Methodology: Systematic Review and Meta-analysis of the AAC Literature for People with Autism Spectrum Disorder or Intellectual Disabilities who have Complex Communication Needs through 2020

Appendix H

Race, Ethnicity, and Home Language of Participants Groups

Jay B. Ganz

Texas A&M University

James E. Pustejovsky

University of Wisconsin-Madison

Joe Reichle

University of Minnesota

Kimberly J. Vannest

University of Vermont

Lauren M. Pierson

Sanikan Wattanawongwan

Texas A&M University

Man Chen

University of Wisconsin-Madison

Margaret Foster

Texas A&M University

Marcus C. Fuller

University of Vermont

April N. Haas

Life Skills Autism Academy

Bethany Hamilton

University of Texas at Austin

Mary R. Sallese

Texas A&M University

S. D. Smith

Southeast Missouri State University

Valeria Yllades

Texas A&M University

Corresponding author: Jay Ganz; 4225 TAMU, College Station, TX 77843, USA; Email: jayganz@tamu.edu

Authors Contribution Statements using Contribution Roles Taxonomy (CRediT)

Authors were listed alphabetical order by tier with an explanation of the contributions that are indicated for each tier by using CRediT (Allen et al., 2019).

Tier 1: Ganz, Pustejovsky, Reichle, Vannest (Principal Investigators)

Tier 2: Pierson, Wattanawongwan (Project staff)

Tier 3: Chen, Foster, Fuller, Haas, Hamilton, Sallese, Smith, Yllades (Additional staff or investigators who contributed substantively)

Jay B. Ganz: Conceptualization (lead); formal analysis (supporting); funding acquisition (lead); investigation (supporting); methodology (lead); project administration and supervision (lead); writing - original draft preparation (lead); writing - review and editing (lead). **James E. Pustejovsky**: Conceptualization (supporting); data curation (equal); formal analysis (lead); funding acquisition (equal); investigation (supporting); methodology (equal); project administration and supervision (equal); resources (equal); software (lead); visualization (lead); writing - original draft preparation (supporting); writing - review and editing (equal). **Joe Reichle**: Conceptualization (equal); data curation (supporting); formal analysis (supporting); funding acquisition (equal); investigation (supporting); methodology (equal); project administration and supervision (equal); resources (supporting); software (supporting); writing - original draft preparation (equal); writing - review and editing (equal). **Kimberly J. Vannest**: Conceptualization (equal); data curation (supporting); formal analysis (supporting); funding acquisition (supporting); investigation (equal); methodology (equal); project administration and supervision (equal); resources (equal); software (supporting); writing - original draft preparation (equal); writing - review and editing (equal). **Lauren Pierson**: Conceptualization (supporting); data curation (supporting); investigation (equal); methodology (supporting); resources (supporting); visualization (supporting); writing - original draft preparation (supporting); writing - review and editing (supporting). **Sanikan**

Wattanawongwan: Conceptualization (supporting); data curation (equal); formal analysis (supporting); investigation (equal); methodology (supporting); project administration and supervision (equal); resources (supporting); software (supporting); visualization (equal); writing - original draft preparation (equal); writing - review and editing (equal). **Man Chen**: Data curation (supporting); formal analysis (supporting); investigation (supporting); visualization (supporting). **Margaret Foster**: Conceptualization (supporting); data curation (supporting); investigation (supporting); methodology (supporting); project administration (supporting). **Marcus Fuller**: investigation (supporting). **April N. Haas**: investigation (supporting). **Bethany Hamilton**: data curation (supporting); investigation (supporting). **Mary R. Sallese**: investigation (supporting). **S. D. Smith**: investigation (supporting). **Valeria Yllades**: data curation (supporting); investigation (supporting).

Funding Acknowledgement

The research described here is supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A180110 to Texas A&M University. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education

Appendix H

Race, Ethnicity, and Home Language of Participants Groups

Participants groups	**Person with ASD/ID** n = 458	**Educator** n = 28	**Parent of person with ASD/ID** n = 17	**Peer or sibling** n = 19
Race				
African American	29 (6.3%)	3 (10.7%)	1 (5.9%)	2 (10.5%)
Asian/Asian American	10 (2.2%)	--	--	2 (10.5%)
White/Caucasian	98 (21.4%)	10 (35.7%)	5 (29.4%)	14 (73.7%)
Dual-race (African American and Caucasian)	3 (0.7%)	--	--	--
Not specified/Other	318 (69.4%)	15 (53.6%)	11 (64.7%)	1 (5.3%)
Ethnicity				
Latinx/Hispanic/Spanish origin	22 (4.8%)	1 (3.6%)	3 (17.6%)	1 (5.3%)
Not Latinx/Hispanic/Spanish	5 (1.1%)	--	--	3 (15.8%)
Not specified	431 (94.1%)	27 (96.4%)	14 (82.4%)	15 (78.9%)
Home language				
English	32 (7%)	2 (7.1%)	2 (11.8%)	--
Korean	--	1 (3.6%)	--	--
Spanish	6 (1.3%)	--	--	--
Dual-language	13 (2.8%)	3 (10.7%)	2 (11.8%)	--
Amharic	1 (0.2%)	--	--	--
Dutch	4 (0.9%)	--	--	--
Reportedly “could not speak or understand English”	4 (0.9%)	--	--	--
Not specified: article is in English and published in English-dominant setting/country and no language is specified	381 (83.2%)	22 (78.6%)	10 (58.8%)	19 (100%)
Not specified: article is published in English, but the first author's affiliated country had a different dominant language	17 (3.7%)	--	3 (17.6%)	--