Help is just a click away

Social Network Sites and Support
for Parents of Children with Special Needs

Dr. I-Jung Grace Lu
University of Manchester, UK

Series in Sociology

VERNON PRESS

Copyright © 2019 Vernon Press, an imprint of Vernon Art and Science Inc, on behalf of the author.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of Vernon Art and Science Inc.

www.vernonpress.com

In the Americas:
Vernon Press
1000 N West Street,
Suite 1200, Wilmington,
Delaware 19801
United States

In the rest of the world:
Vernon Press
C/Sancti Espiritu 17,
Malaga, 29006
Spain

Series in Sociology

Library of Congress Control Number: 2019934449

ISBN: 978-1-62273-607-2

Cover design by Vernon Press using icons made by Pixel perfect from www.flaticon.com

Product and company names mentioned in this work are the trademarks of their respective owners. While every care has been taken in preparing this work, neither the authors nor Vernon Art and Science Inc. may be held responsible for any loss or damage caused or alleged to be caused directly or indirectly by the information contained in it.

Every effort has been made to trace all copyright holders, but if any have been inadvertently overlooked the publisher will be pleased to include any necessary credits in any subsequent reprint or edition.

Thank you, Jesus.

Table of contents

Short Introduction *ix*

Foreword
Parental involvement, parental support: some questions *xi*

Chapter 1 **Introduction** 1

1.1 Parents in the virtual world 1

1.2 Support for parents 2

Chapter 2 **Virtual communities and parent support** 5

2.1 Some literature review 7

2.2 Accessing information in virtual communities 12

2.2.1 Searching for information together 15

2.2.2 Online professional support services 16

2.2.3 The limitations of searching for information through the internet 17

2.3 Emotional support in virtual communities 19

2.3.1 Overcoming isolation 20

2.3.2 Building self-esteem 21

2.3.3 The limitations of online emotional support 22

2.4 Advocating through virtual communities 23

2.4.1 The limitations of advocating through the internet 25

2.5 Summary 26

Chapter 3 **The case study and background information** 29

3.1 About the case study 29

3.2 The three cases 33

3.3 The Taiwanese culture of Face 41

3.3.1 The Confucian influence on the concept of Face 41

3.3.2 The Buddhist influence on the concept of Face 42

3.3.3 The influence of Westernisation and capitalism 42

3.3.4 Culture and the experience of being a Taiwanese parent 43

3.4 The support services for parents in Taiwan 44

3.4.1 Healthcare 45

3.4.2 Education 47

3.4.3 Other support services and local organisations 48

3.4.4 Parents' experiences with support services 48

3.4.5 Using the internet for support 50

Chapter 4 **The critical incident** 53

4.1 The news 53

4.1.1 Content of the news articles 54

4.1.2 The cultural influence on the reporting style 57

4.2 The response to the news from each virtual community 59

4.2.1 The response of Little Star 59

4.2.2 The response of Love Parents 64

4.2.3 The response of Speak Out 69

4.3 Summary 72

Chapter 5 **Developing parenting skills** 75

5.1 Information 75

5.1.1 Child development 75

5.1.2 Parenting skills related to raising children with special needs 76

5.1.3 Formal parenting instruction 80

5.1.4 Raising the siblings of children with special needs 82

5.2 Emotional support 83

5.2.1 Encouragement and affirmation through positive parenting experience 83

5.2.2 Solidarity through sharing the experience of hardship as parents 86

5.3 Advocacy 87

5.3.1 Sharing about their children's daily life to raise awareness 87

5.4 Summary 94

Chapter 6 **Online medical resources** 95

6.1 Information 96

6.1.1 Formal medical information 96

6.1.2 Information about medication 100

6.1.3 The accuracy of online medical information 105

6.1.4 Informal medical information 107

6.2 Emotional support 112

6.2.1 Seeking comfort 112

6.3 Advocacy: Direct contact with professionals 113

6.4 Summary 115

Chapter 7 **Educational provision, welfare, and leisure** 117

7.1 Educational provision 117

7.1.1 Information: Educational placement 117

7.1.2 Information: School activities and school life 121

7.1.3 Information: Communication with teachers in school 124

7.1.4 Advocacy: raising the awareness of the issue of bullying in school 128

7.2 Welfare 132

7.2.1 Welfare information 132

7.3 Leisure 135

7.3.1 Social gathering Parent's social gatherings and events 135

7.3.2 Entertaining information not related to parenting or special needs 137

7.4 Summary 138

Chapter 8 **Discussion** 141

8.1 How do virtual communities provide support for parents of children with special needs? 141

8.1.1 Information 141

8.1.2 Emotional support 143

8.1.3 Advocacy 143

8.2 What motivates parents of children with special needs to search for support through virtual communities? 144

8.2.1 Finding Face: Public self-image and identity 145

8.2.2 Searching for and sharing information for different purposes 153

8.3 How does support provided through virtual communities impact the relationship between parents of children with special needs and professionals? 157

8.3.1 Becoming Friends with professionals through Facebook 158

8.3.2 The influence of marketisation on the parent-professional relationship 160

Chapter 9 **The case study: contributions and what's next?** 163

9.1 What's next? Potential future studies 165

References *167*

Index *179*

Short Introduction

Support for parents of children with special needs plays a critical role in the wellbeing of the children and the family (Winton, Sloop, & Rodriguez, 1999; Al-Kandari, 2014; Yau & Li-Tsang, 1999; Scharer, 2005). While working in an organisation for parents of children with special as both teacher and volunteer back in Taiwan, the author had opportunities to talk with some of the parents. In doing so, the author realised SNSs are often mentioned as tools for collecting information or communicating with other parents. **Within recent years, SNSs have also been suggested as important tools that help provide better support for parents without restrictions of location and time** (Nieuwboer, Fukkink, & Hermanns, 2013; Scharer, 2005). Also, the author realised that not only parents were using the SNSs as tools, but the organisation was also using it as one of the main platforms for supporting parents in a variety of different ways.

The main purpose and focus of this book will be on helping the reader to understand the role that virtual communities play in providing support for parents of children with special needs. Through the author's first-person narrative, this book will help the readers understand how Social network sites and virtual communities empower parents to gain control of knowledge and their relationships with professionals. It indicates how information and support related to parenthood and parenting skills was easily accessed through virtual communities. Parents were found to join together to share their experiences of parenting, comfort one another, and advocate for their needs through the virtual communities. This book also raises the issue which the parents occasionally excluded members of the community to ensure that all members shared similar parenting values.

This book introduces the case study of three virtual communities for parents of children with special needs based in Taiwan. All three virtual communities were established by parents; two are managed by parents, and one is managed by a professional. The cases will be introduced to the reader with the rich and detailed qualitative data, including web-based observations data of the parent-parent and parent-professional online interactions, and the in-depth semi-structured interviews of 14 parents, 7 professionals, and 6 administrators.

The structure of the book will also be guided by the five themes of the conceptual framework: developing parenting skills, online medical resource, educational provision, welfare resource and finally leisure.

Foreword
Parental involvement, parental support: some questions

Alan Dyson

Formerly Professor of Education, University of Manchester UK

This book is about how the parents of children with special educational needs and disabilities support each other. Specifically, it is about the emergence of 'virtual communities' in which parents seek and offer support through the medium of the internet, and about the ways in which the use of this medium impacts on their relationships with professionals. Dr Lu's study innovative study is focused in Taiwan and explores the workings of such virtual communities there. However, the growth of parental support groups and networks, and the transformation of the possibilities for support through virtual communities are international phenomena. In this short chapter, therefore, I wish to set Dr Lu's work in its wider context, and to raise some questions that are important in relation to parental support wherever and however it is delivered.

The wider context

In education systems across the world, parents wish to see their children do well and will engage with schools if this seems likely to help their children. For most of them, such engagement is a relatively straightforward business. They may receive routine reports on their child's progress, or take part in major decisions about which school the child will attend or what direction her/his studies will take. Perhaps they will work more closely with the school to resolve the minor problems that arise in all children's school careers, and perhaps some will support the school in more tangible ways – helping to raise funds, for instance, or doing voluntary work in the school.

The situation for parents of children with special educational needs and disabilities, however, can be very different. In many places major advances have been made to improve the capacity of school systems to respond to student diversity, yet it remains the case that children with special needs are likely to need something different from the more-or-less 'standard' provision that is

offered to their peers. Their parents may have to engage with medical professionals to understand the implications of their children's difficulties. They may then have to engage with teachers and other education professionals over what kind of provision is available and will be most appropriate for their child. This may well not simply be about choosing the best local school, but about deciding whether any local school is able to provide for the child and whether the child should be educated alongside their peers or in some form of special schooling, or even in a residential school. In some cases, a clear range of options may be available, but in others there may be little choice, or indeed, no appropriate provision. Parents may find themselves struggling with schools and the school system to have their child's difficulties properly assessed and to have provision properly resourced. Even where provision is good, parents may need to work closely with teachers – and, frequently, with medical and other professionals – to overcome the multiple difficulties that their children face. They may find that transition points in the system require particular efforts on their part. The high quality provision developed laboriously in one school may disappear when the child has to move on, not least when s/he to leave the school system and move into what is often the less supportive world of post-compulsory education and the labour market.

This level of engagement imposes demands of the parents of children with special educational needs and disabilities significantly beyond those placed on most other parents. Not surprisingly, therefore, parents have sought and/or have been offered various forms of 'support' – a useful but problematic term, as we shall see – to help them navigate the complexities of the school system. Such support has, in the past, typically been offered by the school system itself and has been somewhat paternalistic in nature. Teachers and other education professionals have tended to act as the experts in the situation, telling parents what their child 'needs' and how those needs can best be met. In the absence of information to the contrary and with few alternative forms of support, parents have had little option other than to accept the decisions made by professionals on their behalf.

Gradually, however, this situation has begun to change. First, many education systems have come to see more authentic forms of parental involvement, both as a resource schools can draw on in enhancing the quality of their provision and as a right to which all parents are entitled. Parents of children with special needs and disabilities, in particular, have begun to be seen as 'experts' on their own children's needs and potentials, and as a necessary counterbalance to professional interests in decision-making. In the English education system, for instance, where my own work is located, the need to view 'parents as partners' was recognized over four decades ago (Department for Education and Science, 1978), and since then there has been a steady stream of guidance

and regulation giving parents a key role in decisions about where their children will be educated, what type of provision will be made by their schools, and how their studies will progress (see Department for Education & Department for Health, 2015 for a recent example).

Second – and partly in response to this first development – there has been a rapid growth in and around many education systems of parental support groups and networks. These come in all shapes and sizes, from informal networks of parents in particular places, to national advocacy groups focusing on one or other type of disability, to activist groups campaigning for particular types of provision (inclusive provision being the obvious example) or for better resourcing or for higher-quality provision.

Although these groups and networks are extremely diverse, they do share one common feature: they all offer what we might call 'horizontal' support to parents. In other words, they seek to offer support to parents other than through the hierarchical, professionally-dominated structures of the education system. In some cases, the support available is entirely peer-to-peer as parents create their own informal networks to share experiences and help each other through the complexities of school systems. is clear in that parents of equal status offer informal support to one other. In other cases, support comes from organizations that are more professionalized, with their own employees, experienced managers and external experts. Even here, however, the support that parents receive comes crucially from people who share their interests and concerns rather than from professionals within the education system who are (necessarily) paid to serve the system's interests. It is this shift of focus which makes the term 'support' - useful though it is as a form of shorthand – somewhat problematic. It implies a degree of dependency between supported and supporter which is inappropriate when people with a common interest work together, and it fails to capture the range of activities in which these groups might engage. Helping parents cope with the emotional impact of having a disabled child, for instance, is quite different from working with parents locally to fight for the best provision for their child, and this is different again from campaigning nationally for system-level change

Recently, these two major changes have been accompanied by a third, and it is this that is the focus of Dr Lu's book. The expansion of the internet in general, and of social media in particular, has shifted the power dynamics of 'support' even further. Now large numbers of parents have access to sources of information about disability and about educational provision that were previously difficult to find. They become less dependent on the 'expert' views of professionals within the education system when they can – in principle at least – read on the internet the latest research on their child's difficulties, find out what kind of provision is made in other localities and systems, and learn

how other parents have secured high-quality provision for their children. Moreover, face-to-face support groups and networks have now been supplemented by what Dr Lu calls 'virtual communities'. Using social media, parents can now engage with each other far easier and on a much more widespread basis than has been the case in the past. They can – again, in principle at least – talk instantly to parents in other parts of the country and other parts of the world, put out requests for information, contact their own chosen experts directly and, if the need arises, rapidly organize coordinated action.

Some questions

On the face of it, these developments are entirely positive. It is difficult to argue against the close involvement of parents in their children's education, or against the need for parents to be as well-supported and as well-informed as possible. Likewise, although it is certainly the case that education professionals have a key role in providing this information and support, it is difficult to argue that independent sources of information are not also important or that the most effective forms of parental support are often provided by other parents. If 'virtual communities' serve to facilitate these ends, therefore, their recent appearance on the special needs scene has to be seen as a beneficial development.

However, Dr Lu's study suggests that things may not always be as straightforward as they seem. The growing focus on parents as partners and advocates, together with the accompanying growth in support groups and networks, raises important issues about who provides support, who accesses it, and to what ends. In particular, there are specific questions that arise when support is offered through virtual communities. Dr Lu explores some of these questions explicitly, and others will no doubt occur to readers as they read her rich account of what these virtual communities look like in practice. My own list, however, is this:

- First, there is the question of *inclusion and exclusion*. Not all parents have easy access to the internet and social media. Even where they do, not all feel equally comfortable using these resources. Moreover, virtual communities may have practices which effectively exclude certain parents. Perhaps they have rules which bar some parents, or perhaps they recruit members in ways which fail to reach all parents, or perhaps they operate in such a way that some parents feel they cannot participate fully.

- Linked to this is the question of *power and control*. Who runs these virtual communities? Who decides which parents can

participate, what information gets circulated, what kinds of activities the group will pursue, or what kinds of stances it will take? Are these people representative of all parents, or are they a self-selecting elite? And on what basis do they decide what is in the best interests of parents and of their children?

- This, in turn, is linked to the question of *purposes and practices*. What do virtual communities see as the focus of their activities? Are they there to offer personal support to parents, or to help parents navigate complex special education systems, to campaign for system-level change, or – more likely – to offer some mixture of these? Whatever they see as their purpose(s), how fit are their structures, knowledge and methods for achieving them?

- There is the further question of the *validity of information*. Both virtual communities and the wider internet offer parents potentially rich sources of information. However, they can also offer parents *mis*information, not to mention a good deal of 'noise' in the form of irrelevant information. How, then, is information selected and validated? Do individual parents have to do this for themselves – and if so, do they have the resources for such a challenging task? Or does someone do this on behalf of parents – and if so how well equipped are they for this task, and who has given them the authority to undertake it?

- Finally, there is the little-discussed question of *individual versus collective needs*. Parents are rightly concerned with the interests of their own children. The networks and groups they join may help them advocate for those interests and may well also advocate themselves for a particular group of parents and children – those with a particular disability, for instance. However, education systems operate on the basis of meeting collective needs in a context of more-or-less limited resources. Conflict between individual and collective needs is not inevitable – but neither is it uncommon. Even in the most generously resourced systems, a victory for one child or group of children may have to be bought at the expense of others. How, then, do parental support groups and networks, whether in the form of virtual communities or not, deal with this situation? How far do they – or should they – take into account the collective interest? And how do they engage with the education professionals who have to work on

behalf of a wider collective, and who frequently come into conflict with parental groups for precisely this reason?

These are major questions about a support landscape that is changing. Yet studies of support groups in action – and, particularly of 'virtual communities' – are not as common as one might hope. In this respect, Dr Lu's innovative study has done a real favour to all those who run such communities, or who participate in them, or who work with them.

References

Department for Education and Department of Health (2015) *Special Educational Needs and Disability Code of Practice: 0 to 25 years*. Online. Accessed 29 January 2019 at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Department of Education and Science. (1978). *Special educational needs: Report of the Committee of Enquiry into the education of handicapped children and young people (The Warnock Report)*. London: HMSO.

PAGES MISSING

FROM THIS FREE SAMPLE

References

Adedoyin, A. C. A. (2016). Deploying virtual communities of practice as a digital tool in social work: a rapid review and critique of the literature. *Social Work Education, 35*(3), 357-370.

Al-Kandari, H.Y. (2014), Parents' and Professionals' Perceptions of the Services of Families of Children with Intellectual Developmental Disabilities, Child and Adolescent Social Work Journal, *31*(2), 119-142.

Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. *Journal of Economic Perspectives, 31(2),* 211-234.

Alsem, M. W., Ausems, F., Verhoef, M., Jongmans, M. J., Meily-Visser, J. M. A., & Ketelaar, M. (2017). Information seeking by parents of children with physical disabilities: An exploratory qualitative study. *Research in developmental disabilities, 60*, 125-134.

Ammari, T. & Schoenebeck, S.Y. (2015). Networked Empowerment on Facebook Groups for Parents of Children with Special Needs. In Proceedings of the ACM Conference on Human Factors in Computing Systems (CHI '15). Seoul, Korea. April 18-23, 2015.

Apple Daily (2015) The worst tragedy of our society – Father killing his son with cerebral palsy. *Apple Daily*. Available at http://www.appledaily.com.tw/appledaily/article/headline/20150323/36452086/. [Accessed on 04 April 2015]

Baldick, C. (2008) Oxford Dictionary of Literary Terms. 3rd ed. New York: Oxford University Press.

Barling, J., MacEwen, K. E., & Pratt, L. I. (1988). Manipulating the type and source of social support: An experimental investigation. *Canadian Journal of Behavioral Science, 20*(2), 140-153.

Barnett, D., Clements, M., Kaplan-Estrin, M., & Fialka, J. (2003). Building new dreams: Supporting parents' adaptation to their child with special needs. *Infants & Young Children, 16*(3), 184-200.

Bennett, R. (2016). Factors contributing to the early failure of small new charity start-ups. *Journal of Small Business and Enterprise Development, 23*(2), 333-348.

Beresford, B. A. (1994). Resources and strategies: How parents cope with the care of a disabled child. *Journal of Child Psychology and Psychiatry, 35*(1), 171-209.

Berry, N. (2014). Facebook Worldwide (Part 1). *Data Genetics*, http://www.datagenetics.com/blog/november52010/index.html. [accessed 31 July 2016].

Black, A. P., & Baker, M. (2011). The impact of parent advocacy groups, the Internet, and social networking on rare diseases: the IDEA League and IDEA League United Kingdom example. *Epilepsia, 52*(s2), 102-104.

Blanchard, A. L. (2008). Definition, antecedents, and outcomes of successful virtual communities. *Encyclopedia of E-collaboration*, 126-132.

Blease, C. R. (2015). Too many 'friends,' too few 'likes'? Evolutionary psychology and 'Facebook depression'. *Review of General Psychology, 19*(1), 1.

Blum-Ross, A. (2015). 'Sharenting': parent bloggers and managing children's digital footprints. *Parenting for a Digital Future*. Available at: http://blogs.lse.ac.uk/parenting4digitalfuture/2015/06/17/managing-your-childs-digital-footprint-and-or-parent-bloggers-ahead-of-brit-mums-on-the-20th-of-june/ [Accessed 23th April, 2016]

Boblin, S. L., Ireland, S., Kirkpatrick, H., & Robertson, K. (2013). Using Stake's qualitative case study approach to explore implementation of evidence-based practice. *Qualitative Health Research, 23*(9), 1267-1275.

boyd, d. (2006). Friends, Friendsters, and MySpace Top 8: Writing community into being on social network sites. *First Monday, 11*(12). Available at: www.firstmonday.org/issues/issue11_12/boyd/ [Accessed 14th December 2015]

boyd, d. m. & Ellison, N. B. (2007) Social network sites: Definition, history, and scholarship, *Journal of Computer-Mediated Communication,13* (1), 210-230.

Brady, E., & Guerin, S. (2010). Not the romantic, all happy, coochy coo experience: A qualitative analysis of interactions on an Irish parenting web site. *Family Relations, 59*, 14-27.

Brandes, S. B., & Levin, D. (2014). "Like My Status" Israeli teenage girls constructing their social connections on the Facebook social network. *Feminist Media Studies, 14*(5), 743-758.

British Broadcasting Corporation (BBC) (2017). Facebook hits two billion users. Available at: http://www.bbc.co.uk/news/business-40424769 [accessed 30th June, 2017]

Brosch, A. (2016). When the Child is Born into the Internet: Sharenting as a Growing Trend among Parents on Facebook. *The New Educational Review 43*(1), 225-235.

Bylund, C. L. (2005). Mothers' involvement in decision making during the birthing process: a quantitative analysis of women's online birth stories. *Health Communication, 18*(1), 23-39.

Carpenter, B. (2005) Early childhood intervention: possibilities and prospects for professionals, families and children, *British Journal of Special Education, 32* (4), 176–183.

Carpenter, B., Addenbrooke, M., Attfield, E. & Conway, S. (2004) 'Celebrating Families': an inclusive model of family-centred training, *British Journal of Special Education, 31* (2), 75–79.

Chadwick, D. D., Mannan, H., Garcia Iriarte, E., McConkey, R., O'brien, P., Finlay, F., & Harrington, G. (2013). Family voices: life for family carers of people with intellectual disabilities in Ireland. *Journal of Applied Research in Intellectual Disabilities, 26*(2), 119-132.

Chang, C. W. (2011). *Headteachers' views on the inclusion of students with special educational needs in Taiwan*. PhD thesis. University of Edinburgh.

Chang, H. H. (2009). From housewives to activists: Lived experiences of mothers for disability rights in Taiwan. *Asian Journal of Women's studies, 15*, 34–59.

Chang, H. H. (2010) State transformation and the Development of the Disability Rights Movement in Taiwan. Paper presented in Association of Asian Studies Annual Meeting, Session: Democratizing Democracy: Politics of Social Movements in Contemporary Taiwan. Philadelphia. March 25-28, 2010.

Chang, H. H & Wang, J. (2016) From "Handicapped" to "Disabled" : A Content Analysis of Disability Labels and Discourse in Taiwanese Newspapers. *Taiwanese Sociology, 31*(1), 1-41. (in Chinese)

Chang, H. H., & Yan, S. K. (2011) From Charity toward Civil Rights: The Development and Challenges of the Disability Social Welfare in Taiwan. *Community Development Bulletin, 133*, 402-416. (in Chinese)

Chang, M. Y., & Hsu, L. L. (2007). The perceptions of Taiwanese families who have children with learning disability. *Journal of Clinical Nursing, 16*(12), 2349-2356.

Chang, M. Y., & McConkey, R. (2008). The perceptions and experiences of Taiwanese parents who have children with an intellectual disability. *International Journal of Disability, Development and Education, 55*(1), 27-41.

Chen, Y. C. (2001). Chinese values, health and nursing. *Journal of advanced nursing, 36*(2), 270-273.

Cheng, Y. (2011) The Support and Needs of Families with Infants and Young Children Who Had Special Needs. *Kaohsiung Normal University Journal. Education and Social Sciences, 31*, 1-25. (In Chinese)

Chiu, C. Y. (2013). *Family needs and family quality of life for Taiwanese families of children with intellectual disability and developmental delay.* PhD thesis. University of Kansas.

Chiu, C. M., Hsu, M. H., & Wang, E. T. (2006). Understanding knowledge sharing in virtual communities: An integration of social capital and social cognitive theories. *Decision support systems, 42*(3), 1872-1888.

Coddington, K., & Mountz, A. (2014). Countering isolation with the use of technology: how asylum-seeking detainees on islands in the Indian Ocean use social media to transcend their confinement. *Journal of the Indian Ocean Region, 10*(1), 97-112.

Cole B. A. (2004) *Mother-Teachers: Insights into Inclusion.* London: David Fulton.

Creswell, J. W. (2013*). Research design: Qualitative, quantitative, and mixed methods approaches.* Sage publications.

Davis, K. (2015). Teachers' perceptions of Twitter for professional development. *Disability and rehabilitation, 37*(17), 1551-1558.

DeLegge, A., & Wangler, H. (2017). Is this the end for Facebook? A mathematical analysis. *Applied Mathematics and Computation, 305*, 364-380.

Dichtelmiller M, Meisels SJ, Plunkett JW, Bozynski MA, Claflin C, Mangelsdorf SC. (1992). The relationship of parental knowledge to the development of extremely low birth weight infants. *Journal of Early Intervention.16*:210–220.

Doty, J. L., & Dworkin, J. (2014) Online Social Support for Parents: A Critical Review, *Marriage & Family Review, 50* (2), 174-198

Duncan, N. (2003) Awkward Customers? Parents and Provision for Special Educational Needs, *Disability & Society*, 18:3, 341-356

Duquette, C. A., Stodel, E. J., Fullarton, S., & Hagglund, K. (2012). Educational advocacy among adoptive parents of adolescents with fetal alcohol spectrum disorder. *International Journal of Inclusive Education*, *16*(11), 1203-1221.

Eastern Broadcasting Corporation (2015). Person with Cerebral Palsy Beat His Grandmother Violently. Father Strangled Him and Cried Bitterly in Car. *Eastern Broadcasting Corporation*. Available at: https://www.ettoday.net/news/20170619/948281.htm [Accessed 4th June 2015]

Enebrink, P., Högström, J., Forster, M., & Ghaderi, A. (2012). Internet-based parent management training: A randomized controlled study. *Behaviour research and therapy*, *50*(4), 240-249.

Eriksson, H., & Salzmann Erikson, M. (2012). Supporting a caring fatherhood in cyberspace—An analysis of communication about caring within an online forum for fathers. *Scandinavian Journal of Caring Sciences, 27*, 63–69.

Eranti, V., & Lonkila, M. (2015). The social significance of the Facebook Like button. *First Monday*, *20*(6), 1-14.

Etzioni, A. (2004). On virtual, democratic communities. In A. Feenberg & D. Barney (eds.), *Community in the Digital Age*. Lanham: Rowman & Littlefield, 25–38.

Evans, M., Donelle, L., & Hume-Loveland, L. (2012). Social support and online postpartum depression discussion groups: A content analysis. Patient education and counseling, 87(3), 405-410.

Facebook, (2017a) *Share Button*. Available at: https://developers.facebook.com/docs/plugins/share-button/ [Accessed on 22nd July 2017]

Facebook, (2017b) *What does it mean to "Like" something?*. Available at: https://en-gb.facebook.com/help/like [Accessed on 22nd July 2017]

Facebook, (2017c) What's the difference between Page and Group. Available at: https://www.facebook.com/notes/facebook/facebook-tips-whats-the-difference-between-a-facebook-page-and-group/324706977130/ [Accessed on 22nd July 2017]

Featherstone, B., & Fraser, C. (2012). 'I'm just a mother. I'm nothing special, they're all professionals': parental advocacy as an aid to parental engagement. *Child & Family Social Work*, *17*(2), 244-253.

Ferguson, D. L., Hanreddy, A. N., & Ferguson, P. M. (2013). Finding a voice: Families' roles in schools. Florian, L. (Ed.). *The SAGE handbook of special education: Two volume set*. London: Sage. 763-783.

Feng, Y. T (2011) *The experiences of the family caregivers participating in the self-help group*. Master Dissertation of National ChenChi University. (in Chinese)

Finfgeld, D. L. (2000). Therapeutic groups online: the good, the bad, and the unknown. *Issues in mental health nursing*, *21*(3), 241-255.

Fletcher, L., O'Rourke, R., Payne, G., Smith, S., Holmes, G.U., Ridgewell, H. (2006) *Altered Images: Becoming Parents of Our Disabled Children*. York: York Publishing Services Ltd.

Flood, G. (2009) Religion: Hindu concepts. Available at: www.bbc.co.uk/religion/religions/hinduism/concepts/concepts_1.shtml [Accessed on 30th July 2015]

Formosa News, (2015) 'Everyone is Tired of You'—Father Killed His Son with Cerebral Palsy with Tears. *Formosa News*. Available at http://m.ftv.com.tw/newscontent.aspx?sno=2015323S15M1 [Accessed on 03rd June 2015]

Fylan, F. (2005). Semi-structured interviewing. In Miles, J., & Gilbert, P. (eds) *A handbook of research methods for clinical and health psychology,* (pp. 65-78) Oxford University Press.

Gau, S.S.-F., Chou, M.-C., Chiang, H.-L., Lee, J.-C., Wong, C.-C., Chou, W.-J., et al. (2012). Parental adjustment, marital relationship, and family function in families of children with autism. *Research in Autism Spectrum Disorders, 6*, 263–270.

Gabbert, T.I., Metze, B., Bührer, C. & Garten, L. (2013). Use of social networking sites by parents of very low birth weight infants: Experiences and the potential of a dedicated site. *European journal of pediatrics, 172* (12), 1671-1677.

Gerlitz, C., & Helmond, A. (2013). The like economy: Social buttons and the data-intensive web. *New Media & Society, 15*(8), 1348-1365.

Grimshaw, R. (2013). 'She wants you to think for yourself, she doesn't want to give you the answer all the time': parents on parenting education and support. In: Wolfendale, S. and Einzig, H. (eds.) *Parenting Education and Support: New Opportunities*. London: Routledge, 150-166.

Griffiths F., Lindenmeyer A., Powell J., Lowe P., Thorogood M. (2006) Why are healthcare interventions delivered over the internet? A systematic review of the published literature. *J Med Internet Res*, 8-10.

Gundersen, T. (2011). 'One wants to know what a chromosome is': the internet as a coping resource when adjusting to life parenting a child with a rare genetic disorder. *Sociology of health & illness, 33*(1), 81-95.

Gupta, A., & Singhal, N. (2004). Positive perceptions in parents of children with disabilities. *Asia Pacific Disability Rehabilitation Journal, 15*(1), 22-35.

Hall, W., & Irvine, V. (2009). E-communication among mothers of infants and toddlers in a community-based cohort: A content analysis. *Journal of advanced nursing, 65*(1), 175-183.

Herman, J., Mock, K., Blackwell, D., and Hulsey, T. (2005) Use of pregnancy support web site by low-income African American women. *Journal of Obstetric, Gynecologic and Neonatal Nursing, 34,*713-720

Hess, R. S., Molina, A. M., & Kozleski, E. B. (2006). Until somebody hears me: Parent voice and advocacy in special educational decision making. *British Journal of Special Education, 33*(3), 148-157.

Holliday, A. (2010) *Intercultural Communication & Ideology: SAGE Publications*, London: SAGE Publications.

Hong, Y.S.& Wu, S. C. (2015). A Study of the Experiences in Using Home Care Services by Families with Old Parents and Adult Children Having Intellectual Disability. *Journal of gerontechnology and service management 3(3)*, 321-322.

Hsieh, P. C., & Van Puymbroeck, M. (2013). Leisure as a means of coping: the experience of Taiwanese parents of adult children with disabilities. *Recreation and Society in Africa, Asia and Latin America, 4*(1), 1-22.

Hsu, Y. C., Tsai, S. L., Hsieh, M. H., Jenks, M. S., Tsai, C. H., & Hsu, M. T. (2017). On My Own: A Qualitative Phenomenological Study of Mothers of Young Children with Autism Spectrum Disorder in Taiwan. *Journal of Applied Research in Intellectual Disabilities. 30.* 147-156

Hu, S. N. (2015) The worst Tragedy of Humankind…Father Killing His Son with Cerebral Palsy, *China Times*. Available at: http://www.chinatimes.com/realtimenews/20150322002425-260402 [Accessed on 2 June 2015]

Huang, G. H. C., & Gove, M. (2012). Confucianism and Chinese families: Values and practices in education. *International Journal of Humanities and Social Science*, 2(3), 10-14.

Huang, L. L., Liu, J. H., & Chang, M. (2004). 'The double identity'of Taiwanese Chinese: A dilemma of politics and culture rooted in history. *Asian Journal of Social Psychology, 7*(2), 149-168.

Huang, Y. P., St John, W., Tsai, S. W., & Chen, H. J. (2011). Taiwanese fathers' experiences of having their child diagnosed with a developmental disability. *Journal of Nursing Research, 19*(4), 239-249.

Huberman, B. A., Romero, D. M., & Wu, F. (2008). Social networks that matter: Twitter under the microscope. Available at SSRN: https://ssrn.com/abstract=1313405 [Accessed on 9th May 2015].

Hudson, D.B., Campbell-Grossman, C., Keating-Lefler, R., & Cline, P. (2008) New Mothers Network: the development of an Internet-based social support intervention for African American mothers. *Issues in Comprehensive Pediatric Nursing, 31,* 23-35

Hwang, K. K. (2012). Face and morality in Confucian society. In *Foundations of Chinese Psychology* (pp. 265-295). Springer: New York.

Hwang, A.W., Yen, C.F., Liou, T.H., Simeonsson, R.J., Chi, W.C., Lollar, D.J., Liao, H.F., Kang, L.J., Wu, T.F., Teng, S.W. and Chiu, W.T. (2015). Participation of children with disabilities in Taiwan: The gap between independence and frequency. *PloS one, 10*(5), p.e0126693.

Internet Live Stats (2017). Internet Live Stats. Available at: http://www.internetlivestats.com/ [Accessed on 30th June 2017]

Internet World Stats (2017). Top 20 Countries in Internet Users vs. All the World –March 31 2017. Available at: http://www.internetworld stats.com/top20.htm [Accessed on 30th June 2017]

Joseph Rowntree Foundation (2001) The Impact of Childhood Disability on Family Life. Available at: http://www.jrf.org.uk/knowledge/findings/social care/631.asp [Accessed on 3rd November 2007].

Juan, C. Y., Wu, J. W., & Yang, K. H. (2014). A computer-aided system to categorize characteristics of children with special needs. In *Bridging Research and Good Practices towards Patients Welfare: Proceedings of the 4th International Conference on Healthcare Ergonomics and Patient Safety (HEPS),* (pp. 223-228). *Taipei, Taiwan, 23-26 June 2014.*

Kendall, L. (2011). Community and the internet. In Consalvo, M., & Ess, C. (Eds.). (2011). *The handbook of internet studies* (Vol. 14) (pp. 309-325), Oxford: John Wiley & Sons.

Kerr, S. M., & McIntosh, J. B. (2000). Coping when a child has a disability: exploring the impact of parent-to-parent support. *Child: care, health and development*, *26*(4), 309-322.

King, A. Y., & Bond, M. H. (1985). The Confucian paradigm of man: A sociological view. *Chinese culture and mental health*, 29-45.

Koltay, T. (2011). The media and the literacies: Media literacy, information literacy, digital literacy. *Media, Culture & Society*, *33*(2), 211-221.

Kraut, R., Olson, J., Banaji, M., Bruckman, A., Cohen, J., & Couper, M. (2004). Psychological research online: report of Board of Scientific Affairs' Advisory Group on the Conduct of Research on the Internet. *The American Psychologist, 59* (2), 105-17.

Lee, S. N. C., Long, A., & Boore, J. (2009). Taiwanese women's experiences of becoming a mother to a very-low-birth-weight preterm infant: A grounded theory study. *International journal of nursing studies, 46*(3), 326-336.

Legislative Yuan (2015). *Law Cases Volumes (the 76th Volume): The Act of Special Education*. Taipei Taiwan: Taiwan Legislative Yuan. (In Chinese)

Lewis-Gargett, A., Barton, R., Llewellyn, G., Tsaputra, A., Soe, K. Z. S., & Tawake, S. (2016) Global cultures and understandings of disability. In Iriarte, E. G., McConkey, R. & Gilligan, R. H. (eds.) *Disability and Human Rights: Global Perspectives,* (pp. 68-80) London: Palgrave.

Liao, S. J. (2007) Understanding as a Basis of Praxis: A Special Educator's Self-Critique. *Journal of Educational Practice and Research*, *20* (2), 187-212. (In Chinese)

Lin, C. R., Tsai, Y. F., & Chang, H. L. (2008). Coping mechanisms of parents of children recently diagnosed with autism in Taiwan: a qualitative study. *Journal of Clinical Nursing*, *17*(20), 2733-2740.

Madden, M., Cortesi, S., Gasser, U., Lenhart, A., & Duggan, M. (2012). *Parents, teens, and online privacy. Internet and American Life Project.* http://pewinternet.org/Reports/2012/Teens-and-Privacy.aspx [accessed 24 August 2014]

Madge, C., & O'connor, H. (2006). Parenting gone wired: empowerment of new mothers on the internet?. *Social & Cultural Geography, 7*(02), 199-220.

Malinga, J. T., & Gumbo, T. (2016). Advocacy and lobbying: the road map from charity to human rights. In Iriarte, E. G., McConkey, R. & Gilligan, R. H. (eds.) *Disability and Human Rights: Global Perspectives.* (pp. 49-67) London: Palgrave.

Marasli, M., Suhendan, E., Yilmazturk, N. H., & Cok, F. (2016). Parents' Shares on Social Networking Sites About their Children: Sharenting. *Anthropologist*, *24*(2), 399-406.

McConkey, R. (2003). Information needs of parents about learning disabilities. *Journal of Learning Disabilities, 7*(3), 211-219.

McConkey, R. (2016) Supporting Family Caregivers. In Iriarte, E. G., McConkey, R. & Gilligan, R. H. (eds.) (pp.231-245) *Disability and Human Rights: Global Perspectives*. London: Palgrave.

McConkey, R., & Samadi, S. A. (2013). The impact of mutual support on Iranian parents of children with an autism spectrum disorder: a longitudinal study. *Disability and rehabilitation*, *35*(9), 775-784.

McConkey, R., Truesdale-Kennedy, M., Chang, M. Y., Jarrah, S., & Shukri, R. (2008). The impact on mothers of bringing up a child with intellectual disabilities: A cross-cultural study. *International Journal of Nursing Studies*, *45*(1), 65-74.

Meadan, H., & Daczewitz, M. E. (2015). Internet-based intervention training for parents of young children with disabilities: a promising service-delivery model. *Early child development and care*, *185*(1), 155-169.

Mickelson, K. D. (1997). Seeking social support: Parents in electronic support groups. *Culture of the Internet*, 157-178.

Ministry of Education (MOE) (1995). *A Report on Education for Individuals with Disabilities*. Taipei: MOE.

MoE (2014). *The Special Education Act*. Available at: http://www.legislation.gov.uk/ukpga/2012/7/contents/enacted [Accessed: 8 January 2017].

Ministry of Interior (MOI) (2017a). Family structure of persons with disabilities 2016. https://www.gender.ey.gov.tw/gecdb/Stat_Statistics_DetailData.aspx?sn=lDo2niJZ5VMnP2fDMqy24w%3d%3d [Accessed 06th May 2017]

MOI (2017b) Population of persons with disabilities. https://www.gender.ey.gov.tw/gecdb/Stat_Statistics_DetailData.aspx?sn=SBhK1qUGuEFWBphB1qoGmg%3d%3d [Accessed 15th July 2017]

MOI (2017c) Statistics of household numbers and structure. https://www.gender.ey.gov.tw/gecdb/Stat_Statistics_DetailData.aspx?sn=jIXIVtntjnJ2KvoqSnY0ig%3d%3d [Accessed 06th May 2017]

Ministry of Health and Welfare (MOHW) (2015). *People with Disabilities Rights Protection Act*. Taipei: MOHW.

Mitra, A. (2005). Creating Immigrant Identities in Cybernetic Space: Examples From a Non-Resident Indian Website. Media, *Culture & Society, 27*(3), 371-390.

Mittler, P. (2012). *Working towards inclusive education: Social contexts*. London: Routledge.

Mittler, P. (2016) The UN Convention on the Rights of Persons with Disabilities: Implementing a Paradigm Shift. In Iriarte, E. G., McConkey, R. & Gilligan, R. H. (eds.) *Disability and Human Rights: Global Perspectives*. (pp.33-48) London: Palgrave.

Nieuwboer, C. C., Fukkink, R. G., &Hermanns, J. M. (2013). Peer and professional parenting support on the Internet: a systematic review. *Cyber psychology, Behavior, and Social Networking*, 16(7), 518-528.

Oakley, A. (1992). *Social support and motherhood: the natural history of a research project*. Oxford: Blackwell Publishers.

Okolie, A. C. (2003). The appropriation of difference: State and the construction of ethnic identities in Nigeria. *Identity: An International Journal of Theory and Research, 3*(1), 67–92.

Owen, H., & Dunmill, M. (2014). The long journey: Developing a model of professional learning and development for the future. *Australian Journal of Teacher Education, 39*(1), 117-136.

Pain, H. (1999). Coping with a child with disabilities from the parents' perspective: the function of information. *Child: Care, health and development, 25*(4), 299-313.

Petriwskyj, A., Franz, J., & Adkins, B. (2016). Parents, services and system: an exploration of power dynamics in future planning among parent carers for people with disability. *Disability & Society, 31(8),* 1081-1097.

Plantin, L., & Daneback, K. (2009). Parenthood, information and support on the internet. A literature review of research on parents and professionals online. *Bio Mind Center: Family Practice, 10*(1), 34-46.

Porter, C. E. (2004). A typology of virtual communities: A multi- disciplinary foundation for future research. *Journal of Computer- Mediated Communication, 10*(1), 00-11.

Qiu, M. H., & Zhuang, M. C. (2013) A Content Analysis of Facebook Pages for Children with Disability. *Journal of Educational Media & Library Sciences, 50*(3), 355-392.

Rafaeli, S., Ravid, G., & Soroka, V. (2004). *De-lurking in virtual communities: A social communication network approach to measuring the effects of social and cultural capital.* In Paper presented at the 34th Hawaii international conference on system sciences, Hawaii.

Ridings, C., Gefen, D., & Arinze, B. (2006). Psychological barriers: Lurker and poster motivation and behavior in online communities. *Communications of the Association for Information Systems, 18*(1), 329-354.

Rogers, C. (2007). Disabling a family? Emotional dilemmas experienced in becoming a parent of a child with learning disabilities. *British Journal of Special Education, 34*(3), 136-143.

Runswick-Cole, K. (2007). 'The Tribunal was the most stressful thing: more stressful than my son's diagnosis or behaviour': the experiences of families who go to the Special Educational Needs and Disability Tribunal (SENDisT). *Disability & Society, 22*(3), 315-328.

Ryan, S., & Runswick-Cole, K. (2009). From advocate to activist? Mapping the experiences of mothers of children on the autism spectrum. *Journal of Applied Research in Intellectual Disabilities, 22*(1), 43-53.

Sabatello, M. (2014). The New Diplomacy. In Sabatello, M. & Schulze, M. (eds.) *Human Rights and Disability Advocacy***.** (pp. 239-258). Pennsylvania: University of Pennsylvania Press.

Sarkadi, A., & Bremberg, S. (2005). Socially unbiased parenting support on the Internet: a cross-sectional study of users of a large Swedish parenting website. *Child: care, health and development, 31*(1), 43-52.

Salamey, I (2015) Post-Arab Spring: changes and challenges, *Third World Quarterly, 36*(1), 111-129.

Samadi, S. A., McConkey, R., & Bunting, B. (2014). Parental wellbeing of Iranian families with children who have developmental disabilities. *Research in Developmental Disabilities, 35*(7), 1639-1647.

Scharer, K (2005) Internet social support for parents: the state of the science. *Journal of Child and Adolescent Psychiatry,18*, 26-35.

Schroeder, R., & Bailenson, J. (2008). Research uses of multi-user virtual environments. In *The SAGE Handbook of Online Research Methods*. (pp.327-342) Los Angeles: Sage Publications Inc.

Sekar, S., & Sudhira, H. S. (2017). Using social media for research and reaching out. *Bridging the communication gap in science and technology: Lessons from India,* 231-239

Shakespeare, T. (1998). Choices and rights: eugenics, genetics and disability equality. *Disability & Society, 13(*5), 665-681.

Siddiquee, A., & Kagan, C. (2006). The internet, empowerment, and identity: an exploration of participation by refugee women in a Community Internet Project (CIP) in the United Kingdom (UK). *Journal of Community & Applied Social Psychology, 16*(3), 189-206.

Stelma, J., Fay, R., & Zhou, X. (2013). Developing intentionality and researching multilingually: An ecological and methodological perspective. *International Journal of Applied Linguistics, 23*(3), 300-315.

Taiwan Network Information Centre (TWNIC) (2016) Broadband Internet Usage Survey. Available at: http://www.twnic.net.tw/survy.xls [Accessed 24th February 2017]

Tataryn, M. (2014). My 'disability and development' journey: reflections, *Disability and the Global South,* 1(1), 153-160.

The Liberty Time (2015). Tired of taking care of the son with cerebral palsy? A father strangled his son and cried in the police officer's arms. *The Liberty Time*, Available at http://news.ltn.com.tw/news/society/breakingnews/1264777 [Accessed 04 April 2015]

Todd, L. (2003). Disability and the restructuring of welfare: The problem of partnership with parents. *International Journal of Inclusive Education, 7*(3), 281-296.

Todd, L. (2007). Partnerships for Inclusive Education: A critical approach to collaborative working. London: Routledge.

Traustadottir, R. (1991) Mothers who care: gender disability and family life. Journal of Family Issues 12, 211–228.

Tremblay R. E., (2015) Parenting Skills. In Tremblay R. E., Boivin, M., & Peters R. D., (eds.) *Encyclopedia on Early Childhood Development*. Available at: http://www.child-encyclopedia.com/parenting-skills/synthesis. Updated September 2015. [Accessed on 29 August, 2017]

Tsai, I. L., & Ho, M. S. (2010). An institutionalist explanation of the evolution of Taiwan's disability movement: From the charity model to the social model. *Journal of Current Chinese Affairs, 39*(3), 87-123.

Tsai, P. C. (2015) Could I Kill You? Mr. Ho Killed His Son with Cerebral Palsy After Being Exhausted of Taking Care of His Son. *Central News Agency,* Avail-

able at: http://www.cna.com.tw/news/asoc/201509020206-1.aspx [Accessed 03rd June 2015]

Tseng, Y.P. (2016) *The Development of Self-help Group for Parents of Children with Development Delays.* Master Dissertation. National Taichung University of Education. (In Chinese)

Tsai, W.-C., Tsai, J.-L., & Shyu, Y-I.L. (2008). Integrating the nurturer-trainer roles: Parental and behavior/symptom management processes for mothers of children with autism. *Social Science & Medicine, 67*, 1798-1806.

United Nations (UN) (1994) *The Standard Rules on the Equalisation of Opportunities for Persons with Disabilities.* New York: UN.

United Nations Educational, Scientific and Cultural Organization (UNESCO) (1994). *The Salamanca statement and framework for action on special needs education.* Adopted by the world conference on special needs education: Access and equity. Paris: UNESCO.

UNICEF (2010) *Advocacy Toolkit: A Guide to Influencing Decisions that Improve Children's Lives.* [Available at: http://www.unicef.org/ evaluation/files/Advocacy_Toolkit.pdf]

Walther, J. B. (2007). Selective self-presentation in computer-mediated communication: Hyperpersonal dimensions of technology, language, and cognition. *Computers in Human Behaviour*, 23, 2538–2557.

Walther, J. B. (2011). Theories of computer-mediated communication and interpersonal relations. *The handbook of interpersonal communication*, *4*, 443-479.

Walther, J. B., Van Der Heide, B., Kim, S. Y., Westerman, D., & Tong, S. T. (2008). The role of friends' appearance and behaviour on evaluations of individuals on Facebook: Are we known by the company we keep?. *Human communication research*, *34*(1), 28-49.

Wang, K. Y. (2012). The care burden of families with members having intellectual and developmental disorder: a review of the recent literature. *Current opinion in psychiatry*, *25*(5), 348-352.

Wang, S.F (2008) *The Influence on the Parental Function of Developmental Delay Children's Parents in the Parent-Child Group*, Master Dissertation, National Taichung University of Education. (In Chinese)

Warnock Report. (1978). *Special Educational Needs*, London: HMSO.

Wellman, B. (2002). Little boxes, glocalization, and networked individualism. In Tanabe, M., van den Besselaar, P., & Ishida, T. (Eds.), *Digital cities II: Computational and sociological approaches* (pp. 10–25). Berlin: Springer-Verlag.

Whittingham, K., Boyd, R. N., Sanders, M. R., & Colditz, P. (2014). Parenting and prematurity: Understanding parent experience and preferences for support. *Journal of Child and Family Studies, 23*(6), 1050.

Wickenden, M., & Elphick, J. (2016). Don't forget us, we are here too! Listening to disabled children and their families living in poverty. In *Disability in the Global South* (pp. 167-185). Springer International Publishing.

Wilson, R. E., Gosling, S. D., & Graham, L. T. (2012). A review of Facebook research in the social sciences. *Perspectives on psychological science*, *7*(3), 203-220.

Wolfendale, S. (1992). Empowering parents and teachers: working for children. London: Cassell.

Wolfendale, S. (2013). Parents as key determinants in planning and delivering parenting education and support programme: an inclusive ideology. In Wolfendale, S., & Einzig, H. (eds.). *Parenting education and support: new opportunities.* (pp. 48-58). London: Routledge.

Wong, H. S. W., Li, S. L., Fu, K., Tinsley, H., Chow, C., & Ip, P. (2015). The Importance of Online Resources for Parents of Children with Special Needs in Hong Kong: South China's Experience. *Journal of Health & Medical Informatics, 6*(192), 1-9.

Wright, K., Golder, S., & Rodriguez-Lopez, R. (2014). Citation searching: a systematic review case study of multiple risk behaviour interventions. *BMC medical research methodology, 14*(1), 73-81.

Wu, W. (2014) An Overview of Special Education in Taiwan (III): Challenges and Perspectives. *Special Education, 132*(1), 1-8. (In Chinese)

Wu, Z. H. (2012) *Research of Sensationalism of Newspapers in Taiwan.* Master Dissertation. National Chengchi University.

Yin, R. K. (2009). *Case study research* (4th ed.). London: Sage Publications.

Yu, C. P., Luo, Q. S., Lin, Y. G., & Wang, C. S. (2013). A Study of Inclusive Educational Policy in Taiwan. *Educational Policy Forum, 16*(2), 115-144. (in Chinese)

Yu, T. H., & Wen, W. C. (2003). Crisis communication in Chinese culture: A case study in Taiwan. *Asian Journal of Communication, 13*(2), 50-64.

Zand, D., Pierce, K., Thomson, N., Baig, M. W., Teodorescu, C., Nibras, S., & Maxim, R. (2014). Social Competence in Infants and Toddlers with Special Health Care Needs: The Roles of Parental Knowledge, Expectations, Attunement, and Attitudes toward Child Independence. *Children, 1*(1), 5-20.

Zickuhr, K., & Smith, A. (2012). *Digital Differences. Internet and AmericanLife Project.* http://pewInternet.org/Reports/2012/Digital-differences.aspx. Retrieved 26.04.12. [accessed11 July 2014]

Zong, U. (2016) Facebook global active users reached 1.65 billion. Taiwan 18 million. *The Epoch Times.* Available at: http://www.epochtimes.com/b5/16/7/19/n8115301.htm [accessed 30th June 2017]

Zukhi, M. Z. B. M., Hussain, A., & Husni, H. (2017). A new model for cultural-based emoticon in distributed collective interaction via CMC. *Journal of Telecommunication, Electronic and Computer Engineering, 9*(2-12), 19-23.

Index

A

Addenbrooke, M., 19
Adedoyin, A. C. A., 8
Adkins, B., 13
Advocacy, ix, xiii, xiv, xv, 5, 9-12, 21-26, 32, 33, 35, 36, 37, 56, 65, 70-73, 75, 84, 87, 89, 90, 94, 113, 125, 128, 129, 130, 133, 134, 139, 141-144, 146, 148, 153, 158, 160, 161, 165
Allcott, H. 18
Alsem, M. W., 25
Ammari, T., 2, 11, 15, 21, 142, 146, 160, 164
Apple Daily, 54-57, 66
Arab Spring, 9
Arinze, B., 8
Attfield, E., 19
Ausems, F., 25
Autism, 32, 33, 34, 37, 39, 40, 50, 59, 62, 63, 64, 76, 77, 80, 84, 100, 101, 102, 103, 104, 106, 112, 134, 147, 149, 155

B

Baig, M. W., 6, 7
Bailenson, J., 30
Baker, M., 25
Baldick, C., 6
Banaji, M., 30
Barling, J., 11, 12.
Barnett, D., 152
Barton, R., 44
Bennett, R., 151
Beresford, B. A., 11
Berry, N., 30
Black, A. P., 25
Blackwell, D., 12, 13, 20
Blanchard, A. L., 8
Blease, C. R., 23, 143, 150
Blum-Ross, A., 156
Boblin, S. L., 29
Bond, M. H., 41
Boore, J., 145
Boyd, D., 9, 25, 31, 68, 159
Boyd, R. N., 21
Bozynski, MA., 6
Brady, E., 22
Brandes, S. B., 23, 143
Bremberg, S., 155
British Broadcasting Corporation (BBC), 31,
Brosch, A., 1, 10, 156
Bruckman, A., 30
Bührer, C., 10, 15
Bunting, B., 19, 142
Bylund, C. I., 156

C

Campbell-Grossman, C.13, 14, 16, 17, 18
Carpenter, B., 2, 19
case study, ix, 29, 30
Cerebral palsy, 53-58, 64, 65, 66, 67, 70, 71, 72, 73, 77, 82, 91, 92, 93, 98, 112, 118, 121, 146
Chadwick, D. D., 13, 14, 24, 25, 159
Chang, C. W., 42, 43, 49, 160
Chang, H. H., 19, 42, 43, 44, 49, 50, 59, 145, 147, 148, 155, 158, 160
Chang, H. L., 50, 51, 56

Chang, M. Y., 3, 42, 43, 44, 50, 145, 150, 158
Chen, H. J., 43
Chen, Y. C., 41, 42, 50, 145, 158
Cheng, Y., 48, 49
Chi, W. C., 49
Chiang H. L., 43, 44, 145
Chiu, C. M., 8, 9
Chiu, C. Y., 19, 48, 49, 154
Chiu, W. T., 49
Chou, M. C., 43, 44, 145
Chou, W. J., 43, 44, 145
Chow, C., 14, 18
Claflin, C., 6
Clements, M., 152
Cline, P., 13, 14, 16, 17, 18
Coddington, K., 158
Cohen, J., 30
Cok, E., 156
Colditz, P., 21
Cole B. A., 38, 160
Confucianism, 3, 41, 42, 43,
Conway, S., 19
Cortesi, S., 2,
Couper, M., 30
Creswell, J. W., 29

D

Daczewitz, M. E., 16
Daneback, K., 2, 5, 7, 10, 12, 13, 17, 20, 22, 142, 153, 155
Davis, K., 17
DeLegge, A., 30, 31
Dichtelmiller M., 6
Donelle, L., 10, 11, 19
Doty, J. L., 2, 5, 10, 13, 17-20, 23, 142, 155, 164
Down syndrome, 36, 37, 63, 69, 83, 84, 88, 91
Duggan, M., 2,
Duncan, N., 161
Dunmill, M., 17
Duquette, C. A., 2, 11, 14, 20, 142, 144
Dworkin, J., 2, 5, 10, 13, 17-20, 23, 142, 155, 164

E

Einzig, H., 3, 4, 6, 12, 15, 19, 142
Ellison, N. B., 9, 25, 31, 68
Elphick, J., 17, 23, 24, 146, 151
Emotional support, 5, 10, 11, 12, 19, 20, 21, 22, 23, 25, 26, 50, 51, 59, 61, 68, 72, 83, 85, 87, 95, 96, 112, 140, 141, 142, 143
empowerment, xi, 2, 11, 14, 15, 21, 24, 25, 26, 142, 144, 146, 147, 151, 152, 158, 160, 162, 165, 166
Enebrink, P., 22
Eranti, V., 18,
Eriksson, H., 19, 21, 22
Etzioni, A., 8
Evans, M., 10, 11, 19

F

Face, 3, 29, 41, 42, 43, 44, 50, 53, 56, 59, 62, 76, 80, 81, 84, 85, 87, 89, 92, 93, 94, 102, 112, 119, 123, 127, 128, 131, 137, 141, 144-152, 156, 157, 162, 163
Facebook, 1, 11, 15, 18, 23, 29, 30, 31, 38, 60, 70, 87-94, 105, 110, 111, 114, 120-123, 134, 135, 136, 138, 144, 146, 148, 150, 152, 156, 158, 160, 161, 166
Featherstone, B., 24, 164
Feng, Y. T., 50
Ferguson, D. L., 12, 16, 154, 157
Ferguson, P. M., 12, 16, 154, 157
Fialka, J., 152
Finfgeld, D. L., 14, 16, 18, 22

Finlay, F., 13, 14, 24, 25, 159
Fletcher, L., 158
Flood, G., 42
Forster, M., 22
Franz, J., 13
Fraser, C., 24, 164
Friend, 1, 31, 87, 88, 89, 91, 93, 94, 105, 152, 158, 159, 160, 164
Fu, K., 14, 18
Fukkink, R. G., ix, 2, 3, 5, 9
Fullarton, S., 2, 11, 14, 20, 142, 144

G

Gabbert, T. I., 10, 15
Garcia Iriarte, E., 13, 14, 24, 25, 159
Garten, L., 10, 15
Gasser, U., 2,
Gau, S. S-F., 43, 44, 145
Gefen, D., 8
Gentzkow, M., 18
Gerlitz, C., 18,
Ghaderi, A., 22
Golder, S., 7
Gosling, S. D., 31
Gove, M., 3
Graham, L. T., 31
Griffiths, F., 13
Grimshaw, R., 152
Guerin, S., 22
Gundersen, T., 10, 11, 12, 13, 15
Gupta, A., 24

H

Hagglund, K., 2, 11, 14, 20, 142, 144
Hall, W., 20
Hanreddy, A. N., 12, 16, 154, 157
Harrington, G., 13, 14, 24, 25, 159
Helmond, A., 18
Herman, J., 12, 13, 20
Hermanns, J. M., ix, 2, 3, 5, 9
Hess, R. S., 24
Ho, M. S., 45
Högström, J., 22
Holliday, A., 149
Holmes, G.U., 158
Hong, Y.S., 49
Hsieh, M. H., 38, 43, 44, 48, 50, 58, 145
Hsieh, P. C., 50, 51
Hsu, L. L., 42
Hsu, M. H., 8, 9
Hsu, M. T., 38, 43, 44, 48, 50, 58, 145
Hsu, Y. C., 38, 43, 44, 48, 50, 58, 145
Hu, S. N., 54, 57
Huang, G. H. C., 3,
Huang, L. L., 43
Huang, Y. P., 43
Huberman, B. A., 9,
Hudson, D. B., 13, 14, 16, 17, 18
Hulsey, T., 12, 13, 20
Hume-Loveland, L., 10, 11, 19
Husni, H., 22
Hussain, A., 22
Hwang, A. W., 49
Hwang, K. K., 3, 41, 42, 145, 148

I

Inclusion, xiv, 7, 24, 31, 144
Informational support, 5, 10, 11, 21
intellectual disabilities, 33, 35, 36, 57, 85, 90, 158
Ip, P., 14, 18
Ireland, S., 29
Irvine, V., 20

J

Jarrah, S., 50, 145, 158
Jenks, M. S., 38, 43, 44, 48, 50, 58, 145
Jongmans, M. J., 25
Juan, C. Y., 50,

K

Kagan, C., 14
Kang, L. J., 49
Kaplan-Estrin, M., 152
Keating-Lefler, R., 13, 14, 16, 17, 18
Kendall, L., 8, 9
Kerr, S. M., 20, 142, 155
Ketelaar, M., 25
Kim, S. Y., 152, 159
King, A. Y., 41
Kirkpatrick, H., 29
Koltay, T., 26
Kozleski, E. B., 24
Kraut, R., 30

L

learning difficulties. See intellectual disabilities
Lee, J.-C., 43, 44, 145
Lee, S. N. C., 145
Lenhart, A., 2
Levin, D., 23, 143
Lewis-Gargett, A., 44
Li, S. L., 14, 18
Liao, H. F., 49
Liao, S. J., 96, 103
Like, 18, 23, 60, 61, 68, 80, 81, 82, 88, 93, 100, 102, 105, 107, 109, 115, 118, 119, 121, 129, 130, 132, 136, 138, 143, 150
Lin, C. R., 50, 51, 56
Lin, Y. G., 46
Lindenmeyer A., 13
Liou, T. H., 49
Liu, J. H., 43
Llewellyn, G., 44
Lollar, D. J., 49
Long, A., 145
Lonkila, M., 18
Luo, Q. S., 46

M

MacEwen, K. E., 11, 12.
Madden, M., 2,
Madge, C., 16, 20, 21, 142
Mangelsdorf, SC., 6
Mannan, H., 13, 14, 24, 25, 159
Marasli, M., 156
Maxim, R., 6, 7
McConkey, R., 2, 3, 6, 13, 14, 17, 19, 20, 21, 24, 25, 43, 44, 49, 50, 142, 145, 147, 150, 154, 155, 158, 159
Mclntosh, J. B., 20, 142, 155
Meadan, H., 16
Meily-Visser, J. M. A., 25
Meisels, SJ, 6
Metze, B., 10, 15
Mickelson, K. D., 152
Mitra, A., 9, 25, 143, 158, 163
Mittler, P., 4, 25, 158
Mock, K., 12, 13, 20
Molina, A. M., 24
Mountz, A., 158

N

Nibras, S., 6, 7
Nieuwboer, C. C., ix, 2, 3, 5, 9

O

Oakley, A., 11

O'brien, P., 13, 14, 24, 25, 159
O'connor, H., 16, 20, 21, 142
Okolie, A. C., 143, 149
Olson, J., 30
O'Rourke, R., 158
Owen, H., 17

P

Pain, H., 12
parenting experience, 1, 2, 7, 15, 20, 21, 25, 64, 65, 67, 69, 76, 78, 79, 83, 84, 85, 86, 88, 89, 92, 94, 105, 139, 142, 147, 150, 154, 155, 156, 161
parenting information, 10, 13, 18, 75, 83, 86, 89, 157
Parenting knowledge, 2, 94
Payne, G., 158
Petriwskyj, A., 13
Pierce, K., 6, 7
Plantin, L., 2, 5, 7, 10, 12, 13, 17, 20, 22, 142, 153, 155
Plunkett, J. W., 6
Porter, C. E., 7
Powell, J., 13
power, xiii, xiv, 4, 5, 11, 15, 24, 25, 64, 72, 94, 124, 128, 131, 139, 146, 150, 151, 156, 157, 158, 160, 163, 164, 165
Pratt, L. I., 11, 12

Q

Qiu, M. H., 50, 161,

R

Rafaeli, S., 152
Ravid, G., 152
Ridgewell, H, 158
Ridings, C., 8
Robertson, K., 29
Rodriguez-Lopez, R., 7
Romero, D. M., 9,
Runswick-Cole, K., 160
Ryan, S., 160

S

Sabatello, M., 25, 26
Salamey, I., 9, 10,
Salzmann Erikson, M., 19, 21, 22
Samadi, S. A., 6, 19, 50, 142
Sanders, M. R., 21
Sarkadi, A., 155
Scharer, K., ix, 2, 10, 14, 15, 17, 19, 20, 21, 23
Schonenebeck, S. Y., 2, 11, 15, 21, 142, 146, 160, 164
Schroeder, R., 30
Sekar, S., 30
semi-structured interview, 30, 38, 39, 40
Shakespeare, T., 145
Shukri, R., 50, 145, 158
Shyu, Y. I., 14, 50, 51
Siddiquee, A., 14
Simeonsson, R. J., 49
Singhal, N., 24
Smith, A., 2, 9, 17
Smith, S., 158
Social Network Sitesix, 2, 5, 7, 8, 9, 10, 16, 17, 18, 20, 22, 23, 25, 26, 30, 31, 37, 38, 39, 54, 72, 83, 87, 89, 94, 107, 122, 128, 139, 146, 152, 153, 155, 158, 159, 161, 166
Social support, 11, 69
social worker, 6, 13, 34, 37, 39, 89, 111, 121, 157
Soe, K. Z. S., 44
Soroka, V., 152
Stodel, E. J., 2, 11, 14, 20, 142, 144
St John, W., 43

Sudhira, H. S., 30
Suhendan, E., 156

T

Taiwan, 1, 3, 6, 24, 27, 29, 30, 31, 32, 35, 36, 37, 38, 41-51, 53, 54, 56-59, 62, 64, 65, 69, 71, 72, 85, 88, 90, 96, 102, 108, 124, 126, 127, 133, 138, 139, 141, 144-148, 150, 155, 158, 160, 163, 165, 166
Tataryn, M., 146
Tawake, S., 44
Teng, S.W., 49
Teodorescu, C., 6, 7
Thomson, N., 6, 7
Thorogood, M., 13
Tinsley, H., 14, 18
Todd, L., 2, 14, 147, 151, 155, 157, 164
Tong, S. T., 152, 159
Traustadottir, R., 38
Tremblay R. E., 75
Truesdale-Kennedy, M., 50, 145, 158
Tsai, C. H., 38, 43, 44, 48, 50, 58, 145
Tsai, I. L., 45
Tsai J. L., 14, 50, 51
Tsai, P. C., 57
Tsai, S. L., 38, 43, 44, 48, 50, 58, 145
Tsai, S. W., 43
Tsai W. C., 14, 50, 51
Tsai, Y. F., 50, 51, 56
Tsaputra, A., 44
Tseng, Y. P., 44

V

Van Der Heide, B., 152, 159
Van Puymbroeck, M., 50, 51
Verhoef, M., 25
virtual environment, 8, 9, 11, 12, 22, 31, 33, 137

W

Walther, J. B., 22, 152, 159
Wang, C. S., 46
Wang, E. T., 8, 9
Wang, J., 59
Wang, K. Y., 23
Wang, S. F., 148
Wangler, H., 30, 31
web-based observation, ix, 30, 107
Wellman, B., 8, 30,
Wen, W. C., 150
Westerman, D., 152, 159
Whittingham, K., 21
Wickenden, M., 17, 23, 24, 146, 151
Wilson, R. E., 31
Wolfendale, S., 3, 4, 6, 12, 15, 19, 142
Wong, C.-C., 43, 44, 145
Wong, H. S. W., 14, 18
Wright, K., 7
Wu, F., 9
Wu, J. W., 50
Wu, S. C., 49
Wu, T. F., 49
Wu, W., 48, 50
Wu, Z. H., 57

Y

Yan, S. K., 49, 160
Yang, K. H., 50
Yen, C. F., 49
Yilmazturk, N.H., 156
Yin, R. K., 45
Yu, C. P., 46
Yu, T. H., 150

Z

Zand, D., 6, 7
Zhuang, M. C., 50, 161
Zickuhr, K., 2, 9, 17
Zong, U., 30
Zukhi, M. Z. B. M., 22