by the participants (Table 10). Nearly all the participants had a smartphone. It was the primary way they kept in touch with others and

used social media. Smartphones were also the most disruptive for the participants, both in how well they were able to regulate their own use as well as in how often it interrupted them during the day. The L and A groups both used the phones virtually without limitations, whereas some of the participants from the ID group used them on a more regulated basis if at all.

Tablets were mostly used in a specialized way, for a specific task or function (Table 12). Tablets were viewed as tools for homework or as an accessory to courses, casual gaming, and viewing things, because of the bigger screen compared to phones. Tablets were also the least commonly used by the participants. Out of the groups, the ID group used them the most.

Table 12. *Excerpts from interviews with participants from the L and ID groups (Appendix 6 and 8) about their use of tablets*

Excerpt	#4 L-F2
L-F2:	Yeah, I don't really use it. It was namely for my prep course, but then it stayed with me and I don't have any use for it
Excerpt	#4 ID-F2
*I:	What do you usually do on your tablet?
ID-F2:	Play- playing games
Excerpt	#1 ID-F3
I:	Yeah, you play games on you iPad, do you anything else on the iPad?
ID-F3:	Noo
Excerpt	#6 ID-M2
I:	Im wondering what you do on your tablet?
ID-M2:	I watch Netflix and I watch Youtube because the screen is bigger than on my phone. Sometimes I watch Youtube on the phone but I think that a bigger screen like on the computer or the tablet is better to look at

*Note: I stands for Interviewer

4.4 Accessibility of social media and devices

The accessibility of social media and devices is explored in this thesis both from a physical capability to use them and physical access to them point of view. and There was a difference between groups regarding the independent use of the devices. The ID group lived in a group-housing unit and was restricted by the routines of the house as well as personalized plans regarding use of the devices. Some in the group had more access to their devices than others; one did not have a personal device. The participants of the A group lived with their families and were minors. Therefore, their leisure time was ostensibly more conformed to daily family routines and hobbies. Nevertheless, they all had at least one personal device, and no one spoke of restrictions regarding its use. The L group participants lived independently and had unlimited and unobserved access to their devices. They also ostensibly had more unrestricted

time than did their counterparts, as there was not a caregiver or parent curating their everyday activities in the same way.

The group-housing unit had residents that sometimes acted out their frustrations by destroying their own or others' property. There was also a concern among caregivers and parents of the residents favouring spending time on devices over spending time with other residents. Therefore, the unit imposed stricter rules on some of the residents about device usage in agreement with caretakers. One of the participants spoke of her device being destroyed or taken away by other students, and one spoke of being frustrated about not having unrestricted access to his device (Table 13).

Table 13. Excerpts from interviews with participants from the ID group (Appendix 6) about negative things they have experienced regarding devices

Excerpt	#5 ID-F2
ID-F2	A friend naughty my iPad or my phone throw them. One lives here threw my old in the toilet and flushed it down and another threw their iPad in school
Excerpt	#4 ID-M1
*I:	So you'd like to have more control?
ID-M1	Yeah I want to feel control with Skype and computer [...] because they them are important

*Note: I stands for Interviewer

On the other hand, one of the participants spoke of being frustrated by how he was expected to constantly be available on social media by friends and on the phone by his mother (Table 14). His method for combatting this by turning off alerts on his phone was also received poorly by his contacts according to him. Furthermore, he was frustrated by how frequently other creators online uploaded content on different platforms, which necessitated constant vigilance over the devices

The A group spoke in terms of accessibility to devices mainly from the perspective of playing games (Table 15). The participants played games, but it varied depending on what device was being used and how advanced the game was.

Games were played on smartphones, computers, or gaming consoles by the A group. Playing games online on smartphones mostly concerned short casual games with or without friends, whereas playing games online on computers or consoles was more advanced. One of the participants spoke of *World of Warcraft* (Blizzard, 2004), which is a massively multiplayer online role-playing game, where you can play with friends as well as with strangers. Another spoke of not being able to play online with friends, because he had a

Table 14. *Excerpts from interview with ID-M2 (Appendix 6) about his frustrations about social media*

Excerpt	#7 ID-M2
ID-M2:	I'm trying to stay in touch with my parents but I don't always have the time. I'm trying to understand but I'm also trying to understand that they shouldn't feel worried, when I have the time I'll really call or write answer messages and such
*I:	Do you feel that it gets hard when they send you messages often or that you feel that you have keep in touch all the time when you have Whatsapp or the phone, does it become hard?
ID-M2:	Yes, it feels like every week mom sends me every day something on Whatsapp like "good night" or something and sometimes I just feel like "I've had a bad day", "I'm too tired to answer", "why should I even have to answer" and "they've seen that I've read the message that should be enough", but if it's an emergency of course I'll answer the message but every situation- I think "I'm too tired"
Excerpt	#8 ID-M2
ID-M2:	It's just a bit tiring when the phone chimes all the time and the phone is dead and I have to charge it and this and that
I:	One does not get a breather from social media
ID-M2:	And then I have to use the "do not disturb" function on my phone and then I think "aha, are my parents going to be worried when they can't get a hold of me" but still that means that no calls get through, no notifications get through. The notifications are visible but the phone doesn't wake up
I:	Yes so you won't necessarily notice them
ID-M2:	But it's if I wake then I see the notifications but calls won't get through
Excerpt	#9 ID-M2
ID-M2:	The there was a friend who wanted me to be active all the time writing on Whatsapp and I tried telling him nicely that "I don't always have the time to write" and "I don't want to be mean to you but I don't always want to write not to be mean but sometimes I just feel like that" and the person probably writes four times a day and every half hour it feels like
I:	Yeah, and then it probably becomes more distracting than it is fun to keep in touch with friends so to speak

*Note: I stands for Interviewer

different gaming console than the others. It seemed like the more advanced games with friends that the A group played was not online but in fact playing locally at each other's homes. When they did play on their own computers or consoles it was mostly single-player games or multiplayer games with strangers

Table 15. *Excerpts from interviews with participants from the A group (Appendix 7) about how their access to devices was restricted and how they played games*

Excerpt	#4 A-M2
*I:	But do you also play games with friends or like otherwise talk to friends?
A-M2:	We have these- sometimes [name] comes home with me to play
Excerpt	#3 A-M3
I:	[Do you play online as well?]
A-M3:	Well, the thing is I play a lot of Playstation 3 that none of my friends have or if I do play games with other I usually sit next to them and play
Excerpt	#2 A-F5
I:	Well how is it, do you play any games?
A-F5:	Yeah
I:	Yeah, games where you are online as well or what kind of game is it?
A-F5:	It's not a whole lot of online-games, it's mostly so I can sit by myself and do what I want in the game
Excerpt	#5 A-M1
I:	Do you play online games together with your friends or is it mostly like single-player games
A-M1:	I've started playing more online games, but not like with friends as such and some single-player games as well

*Note: I stands for Interviewer

The L group spoke of constant use of devices. They used devices both in their studies and in their leisure time. One of them thought that she was addicted her device (Table 16).

Table 16. *Excerpt from interview with L-F1 (Appendix 8) about addiction to devices*

Excerpt	#3 L-F1
L-F1:	Well maybe a kind of addiction is also a negative thing
I:	Do you yourself feel like you have-
L-F1:	I'm sure of it

*Note: I stands for interviewer

Another dimension of accessibility was how well the participants were able to use the devices as well as the different social media platforms. As illustrated in Table 17 some participants from the ID group did not use social media because they found it difficult. One participant from the ID group mentioned that even though she had a *Facebook*-account she did not really use it because she thought it was too difficult. Similarly, but to a greater degree, one of the participants in the ID group did not have a personal device or use social media presumably because it was too difficult for her to use. This participant still used the devices to stay in contact with family and friends, presumably with the help of staff. Furthermore, ID-F3 played games on a tablet together with a friend in the housing unit. Otherwise, the accessibility of these devices seemed minimal for ID-F3.

Table 17. *Excerpts from interviews with participants from the ID group (Appendix 6) about the difficulty of social media*

Excerpt #2	#2 ID-F1
*I:	You're not that interested in Facebook or Whatsapp?
ID-F1:	No
I:	No. Is it just because you think it's boring or is it a bit too difficult or is it just that no one else is using it?
ID-F1:	Mmm there's no one else- it's too difficult
Excerpt	#2 ID-F3
I:	Do you talk to someone with the tablet?
ID-F3:	[name]
I:	Through the tablet?
ID-F3:	No. Is there in phone
I:	In the phone
Excerpt	#3 ID-F3
I:	But do you think it's difficult to use the phone
ID-F3:	Yeah
I:	You need help?
ID-F3:	Yeah
Excerpt	#4 ID-F3
I:	Then maybe [name] watched with you
ID-F3:	Yeah

*Note: I stands for interviewer

4.5 Risk management

A dimension in the use of social media and devices were the risks involved with internet use. The risks mentioned by the participants were cyber-bullying, addiction to social media, constant availability, an increased pressure to look or act a certain way, manipulation of opinions, misunderstandings, anonymity, and targeted marketing. Most of these topics were brought up in an abstracted way, where the participants knew of such risks but did not feel like they were significantly personally affected by them. Cyber-bullying was mentioned by many participants, mostly as an aspect they had heard someone else being afflicted by or abstractedly (Table 18).

One of the participants in the ID group felt overwhelmed by the expectation to be constantly available to his contacts. Furthermore, he spoke of being frustrated with the constant alerts from different social media platforms. Other participants from both group A and L spoke of social media being addictive. The aspect of regulating of one's own consumption of social media might be especially hard for someone with ID, especially if the adults in the L group also found it difficult. Therefore, one risk of social media that was brought up was time management and regulation of consumption of social media.

Table 18. *Excerpt from interviews with participants from the A group (Appendix 7) about cyberbullying*

Excerpt	#5 A-M2
A-M2:	Of course there can be some bullying and such, that isn't so good
*I:	No. Have you yourself- or have you experienced that there is something negative
A-M2:	No I've never experienced anything negative like that
Excerpt	#4 A-F1
I:	What do you think about that, do you think that there is anything negative about social media?
A-F1:	Not that I have seen, sometimes there might be like memes that people could take in a bad way, but I don't think that that is something that goes against me like I would feel really bad or something [laughs]
Excerpt	#3 A-F2
I:	Do you think there is anything bad about social media?
A-F2:	Yes there are like cyberbullies and stuff

*Note: I stands for interviewer

One of the participants from the A group and one from the L group spoke of security issues on the internet. The participant from the A group also spoke of targeted marketing and being personally affected by advertisements and suggested content cluttering his feed (Table 19).

Table 19. *Excerpt from interviews with A-M3 and L-F1 (Appendix 7 and 8) about security and privacy issues on social media*

Excerpt	#4 A-M3
*I:	Yeah, so it's annoying that they can target advertisements to you and such?
A-M3:	Yeah it takes like two months to get rid of
Excerpt	#5 A-M3
I:	Is there something that you think could be improved in social media?
A-M3:	Definitely, it's just that thing where they for example if you're about to start a new account on Facebook they always ask you the same question about do you want us to take some small piece of information about you so that we can find some old friends and then you usually press "no" to indicate that you don't want that but you still get matches or they want you to be friends with someone you haven't met in six years but still somehow it apparently knows that I've been friends with them
Excerpt	#4 L-F1
L-F1:	[laughs] Yeah, there definitely is. And what else negative, information security stuff
Excerpt	#6 A-M3
I:	How do you feel about social media?
A-M3:	Sometimes I feel like it's completely useless because there are always completely useless things that I don't even need but-
I:	Yeah, like in the feed, like they are recommending something you're completely uninterested in?
A-M3:	Yeah, like I get everything from my job through Facebook that's the only reason I'm there but recommendations still pop up. Then if I searched up a place and then it thought I wanted to go there, so it shows up multiple times on Facebook like "yeah you wanted to go to Detroit" and "here's how little it would cost to travel there" and I'm like "well, no, not yet"

*Note: I stands for Interviewer

Table 19. (Continued)

Excerpt	#7 A-M3
*I:	Yeah so it's like you'd want them to not follow that closely want you're doing
A-M3:	Even though you've already said you don't want them to
I:	Yes, so it's exactly that you might not be against them doing it but they shouldn't if you've already told them not to?
A-M3:	Yeah. We've recently had a lot of these kinds of discussions in my computer science class that one should not have it at all Google actually should improve it that they actually say that if you don't want it they should not because it all shows up on Instagram and Facebook which is everything I do everything that happens there.

*Note: I stands for Interviewer

The L group spoke of increased pressure to look and act a certain way, especially for young people (Table 20). One of them also brought up an increased risk for misunderstandings in discussion. On the other hand, she also thought there was a lower threshold for approaching someone through social media, compared to face-to-face. The other participant from the L group spoke of it being easier to manipulate facts and spread

Table 20. *Excerpt from interviews with the L group (Appendix 8) about benefits and drawbacks of social media*

Excerpt	#5 L-F1
*I:	Well what's your opinion on like- what do you think is bad about social media?
L-F1:	Maybe prejudices between people and a lot of expectations which can cause anxiety and stress, especially for younger people
Excerpt	#5 L-F2
I:	What's your general opinion on social media and a different way of talking to other people?
L-F2:	It's very influential or like you can bring up a lot but then there's the drawback of increased pressures and especially pressures about looks and it can manipulate opinions and stuff like that
Excerpt	#6 L-F1
I:	Yeah okay, what's your general opinion of social media and alternative ways of talking other people over the internet?
L-F1:	Mmm well I'd say it's like a good tool, but in a certain way it's bad because then you're not communicating face-to-face with the other person, so you might not get a clear picture of what the other person actually is thinking or what their expressions might be, so it might be easier to misunderstand each other. On the other hand it might be an easier way to approach someone
Excerpt	#6 L-F2
I:	What's your general opinion on social media and a different way of talking to other people?
L-F2:	It's very influential or like you can bring up a lot but then there's the drawback of increased pressures and especially pressures about looks and it can manipulate opinions and stuff like that
I:	What's a good thing then?
L-F2:	Increasing awareness about things for example the Amazon thing I feel like it wasn't brought up anywhere else than social media

*Note: I stands for Interviewer

misinformation through social media compared to traditional media. On the other hand, she thought that news articles and information were also more readily available on the internet.

5 Discussion

The aim of the study was to examine the use of social media by adolescents with ID and compare the use to typically developed peers. Furthermore, this study aimed to explore whether these adolescents felt limited in their social lives because of the increased use of social media to further relationships, keep in touch with people and spend time together via the internet. The questions that this study aimed to answer were:

1. How do adolescents with intellectual disabilities use social media in social interactions?
2. Do adolescents with intellectual disabilities feel excluded in their social lives because of an increased use of social media in social interactions, compared to typically developing peers?
3. Is social media too difficult to use according to adolescents with intellectual disabilities?

Furthering effective and meaningful communication should always be a prioritised goal for speech and language therapists. Individualised plans are utilised in treatment and interventions because there is no one specific way to treat communication difficulties in people with the same diagnosis. Usually, it is much more important to learn what specific communication needs an individual has, than their diagnosis. Because of this individuality as well as their cognitive limitations, it was sometimes difficult to gauge if the answers from the ID group were their general feeling on a subject or specific to the time and place of the interview.

5.1 The participants' social behaviour online

This chapter aims to answer how the participants used social media, by examining the themes (1) active use of social media and (2) passive use of social media. All the participants spoke mainly of having regular contact with either family or friends on social media. There was some engagement with strangers on the internet, but save for playing games online, it was passively via discussion forums or following celebrities' social media pages. Most of the

engagement with family over social media was informing parents of one's whereabouts, activities or plans of the day.

The ID group spoke with their parents about daily activities, whereas the A group informed their parents of plans. The active social media behaviour with friends in the ID group was focused on a specific task, such as playing games or setting up visits. The active social media behaviour with friends in the A group was more varied, consisting of planning meetings as well as more casual engagements, such as sending links to news articles or pictures of jokes, "*memes*", to a friend or friends. The L group did not specify what the contents of their social media engagements entailed, but they also indicated that they spoke about all kinds of things rather than specific pieces of information.

Research has found that children and adolescents with ID seem to participate in fewer activities and at a less frequent rate than typically developed peers (Taheri et al., 2016), which may indicate that they would also pick up social media engagement at a slower and lesser rate. The social needs of the groups were also different, as previous research had indicated (Locke et al., 2010; Sigstad, 2017; Tipton et al., 2013). Their social needs were also different because of the different social situations they were in. The ID group seemed to have an increased need to stay in touch with family or friends from back home. They were not as much in touch through social media with the friends they went to school with as the A group, presumably because they also lived with them. The A group had a varied use of social media, which was actively integrated into their lives. One participant from the A group indicated that they had contact via social media with people they did not regularly spend time with outside of social media, which may have been an indication that their primary social group lived farther away from them than the others' from the A group. The L group seemed to spend more time on their devices, but they were both living by themselves and therefore may have had an increased need for social interaction, whereas the other groups had plenty of social interaction both at home and outside of it. The L group also may have lived farther away from their primary social group than to reasonably be able to have regular social engagements with it outside of social media.

Many participants from the A group spoke of having group chats with multiple participants in the same message thread. Group chats could also be active or passive, depending on your personal interaction with the chat at any given time. Group chats also enabled the participants to take part in group discussions even when they were not able to actively participate or were not interested in participating directly. Group chats, as well as following one's feed, allowed for the participants to follow along other people's lives without

having to necessarily share to the same extent. Indeed, as Ertiö et al. (2020) state, most of the users on social media engage in it passively most of the time. Some of the group chats were also further specified to be about a certain topic and that way appeal to a specific mindset. This was an effective way for participants to curate their social media interactions. This versatility of instant messaging did not seem to be used or at least highlighted by the other groups.

Active social media use when playing games did not seem to extend beyond the parameters of the game for the participants, especially not when talking to strangers. One factor that may have impacted the subjects discussed when playing games was whether talking was done via text or voice chat. If one had to essentially interrupt the game to chat via text, the discussions probably would not digress into other topics very easily, whereas voice chatting would allow for other discussions without compromising gameplay. The participants did not seem to favour voice chatting over text chatting, so active social media use in games did not extend beyond the gameplay for them. One reason why they did not favour voice chatting could be that it would be disruptive in a family home or they might not want others in the family to hear them. It might also have been a matter of convenience or what platforms they were used to. Voice chatting can be used for topics that expand beyond the scope of a game (Wadley et al., 2015), but these participants did not seem to have tapped in to that social dimension, as of yet at least. One reason might be that because they had school and presumably other activities during the day, their need for social interaction was already met in other ways.

As has been discussed, social media is not necessarily a reliable source for news, but it has still become more prominent for consumers to view it as such (Pennycook & Rand, 2019). Consuming news could be either active or passive use of social media, or it could be neither. Participants might have shared an article with friends in an active manner or read something someone else shared on social media in a passive manner, but they might also just have searched out news from traditional news media outlets. One participant from the L group spoke of a news item that they had only heard of through social media and was appreciative of the way information had become more accessible to through social media.

Passive use was more difficult for the participants to describe, even though presumably they all engaged in this more than active use (Ertiö et al., 2020). One reason for this might be that spending time on the internet, scrolling through headlines and social media feeds and watching videos might have been such a ubiquitous part of a person's daily routine that it did not seem like an actual activity. Another reason might be that since most of the

participants were minors, they spent less unsupervised time on devices and therefore might have engaged with social media actively rather than passively when they did spend time on their devices. Indeed, the L group, who were older and more independent, spoke more of spending time passively on a device compared to the two other groups. This may have been because of the relative physical social isolation that they may have been experiencing, as well as their presumed relative surplus leisure time. Regardless, the presumption was that unreserved free time was spent on different devices by almost all the participants.

5.2 The challenges of social media use

This chapter aims to answer if the participants felt excluded by the increased use of social media in social situations and if they felt the use of social media was too difficult, by examining the themes (3) devices used by the participants and (4) accessibility of social media and devices. A pronounced barrier of active social media use was the participants' language abilities (Caton & Chapman, 2016; Chadwick et al., 2013; Patrick et al., 2020). The possibility to use one's native tongue on the internet is one of the benefits of social media. Nevertheless, reading and writing was also a requirement for most active use of social media and could therefore have presented unforeseen challenges for people with limitations in their language abilities. On the other hand, many of the applications used for instant messaging also have a function that allows for voice messages, phone calls and video phone calls (Fiadino, Schiavone, & Casas, 2015), which would largely eliminate the need for written language. You could also send pictures and emoticons via these applications. The participants with apparent language difficulties did not mention using these functions, but none of them were limited in such a way that it would not have been possible to use them. Indeed, many of them did not seem take advantage of the versatility of the applications they used and only used them for calling or instant messaging. Even though some of the participants from the ID group seemed to know of the alternative communication uses of these applications, they did not seem to prefer these over the more familiar uses, such as text messaging or calling people.

This presented another challenge for active social media use, restricted access or dependent use of devices (Caton & Chapman, 2016; Chadwick et al., 2013; Patrick et al., 2020). The right to self-determination was valued in the group-housing unit, as it is in the literature (Chadwick et al., 2013; Lachapelle et al., 2005; Patrick et al., 2020), so a balance between autonomy and functional coexistence had to be met. Nevertheless, daily routines and spending time with staff and the others living in the unit were also emphasized. Involvement in extracurricular activities has also been suggested to promote better outcomes for social

interactions (Biggs & Carter, 2016). The organisation provided plenty of leisure time activities for the residents, such as swimming, horseback riding and bowling. Even though the activities were voluntary, residents were encouraged to participate in them and most of them did. Therefore, the daily activities of the participants from the ID group may have occupied their leisure time to such an extent that passive social media use dropped to minimal. Staff in the group-housing unit or parents might also not have prioritized teaching residents how to use social media applications. This may have been to minimise use or because no one had asked for such help. Neglecting such a big part of young people's lives could be limiting their autonomy, though, regardless of if the actions were conscious or not (Caton & Chapman, 2016; Hogan & Strasburger, 2018). On the other hand, introducing a completely new dimension of social interaction, that is volatile and difficult to curate, might have been counterproductive as well (Caton & Chapman, 2016; Fardouly et al., 2018; Hogan & Strasburger, 2018). These adolescents seemed quite content with the level of social interactions they had, and they did not seem to be socially excluded from their peers or society.

5.3 The risks of social media use

This chapter aims to examine the theme (5) risk management, which was not part of the initial aims of this study but was prominently brought up when discussing the negatives of social media. The risks of social media use seemed to be abstracted for most of the participants in the control groups. They seemed to acknowledge there was some risk involved in using social media, regardless of whether it was divulging personal information, their activities being tracked by social media companies or being affected by cyber-bullying, but had little personal experience. The ID group spoke less of abstract risks, but only one felt personally affected by both the pressures of having to be constantly accessible and having negative comments directed towards them and their content. The other ones from the ID group either had no answer or spoke of events outside of social media.

The worry with dependence on social media and devices some of the participants expressed, seemed to stem from how mingled not only their social lives but also work, school and leisure time was with the internet and these devices. Even if one were addicted to the internet, one could hardly give it up completely. Therefore, the challenge seemed to be to learn how to regulate the use, so it would not become detrimental to one's well-being and relationships. Indeed, one participant from the ID group seemed simultaneously very involved in different social media platforms and stressed by the constant presence of social

media. On the other hand, their answers seemed to revolve around a single recent incident, and they might have overemphasized their stress because of the current situation.

Many of the participants seemed to acknowledge some inherent risks with internet use but did not seem to feel personally affected. For example, cyber-bullying was brought up in the interviews perhaps more as an extension of previous discussions with parents or teachers, rather than as a personal threat. Furthermore, the participant who believed they had an addiction, and therefore were affected by the negative aspects of social media, did not express having an interest in or taking steps towards measuring the use.

Interestingly, none of the participants brought up security issues regarding predatory behaviour of adults towards minors, even though this is still an issue (de Santisteban et al., 2018). Presumably, this is one of the biggest reasons why a parent or caregiver might feel apprehensive teaching a vulnerable person such as someone with ID how to navigate and use social media (Raghavendra et al., 2018). Indeed, Machimbarrena et al. (2018) found that sexualised behaviour on that internet was a prevalent risk of internet use. Furthermore, self-regulation and judgement of appropriate content also seemed difficult for some of the participants. Worryingly, almost all the participants had access to and spent time on social media, therefore it would be necessary to raise awareness and vigilance of these risks. The participants did not really bring up the use of social media with strangers in other instances than when playing games, which might have been a reason they did not seem worried about being taken advantage of on the internet.

According to the participants they had not experienced many negative aspects of social media or did not want to admit as much. Indeed, Helseth's and Misvær's (2010) findings suggest that adolescents could be reluctant to admit negative aspects of their social lives. On the other hand, the participants might not have regarded their social media use as having enough of a negative impact to detract from the benefits they received from it.

5.4 Limitations of this study

A limitation of the study was the interviewer's inexperience, both with conducting interviews and with the content analysis method. The design was not ideal for the eventual participants of the study. Many of the participants seemed most comfortable giving short answers and the inexperience of the interviewer compounded the effect. Many answers were short regardless of which group the participant belonged to and the interviewer had difficulties in coaxing elaborations in the interviews. Furthermore, because some of the participants had limitations in their language skill, the possibility of longer answers was also limited. On the other hand,

one participant gave long answers, but was difficult to understand, so the analysis of those answers heavily relied on guesswork. The transcriptions and translations were also done by the interviewer, which may have weakened their internal reliability.

The small sample of the L group and disproportional group compositions do not lend themselves to generalisations. The age differences and different backgrounds between participants may also affect the comparisons between groups. Especially with regards to social media, the age differences can greatly impact the familiarity and use different of social media applications between groups. The different native languages of the participants can also impact the results of the study. For example, which social media sites, celebrities, or news sites one frequents, may impact what social media environments one absorbs.

The recruitment of the participants to the study was not ideal. Because of time constraints and limited access to participants they were not randomised. None of the participants between groups knew each other, but all the participants within groups were familiar with each other. Therefore, the answers might show an artificial internal cohesiveness within groups.

For some of the participants the interviewer also had more background-information than others, which became significant in the analysis phase. The interviewer had more prerequisite knowledge about a few of the participants over the others, in each group. This could have strengthened some of the proposed reasoning behind behaviours, but also could have weakened the impartiality while assessing answers. Furthermore, it could have impacted the participants' comfort in the interview situation. The answers were also primarily analysed by the interviewer, which may have further weakened the impartiality of the assessments.

A few of the participants from the ID group were previously familiar with the interviewer, which might have been beneficial for their comfort compared to the others. The familiar setting of the interviews may have alleviated some of the potential discomfort of the interview situation.

All but one of the participants from the A group took part in the interview in an unfamiliar location, which may have impacted their comfort during the interview. The interviewer was also previously unknown to them. One of the interviews from the A group was conducted at the participants home, which might have impacted their comfort and it impacted the interviewer's insight into their answers regarding social media use.

For one of the interviews from the L group there was one other person listening to the interview and for the other there were two other people listening to the interview, which may have impacted the answers and the participant's comfort. Because the participant was

familiar with every person in the room and was in an otherwise secluded and comfortable place, the negative impact of the arrangement may have been lessened.

5.5 Conclusions and further research

All participants in this study used new technology in their everyday lives. All the participants in this study who used social media did so mainly as an extension of pre-existing relationships and as an additional tool in their social interactions, rather than to form new relationships. The ID group seemed to need more guidance in the use of devices and social media, and to opt out of these social situations quicker, whereas both the A group and L group navigated these social dimensions seemingly effortlessly and according to their personal preferences. On the other hand, the ID group seemed to be satisfied with the social interactions they had. The most obvious difference in the ID group's use of social media compared to the control groups was the lack of passive social media use in comparison to active social media use. This difference could be explained by them living in proximity of friends and having more scheduled and supervised lives than the ones living at home or on their own.

The adolescents with ID in this study did not seem to feel excluded by the increased use of social media. They seemed satisfied with their social interactions and participated in social media to the best of their ability. However, some of them did find the use of social media too difficult. Additionally, some of them were frustrated by the restrictions placed on the use of devices, that facilitated social media use. The opportunities afforded to them using social media and devices seemed to outweigh the negative aspects, but they also seemed limited in using devices and social media to their full potential.

The use of devices was evident in all groups. The ID group did seem to use devices in a more task-oriented way than the control groups. The ID group also seemed to use social media namely for keeping up with personal contacts and event-planning, whereas the control groups used social media for personal entertainment and specific tasks as well as keeping up with contacts and event-planning. It also seemed that the farther away one was from either friends or family, the more the use of social media seemed to be focused on personal relationships instead of idle browsing, for the ID and A groups. The L group seemed less focused on personal relationships, compared to idle browsing than the other two groups. This could be explained by them being in a transitional period of increased independence from their family and unsupervised, unlike the ID group, who were still supervised even though they had transitioned from living with their families.

The ID group spoke of risks and drawbacks with social media on a more personal level than the other two groups. They felt personally affected by such things as having a device broken or taken away, having to deal with rude comments directed at oneself and feeling that social media was too difficult to use. Nevertheless, they all seemed to have found a personal way to use these devices that was beneficial to them and did not detract from their social lives. The negatives of social media for the control groups largely seemed to have to do with risk management.

Further research into how people with ID navigate social media and how accessible these devices and sites are is needed. A similar study with randomised participants and a bigger sample size would be of interest as well. Research into how people with language difficulties use social media for communication would also be relevant. Future research into how people with developmental language disorder use social media and whether they are socially isolated by the increased use of social media for communication and socialisation would be particularly interesting. Furthermore, more information about how to use alternative ways of communication via social media applications could be given to people with language difficulties, regardless of initial personal interest.

Summary in Swedish – Svensk sammanfattning

Användningen av sociala medier av ungdomar med utvecklingsstörning: En jämförelse med jämlikar som har en typisk utveckling

Introduktion

Kommunikation och socialt umgänge har förändrats mycket under de gångna årtiondena. I och med mobiltelefoner, tabletter och internet är kommunikationen global och mångsidig. Människor är ständigt anträffbara. Den nya generationen kommer att stå inför både nya möjligheter och utmaningar (Brake, 2014; Ertiö et al., 2020; Kaplan & Haenlein, 2010; Shensa et al., 2017; Sormanen & Dutton, 2015; Wegmann & Brand, 2016; Yonker et al., 2015). Olika yrkesgrupper har börjat använda sociala medier som stöd i arbetslivet (Cooney et al., 2018; Molin et al., 2015; Morris et al., 2014; Raghavendra et al., 2018; Raghavendra et al., 2013; Yonker et al., 2015). Dessvärre har teknologiutvecklingen inte nödvändigtvis tagit personer med specialbehov i beaktande (Chadwick et al., 2013).

Personer med utvecklingsstörning är redan i en utsatt position i samhället (Arias et al., 2018; Biggs & Carter, 2016; Simões & Santos, 2016). De har en ökad risk för att insjukna i depression och att bli socialt isolerade (Austin et al., 2018; Reardon et al., 2015). Speciellt övergångsperioder, såsom tonåren, kan vara utmanande för personer med utvecklingsstörning (Austin et al., 2018; Forte et al., 2011; Young-Southward et al., 2017). Studier tyder på att personer med utvecklingsstörning har en sämre livskvalitet jämfört med sina jämlikar med en typisk utveckling (Simoes & Santos, 2018). Dessutom kan det vara svårt för en person att få utöva självbestämmanderätt och ta aktiv del av stora händelser i sitt eget liv (Umb-Carlsson & Sonnander, 2005).

Studier om relationer personer med utvecklingsstörning har tyder på att kvaliteten på relationerna ser annorlunda ut, jämfört med jämlikar som har en typisk utveckling (Sigstad, 2017; Tipton et al., 2013). Trots skillnaderna värdesätter också de sina relationer helt såsom jämlikar som har en typisk utveckling (Hurd et al, 2018). Ungdomar som har en typisk utveckling värdesätter högt sina relationer (Helseth & Misvaer, 2010), och studier tyder på att goda relationer ökar en persons livskvalitet och självvärdeskänsla (Eriksson, Hochwälder, Carlsund & Sellström, 2012; Helseth & Misvaer, 2010). På grund av det beroendeförhållande en person med utvecklingsstörning kan ha till sin familj och sina vänner, kan de ha svårare att utöva sin självbestämmanderätt i frågor om relationer, deltagande och nya upplevelser (Caton & Chapman, 2016).

Kommunikation som sker på internet har nya dimensioner som kan vara svåra för personer med utvecklingsstörning att anamma, speciellt utan hjälp (Chadwick et al., 2013). Studier tyder ändå på att användning av sociala medier kan hjälpa personer med utvecklingsstörning att utöva självbestämmanderätt (Molin et al., 2015; Patrick et al., 2020). Det kan hända att personer som kunde vara till stöd i anammandet av sociala medier för personer med utvecklingsstörning är oroliga över att införa ett nytt och osäkert moment till personens sociala omgivning och utveckling (Borgströmet al., 2019; Molin et al. 2015).

Syfte

Syftet med studien var att undersöka hur ungdomar med utvecklingsstörning använder sociala medier jämfört med jämlingar som har en typisk utveckling. Dessutom var tanken att ta reda på om dessa ungdomar kände sig begränsade i sina sociala liv på grund av den ökade användningen av sociala medier för att utveckla förhållanden, hållas i kontakt med andra och tillbringa tid tillsammans på internet. Forskningsfrågorna var:

1. Hur använder ungdomar med utvecklingsstörning sociala medier i sitt sociala umgänge?
2. Känner sig ungdomar med utvecklingsstörning uteslagna från sina sociala liv på grund av en ökad användning av sociala medier i sociala interaktioner, jämfört med ungdomar med en typisk utveckling?
3. Tycker ungdomar med utvecklingsstörning att sociala medier är för svåra att använda?

Metod

Den här avhandlingen var en kvalitativ studie om hur tre grupper av ungdomar och unga vuxna använde sociala medier. En av grupperna bestod av ungdomar med utvecklingsstörning och de två andra var kontrollgrupper. Eftersom användningen av sociala medier har ökat kunde det finnas skäl för att undersöka om det fanns skillnader i användningen av dem mellan grupperna. Gruppen med utvecklingsstörning kunde uppleva dolda hinder för att ta i bruk sociala medier på ett meningsfullt sätt. En innehållsanalys (Krippendorff, 1980; Martin & Hedin, 2011) gjordes på transkriptioner av semistrukturerade intervjuer med deltagarna. Utdrag från transkriptionen översattes till engelska i avhandlingen.

Deltagarna var fem ungdomar med utvecklingsstörning, åtta ungdomar som hade en typisk utveckling och motsvarade första gruppen i ålder, samt två unga vuxna som hade en

typisk utveckling och som kontrollerade för boende, alltså inte bodde tillsammans med sina familjer eller en romantisk partner. Intervjuerna utfördes på svenska för två grupper och finska för en av kontrollgrupperna.

Innehållsanalysen gav upphov för fem teman: (1) *Den aktiva användningen av sociala medier*, (2) *den passiva användningen av sociala medier*, (3) *apparaterna deltagarna använde*, (4) *tillgängligheten av sociala medier och apparater*, och (5) *riskhantering*.

Resultat

Den aktiva användningen av sociala medier definieras i den här avhandlingen som all aktivt engagemang med sociala medier. Till exempel att kommentera på en väns bild, att rösta för eller emot inlägg i diskussionsforum eller att själv ladda upp innehåll på olika plattformar var former av aktiv användning. Det fanns en person i gruppen som hade utvecklingsstörning som inte använde sociala medier aktivt, trots att hon också hade tillgång till och använde apparater. Alla andra använde sociala medier aktivt. De flesta sociala interaktioner deltagarna hade var med personer som var bekanta till dem också utanför sociala medier.

Den passiva användningen av sociala medier definieras i den här avhandlingen som all passivt engagemang med sociala medier. Att läsa sitt nyhetsflöde, att se på videon online eller att läsa diskussionstrådar på forum var former av passiv användning. Alla deltagare förutom en från gruppen med utvecklingsstörning använde sociala medier passivt. Gruppen med utvecklingsstörning använde sociala medier passivt mindre än kontrollgrupperna.

Apparaterna deltagarna använde sig av var smarttelefon, dator och tablett. Gruppen som hade utvecklingsstörning använde tabletter mera än de två andra grupperna. De använde också dator minst. Samtliga hade tillgång till åtminstone en apparat.

Tillgängligheten av sociala medier och apparater behandlas både genom att undersöka vilken förmåga deltagarna hade att använda dem och hur fysiskt möjligt det var för deltagarna att använda dem. Gruppen med utvecklingsstörning var något mera begränsade i tillgängligheten av apparaterna, men tycktes kunna använda dem på sin egen nivå. Användningen kunde också vara beroende av om deltagarna bodde hemma, på internat eller för sig själva.

Riskerna som deltagarna tog upp i intervjuerna handlade om cybermobbing, beroende av sociala medier, att vara konstant tillgänglig andra, ökad press att se ut eller vara på ett visst sätt, åsiktsmanipulation, missförstånd, anonymitet och riktad annonsering. De flesta av ämnen som togs upp pratades om på ett abstrakt sätt, som att deltagarna inte själv personligen upplevt dessa bekymmer.

Diskussion

Under diskussionerna om aktiv och passiv användning av sociala medier talade deltagarna mest om regelbunden kontakt med familj eller vänner som var bekanta från tidigare. I samband med spel kunde någon ha kontakt med personer som inte var bekanta, men de sociala interaktionerna med dessa personer begränsades till att handla om spelet. Dessutom följde vissa deltagare diskussioner på internetforum och kända personers konton på olika plattformar.

Kontakten med familjerna handlade mest om att tala om dagens händelser och informera dem om ens planer. Kontakten med vänner var lite mer varierad och kunde bestå av mindre målinriktade diskussioner än med familj. Innehållet av diskussionen inverkades av hur nära en deltagare bodde till sin familj och sina vänner. Fritidssysslor inverkade också på hur mycket deltagarna använde sociala medier. De som hade mera fritid tycktes använda sociala medier mera.

De begränsningar deltagarna från gruppen med utvecklingsstörning upplevde hade att göra med språkliga svårigheter och tillgång till apparater. Antingen var själva tillgängligheten till en apparat begränsad till en viss tid på dygnet eller så upplevde personen i fråga att det var svårt att använda sociala medier eller själva apparaten. Trots dessa begränsningar tycktes deltagarna från gruppen med utvecklingsstörning inte uppleva att de var begränsade i sin sociala tillvaro. Det kan ha berott på att de bodde tillsammans med andra på ett internat och var socialt tillfredsställda utanför internet.

De risker som deltagarna tog upp i intervjuerna presenterades oftast som någonting abstrakt, inte som om de skulle ha varit personligen påverkade av dessa negativa aspekter sociala medier kunde medföra. Också när deltagarna pratade om negativa aspekter sociala medier innebar för dem personligen, presenterades det inte som någonting de aktivt försökte kämpa mot. Gruppen med utvecklingsstörning verkade ha något mera personliga erfarenheter av nackdelar med sociala medier än kontrollgrupperna.

Studiens design var något bristfällig. Innehållsanalysmetoden var inte särskilt lämpad för de intervjuer som utfördes. Deltagarna svarade ofta kort på frågorna och intervjuaren var inte tillräckligt erfaren för att uppmuntra dem till vidare utarbetande av svaren. Vissa av deltagarna hade också begränsningar i sitt tal, vilket ledde till att frågorna var mera ledande till sin natur och uppmuntrade till korta svar. Transkriptionerna gjordes av intervjuaren, översättningarna av transkriptionerna likaså. Behandlingen av materialet och reliabiliteten av analysen kan därför ha blivit försvagad. Tolkningarna av vissa svar är ensidiga.

Det fanns också brister i val av deltagare. Deltagarna var utvalda till intervju av bekvämlighetsskäl och var därför inte randomiserade. Grupperna var också ojämna till storlek. Medelåldern på ålderskontrollgruppen var något lägre än för gruppen med utvecklingsstörning. Kontrollgruppen som hade liknande boendearrangemang som gruppen med utvecklingsstörning bodde egentligen ganska annorlunda än dem. Vissa av deltagarna var bekanta med intervjuaren från tidigare, medan andra inte var det. Intervjusituationerna var inte heller helt jämförbara, eftersom vissa intervjuades i miljöer de förmodligen var mera bekväma med än andra.

Samtliga deltagare använde sig av apparater i sina vardag. De som använde sociala medier gjordes det främst för att upprätthålla existerande förhållanden, snarare än att skapa nya kontakter. Gruppen med utvecklingsstörning verkade behöva få mera hjälp och vägledning i sin användning av sociala medier och apparater, än kontrollgrupperna. Kontrollgrupperna verkade använda sig av sociala medier smidigt och enligt egna behov. Trots det verkade gruppen med utvecklingsstörning vara nöjda med sina sociala interaktioner. Å andra sidan verkade vissa i gruppen med utvecklingsstörning tycka att det var svårt att använda sociala medier och apparaterna. Den största skillnaden mellan gruppen med utvecklingsstörning och kontrollgrupperna var att kontrollgrupperna verkade vara betydligt mer passivt aktiva på sociala medier.

Fortsatt forskning om hur personer med utvecklingsstörning klarar av sociala medier och apparater behövs. En liknande studie med randomiserade deltagare och större sampel vore givande. Vidare forskning om användningen av sociala medier som ett kommunikationssätt hos personer med språkliga svårigheter skulle också vara relevant. Vägledning för hur sociala medier används skulle behövas för personer med språkliga svårigheter.

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Bästa vårdnadshavare,

jag studerar logopedi vid Åbo Akademi för att bli talterapeut. Jag skriver min pro gradu-avhandling **om användningen av internet som kommunikationsmedel hos ungdomar med utvecklingsstörning**. Kommunikation via internet är ett fenomen som det finns bara lite forskning om. Dessutom utvecklas och förnyas sociala medier hela tiden. Eftersom en så stor del av social interaktion nuförtiden också sker via internet och textmeddelanden, är det relevant att ta reda på hur det påverkar ungdomar med olika begränsningar och deras förmåga att bilda och upprätthålla vänskapsförhållanden. Det finns inte så mycket studier om ungdomars sociala beteende på internet även om det verkar som att det är en omfattande del av ungdomars vardag. Förmågan att kunna kommunicera med andra på sitt eget sätt är en förutsättning för en lycklig tillvaro. Jag skulle vilja kunna besvara frågan **”Tycker ungdomarna att det lättare eller svårare att kommunicera via internet och textmeddelanden än ansikte mot ansikte?”**

Jag samlar in material via intervjuer med ungdomarna. Intervjuerna genomförs i samarbete med Kårkullas personal på boendet. För att resultatet ska vara så tillförlitligt som möjligt är det viktigt att så många ungdomar som möjligt deltar, och därför hoppas jag att just ert barn kan delta. Jag önskar också att ni kunde svara på det bifogade **frågeformuläret** om bakgrundsinformation före intervjun. Arbetet handleds av en legitimerad talterapeut, Annette Nylund, vid Åbo Akademi.

Heidi Hettula

Intervjun kommer att ta **max 30 minuter**. Den ska inte vara ansträngande utan tanken är att ungdomen helt fritt får berätta om sina upplevelser på sitt eget sätt. Jag kommer naturligtvis att ta i beaktande och anpassa mina frågor utgående från ungdomens behov. **Intervjun kommer att videofilmas och bandas in för att jag ska kunna lättare analysera svaren efteråt. Allt inspelat material kommer att förvaras inlåst och förstöras efter att det analyserats. Resultaten kommer att presenteras anonymt utgående från analysen så enskilda personer kommer inte att kunna urskiljas.** Endast jag och min handledare kommer att ha tillgång till informationen som anges.

Vid frågor kontakta mig gärna!

Med vänliga hälsningar och ett stort tack på förhand,

Heidi Hettula, talterapeutstuderande

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Kerään aineistoa tutkintoani varten haastattelujen kautta. Haastattelut suoritetaan yhteistyössä Kårkullan henkilökunnan kanssa asuntolassa. Jotta tulokset olisivat mahdollisimman luotettavat, on tärkeää, että niin moni nuori kuin mahdollista osallistuisi. Sen takia toivoisinkin, että juuri teidän nuorene osallistuisi haastatteluun. Toivoisin myös, että vastaisitte ohessa olevaan **kyselylomakkeeseen** liittyen

Heidi Hettula

taustatietoihin ennen haastattelua. Työtä ohjaa laillistettu puheterapeutti Annette Nylund Åbo Akademiasta.

Haastattelu kestää **enintään 30 minuuttia**. Haastattelun ei ole tarkoitus olla suoritusta vaativa vaan ajatuksena on, että nuori itse saa kertoa omalla tavallaan kokemuksistaan. Tulen huomioimaan nuoren mahdolliset erityisvaatimukset haastattelun suhteen ja muokkaamaan kysymyksiäni tarpeen mukaan. **Haastattelu kuvataan ja äänitetään, jotta materiaalin analysointi olisi helpompaa jälkepäin. Taltiointit säilytetään lukittuna ja tuhoetaan analysoinnin jälkeen. Tulokset esitellään nimettömänä analysoinnin perusteella, jotta yksittäisiä henkilöitä ei voisi tunnistaa.** Ainoastaan minulla ja ohjaajallani on pääsy materiaaliin analysoinnin aikana.

Jos teillä on kysymyksiä, voitte mielellään ottaa yhteyttä minuun!

Ystävällisin terveisin ja suuret kiitokset etukäteen,

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Jag samlar in material via intervjuer med ungdomar och jämför svaren med två kontrollgrupper. Ena kontrollgruppen kommer att motsvara ungdomarna i ålder, medan andra kontrollgruppen kommer att motsvara ungdomarna genom sin boendeform. Jag skulle vilja intervjua ert barn för ena kontrollgruppen. Jag önskar också att ni kunde svara på det bifogade **frågeformuläret** om bakgrundsinformation. Arbetet handleds av en legitimerad talterapeut, Annette Nylund, vid Åbo Akademi.

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Kerään aineistoa tutkielmaani varten haastattelujen kautta. Tarvitsen kaksi kontrolliryhmää varsinaisen tutkimuskohderyhmäni vastausten vertausta varten. Toinen kontrolliryhmä on verrattavissa verrokkiryhmän ikään, kun taas toinen ryhmä on verrattavissa asumismuotonsa perusteella. Toivosin, että teidän nuorene osallistuisi kontrolliryhmän haastatteluun. Toivoisin myös, että vastaisitte ohessa olevaan **kyselylomakkeeseen** liittyen taustatietoihin. Työtä ohjaa laillistettu puheterapeutti Annette Nylund Åbo Akademiasta.

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Heidi Hettula

bandas in för att jag ska kunna lättare analysera svaren efteråt. Allt inspelat material kommer att förvaras inlåst och förstöras efter att det analyserats. **Resultaten kommer att presenteras anonymt utgående från analysen, så enskilda personer kommer inte att kunna urskiljas.** Endast jag och min handledare kommer att ha tillgång till informationen som anges.

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Arvoisa osallistuja,

opiskelen logopediaa Åbo Akademiassa valmistuakseni puheterapeutiksi. Kirjoitan pro gradu- tutkielmaani **kehitysvammaisten nuorten internetin käytöstä**

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Heidi Hettula, puheterapeuttiopiskelija

hhettula@abo.fi, 044 243 8638

Heidi Hettula

Appendix 4

Tillstånd för deltagande i undersökning

Härmed ges tillstånd för _____ att delta i intervju med Heidi Hettula om ungdomars användning av internet som kommunikationsmedel.

Det insamlade materialet behandlas konfidentiellt och förvaras inlåst. Deltagaren får när som helst avbryta deltagandet utan förklaringar.

Datum och ort

Vårdnadshavarens underskrift

Namnförtydligande

Telefonnummer

E-post

Heidi Hettula

Tillstånd för deltagande i undersökning

Härmed ger undertecknad tillstånd åt Heidi Hettula att videofilma och banda in intervju med _____ i forskningssyfte.

Det insamlade materialet behandlas konfidentiellt och förvaras inlåst. Deltagaren får när som helst avbryta deltagandet utan förklaringar.

Datum och ort

Underskrift

Namnförtydligande

Telefonnummer

E-post

Heidi Hettula

Appendix 5

Tutkimukseen osallistuvan suostumus

Täten allekirjoittanut antaa suostumuksensa, että _____
osallistuu haastatteluun Heidi Hettulan kanssa nuorten internetin käytöstä
kommunikaatiomenetelmänä.

Kerätty aineisto käsitellään luottamuksellisesti ja säilytetään lukittuna. Osallistuja voi milloin vain ilmoittamalla perua suostumuksensa tutkimuksen osallistumiseen.

Paikka ja päiväys

Allekirjoitus

Nimenselvennys

Puhelinnumero

Sähköposti

Appendix 6

Utdrag #1 från intervju med ID-M1:

ID-M1: De va på Skype

Intervjuare: Okej. Skype mest

ID-M1: Jåå. Ja spelar me min kompis

Utdrag #2 från intervju med ID-M1:

ID-M1: Ja har va de heter nu de där pasho Skype, som ja spela

Intervjuare: Jåå

ID-M1: På på dä [namn] och [namn] och [namn]

I: Brukar ni ha sånhäna headset på nä ni pratar på Skype?

ID-M1: Telefon och hörselskydd. Se hörselskydde så sätte ja från telefonen

Utdrag #3 från intervju med ID-M1:

Intervjuare: Å de kan va riktigt vilka vänner som bor helt långt borta som kan va me å spela?

ID-M1: Jåå hälften e långt bort hemifrån i myky härifrån

Utdrag #4 från intervju med ID-M1:

Intervjuare: Så du sku villa ha mera kontroll?

ID-M1: Jåå ja vill känna kontroll me Skype å dator [...] fö dom e de viktigt

Heidi Hettula

Utdrag #1 från intervju med ID-M2:

ID-M2: Ja ha ju rapportera en person på Instagram på grund av han kalla mej könsord å alla grejer å ibland ha ja blivi helt totalt blockerad av nån utan nån orsak

Intervjuare: Jåå

ID-M2: Så va ja tvungen att kontakta han som äger den å nåjåå de ena å de andra å sen ha ja fått de löst den vägen

Utdrag #2 från intervju med ID-M2:

Intervjuare: Ha du fått följare den vägen också?

ID-M2: Ja lite får ja också den vägen

I: Sku du villa ha mera följare e än va du har nu?

ID-M2: Nä ja har ganska mycke när ja starta fö väl tre år sen så hade ja väldigt lite. Nä ja tror de e väl ännu mera nu ha ja glömt bort de tiden e 2019 så då betyder de att de e fem år har ja haft, ja de va tus- 2014 som ja starta me Instagram då e de tre år ja ha haft Facebook å ja ha starta det 2016

I: Jåå. Å du har nu, du ha fått hela tiden lite mera följare?

ID-M2: Mmm

I: Jåå. Å du e nöjd me de?

ID-M2: Mm

I: Mm

ID-M2: Ja låg ungefär som [organisationen] låg i följareskala (heh) va tidigare väl 700 lite sånt låg ja också i. Jo de e ibland så tappar man följare å ibland så de går opp å ner

I: Jåå. De e int sånt som du stör dej på dom dä små skillnaderna.. eller?

ID-M2: Alltså ja kan no störa mej om de e många som avföljer då förstår ja inte varför man gör så men annars om de e ba få så kan ja ju ”jaha ja e inte bra person för dom”

Utdrag #3 från intervju med ID-M2:

ID-M2: De beror på vilka följare ja har på vilken platform

Intervjuare: Så vem du vill nå?

ID-M2: Ja, så om ja tänker att ja vill int nå så många då kanske ja kör på Facebook för ja har fler följare på Instagram än va ja har vänner på Facebook

I: Jåå just de. De där så de e mest bara fråga om siffror de e int så att dom mänskorna du e vän me på facebook har du dom också som följare på Instagram

ID-M2: Jo dom som har de e inte alla som har Instagram, men dom som har dom har ja också där

Utdrag #4 från intervju med ID-M2:

Intervjuare: Ja funderar va gör du på din padda?

ID-M2: Ser på Netflix och ser på Youtube fö de e en större skärm än min telefon

Utdrag #5 från intervju med ID-M2:

Intervjuare: Följer du me någå sån häna kändisar eller just youtubers eller såna mycket?

ID-M2: Jo, ja har ja har extremt mycket

Utdrag #6 från intervju med ID-M2:

Intervjuare: Ja funderar va gör du på din padda?

ID-M2: Ser på Netflix och ser på Youtube fö de e en större skärm än min telefon. Ibland ser ja på Youtube på telefon men ja tycker att större skärm som datorn eller paddan de e bättre å se på

Utdrag #7 från intervju med ID-M2:

ID-M2: Ja försöker va i kontakt me föräldrarna men ja hinner inte alltid. Ja försöker förstå men ja försöker också sen förstå att dom ska inte känna sej orolig, sen när ja har tid att ja faktiskt ringer upp eller skriver svarar på meddelanden å så

Intervjuare: Tycker du själv att de e blir tungt att de e liksom att dom skickar ofta eller att du känner att du hela tiden e hela tiden måst va i kontakt liksom när du har den där Whatsappen eller telefonen överlag, blir de liksom jobbigt

ID-M2: Ja de känns sådär att att ja att varje varje vecka morsan ska skicka varenda da nånting på Whatsapp att ”gonatt” eller så å ibland känner ja bara ”ja har haft en dålig da”, ”ja orkar inte svara”, ”varför ska ja ens behöva svara” å ”man ha sett att ja ha läst meddelandet då räcker de”, men om de e nödsituation självklart svarar ja på meddelande men alla situationer- tänker ja ”ja orkar inte”

Utdrag #8 från intervju med ID-M2:

ID-M2: De e lite sådär jobbit att de hela tiden plingar i telefonen å å telefonen e död å ja måste ladda å de ena å de andra

Heidi Hettula

Intervjuare: Man får int sådä paus från från den dä sociala medierna

ID-M2: Å då måste ja sätta stör ej funktionen på min telefon å då tänker ja ”aha ska mina föräldrar bli oroliga när dom inte får tag i mej” men ändå att då betyder de att inga samtal går igenom, inga notiser går igenom. Notiserna syns men telefonen vaknar inte opp på de

I: Ja så du märker inte nödvändigtvis

ID-M2: Men de e om ja själv väcker upp den då ser ja notiserna men samtalen går inte igenom

Utdrag #9 från intervju med ID-M2:

ID-M2: Å sen var de en kompis som ville att ja skulle vara aktiv hela tiden skriva på Whatsapp å så å ja försökt snällt säga till han att ”ja har inte tid just att skriva allti” å ”ja vill inte a elak mot dej men ja vill inte skriva allti ja har inte lust inte för att va elak mot dej men ibland känner ja bara så” å den personen skriver säkert fyra gånger per da och varenda halvtimme känns de som

Intervjuare: Jåå, så då blir de mera störande än va de e liksom roligt annars att hålla kontakt me vänner så att säga

Heidi Hettula

Utdrag #1 från intervju med ID-F1:

Intervjuare: Brukar du prata me någån av dom här som bor här också me din telefon?

ID-F1: Nä

I: Nä. Att de e bara vänner som int bor här?

ID-F1: Jåå

I: E de såna som bor där hemma?

ID-F1: Jåå

Utdrag #2 från intervju med ID-F1:

Intervjuare: Du e int på de vise intresserad av Facebook eller Whatsapp?

ID-F1: Nä

I: Nä. E de fö att ba du tycker att de e tråkit eller tycker du att de e lite för svårt eller e de ba så att ingen annan använder?

ID-F1: Mmm de e ingen annan - de e för svårt

Heidi Hettula

Utdrag #1 från intervju med ID-F2:

ID-F2: Ja skriver själv till andra som ja känner

Intervjuare: Dina vänner?

ID-F2: Såna som ja känner

Utdrag #2 från intervju med ID-F2:

Intervjuare: Har du någånå såna vänner som du bara träffar på internet via Whatsapp eller någånå sånt?

ID-F2: Jåå

I: Va e de för vänner? Hur ha du träffa dom?

ID-F2: Min kusin, mina vänner, min syster, min vän [hemma]. I [land] också

I: I [land] också?

ID-F2: Ja bodde där

I: Ja nå de e e säkert dom hä som nu när du bor här så då pratar du me dom bara via Whatsapp va?

ID-F2: Nå vi pratar vi träffar varandra

Utdrag #3 från intervju med ID-F2:

Intervjuare: Okej va brukar du göra på din telefon?

ID-F2: På Youtube

Utdrag #4 från intervju med ID-F2:

Intervjuare: Va brukar du göra på din padda?

ID-F2: Spel- spela

Utdrag #5 från intervju med ID-F2:

ID-F2: En vän dum min ipad eller min telefon kasta dom. En bor här kasta min gamla i vessan å spola ner den å andra kasta sin ipad i skolan

Heidi Hettula

Utdrag #1 från intervju med ID-F3:

Intervjuare: Du spelar på ipadden jåå, gör du någån annat på iPaden?

ID-F3: Nee

Utdrag #2 från intervju med ID-F3:

Intervjuare: Brukar du prata me nån på paddan?

ID-F3: [namn]

I: Via paddan

ID-F3: Nä. E dit i telefon

I: I telefon

Utdrag #3 från intervju med ID-F3:

Intervjuare: Sen kanske [namn] e me å tittar på när du spelar

ID-F3: Jåå

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Appendix 7

Utdrag #1 från intervju med A-M1:

Intervjuare: Just de. Brukar du bara läsa eller brukar du också kommentera [i reddit och youtube]?

A-M1: Sällan kommenterar ja, men ibland nog

I: Så mest e de bara att du läser va dom skriver?

A-M1: Jåå

I: Brukar du upvotera å sänhänt också?

A-M1: Int så hemskt mycky, ibland om de e någå som ja verkligen liksom tycker om men annars int

Utdrag #2 från intervju med A-M1:

Intervjuare: Har du Discord eller någå sånt som du brukar prata via?

A-M1: Jo om vi pratar men alltså jåå

Utdrag #3 från intervju med A-M1:

Intervjuare: Har ni sänhäna, ja har till exempel såhär massa grupper som pratar ihop liksom?

A-M1: Jo

I: Jo, så de mycke sånt hä man bara följer me men brukar du också skriva mycke i-

A-M1: Jåå

Utdrag #4 från intervju med A-M1:

A-M1: Mm de här ja använder Reddit på telefonen å sen såå ser ja på- använder ja Instagram också men int liksom sådär som, men ja liksom går igenom min feed sådär alltid nu å då sådär varannan da vart tredje da, Snapchat har ja men jaa använder int de riktigt

Utdrag #5 från intervju med A-M1:

Intervjuare: Brukar du spela såhä online-spel tillsammans med kompisar eller e de mest såhär liksom e ö single-player games

A-M1: Ja ha börja spela lite mera online-spel, men int så me kompisar på de vise å sen no lite single-player-spel men

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Utdrag #1 från intervju med A-M2:

A-M2: Ja brukar mest spela World of Warcraft å sen någå några till sån hänt MMORPG-spel

Intervjuare: Jåå så ja antar att du spelar mycke me andra mänskor [inte vänner]?

A-M2: Jo

I: Jåå, brukar du prata me dom också när du spelar?

A-M2: Lite eller olika-

I: -brukar de vara via text eller headset?

A-M2: Via text

Utdrag #2 från intervju med A-M2:

Intervjuare: Så på Youtube å Reddit. Brukar du kommentera eller läser du bara?

A-M2: Mm ja läser bara, ja brukar sällan kommentera

I: Du upvotear int heller eller nånting?

A-M2: Jåå upvotear brukar ja nog, dedär ganska mycket [skrattar

Utdrag #3 från intervju med A-M2:

Intervjuare: Va gör du på dom oftast?

A-M2: På min telefon brukar ja va på Youtube å Reddit mest å på dator så spelar ja

Utdrag #4 från intervju med A-M2:

Intervjuare: Men brukar du också spela med vänner eller liksom annars prata med vänner?

A-M2: Vi brukar ha så hä ibland kommer just [namn] till exempel ti mej å spelar

Utdrag #5 från intervju med A-M2:

A-M2: Såklart liksom kan de ju hända mobbning å sånt, de e ju it så bra

Intervjuare: Nä. Ha du blivi själv, eller ha du själv liksom upplevt att de finns någå negativt?

A-M2: Nä ja ha aldrig upplevt någå negativt på de sätte

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Utdrag #1 från intervju med A-M3:

Intervjuare: På Whatsapp va e de för typ av liksom vem e de du pratar me på Whatsapp va e de du brukar prata om?

A-M3: Nå vi har vi har en vi har en gruppchat där me alla mina kaverin

I: Så de e en sån hän de e int en sån hän en och en utan de e liksom många i samma

A-M3: Eller ja se sen en del e också som ja har som ja skickar just me mamma eller nån å sändäna

I: Jåå

A-M3: Och så har vi en familjchat

Utdrag #2 från intervju med A-M3:

A-M3: Nå, de e de att en del såhä youtubers som ja sir på så dom uppdaterar sina saker på just Instagram som it ja dom liksom annars sätter på just deras Youtube kanal, då kan man just kan man just se de lite lite sånt annat som it annars syns på deras Youtube kanal som ja tycker e ganska kiva

Utdrag #3 från intervju med A-M3:

Intervjuare: [Spelar du online också?]

A-M3: Nå, de e de att ja spelar ganska myki på Playstation 3 som ingen av mina kaverin har eller om ja spelar spelar me andra så de e ja oftast då siter ja brevidom å spelar

Utdrag #4 från intervju med A-M3:

Intervjuare: Va tycker du då om sociala medier?

A-M3: En del gånger tycker ja att de e rikit onödigt för de kommer upp rikit onödiga saker ibland åt mej som ja it alls ens sku behöva men-

I: Ja i feeden då att dom liksom, att de rekommenderas någån som du e helt ointresserad av

A-M3: Jåå som ja har ja brukar få allt mitt jobb på Facebook de e enda anledningen vafö ja e där men de kommer ändå sen. Sen om någån ja had ja sökte upp ett ställe å då hade då hadd den trott att ja hade vila fara att ja ville fara dit så de kommer flera gånger upp på Facebook att jåå att vill du vill du fara till Detroit å de kostar så hä lite nu att fara dit så då e jaa näe it ännu

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Utdrag #5 från intervju med A-M3:

Intervjuare: Jåå så de e du sku villa att dom int sku följa me så mycke va du liksom håller på me

A-M3: Fast man ändå ha sagt att man inte vill ha

I: Ja att de e just att de e du ha int på de vise kanske emot att dom gör de men dom borde int göra de om du en gång redan ha sagt att dom int ska göra de

A-M3: Jåå. Vi ha just haft vi ha haft myky just sänhä diskussion just nu på den dä datanomlinjen att man borda att man bord it alls ha de att Google borde egentligen förbättra de att dom faktiskt säger att om man it om man int vill ha de så så ska it dom heller fö de kommer också upp på, för de kommer allt upp på Instagram å på Facebook som e allt som ja gör allt som händer där

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Utdrag #1 från intervju med A-F1:

Intervjuare: Vem e de du pratar me på Whatsapp å va e de ni pratar om?

A-F1: Ja pratar kanske mest där me vänner som bor längre bort som ja int annars har såhär kontakt med dagligen såhär, face-to-face [skrattar]

Utdrag #2 från intervju med A-F1:

Intervjuare: På Instagram å Snapchat så brukar du mest bara titta på din feed eller brukar du också posta mycke?

A-F1: Lite postar ja nog men mest brukar ja bara kolla på andra

Utdrag #3 från intervju med A-F1:

Intervjuare: Följer du mycke också såhä kändisar?

A-F1: Jåå lite [skrattar]

I: Jo, just påå Instagram?

A-F1: Jåå

I: Int någå bloggare eller någå sånt

A-F1: Nä

Utdrag #4 från intervju med A-F1:

Intervjuare: Va du va du tycker om de tycker du att de finns någå dåligt me sociala medier?

A-F1: Int va ja ha sitt ibland så kanske de finns liksom såhä memes som kanske människor kan ta på dåliga sätt liksom, men int tycker ja att de liksom e någå som far liksom mot mej att ja känner mej att mår jättedåligt eller sådä [skrattar]

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Utdrag #1 från intervju med A-F2:

Intervjuare: Brukar du kommentera mycky [i Instagram] eller bara liksom följa me?

A-F2: Nä ja brukar int nå alls typ

I: Nä just de. Brukar du likea eller?

A-F2: Jåå

Utdrag #2 från intervju med A-F2:

Intervjuare: Brukar du spela någå spel?

A-F2: Jo

I: Vilken typ av spel?

A-F2: Typ på datorn spel [skrattar]

Utdrag #3 från intervju med A-F2:

Intervjuare: Tycker du de finns någå dåligt me sociala medier?

A-F2: Ja de finns ju typ nätmobbare eller nå sånt

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Utdrag #1 från intervju med A-F3:

Intervjuare: Okej. Vilken typ av folk e de du chattar med?

A-F3: Mina vänner

I: Mest eller bara?

A-F3: Mest

I: Va e de för andra typer av människor som du pratar med?

A-F3: Nå typ min familj [skrattar]

Utdrag #2 från intervju med A-F3:

Intervjuare: Följer du me någå kändisar på Instagram eller Snapchat?

A-F3: Jo Instagram några

Utdrag #3 från intervju med A-F3:

Intervjuare: Vilken typ av spel e de?

A-F3: Nå, datorspel [skrattar]

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Utdrag #1 från intervju med A-F4:

Intervjuare: Brukar du, bara följa me feeden [i instagram] eller brukar du också kommentera?

A-F4: Nå ja brukar bara kommentera på sådä vänner å så men andra mänskor brukar ja nog också lika typ deras inlägg

Utdrag #2 från intervju med A-F4:

Intervjuare: Vem brukar du prata med?

A-F4: Mest nog vänner å så men också familj ifall man har nå efter skolan å någå sånt

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Utdrag #1 från intervju med A-F5:

Intervjuare: Jåå. Brukar du kommentera mycke eller sådä bara läsa [i Reddit]?

A-F5: Ja kommenterar nästan aldrig, ja bara ser igenom va som finns

I: Jåå. Brukar du upvotera å sånt ändå?

A-F5: Nå de gör ja

Utdrag #2 från intervju med A-F5:

Intervjuare: Nå hu e de spelar du någå spel?

A-F5: Jåå

I: Jåå också såna som du e sådä online eller viken typ av spel e de?

A-F5: De e int så jättemyky online-spel, de e de e mest sådä att ja kan sitta fö mej själv å göra va ja vill i spele

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Appendix 8

Utdrag från intervju med L-F1:

Intervjuare: Ja miten paljon sä käytät?

L-F1: Hmm, tietokonetta käytän päivittäin

I: Joo

L-F1: Ihan siis monta kertaa päivässä ja puhelinta no, tunneittain [nauraa]

I: Joo

L-F2: Paitsi tietenkin silloin ku ei nuku nii

Utdrag från intervju med L-F1:

Intervjuare: Sit mitä sää teet netissä?

L-F1: Aika paljon kouluhommia, käytän paljon draivia (Google Drive), koulun verkkoalustaa ja etin tietoa ja sit, mä katon paljon Viaplaytä tai Netflixii

Utdrag från intervju med L-F1:

L-F1: No ehkä semmonen riippuvuus on kans negatiivinen asia

Intervjuare: Koet sä ite et sul on, niinku-

L-F1: Aivan varmasti on

Utdrag från intervju med L-F1:

L-F1: [nauraa] Joo, on ihan varmasti. Ja sit mitäs muuta negatiivista, tietosuoja-asiat

Utdrag från intervju med L-F1:

Intervjuare: No mitä mieltä sä oot niinku- tai mitä niinku huonoa sun mielestä on sosiaalisessa mediassa?

L-F1: Ehkä ennakkoluuloja ihmisten välille ja odotuksia tosi paljon mitkä sit voi olla sellasii niinku ahistavia ja stressaavia, varsinkin nuorille

Utdrag från intervju med L-F1:

Intervjuare: Joo okei, ja mitä mieltä sä oot yleensä sosiaalisista medioista ja muista tavoista puhua toisten kans netin kautta?

L-F1: Mmm no siis mä sanoisin et se on niinku mun mielest hyvä väline, mut sit tietyl taval kans huono koska sithän sä et oo niinku kommunikaatios silleen

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naamakkain sen toisen kaa, et sää et voi ehkä saada niin selvää kuvaa mitä se toinen oikeesti aattelee, tai mitkä sen ilmeilyt on jostain asiasta vaikka, nii tulee ehkä helpommin väärinymmärryksiä, mut sit taas on ehk helpompi lähestymistapa puhuu jostain asioista

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Utdrag från intervju med L-F2:

Intervjuare: Kenen kanssa sä yleensä keskustelet?

L-F2: Kavereiden ja äidin [nauraa]

Utdrag från intervju med L-F2:

Intervjuare: Joo... ja miten paljon sä käytät näitä koneita?

L-F2: Aina kun mä oon kotona toi läppäri on päällä [nauraa]

I: Okei [nauraa]

L-F2: Ja, puhelin on kans aika liimautunu käteen kiinni kyllä

Utdrag från intervju med L-F2:

Intervjuare: Joo, selvä, mitä sä teet yleensä netissä

L-F2: Kattelen sarjoja, etin jotain faktoja vaik koulujuttuihi ja sit just selailen somee

Utdrag från intervju med L-F2:

L-F2: Joo, sitä mä en oikein käytä kyllä. Kun se oli lähinnä niinku valmennuskurssil, mut sit se jäi mulle ja ei mul oo sille käyttöä

Utdrag från intervju med L-F2:

Intervjuare: Mitä mieltä yleensä oot sosiaalista medioista ja niinku toisesta tavasta puhua muitten kans?

L-F2: Se on niin vaikutusvaltainen tai sellanen et saa paljon asiaa tuotua ulos mut sit sil on myös niinku varjopuoli et se tuo paineita ja varsinkin ulkonäköpaineita ja sit sil niinku mielipiteiden manipulointii ja semmosta

Utdrag från intervju med L-F2:

Intervjuare: Mitä mieltä yleensä oot sosiaalista medioista ja niinku toisest-toisesta tavasta puhua niinku muitten kans?

L-F2: Se on niin vaikutusvaltainen tai sellanen et saa paljon asiaa tuotua ulos mut sit sil on myös niinku varjopuoli et se tuo paineita ja varsinkin ulkonäköpaineita ja sit sil niinku mielipiteiden manipulointii ja semmosta

I: Mikä on sitten hyvä asia?

L-F2: Tietosuuden lisääminen joistan asioista esim just se amazoni just nii mun mielest sitä ei niinku muualta ku somesta tullu

Appendix 9

Frågor för semi-strukturerad intervju:

Kvantitativa:

1. Har du en egen telefon/tablett/dator?
 - Hur länge har du haft den/dem?
 - Hur mycket använder du apparaterna? (per dag/per vecka)
2. Vad brukar du göra på internet?
 - ⇒ Brukar du vara på [Facebook/Instagram/Twitter/Reddit]?
 - ⇒ Följer du bloggar?
 - ⇒ Använder du [Whatsapp/Messenger/Snapchat]?
 - Vem pratar du med via apparna?
(Visste du om att man kunde prata med varandra på internet?)
 - ⇒ Har du vänner du har träffat först online eller bara träffar online?
 - ⇒ Spelar du spel på din [telefon/tablett/dator?]
 - Spelar du med någon annan online?
 - Pratar du med dem när ni spelar? [steam/discord/xbox live/ps]
 - Pratar ni online eller skriver ni till varandra?

Kvalitativa:

3. Vad pratar du om på internet?
4. Vad tycker du om sociala medier och andra sätt att prata med andra på internet?
5. Vad tycker du att skulle göra apparna lättare att använda? [om svårt]
6. Vad tycker du att är dåligt med sociala medier?

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Ifall de inte använder apparaterna:

1. Varför inte?
2. Använder dina vänner sociala medier?
3. Vad brukar du göra med dina vänner?
4. Har du någon gång använt [Whatsapp/Facebook/Snapchat] osv?
5. Vad tycker du om sociala medier?
6. Vad skulle få dig att använda apparaterna/medierna?
7. [Vad skulle göra dem lättare att använda?]

Kysymykset haastatteluun:

7. Onko sinulla on puhelin/tietokone/tabletti?
 - Miten kauan on ollut käytössä?
 - Miten paljon käytät kone(ita)? (päivässä/viikossa)
8. Mitä teet netissä?
 - ⇒ Käytätkö [Facebook/Instagram/Twitter/Reddit]?
 - ⇒ Seuraatko blogeja?
 - ⇒ Käytätkö [Whatsapp/Messenger/Snapchat]?
 - Kenen kanssa keskustelet (sovelluksissa)?
 - ⇒ Onko sinulla ystäviä jotka olet tavannut netin kautta tai joita vain tapaat netissä?
 - ⇒ Pelaatko pelejä laitteillasi [telefon/tablett/dator]?
 - Pelaatko jonkun muun kanssa?
 - Puhutko heidän kanssa pelatessasi? [steam/discord/xbox live/ps]
 - Puhutteko vai viestittelettekö toistenne kanssa?
9. Mistä puhut netissä?
10. Mitä miltä olet sosiaalisista medioista ja muista tavoista puhua toisten kanssa netin kautta?
11. Mitä tekeisi sovelluksista helpommin käytettäviä?
12. Mitä sinun mielestäsi on huonoa sosiaalisissa medioissa?

Heidi Hettula

Pressmeddelande

Ungdomar med utvecklingsstörning använder också sociala medier

Pro gradu-avhandling i logopedi

Fakulteten för humaniora, psykologi och teologi

Resultaten från en pro gradu-avhandling vid Åbo Akademi tyder på att ungdomar med utvecklingsstörning också använder sociala medier i sin vardag, trots att de är något begränsade i sin användning jämfört med kontrollgrupper som har en typisk utveckling och också upplever att det ibland är svårt. Heidi Hettula har undersökt hur ungdomar med utvecklingsstörning använder sociala medier jämfört med två kontrollgrupper. Samtliga deltagare som använde sociala medier gjorde det främst för att upprätthålla existerande förhållanden och som ett tillägg till sociala interaktioner. Trots att speciellt vissa deltagare hade svårt att använda apparater för sig själv och att de upplevde att det var svårt att använda sociala medier, verkade de nöjda med sitt sociala umgänge. De upplevde inte att de var uteslutna från samhället på grund av den ökade användningen av sociala medier som ett alternativt sätt att kommunicera.

Enligt Hettula var urvalet litet och kontrollgrupperna kunde ha varit mera jämförbara med ungdomarna som hade utvecklingsstörning, så fortsatt forskning inom området skulle behövas. Vidare forskning om sociala medier och språkliga svårigheter kunde också vara relevant. Vägledning för att introducera personer med utvecklingsstörning till sociala medier rekommenderas för arbetsgrupper som jobbar med personer med utvecklingsstörning.

Sammanlagt deltog 15 personer i studien, varav 5 hade utvecklingsstörning och 10 hade en typisk utveckling. Materialet samlades in genom att göra en innehållsanalys på semi-strukturerade intervjuer.

Ytterligare information fås av:

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