

Promoting Internet Safety and Healthy Online Relationships

Adapting Digital Citizenship Lessons for Youth with Intellectual and Developmental Disabilities

January 2023

Katie Adamek, Robin Lindquist-Grantz, Katie Hunter, and Jean Knab

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Overview

Introduction

To reduce the risks related to sexual activity and help youth transition to adulthood, Congress authorized the Personal Responsibility Education Program (PREP) as part of the 2010 Affordable Care Act. PREP was reauthorized in 2015 and 2018 for additional years of funding. PREP programs must educate youth on abstinence and contraception for the prevention of pregnancy and sexually transmitted infections and must provide instruction to prepare youth for adulthood. PREP grantees include state and tribal agencies, as well as community-based organizations, and receive funding from the Family and Youth Services Bureau (FYSB) in the Administration for Children and Families (ACF) within the U.S. Department of Health and Human Services.

To support PREP programming, ACF contracted with Mathematica to conduct the PREP: Promising Youth Programs (PREP-PYP) project. One aim of PREP-PYP was to develop or adapt sexual health curricula for underserved populations. FYSB selected youth with intellectual and developmental disabilities (IDD) as a focal population and identified content on internet safety with a focus on healthy online relationships as a gap in existing curricula. To help fill that gap, the PREP-PYP team adapted two lessons from [Digital Citizenship](#), a K–12 curriculum developed by Common Sense Education and Project Zero at the Harvard Graduate School of Education, to build skills for youth to have healthy relationships in person and online. The two adapted lessons are (1) Chatting and Red Flags and (2) Rewarding Relationships.

Purpose

This report broadly documents the overall process, from start to finish, for the adaptation of the Digital Citizenship lessons. It begins by describing how the PREP-PYP team selected youth with IDD as a focal population and selected internet safety with a focus on healthy online relationships as a gap in sexual and relationship education. Next, it describes the process used to adapt the Digital Citizenship lessons for youth with IDD. This is followed by a discussion of a small-scale implementation pilot of the lessons, feedback from the pilot, and key recommendations to prepare the lessons for dissemination. The report concludes with considerations for future programming for youth with IDD.

What we learned

- Through a review of literature and curricula and discussions with experts and youth with IDD, the PREP-PYP team identified internet safety—with a focus on healthy online relationships—as a gap in the existing materials available for youth with IDD. The feedback from experts and youth with IDD also guided the adaptations made to the Digital Citizenship lessons, which included revising all individual or paired activities to be group discussions, updating terminology for easier comprehension, and adding flexibility in the timing of lesson delivery.
- During the implementation pilot, facilitators described the adapted lesson plans as thorough, straightforward, and easy to follow and thought the lessons introduced youth to relevant internet safety concepts they need to have safe and healthy relationships online. They found youth actively engaged in the lessons and enjoyed the content.

- Facilitators noted that the lessons might not be suitable for all youth with IDD because the content might be too challenging for students with the lowest functioning. For example, some youth struggled with concepts that the lessons did not explicitly show or state. However, using comprehension checks of key concepts throughout the lesson helped overcome this challenge.
- The youth had an overall positive response to the lessons. They liked the inclusion of videos and scenarios and enjoyed the discussions of key concepts throughout those activities, such as how to tell if an online relationship is risky. The information in the lessons was new for some youth, but others had heard similar information before.
- The differences in understanding the lesson content contributed to several youth suggesting that the lessons are more useful for adolescents who have not previously had education on internet safety or healthy online relationships. However, many youth reported that the lessons were good reminders, even for youth previously exposed to the content.
- Some of the youth stated that the internet safety lessons will change their online behavior. Youth who did not think it would change their behavior said this was because they already know how to stay safe, or they talk with a parent or trusted adult when situations arise.

Methods

Adapting the lessons was a multistep collaborative process with Common Sense Education and a special education teacher who served as a consultant. The PREP-PYP team shared annotated lessons with the special education teacher, who piloted the lessons in her classroom and recommended adaptations to better fit the needs of youth with IDD. The team incorporated this feedback into the adapted Digital Citizenship lessons used in the implementation pilot. The pilot of the Digital Citizenship lessons adaptation addressed the following research questions:

1. What were facilitator and youth perceptions on the content of the lessons?
2. What was the extent of youth engagement in the lessons?
3. Do the lesson plans provide clear guidance to facilitators on how to implement the lessons? What could be clarified, expanded, or updated?
4. What modifications are needed before the lessons are finalized for dissemination?

The pilot took place from May through September 2022, with a total of 38 youth across four schools in the northeastern United States. The pilot used a mixed methods design to document how schools implemented the lessons and learn from multiple perspectives. Data sources included an implementation log, classroom observations, facilitator interviews, and youth focus groups, and schools chose whether to conduct each data collection activity virtually or in person. The PREP-PYP team analyzed data collected during the pilot. The team analyzed quantitative data using descriptive summary statistics. Qualitative data were coded and analyzed in NVivo using a codebook the team created from the pilot research questions. The team used the analysis to identify themes about lesson delivery and content and to examine youth engagement in the lessons and youth and facilitators' perceptions about the content.

Considerations for future programming

Although the PREP-PYP team made some updates to the curriculum after the implementation pilot to be responsive to the feedback, other feedback was incorporated into the section on optional engagement strategies in the lesson plan guidance. These strategies are meant to make the modules as accessible as

possible to a range of youth with intellectual disabilities. These include dividing the lessons into smaller segments, reinforcing key concepts and vocabulary throughout activities, using comprehension checks and targeted questions to assess comprehension, and including additional resources and visuals. In addition, although the lessons reinforced content for older students who may have already learned about internet safety concepts, the lessons might be most appropriate for youth who are less experienced with the internet and challenging relationship situations, to prepare them as they start to have an online presence and navigate more complex in-person relationships. Finally, facilitators working with youth who have lower functioning levels might need to tailor the lessons more than they do for other youth. Using the lessons with these youth is feasible, but tailoring the lessons would make the content even more accessible for them.

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I. Introduction

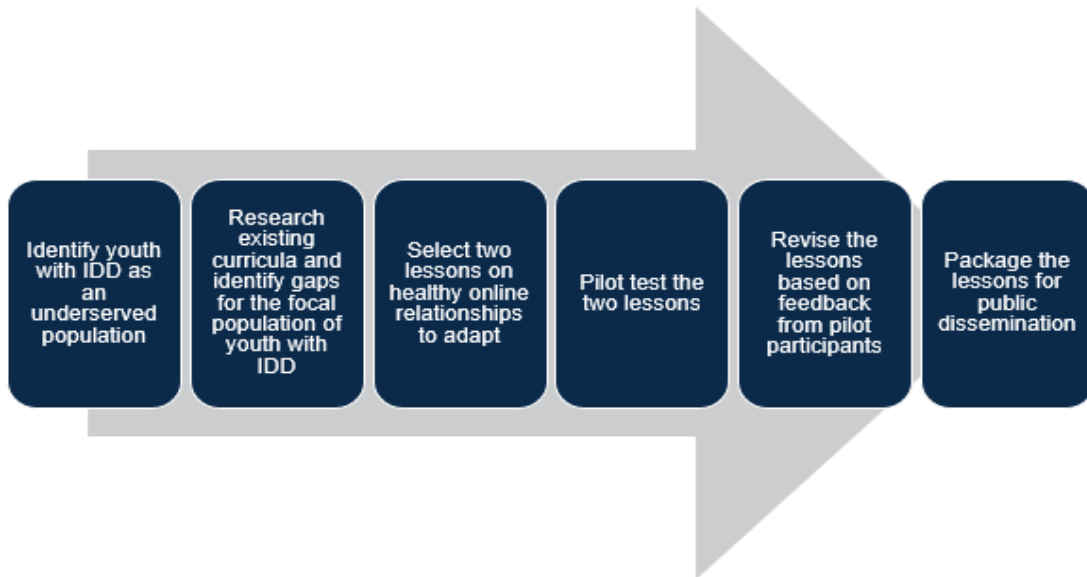
To reduce the risks related to sexual activity and help youth transition to adulthood, Congress authorized the Personal Responsibility Education Program (PREP) as part of the 2010 Affordable Care Act. PREP was reauthorized in 2015 and 2018 for additional years of funding. PREP programs must educate youth on abstinence and contraception for the prevention of pregnancy and sexually transmitted infections and must provide instruction to prepare youth for adulthood. PREP grantees include state and tribal agencies, as well as community-based organizations, and receive funding from the Family and Youth Services Bureau (FYSB) in the Administration for Children and Families (ACF) within the U.S. Department of Health and Human Services (HHS).

To support PREP programming, ACF contracted with Mathematica to conduct the PREP: Promising Youth Programs (PREP-PYP) project. One aim of PREP-PYP was to develop or adapt sexual health curricula for underserved populations. With funding from FYSB, the Office of Planning, Research and Evaluation (OPRE) within ACF oversaw the work. The PREP-PYP team conducted several steps to reach this aim, including performing an initial assessment to select populations not well served by existing sexual health curricula, identifying gaps in curricula for the focal populations, developing or adapting selected curriculum content, piloting the curriculum, and disseminating the final curriculum publicly.

During the initial assessment activities, FYSB selected youth with intellectual and developmental disabilities (IDD) as a focal population and identified content on internet safety with a focus on healthy online relationships as a gap in existing curricula (see Figure 1). To help fill that gap, the PREP-PYP team adapted two lessons from [Digital Citizenship](#), a K–12 curriculum developed by [Common Sense Education](#) and Project Zero at the Harvard Graduate School of Education, to build skills for youth to have healthy relationships online and off. The two adapted lessons are (1) Chatting and Red Flags and (2) Rewarding Relationships.¹ The adapted lessons can be used by schools and community-based programs, including those funded by PREP, as part of their programming. The lessons could be particularly useful to PREP grantees who select healthy relationships as one of their adulthood preparation subjects and serve youth with IDD.

¹ The other focal population selected was parents and caregivers of youth in foster care, and a separate report describes the online course that the PREP-PYP project developed for that population, titled Healthy Sexuality and Pregnancy Prevention for Youth in Foster Care: An Online Training Course for Parents and Caregivers of Youth in Foster Care (Keating et al. 2023).

Figure 1. Overview of the PREP-PYP process



This report describes the adaptation and pilot testing of the Digital Citizenship lessons. First, we describe how the team selected youth with IDD as a focal population and internet safety with a focus on healthy online relationships as a gap in sexual and relationship education. Next, we describe the process used to adapt the Digital Citizenship lessons for youth with IDD. Then, we describe a small-scale implementation pilot of the lessons, feedback from the pilot, and key recommendations to prepare the lessons for dissemination. Finally, we discuss considerations for future programming for youth with IDD.

II. Identifying Populations and Selecting Curricula to Adapt

The study included two initial phases of research: (1) identify specific populations who were underserved by existing sexual health curricula and (2) determine what type of curricula development or adaptation was feasible and would fill a gap for that population. Descriptions of these phases follow.

A. Identifying youth with IDD as an underserved population

To identify populations underserved by sexual health curricula, the PREP-PYP team conducted several rounds of formative research that involved (1) expert discussions with federal staff and

professionals working in sexual and reproductive health; (2) targeted literature reviews to understand the sexual health needs of potential focal populations and, once the team identified potential focal populations, (3) curricula scans to identify existing or in-development curricula designed for one of seven underserved populations (see text box). Each round of this research probed further about the needs of each population with the highest need for targeted sexual health curricula. Ultimately, youth with IDD were selected because they are a large and diverse population that includes youth with a range of disabilities for whom there were content gaps in available sexual health curricula.

B. Identifying gaps in curricula for youth with IDD

After selecting youth with IDD as a focal population, the PREP-PYP team built on the findings from the initial literature review to (1) identify the sexual health needs of youth with IDD, (2) explore sexual health interventions and identify optimal educational strategies for the population, and (3) determine gaps in sexual health content and curricula that could potentially be adapted. Finally, to better understand the sexual health education needs of youth with IDD, the PREP-PYP team held discussions with 11 experts and practitioners about sexual health and relationships among youth with IDD (a list of experts is in Appendix A) and discussions with youth with IDD. We conducted individual interviews and mixed-sex focus groups with 25 youth with IDD to inform the curricula adaptation. During the discussions, youth provided input on their experiences with sexual health or healthy relationship education programs; the features they wanted to see in a sexual health or healthy relationship education program; their decision-making processes about avoiding or engaging in sex and preventing pregnancy and sexually transmitted infections; and their primary sources of information about sexual health or healthy relationships.

This research found that youth with IDD have a demonstrated need for sexual health education. Although their cognitive abilities are often lower than those of the general population, their physical development, puberty, and sexual maturation occur similarly to adolescents without disabilities (Houtrow et al. 2021; Murphy and Elias 2006). The literature, experts, and youth all reinforced that many youth with IDD will have romantic relationships, and some may marry and have children as adults (Ward et al. 2013). Although they were not asked about their personal behavior, several youth respondents volunteered that they were currently or had previously been sexually active, further illustrating the need for youth with

Underserved Populations

1. Youth with intellectual and developmental disabilities
 2. Parents and caregivers of youth in foster care
 3. Transgender and gender non-conforming youth
 4. Youth who have experienced trauma
 5. Youth who are at risk of or survivors of trafficking
 6. Immigrant or refugee youth
 7. Youth who are transient, runaway, or homeless
-

IDD to receive sexual health education. Despite this need, the literature and experts noted that many youth with IDD lack access to sexual health education (Schaafsma et al. 2015). This lack of access increases their risk of poor sexual health outcomes and sexual abuse (Schaafsma et al. 2015; Alfredsson et al. 2020; Norman and Sallafranque-St-Louis 2016). Experts reported that the limited access to sexual health education was due to lack of implementation by schools and organizations serving youth with IDD, not lack of available curricula. This finding was reinforced when the PREP-PYP team identified and reviewed seven sexual health curricula for youth with IDD (see Appendix B).

Although seven curricula were available for youth with IDD, the team did identify important topics that were not well covered by available curricula. The literature and experts identified seven topics that are important to cover in a sexual health curriculum for this population, including sexual health, adolescent development, healthy relationships, communication and decision making about sex and relationships, internet safety and healthy online relationships, parent-child communication, and life skills. Yet, the PREP-PYP team only found two curricula that covered the topic of healthy online relationships and internet safety, and these curricula covered the topics at a minimal level. Several experts identified these topics as particularly important to emphasize for youth with IDD because, like neurotypical youth their age, they are frequently on the internet, and they are more vulnerable to being exploited online (Alfredsson et al. 2020; Norman and Sallafranque-St-Louis 2016).

To fill this gap, the team adapted lessons on internet safety with a focus on healthy online relationships to supplement sexual health education curricula already available for youth with IDD. We also developed a Parent Resource Toolkit to raise awareness among parents and caregivers of youth with IDD of the importance of discussing sexual health with their children, including supporting their children receiving formal sexual health education. To identify existing content on internet safety and healthy online relationships, the PREP-PYP team reviewed several lessons and curricula for the general population on this topic. Based on the review, we selected Digital Citizenship as a curriculum whose lessons we could adapt for youth with IDD.

The Digital Citizenship curriculum aims to build the skills of students, educators, and families so youth responsibly use technology to learn, create, and participate in a digital world. The curriculum comprises more than 70 lessons for the general population of youth in grades K–12. Digital Citizenship covers six core topics: (1) media balance and well-being; (2) privacy and security; (3) digital footprint and identity; (4) relationships and communication; (5) cyberbullying, digital drama, and hate speech; and (6) news and media literacy. The curriculum is free to the public and designed to be delivered “off the shelf” without formal facilitator training.

The PREP-PYP team selected two lessons from the relationships and communication topic area to adapt: the 9th grade Chatting and Red Flags lesson, and the 10th grade Rewarding Relationships lesson. The team selected these lessons because they focus on building skills to identify online risk (that is, internet safety) and learn how to have healthy online relationships, which the initial research identified as gaps in programming for youth with IDD. Each lesson includes (1) a lesson plan that provides guidance for facilitators and describes activities, and (2) an accompanying slide deck. Each lesson ends with a quiz to assess student knowledge and self-efficacy. Both lessons incorporate the Feelings and Options thinking routine, which is a brief set of steps to help students analyze a situation and decide how to respond. The steps are:

- 1. Identify.** First, think about the situation you are facing. What is the challenge?

2. **Feel.** Next, think about how you are feeling. Are you confused, sad, or happy? Why is the situation making you feel this way?
3. **Imagine.** Next, think about how you might handle the situation. What could you do? Of all the options, which one might lead to the best outcome, where you feel safe, healthy, and good?
4. **Say.** Finally, think about what you could say to solve this challenge.

The original Chatting and Red Flags is a 45-minute lesson to help students identify an online relationship as risky. The lesson objectives are to (1) identify the types of messages that might give someone a red-flag feeling, and (2) use the Feelings and Options thinking routine to analyze and respond to a situation involving a red-flag feeling. The original Rewarding Relationships is a 45-minute lesson to help students determine whether their relationships are healthy and positive. The lesson objectives are for students to (1) reflect on how their relationships are affected by devices and the internet, (2) identify the qualities of healthy and rewarding relationships, and (3) use the Feelings and Options thinking routine to brainstorm strategies for navigating challenging relationships. The activities included in the original lessons are outlined in Table 1.

Table 1. Activities in original Digital Citizenship lessons

Lesson	Activity (time)	Method	Goal(s)
Chatting and Red Flags	Consider: Risky Online Relationships (10 min)	<ul style="list-style-type: none"> • Pair-share^a • Video: MoviStar: Love Story • Large group discussion 	To have students discuss how a person might present a different version of themselves online than they would face-to-face; show how chatting online or via text can be misleading and result in an uncomfortable or negative feeling called a red-flag feeling; and introduce the idea of grooming. ^b
	Explore: Sheyna's Situation (20 min)	<ul style="list-style-type: none"> • Handout with Sheyna's Situation scenario • Individual brainstorming • Small group discussion 	To work through a scenario featuring Sheyna, a 14-year-old student who is texting with a 21-year-old counselor (Nick) from Sheyna's summer camp. Nick ultimately asks Sheyna to send him some pictures of her in a bathing suit. Students apply the Feelings and Options thinking routine to determine how they would respond to the situation.
	Analyze: Complicate It (10 min)	<ul style="list-style-type: none"> • Handout with additional information on Sheyna's situation • Small group discussion 	To discuss possible complicating situations involving Sheyna and Nick and how students would respond to them if they were in that situation. For example, Sheyna sends a picture to Nick, but he ends up showing it to other people.
	Wrap-up: Review (5 min)	<ul style="list-style-type: none"> • Lesson quiz • Family activity • Family tips 	A wrap-up to review key concepts, and a five-question quiz to assess knowledge and self-efficacy. To send students home with a family activity and tips.
Rewarding Relationships	Consider: Texting and Talking (10 min)	<ul style="list-style-type: none"> • Group brainstorm • Video: Teen Voices: Friendships and Boundaries 	To discuss healthy boundaries with online chatting and texting, as well as what makes a positive and healthy relationship.

Lesson	Activity (time)	Method	Goal(s)
	Explore: Friendships and Boundaries (15 min)	<ul style="list-style-type: none"> • Handout with online resources • Pair-share 	To explore the concept of healthy and unhealthy relationships using online resources that include a video and article.
	Analyze: Flag It (20 min)	<ul style="list-style-type: none"> • Group discussion • Handout with Jason and Tim scenario • Individual work 	To review the concept of a red-flag feeling and the Feelings and Options thinking routine using the Jason and Tim scenario, in which Tim is texting Jason too much, and it's taking a toll on their friendship.
	Review (no time specified)	<ul style="list-style-type: none"> • Lesson quiz • Family activity • Family tips 	A wrap-up to review key concepts and a five-question quiz to assess knowledge and self-efficacy. To send students home with a family activity and tips.

Source: Digital Citizenship curriculum.

^a An activity in which two students (a pair) discuss a question and then share their thoughts with the full group.

^b Grooming is when someone befriends and manipulates a child or teenager via chat, messaging, or in person for the purpose of sexual abuse or sex trafficking. (Digital Citizenship, Chatting and Red Flags lesson).

III. Adapting Internet Safety Modules

A. Process for adaptation

Adapting the Digital Citizenship lessons was a multistep collaborative process with Common Sense Education and a special education teacher who served as a consultant. The adapted lessons are designed for youth ages 10 to 25 with mild to moderate IDD as defined by the American Psychiatric Association's (2013) *Diagnostic and Statistical Manual of Mental Disorders* and by the American Association on Intellectual and Developmental Disabilities (n.d.) Both lessons can be taught in person in a school or community-based organization. The adapted lessons give flexibility in delivery to accommodate the needs of different youth with IDD and different implementation settings. For example, there are notes in both lessons that highlight places that might be a natural break for a facilitator to stop delivering the curriculum and pick it up another day if, for example, the facilitator thinks students cannot focus anymore. The lessons do not need to be delivered in one sitting.

The PREP-PYP team began adapting the lessons by reviewing and annotating the lessons to flag content the initial research identified as possibly needing to be changed to align with the needs of youth with IDD. The found that youth with IDD benefit from concrete, interactive instruction, the incorporation of visual aids, and repetition and reinforcement of key concepts (Shearer et al. 2002). In addition, experts recommended prioritizing group discussion over individual written activities, allowing a facilitator to assess comprehension and tailor the lesson to the students' needs. Based on this feedback, the team noted that that might need to change some activities involving individual work or written feedback and replacing them with group discussions, making key concepts more concrete and adding specific examples and updating videos to be more relevant to the experiences and needs of youth with IDD. After making these notes, the team shared them with the special education teacher who had experience delivering similar educational content to youth and adapting sexual health curricula for youth with IDD. The adaptation was an iterative process in which the teacher delivered the lessons in her classroom with youth with moderate functioning, took comprehensive notes to recommend additional adaptations to better fit the needs of youth with IDD, and shared the notes and feedback with the PREP-PYP team. The PREP-PYP team incorporated the feedback and updates into the adapted lessons. The team then shared revised lesson plans with the special education teacher, who would provide feedback on the adaptations. This iterative process continued until the draft lessons were finalized and approved by project leadership. Table 2 is an overview of the adaptations by lesson and activity.

Table 2. Digital Citizenship lesson adaptations by lesson and activity

Lesson	Activity (time)	Adaptation
Both lessons	n.a.	Revised all individual or paired activities to be group discussions, sometimes adding context or guidance for students and teachers to explain main takeaways.
	n.a.	Increased the level of facilitator scripting and discussion guidance throughout.
	n.a.	Added notes and prompts for teachers on how they could break the lesson into shorter pieces to deliver over a longer period.
	n.a.	Replaced lesson quizzes with group lesson reviews.
	n.a.	Updated terminology throughout for easier comprehension.
	n.a.	Increased the delivery time for most activities to allow more time for facilitators to assess student comprehension and complete activities.
Chatting and Red Flags	Pre-Teach and Comprehension Check (20 min)	Added this section to ensure students understood the terms “risk” and “risky behavior” before they were given the main lesson content.
	Consider: Risky Online Relationships (20–30 min)	Added facilitator guidance on where to pause the MoviStar: Love Story video to assess student comprehension at two points within the video, not just at the end.
	Reflect: Texting Situations (20–30 min)	Added two scenarios from the Digital Citizenship 6th grade Chatting Safety Online lessons and a group discussion about risk to give students a better foundation for how to chat safely online and introduce the concept of grooming.
	Explore: Sheyna’s Situation (30 min)	Removed the Sheyna’s Situation handout and turned it into a group activity. Added a second scenario with Sheyna to reinforce the Feelings and Options thinking routine steps.
	Analyze: Complicate It (10 min)	Removed activity to simplify the discussion of the scenarios.
	Wrap-Up: Review (20 min)	Changed the lesson quiz into a group lesson review.
Rewarding Relationships	Consider: Texting and Talking (10 min)	Updated the Teen Voices video to feature youth with IDD.
	Explore: Friendships and Boundaries (20 min)	Removed the handout and turned it into a group activity that walks through the steps of the Feelings and Options thinking routine as a group rather than having students respond individually in writing.
	Analyze: Flag It (20 min)	Removed the Jason and Tim scenario handout and turned it into a group activity.
	Review (no time specified)	Changed the lesson quiz into a group lesson review.

n.a.: not applicable

B. Practitioner feedback

The PREP-PYP team shared the draft adapted lessons with two special education teachers and a professional serving youth with IDD to obtain feedback on the lessons. The team met with each practitioner to describe the process used to select and adapt the lessons, provide an overview of each

lesson, and give instructions for their review. The teachers received high-level review questions to ensure each teacher considered consistent topics (see text box); however, the team welcomed any feedback the reviewers provided even if it fell outside of the scope of the questions.

After each practitioner’s review, the PREP-PYP team conducted an interview to discuss their feedback. All practitioners also provided written feedback on the lessons. Their feedback was overall positive, but they also had useful feedback on ways to improve the lessons. The feedback included updating some terminology and phrasing, such as expanding references to “parents” to “parent or an adult that cares about you” to be inclusive of a variety of family types; updating the lesson slides to include more graphics; and adding facilitator prompts to activities with videos recommending facilitators play them more than once and pause occasionally to discuss the video with students to assess comprehension.

The PREP-PYP team implemented these changes and then shared the adapted lessons with Common Sense Education for review to ensure the developer supported the changes. OPRE and FYSB staff then reviewed and approved the materials before the pilot.

Practitioner Review Questions

1. Do you think youth will relate to the examples and scenarios used in the lessons? If not, what do you suggest we change?
 2. Are there any text edits you would recommend to make the modules easier to understand for youth with intellectual and developmental disabilities?
 3. Is there anything you would change about the facilitator guidance? Is the level of guidance sufficient or too much?
 4. Is there any additional feedback you would like to provide about the lessons?
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IV. Implementing and Improving the Internet Safety Lessons

Four schools in the northeastern United States piloted the two adapted lessons from May to September 2022. The purpose of the pilot was to better understand implementation in a real-world context, assess youth engagement in the lessons, and receive feedback from facilitators and youth with IDD on how to improve the lesson content. The pilot addressed four research questions:

1. What were facilitator and youth perceptions on the content of the lessons?
2. What was the extent of youth engagement in the lessons?
3. Do the lesson plans provide clear guidance to facilitators on how to implement the lessons? What could be clarified, expanded, or updated?
4. What modifications are needed before the lessons are finalized for dissemination?

This section describes the schools involved in the pilot, the methodology, and the feedback from the youth and facilitators who participated. We then present the revisions we made to the lessons using our findings from the pilot and discuss recommendations for potential future revisions.

A. Selecting and preparing schools for the pilot

The PREP-PYP team used snowball sampling to identify and recruit schools (both private and public) and community-based organizations (CBOs) through ACF and Mathematica staff contacts. We also used internet searches to identify additional schools and CBOs that serve youth with IDD. In total, we approached 20 schools and CBOs from March to August 2022. The team aimed to recruit and include a diverse national sample with variation in educational setting, geographical location, urbanicity, student race and ethnicity, socioeconomic status, and severity of disabilities.

Sites were eligible to participate if they served youth ages 13 to 25 and if they could implement the lessons in a stand-alone classroom of youth with IDD rather than a mixed-ability classroom. However, only youth age 21 and younger were involved in the focus groups due to the age requirements of the PREP program. The PREP-PYP team screened each site that responded to requests for participation to determine whether they met the pilot inclusion criteria. Of the 20 sites contacted for participation, 4 sites—all schools—agreed to participate in the pilot. Although the team aimed to recruit geographically and demographically diverse sites for the pilot, we were unable to do so for several reasons. For example, all schools and CBOs contacted during initial outreach indicated interest in participating, but many were unable to do so because of the pilot timeline, which occurred at the end of the 2021–2022 school year and beginning of the 2022–2023 school year when most schools did not have flexibility to add content to their schedule. Also, several sites had limited staff availability or capacity to conduct the pilot, which was exacerbated due to the ongoing COVID-19 pandemic. In addition, a couple of sites had approval at the school level, but district approvals did not meet the deadline for participation. Despite the limitations of the sample represented in the pilot, our feedback on and recommendations for improving the lessons for youth with IDD were insightful.

The PREP-PYP team conducted an orientation meeting with each school before they implemented the lessons. The orientation lasted up to one hour and included information about the purpose of the pilot and an overview of the lesson plans and slide decks. Because Digital Citizenship is designed to be delivered “off the shelf” without formal training, we did not train the facilitators on implementation. We also used the orientation meeting to confirm implementation dates and coordinate data collection activities. The

PREP-PYP team maintained contact with each school throughout implementation, ensuring each school had support for delivering the lessons and collecting data, as needed. Facilitators received a \$500 honorarium for the preparation time required to deliver the lessons. Each school also received a \$500 incentive for participating.

B. Collecting data

The pilot used a mixed methods design to document how schools implemented the lessons and learn from multiple perspectives. Data sources included an implementation log, classroom observations, facilitator interviews, and youth focus groups. Schools chose whether to conduct each data collection activity virtually or in person (Table 3). The PREP-PYP team observed classrooms and interviewed facilitators virtually in three schools and conducted youth focus groups in person in three schools. The Office of Management and Budget and the HML institutional review board reviewed and approved the pilot study procedures.

The PREP-PYP team obtained parental consent for youth's participation in the focus groups through an online consent form created in QuestionPro. This consent was necessary for youth younger than 18 or youth 18 and older who were still in the care of a legal guardian. Each facilitator emailed a link to the consent form to the legal guardians of the students in their classroom. The team monitored parental consents as they were completed and notified facilitators about who had completed them so they could follow up as needed. Additionally, the team obtained youth assent, for youth younger than 18, or consent, for youth 18 or older, before starting each focus group. Several youth who declined to give assent or consent, even when their legal guardian had consented, returned to class in lieu of participating in the focus group.

Table 3. Data sources

Method	Purpose	Mode and duration	Number completed
Implementation log	Capture quantitative data on implementation, such as dosage, student engagement and participation, and facilitator satisfaction. Also capture qualitative data on facilitators' immediate reflections about implementing each lesson, including any adaptations they needed to make	Mode: Online form Duration: 5–10 minutes per lesson	19 ^a
Classroom observation	Capture information about lesson delivery and assess student engagement in the lessons	Mode: Virtual or in person Duration: Same as lesson delivery	5
Facilitator interview	Capture qualitative feedback on facilitators' reflections about their satisfaction with the lessons, students' response to the lessons, and any adaptations they recommend making to the lessons	Mode: Virtual or in person Duration: 1 hour	6
Youth focus group	Collect youth's feedback on and perceptions of the lesson content and delivery, the extent of their participation and engagement in the lessons, and their recommendations for improving the lessons	Mode: Virtual or in person Duration: 1 hour	4 (15 youth total)

^a Facilitators were asked to complete one log for each implementation session they delivered, since most lessons were delivered over more than one session; however, not all facilitators completed a log for each session, instead completing one log per lesson. The total number of logs was the number of logs completed across the six facilitators.

C. Implementing the lessons

The pilot took place from May through September 2022, with a total of 38 youth across the four schools. All schools delivered the lessons in person, with various COVID-19 protocols in place according to implementation log data and classroom observations (see Table 4). For example, during classroom observations, the PREP-PYP team noted facilitators wore masks in three schools; in one school all youth were wearing masks. Support staff were present during implementation in three schools to assist with student needs and behaviors, but they did not co-facilitate the lessons. The team does not have information on the specific disabilities of the students participating in the pilot to protect their privacy, but based on the information gathered from the facilitators and in the classroom observations, the team believes the pilot involved youth with a wide range of disabilities and levels of functioning, allowing us to gather information on how the curriculum functions with youth with different levels of cognitive functioning.

Based on implementation logs and classroom observations, schools implemented both lessons with various adaptations. We expected this, because one goal of the pilot was to determine the guidance to provide on optional adaptations. Although the schools primarily followed the content and activities included in the lessons, all schools changed the time frame for delivering the lessons. All facilitators delivered Chatting and Red Flags in two sessions. Some facilitators delivered Rewarding Relationships in one session, whereas others split it into two. All facilitators divided each lesson into smaller sessions to align with their school schedule and the learning needs of their students. In addition, some facilitators revised terms or added prompts to assess comprehension. For example, one observer noted that a facilitator changed the phrase “messaging app” to “texting” to help students understand, and another

noted a facilitator showed a video a second time to help students identify the signs of a healthy relationship. The activities with the most changes were also those that took longer to deliver on average. In some circumstances, due to the level of functioning of youth in the classroom, facilitators were unable to cover every activity in the lessons. However, in every classroom, facilitators covered the key concepts of the lessons. More detail on this follow in section E.

Table 4. Implementation characteristics of schools participating in the pilot

State	Type of school	Funding	Number of youth	Number of facilitators	Number of sessions	Support staff present?
Maryland (Suburban)	Independent day school	Public/private	15 (Classroom 1) 12 (Classroom 2)	3	8 (4 per classroom)	Yes
Massachusetts (Urban)	Residential and day school	Public	4	1	4	Yes
New Jersey (Suburban)	Public high school	Public	2	1	2	No
Vermont (Urban)	University continuing education	Tuition	5	1	4	Yes

Overall, observers noted that all facilitators except one were well prepared for the lessons. Being well prepared included demonstrating effective content knowledge, being comfortable and confident with the content and methods, and being familiar with and prepared to deliver the lessons. In addition, the observers noted that all but one facilitator implemented the curriculum with high quality by being prepared and comfortable with the lesson content, having rapport with the students, and implementing with enthusiasm and energy. Facilitators used similar teaching techniques regardless of the disabilities of their students; however, in classes with students who functioned at lower levels, facilitators had to pause more to assess comprehension and review content before moving on. The primary strategies facilitators used to engage with students were calling on specific students and asking open-ended questions. Finally, observers noted that most students were engaged in the lesson content, even those who needed to walk around the classroom during the lesson or wear headphones. The students, including those who walked around or wore headphones, showed engagement by answering the facilitator’s questions and taking part in activities.

D. Analyzing data

The PREP-PYP team analyzed data collected during the pilot. The team analyzed quantitative data using descriptive summary statistics. Qualitative data were coded and analyzed in NVivo using a codebook the team created from the pilot research questions. The team used the analysis to identify themes about lesson delivery and content and to examine youth learning and engagement in the lessons. The analysis also helped the team identify immediate revisions to the lessons and recommendations to improve future lessons.

E. Understanding facilitator feedback on modules

The six facilitators were notably positive about the adapted lessons. They provided important feedback on the lesson content and format as well as ways to improve them, but they overwhelmingly thought the lessons provided necessary information for youth and in an engaging way. The following section

describes facilitators' feedback about the lesson plan format, lesson content and activities, and facilitators' perceptions of youth engagement in the lessons.

1. Feedback on lesson plan format

Facilitators described the lesson plans as thorough, straightforward, and easy to follow. Overall, they thought the plans were a useful tool to prepare facilitators to deliver the lessons. Facilitators took 15 to 30 minutes to prepare for each lesson, which they said was sufficient. The amount of preparation time varied based on each facilitator's comfort with delivering new material and any adaptations they needed to make for their specific student population. Facilitators liked the flexibility of the lesson format and that they could adapt it to fit the needs of different populations and classrooms. They also liked that lessons allowed for incorporating additional activities or resources. The upcoming text box on recommendations gives facilitators' suggestions for improving the lesson plan format.

"The directions are simple, and they're really well written. I understood the lessons; I knew what I needed to do."

-Facilitator

Recommendations to improve the lesson plan format

Facilitators suggested several ways to make lesson plans easier to follow and to improve facilitation and student learning.

- **Break up the text** with bullets and highlight discussion questions so that facilitators can refer to the lesson plans more readily during instruction. Consider making the lesson plan available as an editable document in which facilitators can insert notes as they prepare to deliver the lessons.
- **Provide guidance on how to divide lessons** according to topic or within 30- to 40-minute class periods. Note that lessons might need to be limited to 15 to 20 minutes for lower-functioning youth or that facilitators might want to spend more time on the lessons depending on the learning needs of their youth and to ensure students understand the material.
- **Note specific places where facilitators can pause videos** and note specific questions to ask at each point. This guidance could help with differentiated instruction or be helpful for inexperienced facilitators. Youth with IDD can struggle with the broad questions posed before watching the videos and might not be able to keep the question in mind throughout the entire video; therefore, pausing the video and asking targeted questions could help students understand the material.
- **Include additional resources or visuals** that facilitators could use to ensure student comprehension.

2. Feedback on lesson content and activities

Facilitators provided mostly positive feedback about the lesson content and activities, but also identified some challenges, which are outlined below. Facilitators thought the lessons introduced youth to key internet safety concepts they need to have safe and healthy relationships online. These include how devices affect their relationships and how they can respond to a red-flag feeling. They noted that younger students might have not been exposed to this information yet, so it provided a helpful introduction. And although many of the older students might have already been exposed to these messages, the facilitators

thought the lessons reinforced content and provided tools for them to apply safety strategies in their online and in-person interactions.

Overall, facilitators thought the lessons addressed situations that youth may face in their day-to-day lives online, including chat and text interactions. They reported the activities helped youth think about different online situations, how those situations might make them feel, and how they can respond. Facilitators cited several specific strengths of each lesson:

- **Chatting and red flags.** It helped students understand the concepts of red-flag feelings and grooming. It especially helped students see how red-flag feelings can arise in different situations and to varying degrees. One facilitator stated that including red-flag feelings in Lesson 2 helped further youth’s understanding of the concept.
- **Rewarding relationships.** It helped students think about both in-person relationships and online-only interactions. The concept of healthy boundaries was new to many students, so this introduction was helpful. A facilitator recommended adding pre-teach content to ensure students knew what “boundaries” meant before starting the lesson activities.

a. *Identified challenges with lesson content*

Facilitators identified some overarching challenges with the lesson content for youth with IDD. First, they noted that the lessons might not be suitable for all youth with IDD because the content might be too challenging for students with the lowest functioning. The PREP-PYP team also documented this challenge during observations of the lessons in schools that served more youth with IDD who were lower functioning.

Second, youth struggled with concepts that the lessons did not explicitly show or state. Youth with IDD can have trouble understanding ideas that are implied or for which they must infer information from complicated contexts. For example, one video shows a situation where two teens are texting each other. When they go to meet, it ends up being two older men who were pretending to be teens. Some students did not initially understand that the teens were representing who each person thought they were communicating with online, but it turned out to be someone trying to groom them. As expected, the facilitators had to spend time explaining this and show the video more than once, as recommended in the lesson plan, to help students understand. However, in some cases, facilitators needed even more time and discussion than we initially anticipated. They said watching the video and having thoughtful discussions helped the students understand this content.

“[Students] know that people should be kind and respectful and honest. But when we ask the question, ‘How can you tell something is healthy?’ ...it’s going to be crickets until we say, ‘Okay, think about ways that you want to be treated.’ As soon as I asked that, the youth said, ‘with kindness.’”

-Facilitator

“I think it’s pretty grab and go and it’s well planned so someone could just integrate it into their classroom.”

-Facilitator

“I definitely would recommend [the lessons]. I’m just thinking of some of my colleagues [where the lessons] really wouldn’t be appropriate for some of their students. They would be too challenging for some of our students in our program, but I think there are definitely other [students] that it would definitely be appropriate for.”

-Facilitator

Third, facilitators noted repeatedly that youth with IDD have difficulty imagining what they could do or say in a potential situation. They struggle more than other youth with communication and putting into words how they might respond in a potential situation. Although the Feelings and Options thinking routine steps helped youth think about different scenarios or dilemmas, facilitators thought youth with IDD needed additional practice with these steps beyond the time indicated in the lessons. For example, a student might be able to identify a challenging situation, such as a person trying to groom them, but might need more practice on how to imagine how they could handle it or what to say to the person—for example, telling their parents about it, or telling the person to stop contacting them.

b. Youth comprehension

Facilitators reported that the lesson reviews at the end of each lesson went well and the youth enjoyed responding to the scenarios. They indicated that youth liked playing games and answering multiple-choice questions, so the reviews aligned well with that strategy to engage youth in learning. The students also felt more confident when they found out their responses were correct. This might explain why facilitators noted youth comprehension was slightly higher in the lesson review than in other activities such as some of the scenarios that required more group discussion.

That said, when facilitators discussed their strategies for engaging youth, they spoke at length about how they checked youth learning throughout the lessons. They thought it was important to gauge youth comprehension of key concepts throughout the videos and scenarios so they could scaffold the information as the lessons progressed. They used both the prompts in the lesson plans and their own questions to do this. Although the lesson review was a well-received activity at the end of each lesson and helped wrap up the content, targeted questions during the lessons were critical in ensuring youth understood the material throughout the lesson and determining what information facilitators needed to review with youth again.

“Some of my higher-level kids picked up on the concepts really well and they were engaged in it. Then some of my lower-level kids, they were still able to participate even though I’m not 100% sure how well they interpreted some things. But overall, across the board, it met almost everybody’s needs.”

-Facilitator

3. Feedback on student engagement

Overall, facilitators thought youth actively engaged in the lessons and enjoyed the content. They rated youth participation in the lessons—defined as students listening and interacting during lesson activities—as moderate to high in their implementation logs, and reported that youth were excited about the information. The lessons even prompted some youth to look outside of class for other scenarios that exemplified the red-flag feeling, grooming, and healthy relationships concepts taught in these lessons. In two schools, students shared their findings with other youth in the class, which sparked further conversation about the concepts.

Facilitators liked that the lessons included videos and scenarios. Facilitators said youth responded well to these, and they helped make the lessons more relevant to youth in this age group. However, facilitators explained that some youth with IDD have limited social interactions and friends. Therefore, some scenarios that rely on conversations between friends might make some youth sad or uncomfortable. Facilitators did not think the scenarios or videos should be altered to remove discussion of friendships, but they noted that future facilitators might need to consider this when planning the lessons. They also

thought the lessons should include more games or activities with multiple-choice options because youth enjoy those, and they help youth retain key concepts. Facilitators also suggested adding an online gaming scenario because so many of the youth play online video games.

Strategies facilitators used to engage youth

In their feedback, facilitators highlighted several key strategies that helped them implement the lessons with a focus on student engagement and learning.

- **Divide the lessons into smaller parts.** The full lessons do not fit within a regular classroom period, and youth with IDD are unable to focus on the content in each lesson for the full amount of time. Condensing the lessons into even shorter lessons (approximately 15 to 20 minutes) and delivering them over a longer period could help lower-functioning youth better understand the information. Youth might retain the information better if the lessons are delivered over a period longer than a week or are repeated more than once during the school year.
- **Focus on understanding key vocabulary.** Facilitators spent a considerable amount of time helping students understand the key vocabulary in the lessons. Although “risk” and “risky behavior” were part of the pre-teach in Lesson 1, which was beneficial, discussing in more detail the concept of “boundaries” in Lesson 2 could be helpful.
- **Identify specific actions.** Information for students with IDD must be very concrete. Students benefit from identifying what specific action in a scenario is causing a red-flag feeling so they can process why that behavior is not appropriate. After students connect the red-flag feeling to the action, facilitators can ask them to think about strategies to address the feeling.
- **Do comprehension checks throughout.** More comprehension checks are needed throughout each video or scenario to help scaffold the information for youth. The lesson plans note some areas where this can occur, but breaking down different parts of each video or scenario could help students process each piece of information, then build on it.
- **Ask targeted questions.** The broad discussion questions should be broken down into questions targeted to specific parts of the video to help youth better understand concepts that may be too abstract. Direct questions help students respond and build their understanding of the concepts.
- **Include additional resources or visuals** that facilitators could use to ensure student comprehension.

F. Understanding youth feedback on the lessons

Focus groups with youth who participated in the lessons provided valuable information from their perspective and corroborated information obtained through the implementation logs, facilitator interviews, and classroom observations. The sections that follow highlight key findings from the four focus groups conducted with 38 youth during the pilot.

1. Youth feedback on the lessons

The youth had an overall positive response to the lessons. They liked the inclusion of videos and scenarios and enjoyed the discussions of key concepts throughout those activities, such as how to tell if an online relationship is risky. The information in the lessons was new for some youth, but others had heard similar information before (see quote at right). This seemed to affect whether they thought the lesson content was easy or difficult to understand at first. For those who had more difficulty understanding, they suggested facilitators spend more time breaking down the information throughout the lessons. They also thought more pictures or other visuals would help.

“For me, I have been doing all the things. The lessons were just a good refresher honestly, so it did help me with that, but nothing really overall new to me, because again, I have experienced a little bit and I [have] heard stories.”

-Youth participant

The differences in understanding the lesson content contributed to several youth suggesting that the lessons are more useful for adolescents who have not previously had education on healthy online relationships. That said, many youth who had learned about this topic before still thought the lessons were a good reminder and helped them understand important ideas, such as grooming and red-flags feelings.

The youth also thought the lessons were mostly engaging and relevant to their lives. Most reported spending time on the internet or texting with friends, and that they sometimes need help knowing what to do in uncertain situations. Although the videos and scenarios helped them think through potential situations, they wanted more scenarios to help them respond in real situations. One youth participant noted that if parts of the lessons were geared toward youth with previous experience in the lesson content, then including more complicated or nuanced scenarios could help youth better identify red-flag feelings. The youth also wanted more games or activities to practice how they would respond if they had a red-flag feeling or to maintain healthy boundaries in relationships. They suggested adding an online gaming activity, which the facilitators also pointed out.

“I would say that they’re pretty good lessons to help youth, because there’s a lot of things that can happen online that you won’t be aware of.”

-Youth participant

2. Youth perceptions of how the lessons will affect their online behavior

Some of the youth said the adapted Digital Citizenship lessons will change their online behavior. Youth who did not think it would change their behavior said this was because they already know how to stay safe, or they talk with a parent or trusted adult when situations arise. They liked that the Rewarding Relationships lesson addressed friendships and how to handle uncomfortable situations with friends and noted wanting more information on this topic. Older youth especially appreciated this topic because it was relevant to situations they are dealing with, and they need help navigating these situations.

“[The lessons] might change the way I interact with my friends, because some of them do ask me to do some things [I don’t want to do]. I discuss [what my friends ask me to do] with my parents, and I don’t want to make a big deal of it ... [I want to be] more confident about saying no to my friends.”

-Youth participant

G. Integrating feedback into the final modules

Following the pilot, the PREP-PYP team integrated feedback from the pilot into the two lessons to improve them before disseminating them to the public. These changes included the following:

- Making slides for pre-teach content to introduce the concepts of risk and risky behavior and to show how these differ from physical risks outside one’s control such as getting in a car accident.
- Updating scenarios to be more relevant to the life experience of youth with IDD, for example, integrating online gaming into a scenario.
- Updating visuals throughout the slide decks to help students understand the content and follow along during the lessons—for example, by making chat discussion visuals bigger and the text bubbles distinct so students can follow the chat easily.
- Including a pre-teach on boundaries in Rewarding Relationships to ensure students understand the concept before delivering the main lesson content
- Updating videos to make them shorter and easier to follow for students—for example, removing clips from the Teen Voices video to make it shorter.
- Updating facilitator guidance throughout the lessons to add flexibility in delivery and guidance on reinforcing key concepts—for example, pointing out specific spots where a facilitator can stop the lesson and pick up another time.
- Updating questions to be more targeted and adding comprehension checks throughout—for example, including prompts where a facilitator can ask students to explain a concept after it is presented to assess comprehension.

1. Recommended changes for future updates

Facilitators and youth provided a range of suggestions to improve the lessons, but some of those improvements required more extensive changes that could not be implemented in the time frame of the PREP-PYP project. These included suggestions to add more games and online elements, develop components aimed at the different needs and abilities of youth, and provide more opportunities to reinforce content through role-plays and scenarios. Table 5 outlines the suggestions and recommended changes that curriculum developers can consider if the lessons undergo any future updates.

Table 5. Recommendations for future updates

Feedback provided	Recommended changes
Youth have different learning needs, and facilitators will not always have time to tailor the lessons.	<ul style="list-style-type: none"> • Provide multiple slide and video options to aid in differentiated instruction. • Include a scenario or video for older or more experienced youth that highlights grooming, red-flag feelings, and manipulative behaviors that are not so obvious.
Youth need more practice with identifying concepts and how to respond to situations, including what to do when they have a red-flag feeling.	<ul style="list-style-type: none"> • Include more scenarios to help students practice and role-play, including complicated friendship situations. • Create a video that shows different ways a person could respond to a situation and how the person could communicate their response. • Add a booster session that teachers can use later in the year to reinforce concepts.
Youth engage particularly well in games and hands-on activities.	<ul style="list-style-type: none"> • Create more games, multiple-choice questions, and activities that youth can do throughout the lessons to apply to information they are learning. • Include a chatbot activity so youth can practice responding and communicating to situations in real time.

V. Considerations for Future Programming

Implementation recommendations

The PREP-PYP team has updated the Digital Citizenship lessons to some extent, but educators considering implementing the lessons with youth with IDD should review the optional engagement strategies included in the lesson plan guidance. These include dividing the lessons into smaller segments, reinforcing key concepts and vocabulary throughout activities, using comprehension checks and targeted questions to assess comprehension, and including additional resources and visuals. In addition, although the lessons reinforced content for older students who may have already learned about internet safety concepts, the lessons might be most appropriate for youth who are less experienced with the internet and challenging relationship situations, to prepare them as they start to have an online presence and navigate more complex in-person relationships. Facilitators should be prepared to spend more time reviewing the Feelings and Options thinking routine to ensure youth understand the concept and are prepared to apply it. Finally, if working with youth functioning at relatively lower levels, facilitators might need to tailor the lessons more than with other youth. Using the lessons with these youth is feasible, but tailoring the lessons would make the content even more accessible for this population.

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VI. Conclusion

The findings from the PREP-PYP project reveal that the Digital Citizenship lessons for youth with IDD are much-needed resources that fill a gap in sexual health and relationship education. Educators and youth were excited to engage with the material, and many schools that could not participate also indicated interest in the lessons. Furthermore, facilitators and youth reported that the lessons advanced their understanding of internet safety and healthy relationships by providing relevant content in an engaging manner. However, this was a basic implementation pilot to assess the feasibility of implementation of the lessons in a real-world setting, along with general satisfaction with the lessons. Future research could include an outcome evaluation that examines data from students before and after completing the lessons, or a more rigorous impact evaluation of the lessons to determine how they affect students' knowledge, attitudes, and behaviors. This additional research could provide more rigorous evidence to support the facilitator and youth feedback during the pilot—feedback confirming they found the adapted Digital Citizenship lessons taught youth with IDD important skills they need to have safe interactions online and build healthy and rewarding relationships both online and off.

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Appendix A

**Experts consulted to identify the needs of youth
with IDD and gaps in existing sexual health curricula**

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Appendix A Experts consulted

Name, title, and affiliation	Relevant experience
Julie Atkinson Research professional, University of Alaska Center for Human Development	Project coordinator, Friendships & Dating Program
Cheryl Blair Health education coordinator, Kent Intermediate School District, Michigan	PREP grantee developing adaptation of Making a Difference! for youth with IDD
Barri Burrus Director, Center for the Health of At-Risk Populations, RTI International	PREP grantee technical assistance (TA) provider
Kim Robert Clark Professor emeritus, Public Health Education in the Department of Health Sciences at California State University, San Bernardino	Co-developer of Positive Prevention PLUS – Special Education Edition
Melissa Dubie Research associate, Indiana University, Institute on Disability and Community	Co-author of the curriculum Intimate Relationships and Sexual Health: A Curriculum for Teaching Adolescents/Adults with High-Functioning Autism Spectrum Disorders and Other Social Challenges
Chris Lesley Teacher, Cedar Springs High School, Michigan	Special education teacher
Hannah Ginn Project coordinator, Wyoming Institute for Disabilities	PREP grantee implementing Friendships & Dating Program
Lindsay Sauve Program and evaluation manager, University Center for Excellence in Developmental Disabilities, Oregon Health and Sciences University	Member of the of the Oregon Sexual Health Equity for Individuals with Intellectual/Developmental Disabilities Project
Ina F. Wallace Senior research public health analyst, RTI International	PREP grantee TA provider
Karen Ward Director, University of Alaska Center for Human Development	Curriculum developer of Friendships & Dating Program curriculum
Renee Wyman Teacher, Sparta High School, Michigan	Special education teacher, assisted with adapting Making a Difference! for youth with cognitive impairments

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Appendix B

Sexual health curricula for youth with IDD included in curricula review

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Curriculum	How identified	Materials reviewed
Family Life and Sexual Health Special Education (FLASH)	Internet search	Full curriculum
Friendships & Dating Program	Expert discussion	Full curriculum
Intimate Relationships and Sexual Health: A Curriculum for Teaching Adolescents/Adults with High-Functioning Autism Spectrum Disorders and Other Social Challenges	Expert discussion	None, curriculum summary not available online
Life Facts: Sexuality and Sexual Abuse Prevention	Internet search	Full curriculum
Making a Difference! for youth with cognitive impairments	Expert discussion	Full curriculum
Positive Prevention PLUS: Special Education Edition	HHS Teen Pregnancy Prevention Evidence Review	Full curriculum
Sexuality Education for People with Developmental Disabilities	Internet search	Full curriculum
Promoting Behavior through Live Movement and Sound—Autism Spectrum Disorder	Federal grantee implementing	None, under development during research

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