

SUPPLEMENTARY MATERIAL TO ACCOMPANY:

Including people who use augmentative and alternative communication in qualitative research: Can you hear us?

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Supplementary materials contains:

A: Plain English video summary of the contents of the article

B: Access Profile for AAC Users

A: Plain English video summary of the contents of the article

The link below is to a video containing a plain English summary of the contents (including captions) of the article to as an additional means of optimising accessibility of the content.

Link to video: <https://youtu.be/hdjP6LUMbDc>

B: Access Profile for AAC Users

This profile is included to enable others to adapt and edit it to fit their own purposes. The authors request that others who use the Access Profile acknowledge its source. We also request that others share their adaptations and the ways it is used with us by emailing:

Megan Walsh

Email: mcwalsh@deakin.edu.au

Access Profile for AAC Users

Name: Age: Pronouns:	Photo [insert here]
About me: This section may include: why you're an advisor, your interests, your personality and working style, and/or skills and experiences you have that you want the researcher to know about.	Contact info: Include your contact information as well as how people should contact you. For example, do you prefer for people to text you, message you on Facebook, email you, or something else? If you have someone who supports you in organising appointments or preparing for meetings, include their contact information too.
How I communicate: Include all of the different ways you communicate. For example, you might say: <ul style="list-style-type: none"> • Speaking • Typing and spelling on my iPad • Nodding my head yes/no • Typing into the chat box in an online meeting • Key Word Sign 	Things that help me participate as an advisor: This section should include strategies and things they should know about you to help you participate. Here are some examples from our meeting: <ul style="list-style-type: none"> • Take the time to chat with me and get to know me. • When we are meeting, I need time to process and understand the questions • Please speak slowly and clearly. I can hear you though, so you don't need to yell. • I need time to formulate my answers. Please allow time in our meeting for that. • Send questions to me at least 1 week before we meet so that I have time to answer them and program the answers into my device. • Ask me one question at a time. If you ask a couple of questions at once it takes me longer to answer. • Preparing for meetings or answering questions over email takes me a long time, so it is important to have that in your plans for time and funding. • Anything specific they should know for helping you participate in a group conversation vs. 1-on-1? • You can include other support needs here too. For example, if you need meetings to be 1 hour-long or shorter because you get fatigued, or you need things to be in Easy English, or you need things presented differently for your vision or hearing.
<u>How I will let you know I have something to say:</u> (example, my support worker will call out when I start using my device). <u>What to do if you don't understand me:</u>	
My support people: If you have someone who supports you in your advisor role, use this space to describe the ways they support you and what the researcher should expect. Here are some examples: <ul style="list-style-type: none"> • "Sometimes I am too tired to repeat myself. With my permission, my support workers will repeat what I said so that you can hear it or understand it." • "If we are in a group and you missed my cue that I have something to say, my support person will call out and let you know that I have something to say." 	