Media Literacy & Neurodivergence

Knowing and addressing the needs of neurodivergent young people



DigAble

To address neurodivergent youth's needs and capacities with interventions and policies promoting digital participation

- participatory multi-method project
  - focus groups with neurodivergent youth, caregivers, and professionals
  - scoping and critical reviews of evidence-based interventions
  - a Delphi study about choosing and using media rules and interventions
  - supported by stakeholder advisory group

A gap?

An evidence base may expand while remaining selective in the populations it helps

- our scoping review identified 131 tested media interventions
  - 57% interventions self-identified as literacy-oriented
  - 5 interventions were tested on neurodivergent youth
  - 75% interventions were tested in schools
  - 12% interventions were self-guided and few included supports for parents and professional caregivers

The lack of testing for neurodivergent youth does not necessarily mean interventions are not suitable or effective



Interventies Over ons

Zoeken

Doorzoek interventies

Themes

- [ ] Agressieve content en gedrag 26
- [ ] Commerciële content en gedrag 22
- [ ] Seksuele content en gedrag 5
- [ ] Waarden en misinformatie 26
- [ ] Onderwijs, leren en digitale geletterdheid 32
- [ ] Participatie en burgerbetrokkenheid 7
- [ ] Creativiteit en zelfexpressie 10
- [ ] Identiteit en sociale verbondenheid 9
- [ ] Onderwijs 0

Format

- [ ] Groepsinterventie 0
- [ ] Individuele interventie 0

School 12 - 18 jaar, 18 - 23 jaar

Veilig omgaan met sociale media via het eigen profiel

→

Online, School 12 - 18 jaar, 18 - 23 jaar

(Cyber)pesten aanpakken met NoTrap

→

Online, School 12 - 18 jaar, 18 - 23 jaar

(Cyber)pesten aanpakken met NoTrap

→

Universiteit 18 - 23 jaar

Studenten met een verstandelijke beperking leren om e-mail te gebruiken

→

School 12 - 18 jaar, 4 - 12 jaar

Kritisch omgaan met geweld in media

→

Anders, Universiteit 12 - 18 jaar, 18 - 23 jaar, 4 - 12 jaar

Behandeling van problematisch internetgebruik

→

Table 1: Which group do you identify with?

	Round 1	*Round 2*	*Round 3*
Expert-by-experience neurodivergent young people	27.8% (*n* = 10)	17.4% (*n* = 4)	16.7% (*n* = 4)
Expert-by-experience parents of neurodivergent young people	19.4% (*n* = 7)	30.4% (*n* = 7)	37.5% (*n* = 9)
Decision-makers in large care organisations and education	8.3% (*n* = 3)	4.4% (*n* = 1)	8.3% (*n* = 2)
Academic and industry experts in interventions for youth and/or media interventions	8.3% (*n* = 3)	8.7% (*n* = 2)	4.2% (*n* = 1)
Academic and industry experts in education and care for neurodivergent young people	11.1% (*n* = 4)	13.0% (*n* = 3)	12.5% (*n* = 3)
Academic and industry experts in youth, family, and media	16.7% (*n* = 6)	13.0% (*n* = 3)	8.3% (*n* = 2)
Academic and industry experts in education and media	8.3% (*n* = 3)	13.0% (*n* = 3)	12.5% (*n* = 3)
TOTAL	***n* = 36**	***n* = 23**	***n* = 24**

Recommendations

Neurodivergent-centred interventions are not always feasible or desirable, but adjustments can make neurodivergent youth visible

- involve youth in tailoring interventions for their context
- create a space for youth to share their knowledge and needs
  - availability is not the same as accessibility
  - consider confidentiality, weighting costs of disclosure, judgement
- promote adults' media skills and confidence
- consider tinkering by using practice elements

digitalemediainterventies.nl

digital media intervention research for young people across geo-cultural contexts: a critical review of bias and representation

practice elements of effective digital media interventions for youth: A distillation and matching approach