



RESEARCH PAPER

Leisure Time Activities of Students with Special Needs on Social Media

Faiza Jaleel*¹ Ghazala Ishrat² Sonia Fareed Khan³

1. Lecturer, Special Education University of Education, Lahore, Punjab, Pakistan
2. Lecturer, University of Management and Technology, Lahore, Punjab, Pakistan
3. Special Education Teacher, Special Education Department, Lahore, Punjab, Pakistan

DOI

[http://doi.org/10.47205/plhr.2022\(6-II\)22](http://doi.org/10.47205/plhr.2022(6-II)22)

PAPER INFO

ABSTRACT

Received:

February 21, 2022

Accepted:

April 05, 2022

Online:

April 15, 2022

Keywords:

Leisure Time
Social Media,
Special Needs
Special Students

***Corresponding
Author**

Ghazalah.ishrat@
umt.edu.pk

Social media fosters communication, decreases the distances and help people to get closer. Communication is done by social media in these days it can be helpful for enhancing the socialization of student with special needs and provide guidance in study. The purpose of the present research was to explore how many times students with special needs use social media. It was a survey study. The population of this study consisted on students with special needs at school and college level. Sample was selected by using purposive sampling techniques. 90 special students were selected as sample from different schools of Lahore. Researcher has used self-developed questionnaire with five point likert scale to collect the data from selected sample coefficient Alpha was calculated .943. Descriptive and inferential statistics were used to analyze the data by using independent sample t test and ANOVA on SPSS. SWDs reported you tube, WhatsApp and Facebook as the most widely used form of social media. Google, Wikipedia, yahoo, Gmail and other search engines for the sake of studies were reported to be least used by SWDs. SWDs need special assistance for the proper use of social media for taking help in their studies along with enhancing their social circle.

Introduction

Social media is a way of communication and socialization for students with special needs. As students with special needs need some activities that are more accessible and interesting for them in their leisure time, so most of special students prefer to spend their time in using different social sites. Most of the sites offer a wide range of communication among people from different context, culture, race and language. Diverse features of wide range of social sites attract students with special needs to spend their time in more interesting way.

According to Facebook statistics it was reported 67 million active users use Facebook (those people visited the site within the last 30 days), and more than 50% of these users visited the Facebook on daily basis and spend 20 minutes average time on

daily basis on this site (Facebook Statistics, 2008). Basic four needs that college students required to fulfill by using Facebook groups exposed in a study were enhancing social circle, enjoyment, self-status seeking, and getting information. Most of the individuals become the permanent part of Facebook groups in order to satisfy their social needs and also participate in communities and communicate with peers and getting peer support. Joining Facebook groups provide entertainment and enjoyment satisfaction to the individuals and they spend their spare time to fulfill amusement needs (Park, Kerk & Valenzuela, 2009).

Students with special needs use different forms of technologies for accessing information and communication. Results of research studies of Asuncion, and his companions (2012), shows that students with special needs use social media like you tube and Facebook for both the academic (on average 6 hours per week) and individual (on average 12 hours per week) purposes. Social media use eventually becomes more common for both teaching and learning. The goal of making use of social media more inclusive by focusing the needs of students with disabilities can be achieved by all persons who are involved in adoption of social media for students with disabilities. For example video captioning for deaf, spelling checkers for learning disabled students. In this way student with disabilities can experience same learning and communication services and facilities as other non-disabled student's experience. As pointed out in a research that students with different type of disabilities can use computer and other technologies for information purposes with some adaptations, the need is to focus on adapting technologies and social media according to needs of students with disabilities (SWD) to make learning environment more inclusive and accessible for them (Fichten, et al, 2000).

Some of the previous studies indicate that there is a negative relationship between academic achievements and time spent with social media of students, as these studies conducted with college students (Karpinski & Duberstein, 2009; Karpinski, et al, 2013; Kirschner & Karpinski, 2010; Paul, et al, 2012).

A study reports social media as a useful learning means for the specific group of students as they report that social media is an effective source to collaborate with each other and share information. Moreover social media was not seen to have an effect on academic success of students but social media help to collaborate with other (Wandera. Et al, 2016).

Literature Review

Several studies on the usage of social media in general, and Facebook in particular, have discovered that these platforms improve social contact. By expanding the number of sharing opportunities keep up with the most recent information and thoughts. Comment on postings, send comments about one other's personal lives, and learn about what interests you. This kind of behavior is just inappropriate. Helped in the building of existing friendships and the formation of new ones, increase the number of people you know who share your interests, remove psychological and social barriers that exist between people of different genders, and meet people from various walks of life (Young 2011).

Abu Sa'ileek (2012), Al-Zboun & Abu Sa'ileek (2014), and Young (2011) found that online games on social media provided hours of entertainment. Young (2011) surveyed Sydney University students via an online poll. These students said that Facebook networks enhanced their current relationships by expanding traditional communication methods such as phone calls and face-to-face engagement. Furthermore, Facebook allowed them to communicate effectively with larger groups of friends, therefore expanding their social capital. Brown and Yang (2013) revealed that the motives for using Facebook and the degree to which they utilize it are similar in secondary and university students. They also observed that in the academic context, the Facebook network facilitated social adaptation.

Junco (2013) found that some Facebook activities contribute to good social relationships among students, corroborating prior findings. According to Ellison (2014), Facebook promotes healthy social interaction by providing vital background information that helps users to meet and create connections with their friends' group.

Al-Hayes (2015) expanded on these findings by investigating how social media interactions influence various aspects of Sultan Qaboos University students' personalities, such as social awareness, self-growth, and social capital development. According to the findings, social media usage (a) improved understanding and civilized communication with others, (b) promoted ideas of volunteering and social participation, (c) reduced forms of social prejudice, and (d) enabled humanitarian contacts across nations.

According to Bader (2015), the most important social repercussions of social media use for students at Gulf States University in the United Arab Emirates were enhanced cultural exposure, expanded vocabulary, and increased enjoyment while communicating with old friends.

In terms of social, psychological, educational, and cultural factors, the impact of social media on people's lives is not always positive (Al-Jallad, 2014; Al-Zboun & Abu Sa'ileek, 2014). Other disadvantages of social media exist, particularly in light of the lack of control mechanisms for monitoring what is broadcast. These flaws are a cause for concern. Uncensored falsifications, propaganda, violent material, and vilifications influence unwanted attitudes and acts on a personal and societal level, posing a threat to community members in general and children in particular. More research is needed to better understand the positive and negative effects of social media sites, as well as if and how they should be controlled.

Despite the fact that social media platforms are primarily designed for individuals without disabilities (Abu El-Robb, 2015), many handicapped teenagers use it (Jaeger, 2009). It's probable that these kids are lured to social media sites because they allow them to reach social networks quickly. Young individuals may find it more difficult to relate their impairment with face-to-face social ties (Al-Rajabi & AlRimawi, 2016). Furthermore, because the young are not compelled to identify their disability, they may find that social media helps them overcome cultural stereotypes that limit their interactions with others (Abu El-Robb, 2015).

Social media networks, according to Heasley's (2010) research, have opened avenues for persons with disabilities. The networks provided these people additional

social access, helping them to form meaningful friendships and reducing loneliness by offering a large number of people with communication channels. Students with learning disabilities and their social media experiences were the subject of Katrina and Nessa's (2012) investigation. Social media benefited these teens in developing and maintaining friendships, according to their research. Asuncion, et al (2012) assessed the accessibility of numerous social networking platforms for post-secondary students with disabilities. These children viewed YouTube more frequently than other websites, with Windows Live Messenger being the most accessible, according to the data.

Several studies looked into how persons with certain impairments used social media. People with visual impairments used social media sites less frequently than those with other disabilities, according to Soderstrom and Ytterhus (2010). Because the technological operations of these sites were centered on visual displays, they were unable to meet the demands of those with visual impairments. To use social media platforms, those who were blind needed assistive technology. When persons with impairments in the Kingdom of Saudi Arabia (KSA) used social media, they gained socially, cognitively, and psychologically, but not professionally, according to Abu Al-Robb (2015). Those with visual impairments who were 35 years old or older and only had a secondary education received the least benefit.

Several research investigated how people with various disabilities utilized social media. According to Soderstrom and Ytterhus, people with visual impairments utilized social media sites less frequently than those with other disabilities (2010). Abdul Hamid, Imam, and Aziz (2015) explored how 200 youths with total hearing loss used social media. The young people were between the ages of 12 and 18 and attended preparatory and secondary schools.

Egypt has two cities: Monoufia and Cairo. The researchers revealed that these children used Facebook the most, followed by YouTube and Twitter; 51% of the children used social media sites more than once each day, and 46% spent 1 to 2 hours per day on them. The researchers also observed a correlation between the usage of social media by these teenagers and their degree of happiness. Their other social relationships did not appear to be impacted by their social media use.

Other studies looked into the use of social media by university students with disabilities. For example, Lewthwaite (2011) investigated the social media networks of impaired students on UK university campuses and discovered results that were comparable to those of Heasley (2010). The networks provided important support for their new educational experiences, facilitated relationships between students with and without disabilities, and aided in the transformation of disability attitudes. These interactions helped to reduce prejudices towards students with disabilities by allowing them to express positive feelings about their skills and minimizing the negative effects of their disability status.

The current study expands on the work of Lewthwaite (2011) and others by looking at the advantages of social media usage from the perspective of students with impairments at the University of Jordan (Almakanin, et al, 2021). There were no research on the advantages of social media use in Jordanian or Arab institutions that gathered the viewpoints of university students with disabilities. Furthermore, the

present study is notable for include children with auditory, visual, physical, and health issues among its participants. The University of Jordan will need to conduct this research in order to design policies that address the learning and social support needs of students with various disabilities.

Social Media and People with Intellectual Disabilities

Social media may help people with intellectual impairments in a number of ways. According to studies, people with intellectual impairments are more likely to experience social isolation and loneliness, and their social networks are often smaller, consisting largely of family members and support staff; (Gravell, 2012;). Persons with intellectual impairments may benefit from access to social media sites because it may help them increase the frequency and quality of their social encounters, create meaningful connections, and reduce feelings of loneliness (Chadwick, Wesson & Fullwood, 2013). Social media may play an important role in developing individual and collective empowerment by facilitating networking, increasing self-esteem (Moreno & Kolb, 2012), and enabling online advocacy among marginalized groups such as disabled people (Bowker, and Tuffin, 2012).

People with intellectual disabilities can be helped to utilize the internet in their daily life, according to research (Hegarty & Aspinall, 2006; Näslund & Gardelli, 2012). Social networking platforms for persons with intellectual disabilities have recently grown in popularity. These services are often thought to be safer and more accessible than those designed for the general public. Social media technologies such as blogs, forums, Facebook, and Twitter are increasingly being used by and for organizations that serve and support persons with intellectual disabilities.

According to study (Hegarty & Aspinall, 2006; Näslund & Gardelli, 2012), people with intellectual impairments can be assisted in using the internet in their daily lives. The popularity of social networking services for people with intellectual disability has lately increased. These services are frequently perceived to be safer and easier to use than those intended for the broader public. Blogs, forums, Facebook, and Twitter are all examples of social media technologies that are increasingly being utilized by and for organizations that serve and assist people with intellectual disabilities. A lack of engagement in usability research by people with intellectual disabilities (Chadwick, Wesson, & Fullwood (2013); Hoppestad, 2013; McKenzie, 2007); and the complexity of existing gadgets and websites McKenzie, 2007).

Data on the use of ICT (information and communication technology) by people with intellectual impairments has already been explored (Chadwick, Fullwood & Wesson, 2013; Chadwick, Wesson & Fullwood, 2013). Given the rising and ever-changing use of social media by people with intellectual impairments, it's important to assess the studies on the subject. The purpose of this research was to locate and evaluate empirical data on how people with intellectual impairments use and interact with social media.

Barriers

- No technology at home
- No access to technology at school

- Lack of expectation lack of opportunity
- Story of Ale at her IEP lack of modelling or knowledgeable assistance
- Flip phones
- Poll: Who uses what type of social media.... lack of mastery or ability to use independently

Social Media as a Communication Tool for Individuals with Disabilities Living in Rural Settings

With the advent of social media comes both the fear and the promise of what new technologies might mean for people who struggle with social interaction and communication. Living in a rural area may make social engagement even more difficult, as certain kids' possibilities for social interaction outside of the school day may be limited due to their handicap and their environment. Despite the disadvantages of online social networking, the author believes that with competent supervision, social media has the potential to extend social interaction choices for persons with disabilities.

Because many students with disabilities lack the natural ability to interact with other teens, they have well-documented social difficulties (Blancher & Howell, 2008). Critical social skill and/or communication difficulties may prevent a person with a disability from making social contact. A range of social obstacles and communication gaps may exist, obstructing the development of successful communicative and social experiences.

Reading nonverbal communication, maintaining eye contact, and failing to understand the need for another's personal space are all practical skills issues that can lead to uncomfortable encounters with people. Social conventional cities such as exhibiting interest in the speaker, reciprocity in conversation, subject management, and effectively closing a discussion are problematic since each is required for a good conversational event. Inability to begin conversation with others or comprehend the social cues of a speaker or listener also makes it difficult to build meaningful social connections. Someone who is unable to join a conversation in 'real time' may appear to be off topic (Kuder, 2008).

A lack of understanding of others' viewpoints or intentions, as well as an inability to distinguish real interactions from those designed to damage, use, or ridicule, can lead to lifelong communication and interaction issues. Any or all of these communication impairments can lead to awkward, unpleasant encounters because "inability to communicate successfully to peers can be stressful and stigmatizing for these children, especially in their adolescent years when there is such tremendous focus on having friends and fitting in" (Pollack and Russo, 2009).

Additionally, some persons with disabilities, particularly those on the autism spectrum, have difficulty processing sensory input, making it challenging for them to engage with others (Elder, et al, 2006; Ruble and Akshoomooff, 2010). These social skill deficiencies often result in a person's inability to develop "meaningful social contacts," which leads to social isolation (Bellini, Peters, Benner, & Hopf, 2007).

Living in a rural area may make social engagement even more difficult, as certain children's possibilities for social interaction outside of school may be limited due to their condition. Transportation issues may make it difficult to engage with peers of the same age, and a lack of local social events may limit possibilities to do so. According to a case study by Schultz, Jacobs, and Schultz, Jacob, a young man diagnosed with high functioning autism, was unable to engage in after-school activities because he did not reside within walking distance of the school or on a bus route (2013). Taxis were hard to come by, and when they did, they were pricey and unreliable. Despite Jacob's desire to widen his social circle, his infirmity limited him.

Thanks to the boom of social media technologies generated during the past decade, those who struggle with social interactions and communication challenges, as well as those who are affected by distance, may now form online relationships with their peers. "What began as a tool for college students to stay in touch with friends has grown into a global phenomenon that spans individuals of all backgrounds and ages" that holds promise for those on the social margins (Schultz, Jacobs and Schultz, 2013).

"In what has become a standard means of communication," social networking appears to have promise for young people with disabilities as a forum for enhanced social engagement with others (Schultz, Jacobs, and Schultz, 2013, p. 23). The goal is for teens with disabilities who live in remote areas and are on the margins of social interaction to enhance their friendships and become more comfortable associating with peers by utilizing restricted social media

Material and Methods

This descriptive type research was conducted the survey by using self-developed questionnaire. This study included students with disabilities at school and college level as population of the study. To draw the sample from population purposive sampling technique was used and a 90 students with disabilities were selected as sample which was elicited from different educational institutions of Punjab province. Both gender students with disabilities were selected to participate in the study. According to age between 15-24 years old students were selected who were enrolled in different schools and collages of the province Punjab. Sample included four types of disabled students i.e. visually impaired students, hearing impaired students, physically handicap students and intellectually challenged students.

Instrument

The researcher had used the self-developed five point likert scale questionnaire which was consisted on 24 items. The questionnaire was consisting of two parts the first part was containing demographical information e.g. Names, gender, school, Age type of disability, device use for accessing social sites and average time spend on social sites/media. The 2nd part consisted of 24 items for the subject. These items were designed to measure use social media by students with special needs.

The Instrument was given to some field experts to check its validity. Results indicates much satisfactory Reliability Coefficient which was .943

Data Collection Procedure

The researchers personally visited some Special schools and colleges to collect the data. Prior permission was taken from the administration to being the part of the research. After taking the informed consent the researcher distributed the questionnaire to the students with special needs. Questionnaire was presented in Sign Language by the researcher to collect the data from students with hearing impairment.

Data Analysis

Data was analyzed to calculate difference in the use of social media by using SPSS according to gender between students with special needs multiple parametric statistics were used to analyze the collected data e.g. frequency distribution and percentage, t-test and ANOVA was applied to see the difference in using social media by four disability groups.

Results and Discussion

Table 1
The difference in use of social media between male and female special students.

Gender	N	Mean	S.D	T	Sig. (2-tailed)
Male	54	70.25	20.82	1.96	.054
Female	36	60.08	25.97		

Table 1 shows t value which is indicating there is significant difference ($p=.05$) between two genders e.g. male and female special students regarding the use of social media. Mean value of male was higher than the mean value of female. It indicates that male students with special needs use social media more frequently.

Table 2
The difference among the four categories of disabled students regarding the use of social media.

Type of Disability	N	Mean	S.D	F	Sig. (2-tailed)
VIC	33	61.15	24.51	5.88	.001
HIC	41	75.85	18.47		
PHC	12	54.50	25.96		
MCC	4	43.75	8.34		
Total	90	66.18	23.42		

VIC visually impaired children, HIC hearing impaired children, PHC physically handicap children, and MCC mentally challenged children.

Table 3
Post hoc Analysis table

(I) type of disability	(J) type of disability	Mean Difference (I-J)	Sig.
VIC	HIC	-14.70*	.005
HIC	PHC	21.35*	.004
	MCC	32.10*	.006

*. The mean difference is significant at the 0.05 level.

Table 3 showed the results of ANOVA, results showed significant difference ($p < .05$) among the four categories of disabled students regarding the use of social media. But mean value of hearing impaired students is higher. Hearing impaired students use social media more frequently as compared to students of other category of disability. Results of post hoc analysis showed that there was a significant difference between SWVI and SWHI regarding the use of social media. There is a significant difference between students with hearing impairment and physically handicap students regarding the use of social media. There is a significant difference between students with hearing impairment and mentally challenged students regarding the use of social media.

Table 4
Frequency of the respondents along with their percentages on respondent's responses about the use of social media.

Sr.	Statements	Mostly		Sometime		According to need		Don't know about it		Never	
		f	%	f	%	f	%	f	%	f	%
1	Do you use social media?	38	42.2	26	28.9	16	17.8	4	4.4	6	6.7
2	Do instant messages to your friends.	37	41.1	23	25.6	11	12.2	2	2.2	17	18.9
3	Do voice messages to your friends.	18	20.0	18	20.0	12	13.3	8	8.9	34	37.8
4	Use Gmail account for sending and receiving mails.	16	17.8	5	5.6	7	7.8	24	26.7	38	42.2
5	Use face book.	36	40.0	18	20.0	4	4.4	3	3.3	29	32.2
6	Make friendships on face book.	25	27.8	15	16.7	17	18.9	3	3.3	30	33.3
7	Comments on others posts on face book.	16	17.8	26	28.9	9	10.0	5	5.6	34	37.8
8	Use twitter.	2	2.2	6	6.7	8	8.9	24	26.7	50	55.6
9	Use LinkedIn.	1	1.1	3	3.3	4	4.4	31	34.4	51	56.7
10	Use whatsapp for voice messages.	27	30.0	22	24.4	4	4.4	7	7.8	30	33.3
11	Use whatsapp for chatting in groups.	33	36.7	18	20.0	6	6.7	7	7.8	26	28.9
12	Join informative pages on face book.	9	10.0	16	17.8	22	24.4	5	5.6	38	42.2
13	Use you tube for watching videos.	29	32.2	24	26.7	13	14.4	5	5.6	19	21.1
14	Use daily motion for watching videos.	23	25.6	22	24.4	7	7.8	6	6.7	32	35.6
15	Take help from yahoo answers in studies.	4	4.4	13	14.4	10	11.1	19	21.1	44	48.9
16	Take help from Wikipedia in studies.	3	3.3	15	16.7	7	7.8	15	16.7	50	55.6
17	Social media keep you in touch with your friends.	40	44.4	23	25.6	6	6.7	6	6.7	15	16.7
18	Share your interests with others by using any social media site.	18	20.0	22	24.4	12	13.3	12	13.3	26	28.9
19	Use social media to advertise your daily activities and achievements.	18	20.0	14	15.6	12	13.3	9	10.0	37	41.1
20	Use social sites for sharing information.	6	6.7	19	21.1	13	14.4	16	17.8	36	40.0
21	Use social sites for exchanging files.	4	4.4	7	7.8	15	16.7	12	13.3	52	57.8
22	Social sites expand your friends circle and social contacts.	32	35.6	17	18.9	10	11.1	2	2.2	29	32.2
23	Use Google for exam preparation.	18	20.0	13	14.4	17	18.9	7	7.8	35	38.9
24	Use other search engines for exam preparation.	14	15.6	8	8.9	13	14.4	8	8.9	47	52.2

Table 4 shows that majority of the respondents (42.2%) use social media and (41.1%) do instant messaging. While majority respondents (37.8%) never do voice messages and (42.2%) respondents never use Gmail. Majority of the respondents (40.0%) use face book and majority of respondents (27.8%) make friendships on face book. Majority of the respondents (37.8%) response that they never comment on others posts on face book. Majority of the respondents (55.6%) never use twitter. Majority of the respondents (56.7%) never use LinkedIn. Majority of the respondents (33.3%) responses that they never do voice messages by using WhatsApp. Majority of the respondents (36.7%) use WhatsApp for chatting in groups. Majority of the respondents (42.2%) respondent that they never join informative pages on face book. Majority of the respondents (32.2%) use you tube for watching videos. However, (35.6%) of the respondents never use daily motion for watching videos. Approximately half of the respondents (48.9%) reported that they never take help from yahoo answers in studies. Majority of the respondents (55.6%) never take help form Wikipedia in studies. Less than half of the respondents (44.4%) reported that social media keep them in touch with their friends. Some of the respondents (28.9%) reported that they never share their interests with others through different social sites. According to (41.1%) respondents they never advertise their daily activities and achievements on different social sites. Less than half of the respondents (40.0%) reported that they never share information through social sites. Majority of the respondents (57.8%) reported that they never exchange files by using social sites. Some of the respondents (35.6%) reported that social sites expand their friend circle and social contacts. Some of the respondents (38.9%) reported that they never use Google for exam preparation. Majority of the respondents (52.2%) reported that they never use other search engines for exam preparation.

Discussion

The major findings of this study are that students with special needs do not know the purposeful use of social media. As majority of the students use social media as source of expanding their social circle and contacts for making friendships. But the students do not know the proper use of social media as source of help in their exam preparation and studies. Students even do not know the use of Gmail and twitter for sharing different files. Teachers have to aware special students about the right use of social media to make their learning environment more inclusive. There is need to teach special students about the usage of informative pages on face book and other social sites. The results of this study indicate that most of the students with special needs never use different search engines like yahoo answers, Wikipedia, Google. It shows that these students need assistance to make use of social sites efficiently to improve their knowledge. Findings of this study reflect that students with special needs do not advertise their interests, daily activities and achievements on social sites. It shows that they are more possessive about their daily routine activities, interests and achievements. They must be guided to make others more aware about their interests, activities, successful life and achievements. So that non-disabled population become able to understand the interests of disabled students and able to know that they also have achievements to share with others. Findings of this study have limitations which influence the generalization of results. Sample size was not large enough to represent the population.

Conclusion

Social media is a source of communication between individuals. On the basis of findings of the study it was concluded that students with special needs use social sites as source of their communication with others and remain in contact with friends through messaging. But majority of the students did not use social sites for the purpose of getting help in their studies. It may be due to non-availability of proper guidance about the social media usage by special students. It was also concluded that male students use social sites most frequently as compared to female students. The research results were concluded that students with hearing impairment use social media more frequently as compared to the students with other disabilities.

Recommendations

On the basis of findings, the following recommendations have been made.

1. Teachers and parents must understand the proper use of social sites to make the learning environment more inclusive.
2. Teachers help students with special needs to join different informative pages on social sites and give them awareness about the use of Gmail, twitter and other such sites.
3. Computer teachers working with students with special needs should train their students about different searching techniques to take help in their studies.
4. Teachers may try to help the students with special needs to share their interests, activities and achievements on social sites.

References

- Almakanin, H. A. Alodat, A. M. Al-Bakkar, A. M. & Batarseh, H. S. (2021). Social implications of the social media use by students with disabilities at the university of Jordan: Facebook as a model. *Psychology and Education Journal*, 58(2), 266-276.
- Abu S' aileek, D. (2012). Effects of social media on university students' trends in Jordan and their proposed role in the development of a balanced personality (*Unpublished doctoral dissertation*). University of Jordan, Amman, Jordan.
- Abu Al-Robb, M. (2015). The degree of benefit of social media websites on the disabled. *Psychoeducational Sciences Journal*, 16(1), 167-292.
- Al-Hayes, A. W. (2015). Social effects of social media use on certain aspects of young persons. *Social Affairs, UAE*, 32(126), 122-177.
- Al-Jallad, H. (2014). Reflections of the use of social media websites on the spread of violence phenomenon among female university students. Field study on Zagazig University Students. *Educational & Social Studies, Egypt*, 20(4), 913-978.
- Al-Zboun, M. & Abu, S. D. (2014). Social and cultural effects of social media networks on children during the stage of adolescence in Jordan. *Jordan Journal of Social Sciences*, 7(2), 225-251.
- Asuncion, J. V. Budd, J. Fichten, C. S. Nguyen, M. N. Barile, M. & Amsel, R. (2012). Social media use by students with disabilities. *Academic Exchange Quarterly*, 16(1), 30-35, Editor's Choice.
- Bader, A. (2015). Cultural, social and psychological effects of the Gulf youth's use of social media networks. *Journal for Media & Communication Studies*, (28), 10-41.
- Barker, V. (2009). Older adolescents' motivations for social network site use: The influence of gender, group identity, and collective self-esteem. *Cyberpsychology & behavior*, 12(2), 209-213.
- Bellini, S. Peters, J. Benner, L. & Hopf, A. (2007). A meta-analysis of school-based social skill interventions for children with autism spectrum disorders. *Remedial and Special Education* 28, 153-16
- Blancher, J. & Howell, E. (2008). Becoming social: Interventions with youth who have high functioning autism or Asperger's syndrome. *The Exceptional Parent*, 38(10), 56-57.
- Chadwick, D.D. Wesson, C. and Fullwood, C. (2013). Internet access by people with intellectual disabilities: Inequalities and opportunities, *Future Internet*, 5, 376-397. doi:10.3390/fi5030376
- Elder, L. M. Caterino, L. C. Chao, J. Shacknai, D. and De Simone, G. (2006). The efficacy of social skills treatment for children with Asperger syndrome. *Education and Treatment of Children*, 29(4), 635-663.

- Ellison, N. Vitak, J. Gray, R. Lampe, C. (2014). Cultivating social resources on social network sites: Facebook relationship maintenance behaviors and their role in social capital processes. *Journal of Computer-Mediated Communication*, 19(4), 855-870.
- Fichten, C.S. Asuncion, J. V. Barile, M. Fossey, M. & Simone, C. D. (2000). Access to educational and instructional computer technologies for post-secondary students with disabilities: Lessons from three empirical studies. *Journal of Educational Media*, 25(3), 179-201 doi: 10.1080/13581650020054370.
- Gravell, C. (2012). Loneliness and cruelty: people with learning disabilities and their experience of harassment, abuse and related crime in the community. Copyright © Lemos&Crane 2022
- Heasley, S. (2010). *Social networks opening doors for people with disabilities*. <https://www.disabilitycoop.com/2010/09/07/social-networks-disability/10095/>
- Hegarty, J. and Aspinall, A. (2006). The use of personal computers with adults who have developmental disability: Outcomes of an organisation-wide initiative. *The British Journal of Developmental Disabilities*, 52, 2, 137-154
- Jaeger, P. (2009). Developing online community accessibility guidelines for persons with disabilities and older adults. *Journal of Disability Policy Studies*, (1), 2055-2063
- Junco, R. (2012). The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. *Computers & Education*, 58, 162-171.
- Katrina, M. & Nessa, O. (2012). The experiences of people with learning disabilities on social networking sites. *British Journal of Learning Disabilities*, 42(1), 1-5. doi:10.1111/bid.12001
- Karpinski, A. C. & Duberstein, A. (2009). A description of facebook use and academic performance among undergraduate and graduate students. *Annual Meeting of the American Educational Research Association*, San Diego, CA (pp. 5-10).
- Karpinski, A. C. Kirschner, P. A. Ozer, I. Mellott, J. A. & Ochwo, P. (2013). An exploration of social networking site use, multitasking, and academic performance among United States and European university students. *Computers in Human Behavior*, 29(3), 1182-1192.
- Kirschner, P. A. & Karpinski, A. C. (2010). Facebook and academic performance. *Computers in Human Behavior*, 26(6), 1237-1245.
- Kuder, S. J. (2008). Teaching students with language and communication disabilities. Boston: Pearson, Allyn and Bacon.
- Lewthwaite, S. (2011). *A study of student experiences of disability and social networks on campus in higher education*, Unpublished doctoral dissertation, University of Nottingham, Nottingham, United Kingdom.

- Moreno, M. A. & Kolb, J. (2012). Social networking sites and adolescent health. *Pediatric Clinics*, 59(3), 601- 612.
- Näslund, R. & Gardelli, A. (2012). "I know, I can, I will try": Youths and adults with intellectual disabilities in Sweden using information and communication technology in their everyday life. *Disability and Society*, 28, 1-13.
- Park, N. Kee, K. F. & Valenzuela, S. (2009). Being immersed in social networking environment: Facebook groups, uses and gratifications and social outcomes. *Cyber Psychology & Behavior*, 12(6), doi: 10.1089=cpb.2009.0003
- Paul, J. A. Baker, H. M. & Cochran, J. D. (2012). Effect of online social networking on student academic performance. *Computers in Human Behavior*, 28(6), 2117-2127 doi: 10.1016/j.chb.2012.06.016
- Pollack, E. G. & Russo, D. C. (2009). Building life skills for children with Asperger Syndrome. *The Exceptional Parent*, 39(4), 91-93
- Schultz, Susan (2013). *Social Media as a Communication Tool for Individuals with Disabilities Living in Rural Settings*, Education Faculty/Staff Publications. Paper 40.
- Schultz, S. Jacobs, G. & Schultz, J. (2013). *Facebook, and social skill development: A case study of an individual with high functioning Autism residing in a rural environment*. Manuscript submitted for publication.
- Soderstrom, S. & Ytterhus, B. (2010). The use and non-use of assistive technologies from the world of information and communication technology by visually impaired young people: A walk on the tightrope of peer inclusion. *Disability & Society*, 25(3), 303-315.
- Vanden Boogart, M.R. (2006). Uncovering the social impacts of Facebook on a college campus. *Unpublished master's thesis, Kansas State University, Manhattan, Kansas*.
- Wandera, S. James-Waldon, N. Bromley, D. & Henry, Z. (2016). The influence of social media on collaborative learning in a cohort environment. *Interdisciplinary Journal of e-Skills and Life Long Learning*, 12, 123-143.
- Yang, C. C. & Brown, B. (2013). Motives of using Facebook, patterns of Facebook activities, and late adolescent's social adjustment to college. *Journal of Youth & Adolescence*, 42(3), 403-416.
- Young, K. (2011). Social ties, social networks and the Facebook experience. *International Journal of Emerging Technologies & Society*, 9(1), 20-34.