

Social Safety Online: Programming for Inclusion

Sexual Health and Family Planning ACT (SHFPACT)

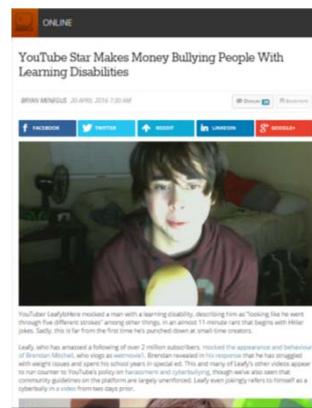
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The headlines we don't want to see...



Introduction

- ✦ Cyber-savvy Parenting
- ✦ Cyber-safety for Young People



What We Set Out To Do



- ✦ Provide education workshops option for children and young people, and their parents/carers on cyber-safety awareness and protective skills
- ✦ Ensure the program is accessible to children and young people with intellectual disability/cognitive challenge
 - ✦ Use SoSAFE! Program tools and concepts
 - ✦ Online environmental factors



SoSAFE! Framework

- ✦ SoSAFE! Program is a program and toolkit of visual and conceptual tools that promote social safety
- ✦ Designed to meet the communication and learning needs of people with moderate-severe intellectual disability and ASD

www.sosafeprogram.com



Why Was SoSAFE! Developed?

- ✦ Existing social safety tools too cognitively challenging for the target audience
- ✦ Tools designed for the moderate-severe end of the spectrum can be used with students/clients with mild intellectual disability, ASD etc **but not vice versa**



Key Principles

- ✦ The evidence base for effective teaching/training of people with intellectual disability, other cognitive challenge and/or developmental delay strongly supports:
 - ✦ High use of visual materials and tools
 - ✦ Systematic instruction
 - ✦ Consistency of language and concepts
 - ✦ Explicit teaching of concepts and skills



Key Principles

- ✦ Children and young people are vulnerable to abuse and exploitation
- ✦ People with disabilities are at significantly higher risk still



Key Learning Principles (Accessible/Inclusive Learning)

- ✦ Use of visual tools
- ✦ Scaffolding vs prosthesis
- ✦ Assist to categorise people (SoSAFE! Tools)
- ✦ Rules-based (rather than feelings-based) approach to social safety
- ✦ Teach social and relationship skills explicitly
 - ✦ SoSAFE! provides tools, concepts and definitions/teaching scripts to ensure consistency, and to provide an objective reference point for concepts that often lack social consensus and cannot be taught ad hoc



The online environment Key issues for parents/educators

- ✦ Internet here to stay, we have to work with it
- ✦ Generational divide marked by the new online world
 - ✦ “Just turn it off” sounds ludicrous/ridiculous
 - ✦ FOMO and social need to be e-connected
- ✦ Cyber-safety skills are core living skills for 21st century
- ✦ Internet helps us to do lots of things:
 - ✦ Faster, 24/7, everywhere
 - ✦ Same is true for bullying and grooming
 - ✦ The technology is amoral, its users are ethical actors



What We Did

- ✦ Trialled new school holiday education workshops in January and July 2016 for children and young people, and parents/carers
- ✦ Offered specific workshops for participants with ID/ASD



What we did

- ✦ 90-minute workshop for children and young people
- ✦ Program targeted 10-14 year olds, two groups:
 - ✦ Upper Primary (10-12 year olds)
 - ✦ Early Secondary (12-14 year olds)
- ✦ Program activities included:
 - ✦ Video and visual presentation material
 - ✦ Small group work and discussion
 - ✦ Scenario-based learning exercises
 - ✦ Handouts/resources to take home



What We Did

- ✦ 90-minute presentation for parents/carers
 - ✦ The unique challenge of this generation of parents/children
- ✦ Program activities included:
 - ✦ Video and visual presentation materials
 - ✦ Overview of the children/young people's workshop
 - ✦ How to talk with your kids about these topics
 - ✦ Handouts/resources to take home
 - ✦ Links to online cyber-safety tools & resources to use at home



What happened: Parents and Caregivers

- ✦ Positive response to program
- ✦ Parents gained confidence in initiating conversations on critically examining internet content in particular 'online' relationships, exposure to pornography and reputation management
- ✦ SoSAFE! tools provided a framework from which parents could respond to potentially problematic internet use is Who is a friend?



What Happened: Children and Young People

- ✦ Children and young people displayed information and support seeking behaviours
- ✦ SoSAFE! Framework provided clear and concise 'rules' on the relationships i.e. concepts of 'friend' and 'knowing/not knowing'
- ✦ Understanding of the 'public' nature of the online space
- ✦ Capacity to recognise potentially dangerous online interactions
- ✦ Great understanding of 'cyber citizenship'



THANKS

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