

SUPPORT STRATEGIES

FOR AN ACTIVE MEDIA EDUCATION WITH INTELLECTUALLY DISABLED YOUTH

BACKGROUND

Young people with intellectual disabilities are particularly exposed to risks on the internet (e.g. cyberbullying, addiction, consumption of inappropriate content). At the same time, they use digital media intensively in the socialisation process.

Digital media hold a lot of potential: through them, young people can participate in social life and feel a sense of belonging. Digital media can make a valuable contribution to promoting social behaviour, personality development and education.

Therefore, in the **AMEDY** project support strategies for **pedagogical staff, relatives** and the **young people** themselves were developed with the help of the Design Thinking method, which are supposed to help constructively accompany the confrontation with digital media and address problematic behaviour.

The following collection is certainly not complete. You can use it as an impulse to develop your own considerations for support strategies in your work context.

MORE INFORMATION

What concrete needs young people with intellectual disabilities have, what media literacy skills are needed to accompany young people in their media use and how one can develop one's own support strategies for individual cases with the help of the Design Thinking method are described **in our paper**.



SUPPORT STRATEGIES FOR PEDAGOGICAL PROFESSIONALS

- Actively accompany young people in their pursuit of alternative leisure activities. Small **challenges** can help to motivate the young people to participate
- Establish offline routines
- Create positive encounters with peers and boost self-confidence
- Show them **alternative digital applications** and actively accompany them when they try them out.
- Establish common rules for internet use: pull together with the young people, but also in the support team, e.g. with the **media use contract**.
- Respect the young people's opinions when discussing their media use.
- Acquire background knowledge about age restrictions for digital offers, digital tools for communication and entertainment, data protection and privacy. One possibility for further training is the **online training** developed in the AMEDY project
- Have conversations at eye level: Verbalise fears and concerns
- Stimulate thought games: verbally transfer problematic behaviour from the digital world to the analogue space and thus clarify the explosive nature of the issue.
- Find appealing "role models" for the young people who can function as role models.

SUPPORT STRATEGIES FOR RELATIVES

- Show interest in your own children's engagement in the digital space
- Be open to the enthusiasm that the digital world exerts on young people
- Suggest alternative leisure activities that address the needs/interests of the child
- Install measures to reduce online time (e.g. **media use contract**)
- Be a role model
- Make joint decisions on healthy and responsible media use
- Temporarily supervise your child's media use or use parental control software

INDIVIDUAL STRATEGIES FOR YOUTH

- Reflect on your own media use and recognise problematic behaviour in yourself
- Be open to suggestions for alternative (digital) leisure activities, or actively seek such activities on your own
- Develop an understanding of the reasons for age restrictions in digital offerings
- Get to know and actively use the reporting function of social networks