BACKGROUND
It is a known fact that communication and language develop when people interact with each other. For children and youth with disabilities and communicative difficulties it is essential that people in the environment is responsive to the needs and interests whatever means of communication. It is also important that people in the surrounding area has the necessary and sufficient knowledge both within and on the means of communication, also the ways in which they are used in different situations (Anderson, 2002, 2010; Olsson, 2006; Wilder 2008; Westling Allodi, 2002). This study is based on social networks that exist around children and young people with great difficulty communicating due to, among other things, hearing loss, autism and / or intellectual disabilities. A social network is, in this context, consisted of parents, siblings and other relatives in the family and staff in schools, leisure, daily activities and rehabilitation.

AIM
The purpose of this study is to investigate, analyze, and develop practical social networking in relation to a defined group of children, young people and adults with significant disabilities and estimated needs of complex communication efforts.

Issues
• About what and how does parents and professionals in network meetings discuss?
• In what way will practical social networking increase understanding and interaction skills of the participants according to participants' own perceptions?
• Are social networking, with the methods applied, a tool that enables the exchange of everyday life for children and young people with complex communication needs - If so, how?

METHOD
The study has a participatory focus. The study includes six networks with 4-9 participants of various categories in each. The conversations at each network meeting has documented and analyzed. The parents have decided which people would join the network. In each network there are also participants who have discontinued their participation for various reasons, but then new participants have joined the group. When the network is effective, it is of minor importance if a participant ends and another participant joins the group. It may rather be that the needs and efforts may vary over the time; it is also natural for new participants to enter into networking. Natural and continuous cores of participants have been in each network. The work process started at the turn of 2007/2008 and was completed in November 2010. Each social network had meetings four times a year. All network meetings, which lasted about three hours / time, have been recorded and transcribed. Printouts have been the basis for the next meeting. The networking has included the following methods:
- Social network interview with monitoring (Blackstone & Hunt Berg, 2003).
- Audio recording and transcription of conversations between the participants have been made at each network meeting. Summary at every social network meetings have been conducted.
- Video recordings of everyday situations at the home or school. The participants themselves made the recordings.
- Subsequent analysis and discussion by Marte Meo principles (Hedenbro & Wirtberg, 2000) and feedback to participants in every social network.
- Content analysis of Individual plans (in school/rehabilitation/daily activities).
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- Questionnaires on the project's initial phase and at the ending.
- Assessment form has been answered twice.

RESULTS
The results show six different groups. They differ both in composition, conditions and needs. This is because of the children / young people's communication and action shows a wide variation. A questionnaire among others highlighted the interaction partner's skills, the child's ability to function, interaction and influence were answered twice to track any changes in perception (The analyses of the second questionnaire is in progress). The results show that the most common communication partner to the children and young people, whatever their age, is an adult. Children and young people communicate mostly when the experience is common and arouses interest and challenge. Both professionals and parents have ideas about "the other". One reason for this may be that they are part of different systems with different focus (Bronfenbrenner, 1989; Wachs, 2000). Collaboration takes place with and between many parties, and where concepts such as participation, influence, comprehensibility, meaningfulness and responsibility are important. All pronounce a great need for knowledge and skills of communication and interaction.

The social networks interview identified linguistic areas, skills and abilities, use of technology, communication circles where important key interlocutors are, their communicative skills and the planning of various efforts. This provided a useful basis for further work.

The brief summary of the recorded network meetings serves content in individual items, but also shows a holistic view. They also show the means of communication that has been discussed and what people talk about. Furthermore, if any change over time can be seen and where opportunities and obstacles remain. This phase will include the questions asked and whether the decision or proposal submitted. Finally, each network has specific characteristics and skills, and people around the children and young people with complex communication needs have to develop expertise in the field. Content Analysis of individual plans showing diffuse goals, focusing on the shortcomings and difficulties but also show a dubious relationship between means and ends. The conversations related to network meetings have among others resulted issues regarding the interaction, communication, ability to function as the participants wanted "to know more about." These questions became the basis for the video recordings that took place in the home, school or daily activities.

The analysis of video recordings show that parents are competent to give confirmation, to share the child's attention, interpret messages and body language, building relationships and provide comments. Parents have a lot of "tacit knowledge". Teachers and assistants demonstrate competence to interact, to draw attention, structure the work and create motivation. Both groups need to develop their ability to "put" words on what is happening, use the AAC to a greater extent and formulate clear and specific goals in relation to a given problem.

CONCLUSION
Social networking over time will increase participants' understanding and communication skills. Cooperation and collaboration between concerned parties provide exchange of everyday life for children and young people with complex communication needs. Networking favours holistic, common approach and exploiting each other's knowledge. The project has resulted in a training package, which includes a book with the same title as the above heading, and a website. Detailed results as well as book and website will be presented at the conference.
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REFERENCES  