How to communicate with children with Intellectual Disability regarding Internet safety

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Management summary

This thesis answers the question how you should communicate with children with Intellectual Disability regarding Internet safety. Also, this research will discuss online behaviour of this group and if Internet classes will contribute to more awareness of the dangers on the web.

In the future, more children with Intellectual Disability will attend regular education due to governmental intervention. The government wants regular schools to be able to welcome all children, with or without special needs. Therefore, this research will help the teachers at regular education to get more insight about how you should communicate with children with Intellectual Disability.
On top of that, these children are more vulnerable to get victimised by criminal activities. At de Ziep, which is a school providing special education, children get involved in cyber bullying, cybersex, meeting with strangers from the Internet, etc. Children with this condition are handing over personal data such as their name or phone number. The school started Internet safety classes to educate their children about these topics. A research needs to be conducted to see if Internet classes will have impact on the children's online behaviour.

The results of the research concluded that literature written about communication are quite accurate but sometimes outdated. Also, there is a difference in online behaviour of children with and without this condition. Children with Intellectual Disability experience more cyberbullying and meet with more strangers from the Internet. Also, more hours are spent on the web compared to children without the condition.

It is advised that special education or regular schools start Internet safety classes since children with Intellectual Disability become victim of cyber bullying, cybersex and meeting strangers easily. Also, the Internet classes that have been given, give children with Intellectual Disability tools to solve or prevent certain dangers they may encounter Online. They are more able to recognise warning signs and involve an adult quicker when something gets out of hand.

To teach children with Intellectual Disability about behaving safely on the Internet, it is best to teach them a new structure. A new structure is taught by repetition. The more you repeat it, the better they will remember it. The best way is to give them a step by step plan. By giving them a step by step plan which they can apply on different situations Online, they will be able to identify warning signs and receive the tools to solve most issues by themselves.

Whenever you discuss important information, you should discuss it at the beginning of the class since then concentration is at its highest. When you communicate with a child with Intellectual Disability it is key to use short and simple sentences. Make sure you use different communication tools simultaneously, for example verbal communication and sign language. Also, give these children enough time to respond to questions since they process information slower than normally.

Table of content

Illustrations

List of illustrations		
Illustration 1	Restaurant at de Ziep	P. 6
Illustration 2	Outline of the report	P. 10
Illustration 3	Example of a symbol	P. 22
Illustration 4	Symbols used in class	P. 51

Figures

Tables

Introduction

'With every daily activity, like making a cup of tea, I have to think. Whenever something becomes too difficult my brain stops working, it becomes blank and I do not know what to do with myself. There is an error inside my head that I cannot solve', said one girl with Intellectual Disability. (BNN, Aflevering 8, 2011) Intellectual Disability means that there are limitations in intellectual functioning and adaptive behaviour. People with this condition will experience difficulties in practical skills, like living independently, and social skills, like making friends. (AAID) People with this condition function differently. Not only are normal activities like doing groceries difficult for them, also communication is not self-evident. Therefore, this research gives insight into children with Intellectual Disability and the way you should communicate with them.

Like normal children, they spend time on the Internet as well. Though, due to the condition they are more likely to get involved in incidents. This will be explained more in-depth in this paper later on. At one school, de Ziep, they already experienced incidents that occurred with children with this condition. This is also the school where this research will be conducted. This school provides special education to children with special needs, e.g. Intellectual Disability that mostly goes hand in hand with autism, Down Syndrome, etc. Due to the incidents, the school started a program on Internet safety. This paper gives insight about online behaviour of children with this condition, but also about the effect of implementing Internet classes. Since research about online behaviour has only been conducted with children without Intellectual Disability, it is important that an analysis is made between the two groups to look for similarities and differences. With these results, schools will gain a better insight about their children's online behaviour.

The PEST model is used to describe the school where the research will be conducted and the situation the school is currently in. The PEST model covers the themes: politics, economic, social and technology. Though, economics will not be discussed because it is not relevant for this research.
The school where the research is conducted is called de Ziep and is specialised in children with learning disabilities. Most of the children have Intellectual Disability which in most cases goes hand in hand with other disabilities.

POLITICAL

In August 2014, the government wants as many children to attend regular education. This means that also children with Intellectual Disability should be able to go to these schools. With extra guidance, this change should be successful according to the government. (Rijksoverheid, 2013)
For de Ziep this means that fewer children will attend special education. This is also due to that sometimes parents overestimate their children. By more children with Intellectual Disability attending regular schools, it will also cause children to come back to de Ziep who have not been able to fit in the regular school system. Mostly these children have fear of failure because they were not able to keep up with classes at their previous school. This means that these children are afraid to ask for help and pretend as if they understand while they do not. For teachers at de Ziep, it costs a lot of time to break this behaviour, it can take more than one year before these children have the courage to ask for help.(See Appendix 1)

SOCIAL

Children who want to attend this school need a special indication. The special indication proofs that a child has an IQ below 70, which is necessary to attend this school. This school teaches children with Intellectual or multiple Disabilities. The students will stay at this school from the age of 12 until 20.
The goal of the school is to give children meaningful education and guidance so the children will be able to work as independently as possible in the future and

become integrated in society. Each child will follow an internship period to get experience to work in an organisation.

Illustration 1 | Restaurant at de Ziep

Since the children who attend this school are very diverse in intelligent level and disabilities, each child has its own programme that he or she needs to work on. Compared to normal schools where children get classes as history, biology and geography, children attending this school will learn different skills that will suit their future jobs. Examples are working together with a cook and preparing simple dishes. At de Ziep, every Wednesday evening they turn their canteen into a restaurant, welcoming people to eat at a low price and giving the children the opportunity to practice working at a restaurant. Also, going to the supermarket doing groceries can be part of the programme. (Ziep)

TECHNOLOGY – PROBLEM DESCRIPTION AT DE ZIEP

This school has started a programme to teach the children online behaviour and to be aware about the dangers. The problems started with Habbo Hotel, which is a social networking service aiming at teenagers. It is a virtual world where you can create a character, make a home by buying furniture and chat with friends (Hotel, 2014) The school noticed that their kids played this in their computer room. When supervising the children online the teacher saw the children giving their personal data, such as address, name, etc. This was shocking to the teachers and therefore immediately started researching this. The teachers realised that the children were giving personal information at home and at school to strangers. The children were not aware of the dangers of this behaviour. At the

same time, Habbo Hotel was an hot topic on the news. In de Volkskrant an article was published: 'Habbo Hotel a paedophile haven'. One of the reporters registered herself on Habbo Hotel and experienced many sexual chats and interactions. She received private messages containing questions if she had a webcam, MSN or Skype. (Lier, Tienercommunity Habbo Hotel speeltuin voor pedofielen, 2012) That was the first red flag the school received and they decided to start classes about Internet safety. Though, other incidents occurred as well. Examples are a girl getting in to contact with lover boys and some students being bullied online. Even though de Ziep tried to inform parents and giving advice about supervising their children, the school still found it necessary to teach the children about Internet safety. Every year, parents are invited to school to discuss the problem. As said before, the school tries to advice parents how they can prevent incidents from happening. Though, teachers are not able to control what happens at home. (See Appendix 1)

FUTURE PERSPECTIVE OF THE CHILDREN

The goal of the school is to prepare them for a job. There are three situations they will go to after attending this school. The most ideal is that they will get a job and work under guidance of a supervisor. The job will entail easy proceedings such as cleaning tables in a restaurant. Though, in an interview with one of the teachers she said that this happens rarely. One of the reasons is that it takes too much time and money to supervise these children. On top of that, the things they can do are very limited to simple routine tasks.
The other option is that they will go to a group home where simple routine jobs are done with the residents. They are under supervision of the staff.
The last option is being in a group home and not working at all. In this situation, simple tasks are too difficult for them. Their daily lives are filled with coffee breaks, tinkering, watching movies, etc. (Ziep)

1.3 | PROBLEM DESCRIPTION OF THE THESIS

While doing research about Intellectual Disability it became evident that there is

not a lot of information about children with this condition. The reason that there is so very little information about this group goes back in history. Children with this condition were seen as ill people and a threat to society, instead of people who can take part in society. (Keystone) Nowadays, all children have to attend school until their 18th in the Netherlands. Children with Intellectual Disability mostly end up in schools which provide special education. Though, begin 2014, more children with Intellectual Disability will attend regular schools while teachers at these schools are not specialised in this group of children. The government decided that all schools should have a duty of care, meaning that all children should be able to attend regular schools. Children with special needs can attend regular education where they can receive extra guidance. (Rijksoverheid, 2013) Though, how to communicate with these children is different compared to children without the condition. Therefore, this paper will help these teachers to get more insight in how to communicate with this specific group.

Since Internet is becoming more integrated into lives of all us, new rules and boundaries have to be made, just like in real life. Though, not everyone seem to be aware of the dangers that lure around the World Wide Web. Especially children with Intellectual Disability are vulnerable for this threat. Later on in the paper, we will justify why this group is indicated as vulnerable. Also, since there is so little information about children with this condition and online behaviour, this paper will give more insight about that topic. By comparing researches with children who do not have Intellectual Disability and children who have, we can make a comparison in behavioural traits on the Internet.

Teachers at de Ziep saw their students hand over personal information to strangers at a social network site called Habbo Hotel. Therefore, the school was shocked of the unawareness of the students that you should never hand over personal information to strangers. They took action and started to focus more on the Internet by introducing a program at their school about online safety. In this research we will look at what effect this program has on the behaviour of children online. We will research this by interviewing a group of children at de Ziep who had these classes and who did not have these classes yet.

This research will answer the following questions:

1. Research question: How should you communicate with children with Intellectual Disability regarding Internet safety?

> 1.1   Sub question: Is there a difference in online behavior between children with Intellectual Disability and without?
>
> 1.2   Sub question: Will Internet safety classes have effect on the Online behavior of the children?
>
> 1.3   Sub question: How should you communicate towards children with Intellectual Disability?

Sub question 1 is relevant because other researches show that children with Intellectual Disability are more vulnerable to become victim of crimes. This will be explained more in-depth in the theoretical framework. Therefore, it is important to analyze if there is a difference in Online behavior which might cause children with Intellectual Disability to get into trouble easier Online as well.

Sub question 2 focuses more on the organization where this research will be conducted at. This school started Internet safety classes due to some incidents. Since there is no record of the effect of Internet safety classes on Online behavior of the students, it is relevant to see if these classes have any effect. This will have impact on what approach to take on answering the research question.

Sub question 3 is very broad but important for this thesis. Communication for a teacher is a way to inspire and encourage students to learn and be interested in topics of discussion. Though, communication with children with Intellectual Disability is very different. Therefore, this sub question needs to be answered since it will be most important in answering the research question.

The introduction will describe what the thesis is about. The organisation is introduced and the problem will be discussed. Also, the research question and sub questions is stated in this chapter. After this comes the theoretical framework where an explanation about Intellectual Disability will be given. In the following chapters it focusses on at what literature suggests regarding how to communicate with children with Intellectual Disability. The last part of the theoretical framework will cover online behaviour of children without Intellectual Disability.
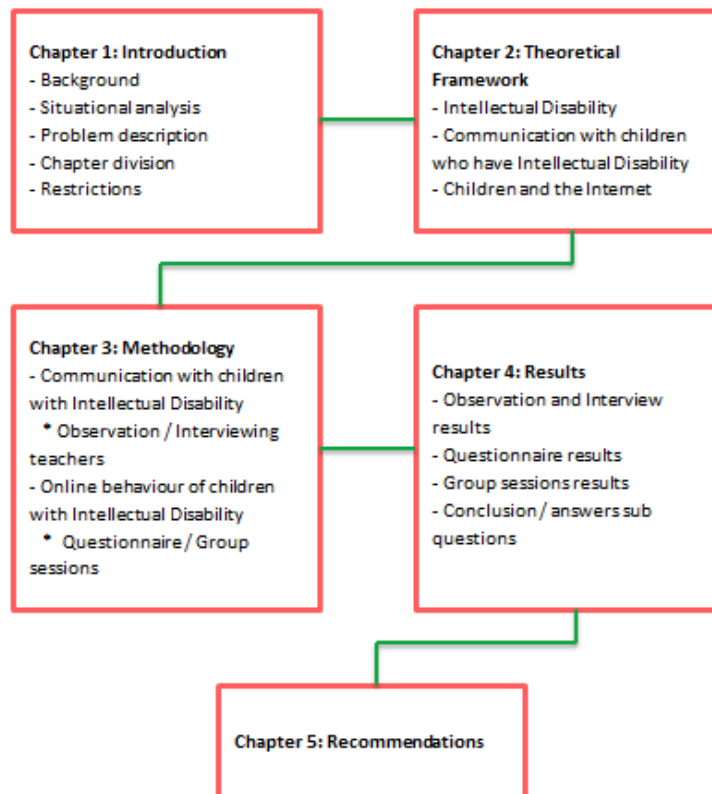
In the methodology we will discuss how the research is conducted. For example, introducing the tools that have been used and the goal of these tools. Tools that will be used in this research

Chapter 1: Introduction
- Background
- Situational analysis
- Problem description
- Chapter division
- Restrictions

Chapter 2: Theoretical Framework
- Intellectual Disability
- Communication with children who have Intellectual Disability
- Children and the Internet

Chapter 3: Methodology
- Communication with children with Intellectual Disability
  * Observation / Interviewing teachers
- Online behaviour of children with Intellectual Disability
  * Questionnaire / Group sessions

Chapter 4: Results
- Observation and Interview results
- Questionnaire results
- Group sessions results
- Conclusion / answers sub questions

Chapter 5: Recommendations

Illustration 2 | Outline of the report

are observations in class, interviews with children and teachers at de Ziep and a questionnaire. After the methodology, the results are presented. The same format is kept, so first we start off with how to communicate with children with Intellectual Disability. We compare the suggestions made in the literature review to what is said by teachers and observations made in class. In the next chapter we discuss the results of the questionnaire done with the children at de Ziep about their online behaviour. Here, we can make a comparison with children who have Intellectual Disability and who have not. In the last part of the results we will

discuss the difference between children who had classes about Internet safety and who had not. Thanks to the results we can make a conclusion and recommendation.

1.6 | THE RESTRICTIONS

The restriction of this paper is that we will only conduct research at de Ziep. Also, only certain classes will be observed and taken into account. This is due to the fact that these children are used to their structures at this school, which is something that is very important for them to function properly. Especially children with autism, structure is important. It takes a while before these children get used to a stranger being present in class. Therefore, for this research it was decided to not put too much pressure on them by choosing specific teachers and classes to research at so they would get used to the idea of someone new sitting in this specific class together with that teacher. On top of that, some children had to be prepared for an observer coming to the classes. Also, some of these children that attend this school, will never be able to go on the Internet. Therefore, the research about online behaviour will only be conducted with children with moderate to less severe Intellectual Disability. The sample size for the questionnaire will consist of 30 students. Also, the questionnaire will consume quite some time because the children need guidance going through the questions. A bigger sample size was not possible due to them falling behind in their language development. Therefore, it is hard for some to read or write down answers.

Theoretical framework

The following section consists of background information relating to Intellectual Disability of children. It will include definitions and explanations about this. Also, some syndromes will be explained which are common in special education systems for children who have an IQ below 70.

Intellectual Disability is mostly known as mental retardation. In 2010, this definition (mental retardation) has been removed from federal laws because the word 'retard' is used to describe someone as stupid and dumb. It was found discriminating and therefore replaced by Intellectual Disability. (Ansberry, 2010) Therefore, In this report the term Intellectual Disability is used.

2.1.1 | DEFINITION

Intellectual Disability is defined by the free dictionary as: 'Subnormal intellectual development as a result of congenital causes, brain injury, or disease and characterized by any of various cognitive deficiencies, including impaired learning, social, and vocational ability'. (Dictionary, 2014)

Intellectual Disability defined by a teacher at de Ziep: 'A person with an IQ below 70 that has trouble with everyday actives.' (Appendix 1)

2.1.2 | WHAT IS INTELLECTUAL DISABILITY EXACTLY?

People with Intellectual Disability have an IQ below 70, whereas the normal IQ is around 100. This will cause some problems in their everyday living. People with Intellectual Disability mostly struggle with taking care of themselves, communication, social skills, health and safety, school, leisure activities and work. More boys than girls are identified with this condition. Around the 110,000

people in the Netherlands have Intellectual Disability. (Planbureau, 2010) Below you can see the different levels of this condition.

Table 1	Level of Intellectual Disability	IQ	Description
Mild/less severe	70 - 85	Intellectual handicap which will cause limitations in social and self-dependent functioning.
Moderate	50 - 69	These people have a developmental level of a 7 to 12 year old child.
Severe	< 50	Limited communicative behavior, low motoric development, needs constant supervision

2.1.3 | CAUSES

It is not always clear what the cause of Intellectual Disability is. Some of the causes arise during the pregnancy and after birth of a child.

GENETICS

Genetics can play a big part in the cause of Intellectual Disability. It can go wrong in several ways, for example, abnormal genes are inherited from the parents, when genes are combined or when genes have disorders within them. Also, chromosomal abnormalities are linked to certain forms of Intellectual Disability. You can thinks of Syndrome of Down or Fragile X Syndrome.

DURING PREGNANCY

When high levels of alcohol or drugs are in the system of a pregnant mother this can cause Intellectual Disability. Also, infections are risky factors and can interfere with the development of the brain of an unborn child.

DURING CHILDBIRTH

During the birth of a child, many complications can occur. Some of the causes of Intellectual Disability occur when the child is born premature or when the baby does not get enough oxygen.

AFTER BIRTH

Intellectual Disability can also occur after birth. A blow to the head or near

drowning can be a cause to the condition. On top of that, child diseases are sometimes to blame such as chicken pox, measles or whooping cough can bring serious damage to the brain. (Webmd)

2.1.4 | OTHER CONDITIONS

Intellectual Disability goes often hand in hand with other conditions. One of these is Autism. Autism is a disability that can occur at all intelligent levels. They have difficulties in the social aspects, such as lack of empathy and understanding of social 'rules'. They also have communication deficits. (IntellectualDisability) Fragile X syndrome causes Intellectual Disability. It occurs more in males than females. Children with this condition can be identified by their long face, large ears and soft skin. (NFXF)

2.1.5 | VULNERABILITY

People with Intellectual Disability are more vulnerable than people without the condition. The reason why we say vulnerable is because people with this condition are more likely to become victims in crime. In a research conducted about this topic they concluded the following:

- People with this condition are more likely to be the victims of domestic violence or sexual abuse.

- People with this condition are 2,9 times more likely to be assaulted

- They have 10,7 times more chance to be sexually assaulted

- People with this condition are 12,7 times more likely to get robbed (Berrie, 2012)

CHAPTER 2.2 | COMMUNICATION WITH CHILDREN WHO HAVE INTELLECTUAL DISABILITY

People with Intellectual Disability have higher difficulty in communication. 50 to 90% of the people with this condition have this difficulty. Therefore, it is important to take a close look how to effectively communicate with them. Factors we will take a look at are verbal communication, non-verbal communication and written communication. (Hall, 2009)

2.2.1 | BRAIN ABNORMALITY

People with an Intellectual Disability have a limited growth and development in their brains. This will cause that stimuli and information are processed more slowly. During the pregnancy it is possible that cells in the brain of the baby makes wrong connections, this will cause the brain to create a different composition. Due to this, information and stimuli will be processed in a different way than it is supposed to. The whole brain is now functioning abnormal.
You can compare this with a busy highway where an accident has happened. Traffic has to slow down. The cars are not able to drive the speed they are supposed to. So when one thing goes wrong, everything will endure under the impact.
Other impact that influence the brain's composition can be damage that has been inflicted by, for example, an accident. This can lead to other disabilities as well. When a disability is caused by damage to the brain, this will again have influence of the development of the brain causing problems in communication. (Blokhuis, 2006)

2.2.2 | FROM THE VERY BEGINNING

From birth on, the domestic setting is important for development of

communication skills of the child. If the living condition is good, the child is able to evolve its skills. The right living condition should provide a calm, safe environment with structured daily activities so the child knows what to expect. If this is not achieved it could have consequences for later on. (Windemuller, 1998) The home is the very basis for the child to experience and learn how people interact with each other.

Parents are, of course, one of the most important factors in the lives of children. They need to learn from them as their role models. At the same time, the child needs to be fed, have a roof above its head, etc. Also, the mental and physical health of the parent is crucial. When parents suffer from one of those two, the parent is less likely to interact and respond to the child trying to interact with the parent. Also, not all parents are able to identify their child seeking interaction or what the child exactly means or wants. If those two situations mentioned above are happening, the child will take less initiative in interaction in the future. This can cause a disadvantage in the development of communicative skills.
The environment the child is raised in, also has influence on the growth of these skills. If it is a place that is comfortable and pleasant to live in, it will stimulate the growth of the child. If there is a lot of fighting and yelling in the household, the child is likely to mimic this behaviour. This kind of situation will limit the child to obtain the right set of communicative skills. (Blokhuis, 2006)

2.2.3 | FACTORS INFLUENCING THE COMMUNICATION PROCESS

Communication is something that is easy for us. When we want to talk to someone, we do not think what we are going to say or how to act; we just do it. When we talk to someone we know well, it is easier for us to form words into sentences. When we start a conversation, the first thing we do is make eye contact. After making eye contact, we start the conversation with a question, such as: 'Hey, how are you?'. As we wait for a response, we expect the person to see, hear, speak and understand us. Though, there are many factors we need to take in to consideration while communicating with someone. The factors are:

- Hearing: When we talk to someone, we usually expect they can hear us. When someone has a hearing problem, it could hinder the flow of the conversation. Usually, support is needed such as hand signs or a hearing-aid.
- Visual: The person we talk to must be able to see that we make eye contact so they know we are talking to them.
- Concentration: The listener must concentrate to understand the message we try to send.
- Understanding: People might have difficulty with understanding the language we talk in.
- Responsiveness: Some people need more time to respond than others.
- Interests: If the person has the same interest in a certain topic, the communication goes more smooth than when a person is not interested in the topic discussed.
- Distance: Communication should occur in a certain distance from each other. When the distance is too great, the message will not be received.
- Environment: In an environment where there is a lot of noise, information might get lost.

We as people, are never really aware about these factors above. Though, when talking to people with an Intellectual Disability, these factors play a crucial role. When we do not keep in mind these factors, the message might not be received by people with this condition. (Blokhuis, 2006)

Here are some facts about people with Intellectual Disability:

- 60% have sensory impairment
- 50% have hearing impairment
- 30% to 70% have visual impairment
- 80% of the people with Intellectual Disability have at least one of the above, especially people with Syndrome of Down. (Hall, 2009)

2.2.4 | INFORMATION PROCESSING

When the sender has sent his message, the receiver's brain goes through a procedure to process the information. There are several steps the brain goes through:

First, the brain goes to orient the response: the consciousness that you get that someone wants something from you. The second step is processing what is happening and third is giving a response.

People with an Intellectual Disability might have difficulties with these steps that the brain has to go through. It will take much longer for them to process these steps. This means that the person sending the message might get confused because the person is not answering the question on the spot. It is ,therefore, important that the sender is aware that the process is slower with people with an Intellectual Disability. They should give the person in question more time to process the question given.

> *EXAMPLE. A child sits in class and the teacher asks him if he has a new sweater. Slowly the child looks at his sweater. The teacher says: 'It is a very nice sweater you are wearing. Did you buy it with your mother?' The child looks at his sweater and says: 'Sweater…' The teacher continues: 'Where did you buy it?' The child looks at the teacher. The teacher continues: 'Come, let's show it to your classmates.'*

As you can see in the example above , the child does not get enough time to process the questions the teacher is asking. The teacher continues asking question while the child was not even able to process the first question yet. This makes it very confusing for the child. (Blokhuis, 2006)

If too much stimuli is offered, the person with Intellectual Disability can panic or throw tantrums. It is an emotional reaction that occurs; the child is unable to oversee what is expected of him. In the next paragraph it explains why this happens and what happens inside the brain. (Hall, 2009)

THE COGNITIVE PERSPECTIVE

All the things we do, say and think arise and are guided by our brains. Our brain

is the core of our nervous system. When the brain works normal, we have not many difficulties in communication, but when the brain is abnormal, we start to see problems.

The way people talk to children is compared to the way we talk to adults very different. Below, you see a conversation that a mother has with her child.

> *EXAMPLE. 'Mum is going to get the jackets', she says to Max. Max walks after his mum. 'Where is Max' jacket?' She asks him. Max grabs his jacket. The mother says: 'Now your jacket is on, we zipped it, now Max is ready!' He looks at her with a smile.*

It is easy for the child to follow the instructions and understand what is going on when you look at the example above. Though, the way people speak to children will change as the child grows older.

In the example, the child is exposed to only a certain amount of stimuli. The mother takes the child from one step to the other step in a slow matter. As the child gets older, the parent and the people in his environment will show and talk more simultaneously, which means that the brain has to deal with more stimuli at the same time. For a normal child, the brain grows along and will be able to cope with the amount of stimuli. Though, a child with Intellectual Disability will not be able to handle this since the brain grows slower than it is supposed to. The brain is not able to recognise or connect the stimuli to the right action, which will bring confusion. This will cause that the person his brain has too much information to process and therefore the message will not be received.

We like to treat the people around us as adults, verbally and non-verbally. This especially happens when the person with an Intellectual Disability talks a lot and takes a mature posture in conversations. Also, these children can look very normal. It is for many people difficult to adjust the way they should communicate, especially when they know the person has Intellectual Disability. We do not want to communicate towards this person in an immature way, but we should also keep in mind to use easy language. By slowing down the conversation when talking to a person with Intellectual Disability it becomes easier for them to understand and cope with what is being said. (Blokhuis, 2006)

The language development of a child in normal circumstances is activated by sensory stimulation, within a good relationship and interaction with others in his environment. The foundation of the development in the brain happens between the first and 10th year of a child. After that, the development continues, but in a more symbolic, in-depth and abstract matter.

At the 10th year, the language development has been completed. The language centre is fully grown to its potential. New nerve cells are no longer made, though new nerve cells connections continue.

The growth of the language centre in the brain of a person with Intellectual Disability does not stop growing when he or she reaches the age of ten. The brain proceeds in a much slower matter and also has a different composition compared to a normal child without this condition. This leads to slower growth of language development in the brain. This means that the child with Intellectual Disability will continue to develop their language centre and growth of the brain until the 25th year.

Even though the development continues to grow until the 25th year, this does not mean that it will fully grow to its potential. Sometimes, the growth will stop at the begin phase of language development, meaning that some people with Intellectual Disability will only be able to express certain sounds.

So, until what extent will they be able to understand and use language? Mostly, people with an Intellectual Disability are at the same language level as toddlers or pre-schoolers. Though, it is possible that certain parts in the brain grow further, for example: social skills and motor control will continue to develop while the part of the brain responsible for speech stays at a certain level. Thanks to the fact that some parts in the brain continue to develop, communication becomes a little easier than when this would not be the case. This does not mean that the person with better social skills is able to understand language. Sometimes, a child mimics language and looks like a person that has a higher level of linguistics skills. This might fool you because most of the time this is not the case. (Blokhuis, 2006)

Receptive communication, which means the understanding of what is being said, is highly dependent on what context the conversation is covering. When it is a topic that is routinely discussed, the child is able to understand what is being said. When a topic is discussed that does not normally take place, you are able to see confusion in some cases.

Some caretakers of these children underestimate receptive communication, they think that the child has a high level of understanding. Though, when the caretaker takes this child out of its routine, it will less likely respond correctly or not at all at the situation it is brought in. (Westbroek, 2012)

In short, people working with people with an Intellectual Disability should not overestimate the level of receptive communication skills the people with this condition have. They may mimic social behaviour or way of speaking, but this does not mean they understand it. Also, it is important to acknowledge that the context the child is communicating in plays a role in understanding of what is being said.

CONCENTRATION

People with Intellectual Disability can have difficulties in concentration and maintaining attention for a long period of time. They are hypersensitive to visuals, touch, smell or visual stimuli. Therefore, it is important to minimize potential distractions in visual stimuli. Think of, paintings on the wall, sitting next to a window, etc. (Hall, 2009)

2.2.6 | WRITTEN COMMUNICATION

SYMBOLS

For people with Intellectual Disability symbols are often used. Teachers, parents or caretakers use this to reinforce the message they try to make clear. People with this condition are slower in processing information and symbols are, therefore, easier to understand. The mind makes a connection with the symbol

and sends a message to the brain that will explain what is expected from them. For example, an image of a pencil indicates drawing.

Using symbols is an easy and more understandable way for people with Intellectual Disability. Though, there are certain aspects that are important when teachers or mentors are using this system.
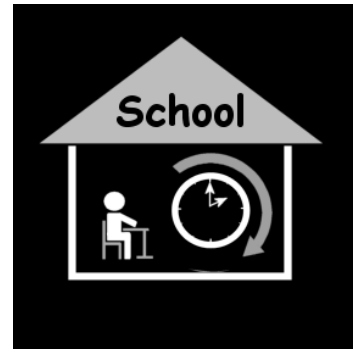
First, how aware is the group about the symbol? When using symbols, everyone needs to know what it means. Second, is everyone able to see the symbol? Some people with Intellectual Disability have bad eye sight. Third, does the group pay attention to the symbol? Is this system actually working for them?

Last, can the group identify a certain action that the symbol expresses? It is important that the group knows what they have to do when the symbol is presented. When introducing this system, it is important that rules and regulations are made with the group. (Blokhuis, 2006)

2.2.7 | VERBAL COMMUNICATION

SPEECH

Quite some people with Intellectual Disability also suffer from other disabilities. One of those is a speech disability. This can be caused by a dysfunction of muscles in the mouth area. Even though the muscles work correctly, the task to use the muscles is not send out correctly to the brain. As already mentioned, the brain has a different compensation leading to messages not being received or received in an incorrect way. (Minderaa, 1997)

Pronouncing words can be difficult. This is caused by having less motoric control. People with this condition will most likely have difficulty pronouncing tr, spl, kl-words. (Blokhuis, 2006)

Due to the dysfunction of the muscles, the person is less able to use its mouth, tongue and respiratory muscles. On top of that, people with a speech disability

will be less able to articulate correctly or produce unintelligible tones. (Minderaa, 1997) Intellectual Disability is closely related to syndromes. Intellectual Disability is caused by this or the other way around. This can further influence speech and linguistic skills. For example, people with Syndrome of Down have difficulties with sight and hearing. (Blokhuis, 2006)

EMOTION

Emotion plays an important role in communication. We express emotions to reinforce our message. Different emotions can set a certain tone to a message we want to send out.

> *EXAMPLE. When a mother says to her child: ' He! Come here you!', together with a big smile on her face and mellow voice you can conclude she is happy and playful. On the other hand, when the mother looks angry and says it with a loud voice you can conclude she is irritated or annoyed.*

In this example you can see that facial expression and tone of voice indicates what the mother feels inside. We can express our emotions, show our emotions through behaviour and we can control our emotions.
We are able to express our emotions through facial expression, body language and the tone of voice. For example, when people are nervous they tend to speak faster, when someone is angry they tend to raise their voice.
As mentioned above, we can also express our emotion through behaviour. You can think of slamming doors, calling names or stamp one's feet on the ground.
And last, we can control our emotions. How well we are able to control depends on how well our brains are developed. Other factors that play a role are the strength of the emotion and the situation we are in at that moment.
Sometimes we think we are able to control our emotions, but that is not always the case. Many signals are expressed subconsciously.

The melody, rhythm and intonation in a voice show you that something is different. It colours the message in a way. Luckily, this will help you to expose someone his true feelings they are feeling inside.

For people with Intellectual Disability, it will be harder to control emotions. This is due to the underdevelopment of the brain. They are likely to respond more impulsive which is for some seen as unpredictable. Also, other situations that might be caused by the underdevelopment of the brain is that people with this condition will have bursts of anger. Also, they will have less empathy or feelings as guilt. Primary feelings will mostly be dominant in their behaviour. Primary feelings are: fear, anger, being happy or sad.

On top of that, due to the condition they are less able to read body language. They need more than just facial expression for example to understand what someone means. Therefore, communication is more difficult with this group of people. (Blokhuis, 2006)

SIGN LANGUAGE

Sign language is used for deaf people and people who have impaired hearing. Though, this language can also help other children with disabilities since sign language is the use of gestures. When using sign language, it stimulates the motoric part of the brain and therefore stimulates development of speech. Also, children with Intellectual Disability can easily become angry and frustrated by people misunderstanding them. Sign language can become very beneficial for this group of people since misunderstandings are less possible. (Johnson, 2012)

The online world is integrated into our lives. We cannot imagine a life without it. We are going online for different activities for example, educational purposes, entertainment, meeting new people, maintaining friendships, information searching and so on. Being online became a necessity rather than a luxury. It is a way to integrate into society.

Even though the Internet seems rather harmless at first, it has many dark sides as well. Since it is easy to hide behind your computer or smartphone, it becomes easy to disguise yourself and act as someone else. Being online opens a completely different world where you can have fun, but just like in the real world, can also result in negative experiences.

2.3.1 | BEING ONLINE

Before researching what effect an Internet safety programme may have on the children's online behaviour, it is important to research the background of the online world and how youngsters spend their time on it. For the following paragraphs, we will take a look at research conducted in the Netherlands with participants who are between the ages of 12 to 25. Though, the information gathered from researches are conducted with 'normal' children since not a lot of information can be found on specifically children with Intellectual Disability.

The sources that will be used for this chapter will mostly come from the Nederlandse Jeugd Instituut (NJI) which is an organisation that does research covering diverse topics. The organisation also researches online behaviour of children throughout the Netherlands by interviewing them each year. (NJI, Internet gebruik, 2014)

CHILDREN WITH INTELLECTUAL DISABILITY AND THE INTERNET

For children with Intellectual Disability, the Internet provides them with an escape from reality. Mostly, these children have difficulties with social skills. By accessing the Internet, it is easier for them to interact with people and make friends. It is an

easy tool that children with these conditions can use for their free time, but also for gathering information for a school assignment and so forth.

An article written by Cerebra about children with Intellectual Disability and the Internet they concluded that having a conversation online was much easier than face-to-face for children with this condition. They said that in an online conversation the emoticons replaced the emotion that the sender of the message was feeling. So, a happy emoticon meant that the sender was happy, a mad emoticon represented that the sender was angry about something. In real live conversations they have to read body language and facial expressions, which is very difficult for them. Speaking with someone online is therefore easy and consistent which does not necessarily need social skills. With this they mean recognising and reading non-verbal communication. (Cerebra, 2012)

Everyone knows there are risks on the Internet, though the risks for a young child with special needs is much higher; they are more vulnerable, have more tendencies to obsessive compulsive behaviour and social naivety. (Cerebra, 2012)

Meanwhile, educators, professionals and teachers are wondering about the difference of use of the Internet between children with and without Intellectual Disability. Is there a difference in behaviour and does the vulnerability also show in this area? Before we can answer those questions we have to look at online behaviour of children without the condition. To start off, in 2012 56% of the youngsters possessed a smartphone. 33% of the teenagers have their own laptop or computer. (NJI, Internet gebruik, 2014)

2.3.2 | ONLINE ACTIVITIES

Youngsters in the Netherlands spend most time on online gaming, social networks, Instant Messengers (such as Whatsapp) and Youtube. Though, there is a difference in how much time is spend on each of those activities mentioned for boys and girls. Girls are more likely to spend time on social networks and Instant Messenger and boys more on gaming and downloading. Every year, more time is spend online. In 2011 the youth spend around the 14 hours online per

week. In 2012, it increased to the average or 16 hours per week. (NJI, Internet gebruik, 2014)

The way we access Internet becomes more varied as technology expands. We can access it through our laptop, PC, game console, smartphone, tablet and e-reader. The most popular tools are laptops and PCs, after that comes the game consoles such as the Playstation and Xbox, followed by smartphones. It is no surprise that almost 100% of the children have access on the Internet at home. 86% of these children has Internet on their phones as well. **(**NJI, Internet gebruik, 2014)

2.3.3 | ONLINE EXPERIENCE

By spending more time online, children will become more handy and experienced in the online world. They learn how to be creative and work efficiently. Researchers think this contributes to the children's online safety. By accessing the Internet more often and experiencing unpleasant things, the children will increase their tenability. With this, they will learn to evaluate risks better and recognise what kind of behaviour bring certain problems as a result. Though, by accessing the Internet more, it does not mean that they will encounter less unpleasant things online. The only difference is that they know how to deal with risks better. (planbureau, 2011)

2.3.4 | SOCIAL MEDIA

Social media stays popular under this age group. 90% from the age 12 has a profile of themselves online. Friends link their profile together so they can share information such as their hobbies. The age group 12 to 25 is most active on social media. 93% to 98% is active on profiling websites where Facebook is the most popular. (CBS, 2013)

2.3.5 | ADDICTIVE BEHAVIOUR

Between 2010 and 2012 Internet addictions, game addictions and problematic behaviour regarding Internet behaviour has increased. Researchers thinks this is due to the fact that there are more tools that are able to access the Internet. Problematic behaviour occurs more regarding social media compared to gaming. A clear distinction can be made between boys and girls when you look at this behaviour. Girls are more vulnerable towards social media and boys towards gaming. (NJI, Internet gebruik, 2014)

GAMING

Around 1,5 percent of the Dutch youngsters have a game addiction. They mostly perform below average at school since most time is spend on gaming. 77% of the 1,5% who are addicted are boys. The most time spend on game addiction is on online gaming where they can play with friends or strangers. Research has shown that this addiction is used as an escape from reality. It seems that people with social anxiety and loneliness mostly become addicted and try to live their lives in virtual worlds where they experience less pressure from society. (Rooij, 2011)

2.3.6 | CYBER BULLYING

Parents who strictly supervise their children's online behaviour and show support in their daily activities minimises the chance of their children being cyber bullied. When children are bullied online, it mostly means that they are also bullied offline, in other words, in real life. The impact of online bullying is more severe than offline. The reason for this is that online bullying reaches a larger audience and the things posted or said stay online for a longer period of time. On the other hand, the person getting bullied is able to block the person by whom he or she is bullied, that is not possible when bullied offline.

In 2006 it was researched that around 17 to 23% of the youngsters are bullied frequently in the Netherlands between the age of 9 and 16 years old. A higher percentage of 30 to 35% is treated badly or insulted. Most of these things happen on Social Media such as Twitter and Facebook. 20% said they reported these

insults on the Social Media network. Most children do discuss these issues with parents (almost 77%), others prefer to talk to their friends about it (55%). Unfortunately, 6% of these children do not inform anyone about these issues. (NJI, Veel jongeren hebben online negatieve ervaringen, 2014)

Cyber bullying can result in psychological problems. On top of that, cyber bullying can affect mental health in long term. Therefore, it is possible that these children who are bullied have to deal with depressions and loneliness in the future. (planbureau, 2011)

2.3.7 | PARENTS SUPERVISION

It is important that parents supervise the amount of hours their child spends on the Internet. Also, what they are doing online is crucial. By parents supervising, it is less likely that addictions or cyber bullying occurs. Also, by setting up rules which indicate, for example, the amount of hours the child is allowed to go behind the computer will prevent this behaviour. By setting up rules and having good conversations with the child, it becomes clear for him or her why these rules are made. A certain awareness is created due to this. (Parents warned to supervise internet access to prevent bullying, 2009)

2.3.8 | UNPLEASANT EXPERIENCES ONLINE

On the Internet, there are many unpleasant things you can encounter as a teenagers. Not only cyber bullying is part of that, also pornographic images, receiving unwanted sexual comments and meeting strangers after having contact with them online is part of it. In the age group 9 to 16, children in the Netherlands are able to handle unpleasant situations pretty well. In research they said that only a quarter of these youngsters encountered pornographic images and only 15% received unwanted sexual comments. 6% of these children admitted to have met stranger they had contact with online. The youngsters were most upset when they saw sexual images online or received unwanted sexual comments. (planbureau, 2011)

Methodology

In this chapter the way the research has been conducted is discussed. The main sources that have been used in this research are from books, articles, observations and interviews. The methodology will start off with describing how information and results were gathered for the research about how to communicate with a child with Intellectual Disability, followed by a chapter about online behaviour of children with this condition.

CHAPTER 3.1 | COMMUNICATION WITH CHILDREN WHO HAVE INTELLECTUAL DISABILITY

3.1.1 | LITERATURE REVIEW

To understand children with Intellectual Disability, more knowledge is necessary before being able to observe children in class. This knowledge is gathered through literature research. Finding books and articles about this condition and communication style of these children was hard. Not a lot of books were written about this topic, though, one book was completely dedicated to describe how you can best communicate with children with Intellectual Disability. Therefore, in the literature review, most sources will come from that book.

The literature review is the foundation of the research. What experts indicated in that section of the research is going to be tested in reality to see if these guidelines were followed in class.

3.1.2 | OBSERVATION

To see how these children are communicated to, an observation period was started. For the research a direct observation style was used so all factors could

be written down and applied to get the best results. This means that all sensors are used and you can zoom in at any subject at any point. For example, when gestures are used in class you will focus on that. (Lanen, 2012)

METHODS USED FOR OBSERVATION

During the observation period in class, you need to take into account that these children will have some difficulties with a new unknown person being present. Since the presence of a stranger does not happen normally and, therefore, breaks their structure of what they are used to. Therefore, it took a while for them to act normally when I was sitting in class. This will be taken in consideration when writing down the results of the observations since it can have impact on behaviour, interaction and so forth. This is called the observatory effect. (Celestin, 2008) To make the observation more reliable, standard days were observed and the same classes were visited, this is also done to make it more pleasant for the students so I, as an observer, can become part of their daily structure at de Ziep. This also makes sure that they can go back to their normal behaviour quicker.

When observing a clear objective needs be described of what needs to be achieved. The goal of the observation period will be described in a question: 'how do teachers communicate with the children and is it consistent with the way of communication that is suggested in the literature?'

WHO IS GOING TO BE OBSERVED

While observing, the focus is going to be on two groups, the teacher and the class. During the observation we looked at how the teacher communicates with the class or a specific child and how the class or child responds to this. On top of that, we will also look at it in the other way around; the behaviour of the class or child and see how the teachers responds to this. Another point that is important for this research is how the observation is going to be conducted.

Each teacher communicates differently, therefore, in this research different teachers will be observed. Also, each child responds differently on the way a

teacher interacts with him on her. In total, three teachers were observed and were randomly picked. These children have problems to get used to a stranger being in class, especially with children with autism. For example, a child can freak out or does not want to attend class at all. Therefore, there was a limit to the number of teachers or classes that were going to be observed. Also, when someone new is going to attend the class, the children need to be notified beforehand so they can get used to the idea.

The school is distributed between children with severe and less severe Intellectual Disability. Children with severe Intellectual Disability are, for example, children with Down syndrome or spasm. These children will mostly not be able to read or write or do paid work. The group with less severe Intellectual Disability fall behind in their language development but will be able to study further after graduating from this school.

For the observation period, I will take both groups into account but will focus more on children with severe Intellectual Disability. The reason why is that the group with severe Intellectual Disability more exaggerated communication is necessary for them to understand what is being said. With this I mean different tools need to be used simultaneously, for example, hand signs, clearer difference in tone of voice, etc. The lack of knowledge has also influence on identifying and recognising different communicative behaviours, therefore, this group will provide with much clearer differences.

WHAT IS GOING TO BE OBSERVED

The observation is done in a systematic order; the focus is on the same children and teachers for a specific period of time with the same goal which is mentioned in the first paragraph. During the observation period, as an observer I will not participate in class or activities. This gives me a better opportunity to watch the dynamics in class closely. Event sampling will also be implemented, which means that there is a focus on only one thing, namely: communication. All other things will not be taken into account. (Celestin, 2008) In my observation template the subjects I want to observe are incorporated. This template can be found in the Appendix. Themes that are going to be observed are for example: hand gestures, concentration, information processing and so on. Whenever my focus

on the students give me no longer enough information, I will focus on the next subject.

OBSERVATION TECHNIQUE

In the appendix you will be able to see the module that is used to observe in class. It indicates every topic that is covered in the literature review. On top of that, you can write down the amount of times a behaviour is repeated and the situation that led to this behaviour.

JUSTIFICATION OF THE TOOL

By observing in class, it gives you a clear dynamic of the way teachers and children communicate with each other. Since the dynamic goes its natural way and is not forced, it is more reliable than, for example, interviewing children or teachers about this topic. Also, unsuspected things happen which are great opportunities to see how children and teachers respond to each other.

3.1.3 | INTERVIEWING THE TEACHERS

GOAL OF THE INTERVIEW

Of course when observing, you are able to identify the way teachers communicate towards a child. Though, during the observing period it became clear that each child needs another approach and ways of handling situations, such as, making sure the students are focused at their work. One needs more attention than the other.

For the research it is relevant to know why each child needs another approach in ways of communicating. Also, not all factors come forward in a very clear way when you observe in class. Therefore, it is useful to interview teachers from the classes where I observed in. They have more background knowledge about ways of dealing with these children and stories about them, which might give a reason

why these students behave a certain way.

WHO IS GOING TO BE INTERVIEWED

The teachers interviewed all have a lot of experience in this field. All have above five years of experience with children with Intellectual Disability. This makes the source more reliable and useful for the research. The teachers I will interview are teachers from the classes where I observed in. I choose to interview them since I will be able to refer to certain incidents that happened in class to ask for clarity. Also, they can give examples in class that happened to explain certain viewpoints or behaviours.

INTERVIEWING STYLE

While interviewing, the questions given were open questions. This due to the fact you receive more information about the question and could also contain other useful information which can be used for the research.
The interview will be typed out and not recorded. This is done because it is easy and quicker than recording. The setting is informal and has a relaxed atmosphere which gives me enough time to write things down.

INTERVIEWING ENVIRONMENT

The interviews were held in an environment that was quiet and spacious. The interviews I held with the teachers were one-on-one and were mostly done after school hours.
 Sometimes questions were asked directly after class or after an incident had happened. This was done, so I as an observer, could understand what was going on and why certain things happened. For example, a girl with Down Syndrome entered the class and I was present for the first time to observe. She held a paper in front of her face during class. The teacher explained to me that my presence was not part of her structure and this behaviour indicated that she was confused.

This helped me understand her behaviour and I was able to include this in my observation findings.

35

INTERVIEW QUESTIONS

Questions that were asked in the interview can be found in the Appendix. These questions were formed after the literature review was properly researched. To find similarities and differences in comparing literature and how communication is practiced in reality, the same structure as in the literature review was kept in the interviews.

CHAPTER 3.2 | ONLINE BEHAVIOUR OF CHILDREN WITH INTELLECTUAL DISABILITY

3.2.1 | LITERATURE REVIEW

In this part of the research I wanted to research the Online behaviour of children. Since no research can be found about children with Intellectual Disability and their online behaviour I had to turn to research conducted with children without this condition. I wanted to use a reliable source so I could compare it with children with Intellectual Disability and see if I could identify similarities and difference. I came across the Nederlandse Jongeren Insituut (NJI) who does research covering many topics regarding youngsters. Think of researches about how to educate your child, minimizing school dropouts, etc. This organisation also gathers and shares information to the public.
Other information came from Sociaal Cultureel Planbureau who also cover many researches about very diverse topics.

GOAL

The goal of including facts about the Internet use of normal children online is to compare these facts with children who have Intellectual Disability. It is useful to research the difference or similarities between these two groups since there is so little information about online behaviour of children with Intellectual Disability, it might be useful for special education schools or parents to have this knowledge.

3.2.2 | QUESTIONNAIRE

For research purposes it was ideal to do a short questionnaire for children with Intellectual Disability about their online behaviour. A questionnaire was the

easiest way to measure this behaviour.

GOAL

The goal of the questionnaire is to research online behaviour of children with Intellectual Disability. With the results of the questionnaire we can compare this to the research conducted by the NJI about the same topics. Due to comparing the results, a conclusion can be written between similarities and differences.

TARGET GROUP

The results will be drawn from questionnaires that will be distributed in class. Together with a teacher the appropriate classes are selected. This is done due to the fact that children with moderate to less severe Intellectual Disability are the only group that will spend their free time Online. Also, the teacher will have more knowledge about what classes this questionnaire would be appropriate for.
The target group has an age between the 15 and 19. The questionnaire was distributed to six classes, giving me 30 respondents in total. The classes at de Ziep are very small due to the fact they need a lot of guidance and one-on-one attention. Some classes only have two students, others are a bit larger consisting of eight students.

QUESTIONNAIRE DESIGN

The questions are formed in easy language since children with Intellectual Disability fall behind in their language development. That was also a reason why I worked together with a teacher from de Ziep to form appropriate questions in the right language style. The questions are short and easy, also, the questionnaire has only ten questions. The reason for this is because of their short ability to concentrate.The questionnaire consists of closed questions. Closed questions are easier for these students to answer.
The questionnaire covers topics that are stated in the literature review. By covering the same topics a comparison can be made. With this information, you

can identify differences in online behaviour between youngster with and without Intellectual Disability. The questionnaire can be found in the Appendix.

PROCESS OF HANDING OUT THE QUESTIONNAIRE

Before handing out the questionnaire I made sure one of the teachers checked the style of language. Also, I took one student aside to test the questionnaire to see if it was doable for him. Fortunately, the questionnaire was approved by both parties and I was able to start handing out the questionnaires.

The questionnaires were handed out at the beginning of the class since then the students' concentration were best. A teacher and I walked around class to help answer questions from the students about the questionnaire. The questionnaires was answered individually.

Even though the questions were short and easy, a lot of children needed one-on-one guidance with the questionnaire. This was due to the fact that some of them did not know how to interpret certain question, but also because it was difficult for them to estimate. For example, one question asked how many hours a day they spend online. Most of the students became confused because each day they spend different hours on the Internet. This was one of the most difficult questions in the questionnaire. Also, even though these children had moderate to less severe Intellectual Disability, reading was quite hard for them so they needed help with that as well.

3.2.3 | GROUP SESSION

A group session was held to identify if Internet classes about Online safety had effect on Online behaviour of children with Intellectual Disability. These results were compared to children who did not have Internet safety classes.

THE SESSION

For the group session I decided to have two sessions of 30 to 45 minutes each covering a different topic: Cyber bullying and cybersex. These topics were

chosen in cooperation with a teacher because that are the most common dangers that this school faces with these children. Also, due to lack of time we were only able to have two sessions with both groups(students with and without Online safety classes) since these sessions replaced a class. The sessions were held in a classroom where a teacher was present as well to help if necessary.

TARGETGROUP

The students that participated in these sessions who had Internet safety classes were chosen by the teacher since the sessions had to be held in school hours. The session replaced a class that discussed these kinds of topics like cyber bullying as well, therefore, this group was most ideal. The group consisted of five students from the ages 16 to 19. They all had less severe Intellectual Disability. The same applied for the group of students who did not have Internet safety classes. They were chosen by the teacher due to the sessions had to replace classes. This group consisted of student who were a little younger namely between the age of 14 to 17. They were younger because the following year they will get these classes about Internet safety as well. This group also has less severe Intellectual Disability.

DESCRIPTION OF THE SESSION DESIGN

The first session was held about cybersex. The teacher provided me with material that was suitable for this group of youngsters. We started off with a story about the topic to give the students an idea about what cybersex exactly is. This story was written is easy language and can be found in the Appendix. After the story, we discussed again what cybersex means so everyone was on the same page. For the discussion I had written down the topic that I wanted to discuss with each group. The topics that were covered were: the dangers of cybersex, what they would do in a similar situation and thinking of solution to these kinds of problems. For each topic 10 to 15 minutes were scheduled.

In the second session, the same structure was kept. First, we discussed what cyber bullying exactly is. Then, I handed out a form that together with the groups of students are going to be discussed. This form can be found in the Appendix.

Topics that will be covered in this session are: Why cyber bullying is more dangerous than being bullied at school for, what you can do to stop the bully and if they experienced being bullied themselves.

GOAL

The main goal of the sessions is to see what effect Internet classes have on the youngsters. Will they be able to solve issues better or is it already forgotten or not applied in reality? Also, what is the difference in awareness between these two groups is important to find out.

Results

First we will start with the general results that we found by observing, interviewing, a questionnaire and by holding group sessions. The sub-questions we stated in the introduction will be answered in the conclusion. In the recommendation the research question of this thesis will be discussed. The results will be presented after doing research through literature review, interviews, observations and a questionnaire.

First, we will start off with the communication part and see if there are any similarities between what the literature suggests in how to communicate with these children and how the teachers approached it. Also, the observations that have been done in class will be discussed.

In the second part of the results, we take a look at the awareness of the children regarding Internet safety. First, we will look at the results of the questionnaire and compare these results to the results of a previous questionnaire done with children without Intellectual Disability by the Nederlandse Jeugd Instituut (NJI). This questionnaire will answer what their behaviour is online and if there are any differences with children without the condition. Second, we will see what impact classes about Internet safety have had on the children and compare it with children who have not had these classes yet.

CHAPTER 4.1 | OBSERVATION AND INTERVIEW RESULTS REGARDING COMMUNICATION

4.1.1 | LIVING ENVIRONMENT

LITERATURE REVIEW

In the literature review one of the writers stated that the environment the child grows up in is very important for the development of the brain and social skills. Factors as mental and physical health of parents and the relationship between parent and child are important since it will contribute to the development

mentioned in the sentence before. Whenever parents argue a lot or do not give enough attention to a child it could have negative effects on the child's development.

OBSERVATION AND INTERVIEW

When interviewing one of the teachers about this topic, she commented that the environment the child is raised in can definitely have influence on the development. Though, the interviewee admitted that it is not always the case. It is possible to encounter less social children coming from less social environments where parents had Intellectual Disability and went to schools like de Ziep as well. There are also parents without Intellectual disability that are antisocial. Mostly, you can recognise these children due to their behaviour in class or at the playground. One teacher said: 'When you see families who are antisocial where they yell and fight a lot at home, you can see this behaviour copied by the child. They mimic the same behaviour at school by, for example, being more aggressive in class or on the school grounds.'
Though, when the parents of a child have Intellectual Disability, it does not mean that they have a disadvantage in the upbringing of a child. As long as the parent gives enough love and attention it will not have any influence on the development of the child. (See Appendix 1)

Another factor that parents have influence on due to children mimicking behaviour is language. What you see a lot with children with Intellectual Disability is that they communicate above their level of understanding. The things they say are standard sentences but to them they mean nothing. This is learnt language, they picked it up in their environment from, for example, parents or neighbours. This may confuse people since it seems like the child communicates at a normal level, though that is not the case.
As already mentioned, children mimic behaviour of their parents. Another example is that one student at de Ziep is very hard to understand because she does not articulate that well. This was copied from her mother who does not talk clearly as well.

Both examples are influenced by their living environment, one uses the 'right language' but does not understand it, the other is speaking the 'wrong language' that was mimicked from her parent. (see Appendix 2)

4.1.2 | INFORMATION PROCESSING

LITERATURE REVIEW

In the literature review we concluded that children with Intellectual Disability process information in a slow matter. This is due to the fact that the brain is not developing in the right way, therefore, the information is not processed the way it should be. Children with this condition can get easily confused by people asking too much from them and overwhelm them with questions they are not able to answer since the brain is not able to take all stimuli at the same time. This can cause emotional reactions from the child.

OBSERVATION AND INTERVIEW

In the observations conducted, this was one of the most obvious factors that these children struggled with. Especially when given a scenario that the children had to solve, it was hard for them to come up with a solution.
 When observing one of the things all teachers did multiple times is let them think of themselves by asking for example, when this happens, what do you do next? They prepare the children already for worst case scenario's, e.g. when bullied online, what steps do you take, etc. One of the topics that was covered in class was that when a girl wears provocative clothing, this does not mean she wants something from a boy. In this class, a boy was present that was restricted from dating girls under his age. Since he had a history of dating young girls the parent and teacher made this rule for him. He admitted that this rule was very hard for him because younger girls were 'easy to get'. Later on I realised this rule was made to prevent this student to do things to girls they do not want.
The teacher emphasized that when someone is saying no, it means no. These children need a lot of structure and clarity when something is asked from them.

Mostly, these students need to be explained things multiple times in a slow matter before they can understand what is asked from them. Also, when observing it was clear that many students cross the same problem, namely: being afraid to ask for help. For example, in one assignment that was explained in class, the students are asked to solve a problem. It was obvious that one of the boys in class did not really understand what to do since he was the only one not writing down the answer. The teacher asked if he understood the assignment, he said he did. After 10 minutes, he changed his mind and asked for help from the teacher anyway.

A lot of children who come to special education schools suffer from fear of failure. This can be caused by previous schools they went to. Some children first attend regular schools where they realise they cannot keep up with the rest. Since they are not able to understand the classes numerous of times they become insecure and are afraid to ask for help.   (See Appendix 3)

All teachers observed in class showed a lot of patience, which is of course necessary due to the slow process of information. They all took the time to formulate instructions in a slow but clear and direct matter. (See Appendix 3)One teacher says: 'You keep in mind that these children process language much slower, though this does not mean that you talk slow. You keep your sentences short, you give clear instructions and give structure to the classes. For example: put your computer on, now go to the Internet etc. You always have to check what they are doing. If you see that they were not able to follow up your instructions, you have to explain again. When you communicate with these children you always ask if they understood you.' (See Appendix 1)

Of course, there is a difference between children with severe and less severe Intellectual Disability. When you have children with less severe Intellectual Disability you always have to challenge them a bit by, for example, giving more than one instruction in a sentence. The more you challenge them, the more they will be able to cope with in the future. This is especially important when youngster with Intellectual Disability want to work at a company after graduating from special education schools. Since employers or future co-workers are not specialised to work with people with Intellectual Disability, they also do not know that there is a limit in how much you can ask from them. Therefore, it is important that people in their surroundings can ask multiple things from youngsters with

Intellectual Disability in one or two sentences. (See Appendix 2)

4.1.3 | BRAIN AND LANGUAGE DEVELOPMENT

LITERATURE REVIEW

The literature review explained that the brain develops more slowly with children who have Intellectual Disability than a child without this condition. This means that their language development falls behind when comparing it with children from the same age without the condition. Also, it can mean that the brain will never be able to grow to its full potential, giving some children difficulty to, for example, read properly.

OBSERVATION AND INTERVIEW

While observing, it was clear that many children were not able to read that well compared to their peers without the condition. Also, some had no difficulty with reading, others were struggling with writing. You could conclude that each individual child had difficulty with something that had to do with language such as reading, writing, speaking and so on.

Also, socially you could notice the lack of development. When a stranger was present in class for the first time, a boy started talking in class about his father who told him that weekend that he wanted nothing to do with him anymore. He was very open about it, not bothering or thinking about the stranger in class. Mostly, people would prefer to discuss these kinds of topics privately. Though, it seems like some of these children do not have boundaries or are not aware what can be said in public and what things should be discussed one-on-one. (See Appendix 3)

When asking the teacher about this, she said: 'Some of these students function as children of ages six or seven. What you see with children of this age is that they do not hesitate to say anything that pops up in their head. The same goes for these kinds of students; at that point they just have to blur it out.' (See Appendix 1)

4.1.4 | SPEECH

LITERATURE REVIEW

In the literature speech was also discussed. Some writers said that speech could be difficult for some people with Intellectual Disability due to dis-functioning in the mouth area. This is caused by the brain that is not growing in the correct matter.

OBSERVATION AND INTERVIEW

In the observation period, quite some children did not speak in a way that was clear. When hearing the children speak, there was a feeling that some of the students spoke under one's breath. When asking if a teacher noticed this as well, she could not really recognise this. She said that she did not really notice it, but that could also be caused due to the fact that she worked with these students every day and that it did not stand out to her as much. (See Appendix 3)
In an interview conducted with one of the teachers this topic was discussed. She said that it could definitely be the case because the brain is not functioning the way it should. Some children function like six or seven year old and they speak differently as well. She said you could compare it to that situation. Also, since some students have other disabilities together with Intellectual Disability this could also have influence on speech. (See Appendix 1)

4.1.5 | CONCENTRATION

LITERATURE REVIEW

Due to being hyper sensitive to visuals, touch, smell stimuli it is hard for youngsters with Intellectual Disability to concentrate. They are easily distracted

by their environment.

In the observation period, the lack of being able to concentrate came forward as well. Whenever people passed by the classroom talking or a noise was made in the kitchen, the children looked up to see what was going on. Also, whenever I was sitting in class and I started typing, the students sitting next to me could not help looking into my direction. When focusing on one student during observing in class, a timer was kept to see how many times he would be distracted by his environment. In the 15 minutes that was focused on him, every one or two minutes he had to look around the classroom. He was either looking up to see who was talking or looking at his neighbour to see what he was doing.

Some classes are extra small because teachers have to constantly keep them focused on class. In geography, where several times an observation was done , the class consisted of three students where the youngsters had moderate to less severe Intellectual Disability. For the students it was hard to keep up with the class because of distractions. The teacher had to involve them numerous times. (See Appendix 3)

'Some of the students have very clear difficulty with concentration', says Christina, one of the class assistants at de Ziep. 'You notice that they are not paying attention. Some have very short span on concentration, others can concentrate for about five or 15 minutes. Therefore, it makes it difficult to teach, every student has a different concentration span. On top of that, when every student has a different concentration span, this also indicates that you have to keep focussed on every individual in class. This is also a reason that the classes at special education schools are so small and that we need class-assistants.'

The process of teaching students at special education schools goes very slow. Teachers make for every class a group plan, in this group plan they make groups of children who have, for example, the same concentration span. Also, this group plan is divided into groups of level of intelligence, so children with severe Intellectual Disability form a group and within this group the teachers group children together with the same concentration span and so on. (See Appendix 1)

Keeping attention

Each teacher has a different approach to keep their students to pay attention to their class. Below we will look at two examples of how teachers approach this. Jenny says: 'Students with severe Intellectual Disability have more difficulties with maintaining their concentration. Therefore, it is important to discuss topics they are familiar with. Also, when teaching you have to take into account that you have to be clear in your instructions. For these kinds of students a half hour of working in a concentrated matter is already very challenging. Whenever they are challenged by the example mentioned, you can reward them with ten minutes of free time where they can go on the computer, for example, to watch videos. Also, the use of a timer can be beneficial for some students so they can see how long they still have to work. When you see that concentration is still not maintained, then something else can be causing them to wonder off. For example, something happened outside the class room or a student is not feeling well. By talking to the students you will be able to figure out why he or she is not able to concentrate and with solving the issue the student is dealing with you are able to get their concentration back.' (See Appendix 2)

Christina says: 'If I see students starting to wonder off, I see this as a sign that I am going too fast. Then, I will take a step back and go back where the students were still concentrated and listening to my lecture. Another thing I do when they are working on an assignment is by sitting next to them to get in to contact with them and try to figure out if the student is overwhelmed with the tasks or assignments or if he or she is not understanding what is asked from him. When teaching children with special needs, you have to be constantly on guard to check the students' state. Are they concentrated or wandering off, are they very quiet, etc. Every child responds differently to certain situations, one child is going to stare when she is wondering off, another is nagging, another will whine about the class being too boring. These are all different signs telling one thing, they do not understand what is asked from them and you need to take a step back.'

Jenny focuses more on rewarding good behaviour and by providing structure for the students by, for example, placing a clock next to a child so he or she knows how long he or she has to work in a concentrated matter. The other teacher

interviewed takes another approach. Whenever she thinks her students stop working she sees it as a sign that the class goes too quickly. However, both teachers agree that whenever a student is not able to concentrate even though different approaches have been applied, something else is bothering them and a conversation is needed to solve the issue.

4.1.6 | CLASSROOMS

LITERATURE REVIEW

According to the literature, the classrooms should be designed in a way that students are not distracted. Though, according to the teachers at de Ziep, that is a very outdated approach.

OBSERVATION AND INTERVIEW

According to de Ziep, the classrooms should be designed like any other classroom. Back in the days, classrooms were empty spaces with white walls, this was done so the children would receive no other stimuli and were fully concentrated on the teacher. Though, what they later on realised was that the more stimuli you remove the less stimuli children with Intellectual Disability can handle. Therefore, this approach was no longer recommended since when these children will start working, these stimuli will be there. Students have to get used to the many distractions and learn how to deal with it. One of the teachers said: 'The more stimuli you overwhelm them with, the more they will be able to handle in the future. For example, when there is a new teacher, it is very hard for them to adjust. Though, it is important that they do not stay focused on only one person. That is also the reason that each individual child has its own schedule. With an individual schedule they can work on their own strengths and weaknesses. Since structure is something they need daily, the schedule provides the students with a picture of the teacher and a symbol on their schedule to prepare them for the class that is coming up. (See Appendix 1)

OBSERVATION AND INTERVIEW

For children and adults with Intellectual Disability, structure is important in their daily activities. It gives them reassurance because they know what to expect. During the observation period I spend quite some time with the students in breaks, but also during class. Here, I was able to have conversations with them about school, but also about home and friends. At school, they have to do internships at organisations to get work experience. One student who had autism had an internship at a bakery. He told me that this was very difficult for him since the structure was not present which he did get at school where he sometimes worked at the kitchen. Not knowing what is going to happen and what they have to do brings them quite some stress. Though, to be able to have work in the future they have to learn how to deal with it. Therefore, these internships are a very important experiences for students at this school. (See Appendix 3)

It is hard to teach children something that is not part of their daily structure or to break off a habit. The best approach is to focus on good behaviour and praise this rather than focus on the negative aspects. For example, teach students what sites they are allowed to go on rather than what sites they should not visit. Of course, also sites that are inappropriate need to be discussed.

Structure is needed because children with Intellectual Disability experience chaos in their heads. They take things in, but do not know how to proceed further or how to cope with it. Therefore, teachers have to structure the classes to help students to move on. By giving clear instructions how things should be done the children are able cope with the chaos in their heads. It gives them the structure and planning they are not able to arrange themselves.

What teachers experience is that it is difficult to teach certain behaviours because at home they have other rules or no rules at all. It is crucial that what is taught at school is followed up at home. Teachers hear from their students that they spend a lot of time on the computer until late at night or visit pornographic websites while parents are unaware of it or just do not seem to care. Some parents overestimate their children regarding responsibility and what freedoms they are

able to handle. Though, this could also happen when parents do not want to face confrontation with their child. (See Appendix 1)

4.1.8 | SYMBOLS

LITERATURE REVIEW

In the literature review it was discussed that symbols are handy to reinforce a certain message you want to send towards children with Intellectual Disability. Due to the fact that the brain has difficulties to process information, symbols are easier to process for people with this condition. Though, before using it, certain rules have to be made with the children, for example, the meaning of symbols you want to use.

OBSERVATION AND INTERVIEW
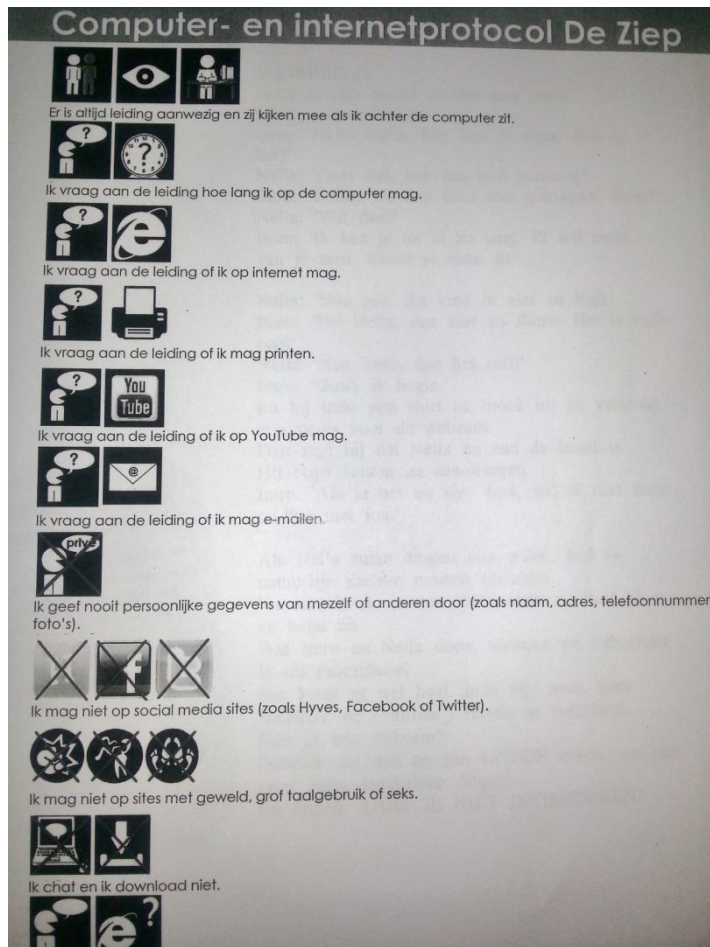
At de Ziep, symbols are used in the students' schedules to indicate what class they have. Also, it is used to indicate when there is a holiday or festive that is going to be celebrated. On top of that, at the computer room symbols indicate rules about being on the Internet. In the picture you can see that, for example, Social Media is forbidden. (See

Illustration 4 | Symbols used in class

51

Appendix 3)

The symbol that the teachers at de Ziep use are nation-wide applied by multiple organisations. Schools like de Ziep discuss the definition of each symbol with the students so they know what it stands for. All schools that are affiliated with Mariendael, which is an organisation for schools who offer special education, use these symbols. Therefore, most students are already familiar with the symbols. Due to the students already recognising symbols, this tool is perfect to emphasize what you want the children to do or how to behave. This tool functions more as an aid when students need more clarity. (See Appendix 1)

4.1.9 | NON-VERBAL COMMUNICATION

LITERATURE REVIEW

In the literature we concluded that reading facial expression and body language is difficult for children with Intellectual Disability. Also, most children with this condition only know primary feelings and do not have a lot of empathy.

OBSERVATION AND INTERVIEW

What was mentioned in the literature was also observed in class. For the children with this ability to read facial expression, repetition is necessary. What is meant with that is that the only way a student is able to read nonverbal communication is by seeing the same expression multiple times; the longer a student is in a class with a certain teacher, the better he is able to understand certain expressions. Also, the longer you are working with a student, the better you are able to identify the emotional state of a student by looking at his body language for example. Thanks to this, you are able to identify when a student is nervous or angry. This can prevent a student to escalate and throw a tantrum. Also, because you create a bond with each individual student, they are able to trust you. With trusts they will tell you more about things that worry them. Whenever something

happened inside the classroom or in the breaks, it is crucial to solve the problem first before you start the class. When this is not done, the chance that behaviour escalates is much bigger. Also, they will not be able to concentrate in class due to it. (See Appendix 2)

In the observation period in class, you saw that some teachers exaggerate language. This means that with big hand gestures or clear difference in tone of voice, they try to make the students aware of the meaning behind their sentences, for example, if it is a joke or a serious comment. It looks more like a theatre play than an actual lecture. Though, for the students this way is more clear and pleasant. You see that they enjoy this way of having class because whenever a joke is made, all students actually laugh. This is remarkable since for children with Intellectual Disability it is hard to identify the difference between seriousness and jokes. (See Appendix 3)

One teacher said: 'The biggest problem we see with our students is miscommunication. One student makes a joke, but the other sees it as a mean comment and then it escalates to a fight. There have been countless of interventions we had to do due to this. They are not able to understand and read language as well as we do; this causes many incidents.' (See Appendix 1)

4.1.10 | SIGN LANGUAGE

LITERATURE REVIEW

Sign language is originally for people who are deaf or for people with hearing impairment. Though, this tool can also be beneficial for people with other disabilities. This is due to the fact that sign language cannot be misinterpreted. Some children with Intellectual Disability can become frustrated because they are misunderstood. Thanks to this tool that is less possible.

OBSERVATION AND INTERVIEW

In the observations in class, sign language is more used with students who have

severe Intellectual Disability. When an assignment is given the teacher uses sign language simultaneously to make it more clear. For some students this tool helps. Also, this tool is used for children with hearing impairments. Though, at this school there were not many students who had it. As mentioned in one of the interviews conducted with a teacher, hearing aids work very well thanks to advanced technology. What stood out was that sign language is often used when a student does not understand what a teacher is saying or a task that is given them. This also applies for students with moderate to less severe Intellectual Disability.

Not all teachers use sign language. One teachers uses it more than the other. This is also due to that some teachers educate more students with severe Intellectual Disability than other teachers. (See Appendix 3)

In class, the teachers use sign language only when they think it is needed, for example, when a child is communicative deficient. Also, sign language can function as an aid tool to reinforce what you want from a student. It can also help to demonstrate a certain task, for example, you want the students to copy a certain process. You show them how a certain process is done and you ask the student to mimic what you just did. This also helps to see if the student understood what you asked from him or her.

One teacher said: 'Recently there are very good hearing aids on the market. This makes sign language less necessary. Sign language is taught at schools and are, as symbols, nationwide determined. Once or twice a year we get classes from a speech therapist about sign language. This is done to fresh up our memory, but also to go through changes in this area.' (See Appendix 1)

4.1.11 | EMOTION

LITERATURE REVIEW

Emotion is something that can escalate quickly with this group of children. At least, that is what is being said in the literature review. At de Ziep, they see this differently.

Both teachers that were interviewed did not agree that children just escalate all of a sudden. A teacher says: 'When you get to know them and observe their behaviour you notice that stress and irritation slowly piles up. It is only when nothing is done about it or teachers do not see the signs that the student can have a burst of anger. If you do not know the student you will not be able to see the signs.'

Though, the teacher admits that in some cases, especially children with autism, this can happen more quickly than in other cases. They can become so frustrated that they do not know what to do with themselves anymore. This is also due to the fact that sometimes they are unable to communicate about what is bothering them. (See Appendix 1)

4.2.1 | HOURS SPEND ONLINE

Most children of de Ziep spend around the three hours or less than one hour a day on the web. Both have the highest percentage namely: 30 percent. Only two out of the 30 respondents spend four hours on the Internet. Though, four respondents spend more than four hours on the Internet. When this group of respondents were asked how much time they spend on the Internet, they all said around the five to six hours a day. By taking an average of 5,5
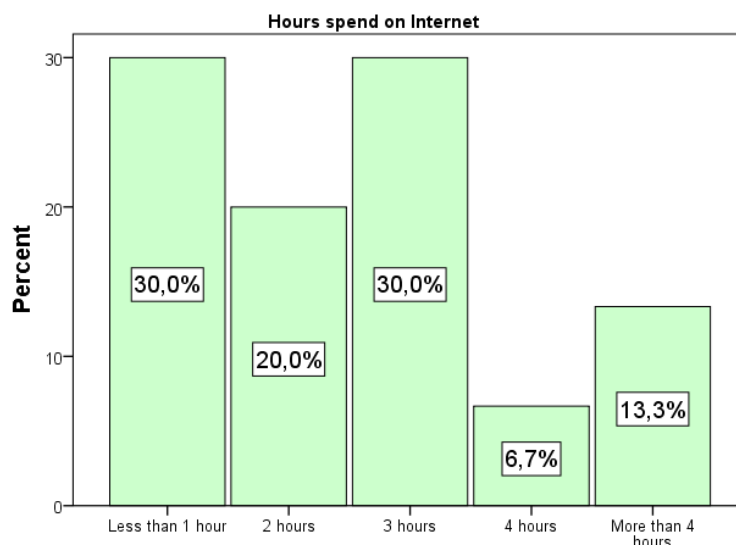
Figure 1 | Hours spend on the Internet

hours a day indicating the variable of more than four hours a day and 0,5 hours indicating less than one hour, we can calculate an average of how much time the children spend on the Internet a day. The average children with Intellectual Disability spend online at de Ziep is 2.45 hours. By multiplying it by seven we know how much they spend their time on in a weekly basis. The result was an average of 17 hours a week.

57

Table 2 | Electronics owned by the sutdents at de Ziep

	Responses		Percent of Cases
	Number	Percent	
Own PC / Laptop	18	30,0%	60,0%
Smartphone	17	28,3%	56,7%
Tablet	11	18,3%	36,7%
Xbox / Playstation / Wii	14	23,3%	46,7%
Total	60	100,0%	200,0%

60% of the respondents said they had their own laptop or PC. A little more than half of the students who participated in the questionnaire had their own smartphone where they accessed the Internet. In this group of students the tablet is not that popular, only 37% owns this device. A little less than the half of the respondents access the Internet by a Xbox, Playstation or Wii.

Table 3 | Children and their online activity

		Responses		Percent of Cases
		Number	Percent	
Activity on the web	Forums	1	1,0%	3,3%
	Youtube	27	27,3%	90,0%
	Chat with strangers	4	4,0%	13,3%
	Social Media	18	18,2%	60,0%
	Whatsapp (chat programs)	20	20,2%	66,7%
	Surf on the Internet	14	14,1%	46,7%
	Gaming	15	15,2%	50,0%
Total		99	100,0%	330,0%

In the table the online activity of children at de Ziep is showed. The most popular activity is Youtube, 90% of the students at de Ziep go to Youtube when they are online. The next most popular activity is chat programs such as Whatsapp or Facebook chat followed by Social Media such as Facebook. The least popular is going to Forums or going to a chatbox where you can talk to strangers. Spending time on Social Media is more popular with the boys compared to girls. On top of that, more boys prefer to game on the Internet than girls.

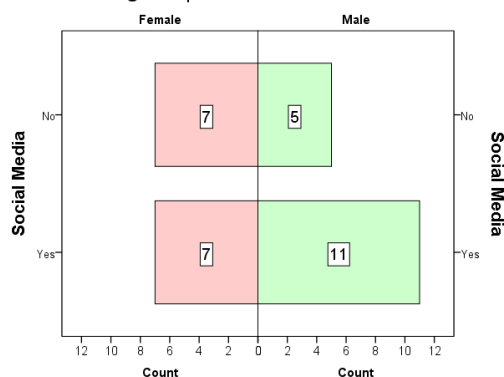
Figure 2 | Gender and Social Media

Figure 3 | Gender and gaming

Figure 4 | Social Media profile

Yes
No

16,7

83,3

Figure 5 | Gender and Social Media

Female   Male

Social Media profile

No   2 3 No

Yes   12   13 Yes

14 12 10 8 6 4 2 0 2 4 6 8 10 12 14
Count   Count
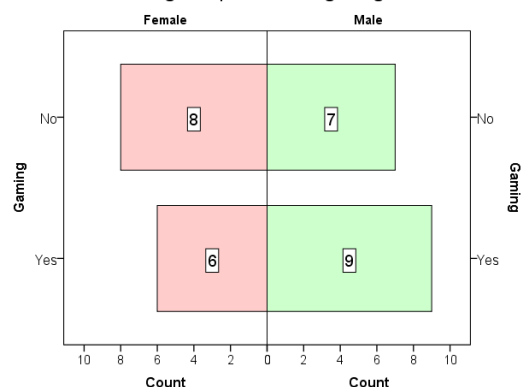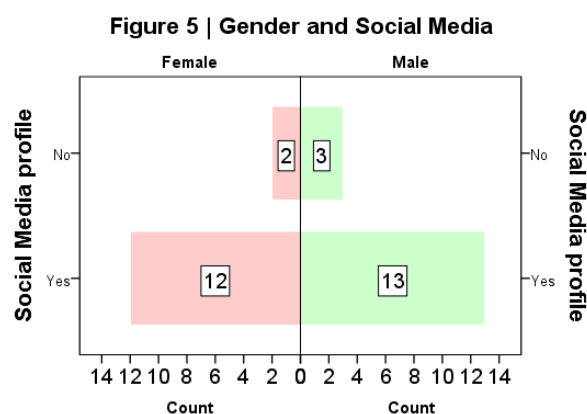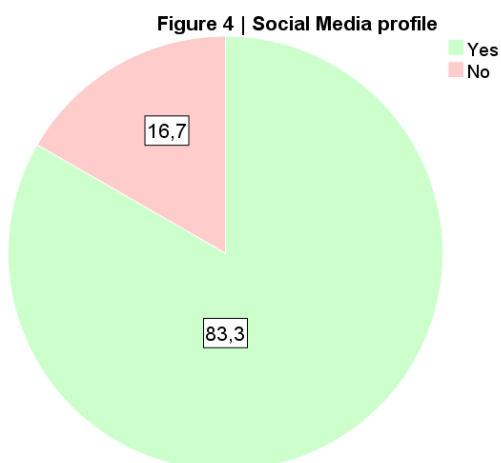
Most children at de Ziep have a Social media profile on the web. When asking about it, most admitted having a Facebook account. Only five out of 30 respondents did not have a Social media account.

In the questionnaire, there was not a very big difference when looking at gender and having Social Media.

Though, looking at their online activities and where the youngsters spend most time on when being online it came forward that boys actually spend more time on Social Networks than girls.

4.2.5 | CYBER BULLYING

Figure 6 |
Received
mean
comments

Yes
No

40%

60%
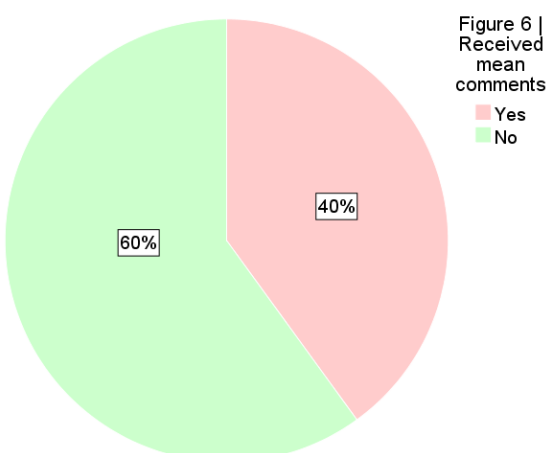
60% of the students at de Ziep admitted receiving mean comments through the Internet or were insulted in some way. Another 30% said to be bullied through the web.

More girls than boys received

Figure 7 | Bullied on the Internet

Yes
No

30%

70%
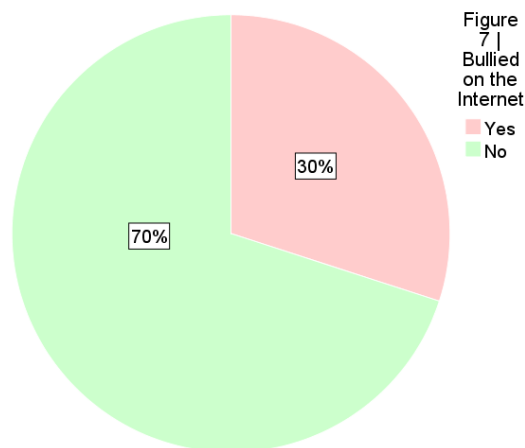
insults through the web at de Ziep. Three out of four girls received mean comments while for the boys it were three out of five.

Also, there is no big difference between boys or girls that are bullied online. Four out of ten of the girls admitted to be bullied or have been bullied online. For the boys this number is a little less, namely: five out of eleven.

Figure 8 | Gender and being bullied on the Internet
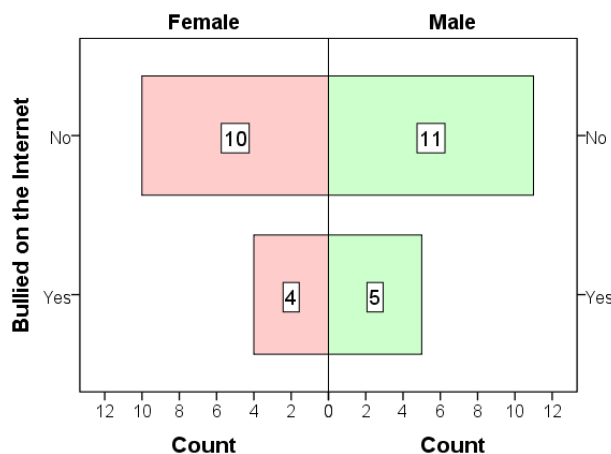
Figure 9 | Gender and receiving insults on the Internet
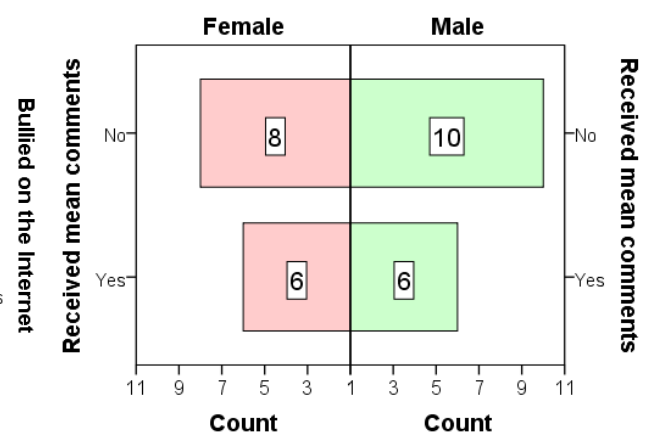
4.2.6 | MEETING WITH STRANGERS

Figure 10 | Gender and meeting with strangers
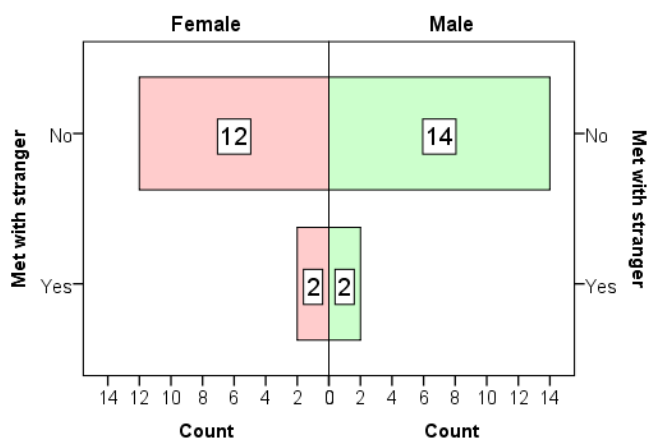
At de ziep, four students said they met with a stranger who they met online. This is 13% of all students who participated in the questionnaire.

The difference between boys and girls is not big, which you can see in the table on the left. One out of six girls met with a stranger while for the boys this is one out of seven.

When the questionnaire was handed out, one of the topics asked the students if they had any rules regarding being online with their parents or guardians. 19 out of the 30 students said not to have any rules regarding their internet behaviour. This is a little more than 60 percent. Also, when taking a closer look at age, it shows that the age group of 14 and 15 are the largest regarding having no rules. While the student with rules are in the older age group namely: 16 to 18.

Table 4	Internet Rules		Count
Amount of hours on the Internet	Yes	6
	No	24
Till what time on the Internet	Yes	7
	No	23
Only use the Internet in living room	Yes	7
	No	23
Parents supervise Internet use	Yes	3
	No	27
No rules	Yes	19
	No	11

Figure 11 | Age group without Internet rules
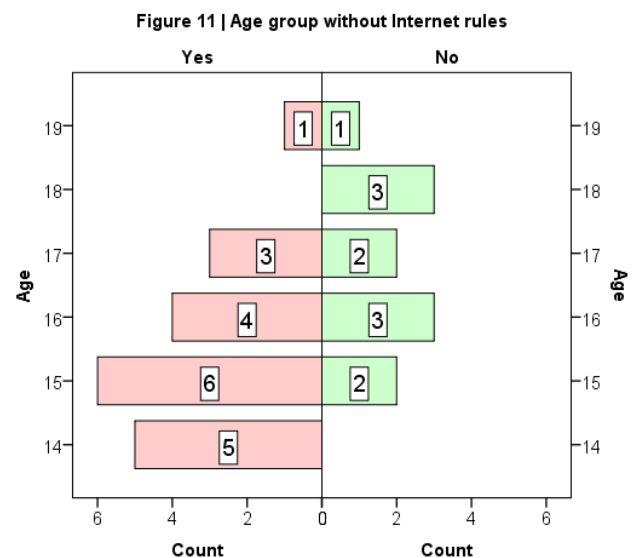
Since this question was a multiple response one, the participants in this questionnaire were able to tick multiple boxes. As you can see in the box on the left, the most ticked rule was that they were only allowed to go on the Internet in

the living room and until what certain hour they were allowed to be on the Internet, for example, until ten o'clock in the evening. Another popular rule set by parents or guardians is the amount of hours they were allowed to spend on the Internet. Only 10% of the responders said that their parents or guardians supervised their Internet behaviour, as in, sitting next to the child when he or she is surfing on the web or see what sites he or she visited.

In the interview conducted with one of the teacher, this topic was also discussed. The teachers recognised the fact that some parents have no rules about Internet use or whatsoever. Parents mostly overestimate their child with Intellectual Disability and how much responsibility they can handle. By overestimating them you will have situations where some children will spend hours on the Internet until late in the night and going to websites that are not appropriate for their age. (See Appendix 2)

For this chapter we held sessions with two groups of children at de Ziep, one group who had classes about online safety and one who did not follow these classes yet. The goal is to analyse if these classes will contribute to students being more safe on the web. Two topics are going to be discussed, namely: cyber bullying an cybersex.

4.3.1 | CYBER BULLYING

To start off the session, the students were asked what cyber bullying means to them. After that a question list had to be filled in. After everyone was done, we went through the questions and see what the outcome was. This list can be found in the Appendix.

CHILDREN WITHOUT INTERNET SAFETY CLASSES

Each student knew that cyber bullying was. Though, they needed a little help for the full definition. For example, through what media you can be bullied, like Facebook, mail, Whatsapp, etc.
Even though they knew what cyber bullying was, some found it difficult to come up with the right solution to stop this. When asking some students what they would do they said they would ignore it. In the end, they needed the guidance of a tutor or parent to solve the problem.
When asking if someone was bullied before, one boy admitted to have been bullied online. When I asked him how he solved it, he said that at the time he did not know how to solve it so he just ignored the person saying mean things to him. When it continued for a longer period of time he told the teacher about it.
After the session, the teacher that was present explained that most of these children take a longer period of time to report the issues to someone. Some children who did not have the classes, but experienced cyber bullying had more

emotional damage or problems caused by this. They could not sleep at night or were distracted in class.

CHILDREN WITH ONLINE SAFETY CLASSES

The children with classes perfectly defined what cyber bullying was and were able to tell about it.Children who had the classes are mostly able to solve the problems on their own because they had more tools they could work with to solve the problem. They were more able to come up with solutions to stop the bully. First of all, they would try to stop the bully by themselves by blocking the person or ignore it. Though, when was asked if that did not stop the bully what they would do then, they said they would tell someone else about the problem. Solutions they came up with were for example, reporting it to the teacher or discussing the topic with their parents.

Some of the students received insults through the web, but were not bullied. It came mostly from people they knew and therefore they just ignored the person, blocked him or her or told the teacher about it.

Another discussion topic that was broad to the table was why cyber bullying is more dangerous or could be worse than being bullied at school. The children responded with answers as that no one could see or supervise the bullying when it happened and that the bully could stay anonymous. Though, after giving some hints they concluded that what is posted on the Internet will be forever on the Internet and cannot be erased.

4.3.2 | CYBER SEX

For the second session the topic cybersex was discussed. To start the session of, a story was presented about a girl and a boy who met each other online and decided to put their webcams on. The boy is undressing himself in front of the webcam and asks the girl to do the same. This story can be read in the Appendix. After reading it together, we discussed the situation the girl was in and how they would react and solve the issue.

CHILDREN WITHOUT INTERNET SAFETY CLASSES

Children in this session all admitted having a webcam and have a laptop of their own. Some of them were not supervised by their parents. Children with Intellectual Disability who did not have the Internet classes were very naïve about the situation. They said that they would never come in such a situation. Though, there was one story of a girl in this group that experienced such a situation. Before we went into that topic, I asked permission of a teacher. I kept it very general in the discussion because I did not want to put pressure on her. I asked her to tell the group a bit about what happened. The children understood the situation the girl was in and why she did it, though they said they would never send pictures of their belly, maybe of their face, but not naked ones.
She met a boy through Facebook and chatted with him. She said that he was really nice to her. Though, the boy asked her to send a picture of herself. Due to all the attention she got, she felt better about herself, so she sent the picture. But it did not end there, he asked her to take a picture of her belly and she did. At that time, her parents took her phone because they sensed something was off. They read another message from this boy saying: 'You have a nice belly, can you also show me what is under your t-shirt?' Luckily they were able to prevent this from happening. They contacted the school and they set down with her for a conversation.
Another question that was discussed was what they would do if someone else would send a naked picture of themselves or presented themselves naked in front of the webcam. First response was that they did not know what to do. Mostly they would joke about it and show it to their friends. They said they would not respond to such behaviour and just let it be. They were not able to come up with a real situation, they knew they had to ignore it and not pay attention to it.

CHILDREN WITH ONLINE SAFETY CLASSES

When we started off with the story, some students told me that they had this topic in the Internet class as well. This means that what is taught in these classes are remembered by them. During the general discussion about cybersex one student said: ' You never know who is behind the computer, even though he says he is your friend he can also be an old man or loverboy.' The students are aware that

you can be anyone on the Internet. They can explain what goes wrong in the story, therefore, they are able to recognise the warning signs when a situation like this would occur.

When asking what they would do if another person showed a naked picture or was naked in front of the webcam, they could come up with solutions. One student said he would block the person from his list. If he was still harassed by that person he would go to his mentor or parent to explain the situation. Other students had similar solutions to the problem.

When discussing the last topic why cybersex is so dangerous they had to think for a little while. After giving some hints and putting the question in a different sentence, they were able to explain that the person asking for naked pictures can publish it on the Internet and when it is on the Internet it will never go away.

In this part of the chapter we will discuss the conclusion by answering the sub questions.

4.4.1 | SUB QUESTION: HOW SHOULD YOU COMMUNCITE WITH CHILDREN WITH INTELLECTUAL DISABILITY?

In this part of the conclusion we will focus a bit more on the educational setting regarding communication. There are many factors to consider when communicating with this group of children. Not only verbal communication is important, also the environment or emotional state the child is in is something that can have influence on communication.

The literature that was written about Intellectual Disability and how to communicate with these people was quite accurate compared to the results of this research by observing and interviewing teachers. The influence parents have in the upbringing of a child has most certainly influence on a child's development and communication skills. Children coming from anti-social families where a lot of fighting is going on will have a disadvantage in their development. They will mimic this behaviour and as a teacher you need to be clear that that kind of behaviour is not tolerated in class.

In the literature review it was mentioned that children with this condition process information slow, this was also observed in class when a student had to answer questions. It took them longer to understand what was asked from them. Therefore, giving students more time to answer questions is important. Another factor that was presented in the literature review was that these children fall behind regarding language. While observing in class it was clear that these students were not at the same level as peers from their age when looking at reading, writing and so on. This is something to keep in mind when communication to these children. For some, pronouncing certain words can be difficult too.

Also, being hyper sensitive to stimuli is something that gets in the way in the daily lives of people with Intellectual Disability. They are easily distracted and staying concentrated is difficult. For teachers, keeping attention is one of the most difficult tasks to achieve. Therefore, when communicating to them, make sure you state the most important issue first since the level of concentration is at its highest at that point. In the literature review one of the writers suggested to make sure the classroom has no distractions because that will higher the ability to concentrate. Though, the teachers at de Ziep said that that was an old fashioned approach. Now a days, it is better to try to overwhelm the children with a lot of stimuli. The more they receive, the better they will be able to handle distractions in the future.

Regarding the use of symbols and sign language, the literature review and teachers agreed that those tools can be beneficial for children with this condition. It can reinforce a message making it more clear of what is expected from children.

Due to the lack of social skills and the inability to read facial expressions and body language, many incidents happen because of miscommunication. This was concluded after researching literature about communication and interviewing the teachers at de Ziep. Therefore, it is beneficial to provide verbal and non-verbal communication simultaneously and in an exaggerated matter. For students with this condition, it becomes more easy to read communication and understand what is expected from them. When you communicate verbally with children with Intellectual Disability, it is key to keep your sentences short and speak in a direct matter. Also, when giving instructions, always makes sure they understood you correctly.

Whenever you want to break off a habit or teach something new, always repeat the same structure over and over again. This is the only way they will be able to add this new structure to their daily lives.

By observing behaviour of these children, especially body language, you will be able to estimate their emotional state. Their emotional state has influence on taking in information. Also, when warning signs are not recognised, for example the level a stress a child has, it can escalate into tantrums. In the literature review

we concluded that tantrums of people with Intellectual Disability happen unsuspectedly. Though, the teachers at de Ziep did not agree with this fully. They said that this only happens when you did not pick up on the signs of their level of stress or annoyance.

4.4.2 | IS THERE A DIFFERENCE IN ONLINE BEHAVIOR BETWEEN CHILDREN WITH INTELLECTUAL DISABILITY AND WITHOUT?

For answering this sub question, we compared the questionnaire to a research conducted about the same topic by the NJI. We concluded that there is a difference in Online behaviour between those two groups. The differences will be discussed below.

Comparing the questionnaire conducted by the NJI with children without Intellectual Disability and the questionnaire conducted at de Ziep with children with the condition we can make a conclusion. The difference between the average of hours spend on a weekly basis is only one hour. The students at de Ziep spend more time online. Though, this is not a very big difference. Also we need to take into account that this research only took a sample of 30 students within the same school. On top of that, it becomes more difficult to measure the exact hours that children spend online due to the use of smartphones where apps are accessed.

In the research of the NJI about the online behaviour it indicated that 6% of the interviewed children met a stranger online. At de Ziep, this is double the amount, namely: 13%. At de Ziep, more children are bullied online compared to children without the condition, namely: 30%. In the research conducted by the NJI this average was lower, here between the 17% to 23% of the children were bullied online. Obviously, more children at de Ziep admitted to receive insults through the web (40%) which is 5% more than children without the condition (35%). In short, this shows that children with Intellectual Disability are bullied more, receive more insults online and meet with more strangers from the Internet.

Comparing this research to the research conducted by the NJI we can conclude that there are less students at de Ziep that have a Social Media account. Also, in the research of the NJI it was concluded that girls were more active on Social Media compared to boys. Though, in the research conducted at de Ziep, boys were more active on social media.

PC's and laptops are the most popular tools to access the Internet according to NJI. At de Ziep, these tools are also most popular, 60% of the students at de Ziep said they owned a laptop where they accessed the Internet. 86% of the children who participated in the research of the NJI admitted they had a smartphone. This was more comparing to the research conducted at de Ziep. Here, only 56% of the students have their own smartphone with Internet access. Students at the Ziep have less smartphones compared to peers without Intellectual Disability. The NJI concluded that the game consoles were more popular than the smartphones. At de Ziep this is not the case since it is the other way around.

The NJI researched the most popular activity on the Internet that the youngsters spend their time on. The most popular consisted of Youtube, Social Media, chat programs and gaming. In the research conducted at de Ziep had the same outcome.
The NJI concluded that going on Social Media was more popular with girls compared to boys. At de Ziep this is not the case. On the other hand, gaming is more popular with boys at de Ziep, which was also the outcome of the research done by the NJI.

There was no record on the rules children without Intellectual Disability have with their parents or guardians. Though, the children at de Ziep 90% of the participants admitted not to be supervised by their parents or guardians. More than half of the students have no rules at all. This gives them a lot of freedom.

Summary
There is definitely a difference in behaviour between those two groups of children. The factor that stood out most was the fact that children with Intellectual Disability spend more hours online compared to children without the condition.

Also, the vulnerability was shown in the results as well: they met with more strangers from the web, they were more bullied and received more insults online compared to children without the condition. Even though this group is considered as vulnerable, at home most of the children had no rules about being on the Internet. This could also explain why these children are bullied more online and meet up with strangers. The online behaviour was quite alike between the two groups of children: they had the same activities online and the way the internet was accessed is similar. Though, children without Intellectual Disability are more active on Social Media.

4.4.3 | WILL INTERNET SAFETY CLASSES HAVE EFFECT ON THE ONLINE BEHAVIOR OF CHILDREN WITH INTELLECTUAL DISABILITY?

Internet safety classes do have effect on Online behaviour. By receiving Internet Safety classes, children are able to prevent certain situations to escalate. For example, when a child is bullied online, the students have learned how to approach this situations. They have learned to block the person who bullied them first and whenever the situations does not seem to stop to involve an adult if necessary. They have learned to apply this to different situations. Also, they are able to recognise warning signs that could indicate trouble. An example is a person from the Internet asking students to take pictures of themselves revealing their body. By learning tools to solve issues, the students are able to tackle these problems much quicker than students who did not have these classes. Students from the group who did not have Internet classes were quite naïve about the dangers on the Internet, saying that situations such as receiving pornographic images would never happen to them. Though, later on in the session they discovered it happens quicker than they think since one of the girls in the group experienced it. They were more joking and laughing about the situations than taking it seriously and come up with solutions. Also, warning signs were not recognised or pointed out by the group of student who did not have the Internet safety classes.

Recommendation

In this chapter a recommendation is made and the research question is answered, namely: How should you communicate with children with Intellectual Disability regarding Internet safety?

First of all, it is important to start Internet classes so children will be more safe Online. Thanks to the questionnaire we can conclude that children with Intellectual Disability at de Ziep are more vulnerable on the Internet than children without Intellectual Disability. They are more likely to be bullied or meet a stranger they met online. Also, this group gets a lot of freedom at home regarding being on the Internet, which is not always the right decision since supervision of parents can limit the chance of these dangers to happen. Also, in research we concluded that people with Intellectual Disability are not able to handle freedom as well as some parents or guardians think. Since incidents with these children do happen Online, even though guardians, parents or teachers are not aware of it, it is recommended that they play an active role in Online safety. By introducing Internet safety classes in the educational system much more awareness is raised about the dangers on the web. Students with Intellectual Disability are better to come up with multiple solutions to solve or prevent certain dangers on the Internet to happen. For example, when one students is bullied Online, they are more able to think of solutions such as blocking the person, informing someone about it, etc. Students with Internet safety classes can identify danger signs better such as intimidation which students without these classes are not able to do as good as they did. Also, they will involve an adult sooner when things get out of hand. On the other hand, children without the classes are much more naïve about dangers on the Internet. They joke about it or say that things like cybersex would never happen to them.

So how do you raise awareness and communicate about the dangers of the Internet towards children with Intellectual Disability?
First of all, it is important when you discuss a topic such as cybersex that everyone knows what it means exactly. The best way to describe it is by giving

an example. By providing more diverse examples, verbally and visually, the child is able to understand it better. An example could be to use a story that was used in the group sessions. There is text, but also some pictures on the next page to support the story. Make sure that you emphasize that these things do happen and can happen to all of them. You might ask the group of students if they have ever experienced something unpleasant Online.

By using simple language and short sentences you make it easier for the children to understand your instructions. Whenever you communicate something that is important, such as discussing solutions to solve or prevent cyber bullying, make sure you let the students repeat the solutions. Due to this, they are able to memorise it but also for you to check if they understood what was being discussed. On top of that, the ability to concentrate is for each student different. Therefore, whenever you want to communicate something important, make sure you do it in the beginning of the class when attention is at its highest.

For children with Intellectual Disability, it is hard to teach new structures. Therefore, when you want to teach these children to solve certain issues such as cyber bullying Online, make sure you provide them with an step by step plan. An example could be:

1. Do you know who is bullying you? If yes, inform your teacher about it and block the person. If no, block the person.
2. If the bullying still continues, report it to the Social Media or webpage you are currently on.
3. Involve your teacher, guardian or parent about the situation so they are aware of the problem and can help you solve it.

By repeating this plan, they are able to remember and apply this in real life. Make sure you give plenty of examples so they can apply the plan to different situations. This also gives the student more self-confidence to take action instead of ignoring incidents or not involving an adult thanks to the diverse tools they received through the step by step plan.
By repetition this new structure will become part of their daily lives. Make sure that the students understand that they should not be ashamed or hold back

informing an adult in situations they do not know how to solve themselves. After finishing the Internet safety classes, the students will have a step by step plan they can apply for themselves. By keeping the topic alive by discussing this once or twice a month in class, you keep the children aware of the tools they received but also about experiences they had in the Online world.

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Appendix

<u>When you communicate with these children, where do you pay attention to, what do you take into consideration?</u>

You keep in mind that the these children process language much slower, though this does not mean that you talk slow. You keep your sentences short, you give clear instructions and give structure to the classes, for example: put your computer on, now go to the Internet etc. You always have to check what they are doing. If you see that they weren't able to follow up your instructions, you have to explain again. When you communicate with these children you always ask if they understood you. When you have children with less severe Intellectual Disability, you have to challenge them, then you can try to give 2 to 3 instructions in one sentence. Though, like with more severe Intellectual Disability, you always ask if they understood it.
What I ask from them depend from their condition. For example autism, you have to be very clear on what you agreed up on. Then I use the W's: What, when, how, where, who.

<u>Do you think that the background of the students where they come from could have influence on the development of communication?</u>

It can certainly have influence but that is not always the case. You see children with less social skills coming from less social environments where parents went to this school as well. Though, there are also children coming from families that are 'normal'. They can have syndromes or are born with brain damage.
Though, even when parents raise a child who have Intellectual Disability themselves, does not mean that these children are raised badly. There is one student Mariska who has Intellectual Disability as well as her parents, they have raised her with a lot of love. She is very social. As long as the parents support their children and give enough affection the child will have better social skills when this would not be the case. When you see families who are antisocial where they yell and fight a lot, you can see this behaviour reflected in the child. They mimic the same behaviour at school. For example, when you have a disrupted family, the child will be more aggressive in class.
Though, in class they are forced to adjust to our structures, this will prevent them from escalating in aggressive behaviours. Unfortunately we have no influence how this child behaves outside school hours.

<u>Receptive communication</u>
Receptive communicatie komt meer bij autisten voor. Als je over het mooie weer hebt en ze zitten voor de computer dat begrijpen ze dat niet. Belangrijk dat je in de juiste contact de juiste onderwerpen worden aangesneden.

<u>Hoe leer je iets aan wat niet in hun routine zit?</u>

Dingen die niet mogen focus je niet op, maar vooral op de dingen die wel mogen. Dan hoop je dat het erin slijt door veel herhaling. Dingen die wij proberen af te leren om ander dingen aan te leren. Moet thuis ook worden aangeleerd en volgehouden worden. Wij focussen op welke sites ze wel mogen bezoeken en niet op welke niet mogen. Toch escaleert dit omdat het thuis de regels niet worden opgevolgd. Zo zie je bijvoorbeeld dat Kinderen nachten op internet zitten, zoals seksuele getinte sites wat ouders totaal niet in de gaten houden. We starten de lessen met hoe het gaat en hoe ze in hun vel zitten en dan hoor ik verhalen van kinderen die nachten achter de computer zitten waarvan de ouders gewoon niet onder controlehouden. Overschatten hun kinderen van wat ze aan mogen terwijl dat helemaal niet aan kunnen. Dit gebeurd ook in minder beschaafde families, dat de focus meer licht op dat als zoethouden van de kinderen. Hele duidelijk afspraken die beide fronten word .

Met mobieltjes word dit nog moeilijker en vooral met Facebook. Kinderen krijgen ruzie door Social media of chat programma's die wij moeten oplossen, terwijl thuis word veroorzaakt. Het gaat mis omdat het moeilijk is te lezen welke emoties zich afspelen of informatie die word weg gelaten. Ze kunnen op dat moment ook niet het gezicht lezen. De leerlingen hebben meerdere communicatieve vaardigheden nodig om het te lezen en begrijpen wat er word gezegd, omdat ze dit niet hebben komen ze online in de problemen.

Ze weten niet goed wat ze wel en niet moeten vertellen, dit bedoel ik meer onder elkaar. Ik denk dat het voor ons heel moeilijk is hun dit aan te leren. Daarom focussen we met internet lessen dus meer op hoe je bijvoorbeeld loverboys herkent en hoe je ermee omgaat.

<u>In what way do you use symbols?</u>

We use symbols among other things in the computer room. The symbols we have are nationwide used; we teach them what it means. The definitions of these symbols are established. All schools that are affiliated with Mariendael, which is an organisation for schools who offer special education, use these symbols. This ensures that the children recognise or are already familiar with it which makes symbols a perfect tool to emphasize what you want the children to do. It depends on what class is educated when using symbols. It is a tool that functions more as an aid when students need more clarity, especially children with autism this tool comes handy.

<u>Do you use sign language?</u>

When sign language is needed we do, for example when a child is communicative deficient. Also, like symbols, it can be used as an aid to emphasize what you want from a child. It also helps to demonstrate a certain task, for example, you want the student to mimic a certain process. You show them how it is done and ask the student to imitate what you just did. This action also shows if the students understood what is asked from him.

Recently there are very good hearing aids on the market. This makes sign language less necessary. Sign language is taught at schools and are as symbols nationwide determined. Once or twice a year we get classes from a speech therapist about sign language. This is done to fresh up our memory but also to go through changes in this area.

<u>Do you notice any difficulty with keeping concentration for a longer period of time with children</u>

Some of the students have very clear difficulty with concentration. You notice that they are not paying attention. Some have very short span on concentration others can concentrate for about 5 or 15 minutes. Therefore, it makes it difficult to teach, every student has a different concentration span. On top of that, when every student has a different concentration span, this also indicates that you have to keep focussed on every individual in class. This is also a reason that the classes at special education schools are so small and that we need class-assistants.

The process of teaching students goes very slow. For every class we make a group plan, in this group plan we make groups of children who have, for example, the same concentration span. Also, this group plan is distributed in intelligence, so children with severe Intellectual Disability form a group and within this group we group children together with the same concentration span.

We have three education levels, 2, 3 and 4. Students in level 4 will be able to get a job after graduating from school. They are able to live independently with some guidance. Level 3 will go to
a group home where simple routine jobs are done with the residents. They are under supervision of the staff. The last level is going to a group home and not working at all. Here, the simple tasks are too difficult for the people with Intellectual Disability. Their daily lives are filled with coffee breaks, tinkering, watching movies etc.

How do you keep attention to the class?
If I see students starting to wonder off, I see this as a sign that I am going too fast. Then, I will take a step back and go back where the students were still concentrated and listening to my lecture. Another thing I do when they are working on an assignment is by sitting next to them to get into contact with them and try to figure out if the student is overwhelmed with the tasks or assignments or if he or she is not understanding what is asked from him.

When teaching children with special needs, you have to be constantly on guard to check the students state. Are they concentrated or wandering off, are they very quiet, etc. Every child responds differently to certain situations, one child is going to stare when she is wondering off, another is nagging, another will whine about the class being too boring. These are all different signs telling one thing, they do not understand what is asked from them and you need to take a step back.

How are the classrooms designd?
We designed the classroom by American standards. This means that all rooms are open spaces where the children have to follow classes. There are a few closed classrooms where lectures are given about subjects that really needs full attention from the children. This does not always work that well. There are too many distractions and that causes that the children are overwhelmed with stimuli. When educating cognitive subjects this is not ideal since they need to pay attention because it is otherwise too difficult for them. Also, these open spaces are noisy.

How are the classrooms devided? In the literature they adviced to keep it as simple as possible.
The classrooms looks like any other classrooms, there are no adjustments made. Back in the days this was the case. The classrooms were empty spaces with white walls, this was done so the children would receive no other stimuli. Though, the more stimuli you remove the less stimuli they can handle. Therefore, this approach was no longer recommended since when these

children will start working, these stimuli will be there. They have to get used to it and learn how to deal with it. So the more stimuli you overwhelm them with, the more they will be able to handle in the future. For example, when there is a new teacher, it is very hard for them to adjust. Though, it is important that they do not stay focused on only one person. That is also the reason that each individual child has its own schedule. With an individual schedule they can work on their own strengths and weaknesses. Since structure is something they need daily, we do give them a picture of the teacher and a symbol on their schedule to prepare them for the class that is coming up.

Speech

The students who have hearing impairments are hard to understand. Though, these students adjust easily to that situation so people around them are able to understand what he or she is saying. One of our students uses a voice generator. Though, the children around her have difficulties to interact with her. This leads to her being left out which is very difficult for her. Still, we try our best to make her feel being part of the group.

Nonverbal communication

Nonverbal communication is hard to read with children who have autism. Here it is crucial that you are exaggerating your emotions so they are able to read your body language and facial expressions. For example, when you make a joke, you have to tell them it was a joke. I, as a teacher, always use sign language with this group to reinforce my message.
A lot of students get into a fight because they misunderstood each other. For example one of them makes a joke and the other is unable to read its facial expression. The other becomes angry because he was unaware.
The difficult part is that when the a student does not understand something, that they become so angry that they lose control over themselves. Instead of confessing that they do not get the message, they rather just quit what they are doing. This is due to the fact that they do not have enough communication skills to indicate what is going on. Another reason could be is that they feel stupid due to group pressure but fear of failure can also be part of it. Fear of failure can be caused due to the fact that they just do not understand assignments that often and are afraid to admit it. You see this especially with students who came from regular schools. It can almost take a year to make them at ease and them being able to tell you they do not understand.

In the literature it came forward that their behaviour can easily escalate, do you see that as well?
No, it is not that these children suddenly have tantrums. When you get to know them and observe their behaviour you notice that the stress and irritation slowly piles up. It is only when nothing is done about it, or teachers do not see their irritation level that the student can have a burst of anger. If you do not know the student you will not be able to see the signs.
Though, these sudden burst of anger can happen with children who have autism. It can happen that they just do not know what to do with themselves anymore or with the situation they are in. Then you will see this behaviour. This behaviour is also possible with children with severe Intellectual Disability. They are unable to communicate what is bothering them and then it can escalate too.

If you could describe Intellectual Disability in one sentence, how would you describe it?
A person with an IQ below 70 that has trouble with everyday actives.

Als je met deze kinderen communiceert, waar let je dan het meest op?

Dat je zo veel mogelijk begrijpelijke taal spreekt. En vooral kijkt naar de reactie van de leerlingen. Daaruit kun je heel veel aflezen. Als je twijfelt of duidelijk is laat je de leerling de vraag/zin/opdracht herhalen zodat je dan kunt horen of het is begrepen. Natuurlijk is dat afhankelijk van het niveau van de leerling, maakt wel verschil of je les geeft aan leerroute 2 leerlingen(laagniveau) of aan leerroute 4 leerlingen(hoog niveau). Hoe hoger het niveau, hoe meer je probeert van ze te vragen.

Heeft de achtergrond van het kind waar zij of hij vandaan komt te maken met de ontwikkeling wat betreft communiceren en social skills?

Soms wel, maar lang niet altijd. Soms is het zo dat de leerling eigenlijk communiceert boven zijn/haar niveau. Dat taal dus eigenlijk standaardzinnen zijn, maar inhoudelijk niets betekent voor de leerling. "aangeleerde taal" dus. Bij andere leerlingen is het zeker van invloed geweest hoe hij/zij communiceert, heeft dit overgenomen van ouders. In mijn groep zit bijvoorbeeld een leerling die slecht spreekt, maar moeder is ook heel slecht verstaanbaar, dus in principe heeft hij de taal gekopieerd van zijn moeder. Dit is een jongen die "slechte" taal van ouders heeft gekopieerd. In het eerste stukje refereer ik juist aan leerling die "goede"taal hebben gekopieerd, maar er in feite niets van begrijpen.
Wat betreft social skills, ook op dit gebied kan de achtergrond invloed hebben op de leerling. Maar dat hoeft niet, het kan ook te maken hebben met zijn/haar syndroom/diagnose. Over het algemeen zijn sociale vaardigheden zeer moeilijk voor onze leerlingen en hebben ze daar veel lessen/begeleiding in nodig. Onze leerroute 4 leerlingen zijn vaak leerlingen die uitvallers zijn bij andere vormen van onderwijs. Sommige leerling hebben de basisschool doorlopen, zijn toen naar MLK onderwijs gegaan en komen dan uiteindelijk bij ons terecht. Dus je begrijpt dat faalangst bij veel van onze leerling een belangrijke rol speelt! De reden dat deze leerling uitvallen heeft niet zozeer met hun cognitieve vermogen te maken maar wel met sociale vaardigheden!

Gebruik je hand gebaren en zo ja wanneer?

Ik gebruik geen gebaren, doodsimpel omdat ik het ooit wel heb geleerd, maar eigenlijk nooit heb gebruikt, dus ben ik de meesten vergeten. Een enkele weet ik nog wel. Eigenlijk wordt in de Boven Bouw nauwelijks gebaren gebruikt. Een enkele leerling heeft een spraakcomputer (zij praat niet) waarmee ze zelf de woorden kan laten horen. Uiteraard gebruik ik deze wel bij die leerling. Collega's van mij gebruiken wel handgebaren en hebben daar wel baat bij

Vindt u het moeilijk om de concentratie erbij te houden van deze kinderen? En als je merkt dat de concentratie minder wordt, hoe speel je daar dan op in?

Vooral bij leerroute 2 is de concentratie erg zwak. Daarom is het belangrijk om in te spelen op onderwerpen die bij hen bekend zijn. Ook moet je er rekening mee houden

dat zij een korte concentratie hebben zodat je heel duidelijk bent in je instructie: voordoen, nadoen. Voor deze leerlingen is een half uur geconcentreerd werken al erg lang!! Je kunt van tevoren aangeven dat wanneer zij deze tijd hebben gewerkt dat ze daarna (als beloning) op de computer een spel mogen doen. Ook kun je gebruik maken van een time-timer zodat de leerling kan zien hoe lang hij/zij moet werken.
Wanneer je ondanks hier boven beschreven voorwaarden merkt dat de aandacht vermindert kan het zijn dat er andere zaken meespelen waarom de concentratie weg is, bijvoorbeeld dat er buiten net een conflict was wat eerst moet worden opgelost, of dat de leerling niet lekker in orde is, of dat er thuis zaken spelen waardoor de concentratie vermindert is. Dan altijd proberen die voorwaarden weer scherp te krijgen en de leerling opnieuw enthousiast te krijgen. Dus conflict oplossen , of praten over zaken die thuis spelen etc.

In hoeverre merkt u dat non verbale communicatie moeilijk is voor deze kinderen? (bijvoorbeeld gezichtsuitdrukking lezen)

Wanneer leerlingen je goed kennen (je dus een lijntje hebt met de leerlingen) dan weten leerlingen heel goed van je houding/gezicht af te lezen wat je eigenlijk wilt gaan zeggen, of wat je van de houding van de leerling vindt. Dat lijntje is eigenlijk noodzaak om op een goede manier met onze leerlingen om te gaan en dan maakt het niet uit of het leerlingen zijn uit de leerroute 2, 3, of 4!
Wanneer leerlingen je niet kennen kunnen ze ook geen non verbale communicatie herkennen bij je.

In boeken gaven schrijvers aan dat het gedrag van deze kinderen makkelijk kunnen escaleren (bijvoorbeeld flippen). Bent u het hiermee eens? Waarom?

Eigenlijk heb ik dit in de hierboven vermelde vragen al beschreven. Het lijntje waar ik het in de vorige vraag over had is dus superbelangrijk. Maar ook het kijken naar onze leerlingen daaruit kun je veel aflezen en dus ook veel ellende voorkomen zodat ze juist niet gaan flippen. Juist omdat je met die leerling bespreekt wat er thuis allemaal aan de hand is en de leerling (als hij/zij dit wil) zijn/haar hart kan luchten. Zo kun je flipgedrag voorkomen. Dus ook observatie is erg belangrijk! Ook moet je je realiseren dat wanneer er buiten of in de gang of zo een conflict is geweest, dat je dit conflict eerst moet oplossen voordat de leerling weer wat info op kan nemen.

TUESDAY APRIL FIRST. 09:00 – 09:50.

Less severe Intellectual Disability. CEO - Class about real life situations such as intimidation, bullying etc.

Today is April's fool day, which means that the youngsters are very excited. When I entered the playground, I was already approached by several children. They are very open and excited. The class starts with an attendant list. I'm sitting in class with children from 16 to 19.

Communicatie	Amount	Description	Teacher	Class
Processing information		Tasks are explained very clearly and direct. No questions asked. A list is made to indicate who's turn it is to clean the classroom. Asks if all is clear and they agreed. By giving the students assignments such as scenario's and giving them the task to think of what they would do in this particular situation, they give the students something to think about. You do notice that their thinking process is a bit longer, it is for them more difficult to come up with a good solution.	Jenny	CEO
Other		The students can put into perspective when you wear sexy clothing that you may provoke a certain behaviour from boys. The teacher says that communicating about what someone wants is very important; no is no. She emphasizes that clarity of what you want by both parties is important One boy is obviously struggling with one question of the assignment. The teacher asks if he needs help. He says no. After 6 minutes he finally asks for help from the teacher.		
Brain abnormality		The teacher lets the children think of themselves. When asked question the teacher does not answer the question instantly but let the child think. Also very personal things are discussed, even though I am present in class. This indicates that there are no boundaries as personal stuff that is too private to be discussed. The student tells		

		that his father wants nothing to do with him. The teacher asks how he feels about this situation. He didn't care as much, though, if he feels a urgency to talk about it, it indicates he cares.
Language development		Reading out loud is difficult for them 5 of the 7 in this class had difficulties. It goes slow and pronouncing is something they also struggle with. Luckily, they get a lot of support from their classmates who stimulate or help them further with for example a word they don't know.
Symbols		
Sign language		
Concentration		The boy is very active, moving all the time. He is aware of his issues such as talking too much. Easily distracted by children walking by the classroom. Even though the teacher asks to be quiet, it is hard for them to keep quiet. During reading stories, you can see that the concentration is gone quite quickly, instead of reading along they look out of the window, when it's their turn they don't know where they have to continue.
Speech		Some children are difficult to understand. Their pronunciation of some words is hard for them.
Emotion		When teacher does not understand the youngster correctly. The child raises its voice and explains it further indicates frustrations. Outside the classroom, a student does not want to go off the computer. It escalates very quickly. He screams and shouts and threatens the teacher: 'do you want to be punched?' 'I am not afraid of you.' He is calling names etc. The teacher stays calm and escorts the student outside to the canteen. This behaviour was probably created because he was already frustrated since he could not get his tasks done. This frustration led to an outburst of anger.
Facial expression		
Body language		

Cyber seks

In class the topic cyberseks is discussed.

Everyone has a webcam in their possession, especially on their laptop. They never experienced cybersex themselves but have heard of it from others. The teachers explains that on Facebook you can have many friends but that you only really know a small number of those 'friends'. The teacher goes further: 'You have no idea who is sitting behind these computers.' A girl replies: 'it could be a lover boy!' This indicates that the lessons on this stick in their awareness. One boy says that some girls asks where he lives, he explains that he never tells where he is from since that could be dangerous. Undressing in front of the webcam is something he would never do. All the students in class agree that they would never let anyone persuade them to do these things. The boy admits that he is easily persuaded to do things, so the vulnerability does come forward.

TUESDAY APRIL FIRST. 10:30 – 12:00

Less severe Intellectual Disability

Communicatie	Amount	Description	Teacher	Class
Processing information		When asking questions the student needs a little time to process and understand the question the teacher is asking. The teacher formulates the question differently, now he could answer.	Jenny	Living independently & employee skills class.
Noticing Factors (hearing, seeing etc)		Very informal setting. Personal issues discussed, teachers approached by name.		
Other		it is hard for one student to communicate with another. One student does not want to interact with another student, even though, she told her to leave her alone but she did not pick up the her point which is leave me alone. Is able to communicate her feelings.		
Language development				
Symbols				

Sign language	
Concentration	
Speech	
Emotion	The child explains that she was lost in a store where she was going to work for the first time. She admits that it is hard for her to ask questions. A student was misunderstood about its age multiple times at schools. She gets frustrated when this mistake is happening again.
Facial expression	Teachers asks if a student could explain what they are doing in class to me. He does not make eye contact, is quiet for a while and then says he finds it difficult.
Body language	

Tuesday April first. 12:00 – 12:50

in this class, the children get exercises which they have to perform. For example putting the right coloured clothes pegs together. Severe to moderate Intellectual Disability

Communicatie	Amount	Description	Teacher	Class
Processing information		The teachers explains what her exercise is and asks if she understands it. When no answer is given, she asks again in a slow matter and gives her time to process the question given. Now she start working on her exercise.	Jenny	Internet cafe
Motorics		It are simple tasks they have to perform. The girl I am observing needs to focus on her hand coordination when she has to put spoons in a hole in a wooden block. After less than 1 minute she gets distracted by the teacher who is talking to someone else. This behaviour is consistent during this class.		
Other				
Language development				

Symbols		The students gets a sheet where the act is explained by pictures. These actions are structured, so they have to do the same thing over and over again. Each week they get another exercise so they learn and remember how these processes work.
Sign language		
Concentration		One girl sitting next to me gets distracted by my typing. It is clear that she finds it interesting since she looks at me so now and then to see what I am doing. She gets easily distracted by noises in her surroundings.
Speech		
Emotion		
Facial expression		
Body language		

Wednesday April second. 09:00 – 09:50

Moderate Intellectual Disability.

Communicatie	Amount	Description	Teacher	Class
Processing information		The teacher is asking if the children can answer the question if it takes too long she asks again. To explain certain things, this teacher is giving example by drawing on the drawing board. By drawing it is easier for the children to understand. She asks the question again to see if the students understand.	Christina	Geography
Teacher		Today I am sitting with another teacher in class. There is a big difference between the teacher from observation day 1. This teacher is trying to interact with the children in a more fun and outgoing way. The other teacher was more serious. This teacher makes a lot of jokes and pushing children to work in a more exaggerated way. You can see that the children become more relaxed.		

Hearing		The other student has some hearing problem so the teacher asks if the sound is loud enough so she can hear it.
Language development		The children have also difficulty spelling words. When the teacher asks to spell words it is difficult for them and need the teachers help.
Symbols		
Sign language		Use sign language to reinforce message.
Concentration		The teacher is working with only 2 students right now. You notice that one student sillika really needs this attention since she is wandering off quit often so the teacher needs to be addressed constantly to keep her with the class.
Speech		
Emotion		
Facial expression		This teacher uses exaggerated facial expressions to bring the message across. She uses this with sound but in a fun way. So even when the student is not paying enough attention the teacher will use her face by looking angry and wave her finger and say: Gosh, little lady. Pay a little attention! The student laughs and pays attention again.
Body language		When explaining the lecture, the teachers uses her hands quite often to explain. Together with mouth, drawings and gestures, It's easier for the children to understand.

10:30 – 11:20

Traffic
By visualising the process of for example getting a train ticket the children understand the process of how to buy a train ticket and what happens when you come across a conductor. As described in the theory, the teachers takes them from step to step.
She uses her voice in an exaggerated manner to express her feeling like excitement, or questioning. They use roleplaying to show the process. Gestures are used to show for example can you see the screen when a clip is played. Almost all students have their own laptop or iPad.

Computer class, moderate- to severe Intellectual Disability

Communicatie	Amount	Description	Teacher	Class
Processing information	21	The boy has not seen me before. He is looking at me and then at the laptop. When I smile he does not respond. It is obvious he doesn't really trust it yet. Intervals such as: 50 sec, 1 min 10, 1 min, 45 sec, 40 sec, 1 min 15,	Jenny	Internet cafe
Noticing Factors (hearing, seeing etc)				
Prossesing Information				
Language development				
Symbols		One students has a time clock next to his computer to remind him how long the class will take. This helps him to provide structure and reassurance to know how long the class will take Next to the computer hangs a list what is allowed to do on the computer and what is not. Such as the use of social media in the Internet café is forbidden.		
Sign language	1	To indicate she shouldn't be distracted by sounds around her and needed to continue working, the teacher raised her voice and together with an hand sign.		
Concentration				
Speech				
Emotion		A girl across to the class room is cleaning the cafeteria. A boy walks by and scares her by screaming loud. She instantly becomes angry and start crying.		
Facial expression	2	No response to my face		
Body language				

Moderate Intellectual disability

Communicatie	Amount	Description	Teacher	Class
Processing information		Facebook is not allowed in the computer room. In the history it shows someone went on Facebook. A student says: Facebook is not allowed. The teachers says it's correct. She needed the reassurance.	Itske	multimedia
		Now I am in a class where some students are in that I have not met before. He wants me to introduce myself but since the teacher already knows me so he has to introduce himself to me.		
Prossesing Information				
Language development				
Symbols				
Sign language				
Concentration		When the teachers asks from the class to be quiet it is hard for them to hold their mouths.		
Speech				
Emotion		One student is angry. The teacher asks what is going on. He is turning his back. Now he is running away from the class. One student is not sitting on its right place. They wait patiently until the child is going to sit on the right place. She refuses. Everyone is ordered to be quiet until the students goes to its place. Eventually she goes to her place.		
Facial expression				
Body language				

Severe Intellectual Disability.

Communicatie	Amount	Description	Teacher	Class
Processing information			Christina, Carolien	Traffic / computer class
Noticing Factors (hearing, seeing etc)				
Prossesing Information		The teacher needs to explain multiple times how something works before she gets it.		
Language development		Spraakstoel zitten. A child with autism takes it too literally. He is not sitting on a chair but on a couch.		
Symbols				
Sign language	2	She uses sign language to show that a teacher was ill.		
Concentration				
Speech				
Emotion				
Facial expression				
Body language				

Cyberseks (sie-ber-seks)

Wie een computer met een webcam (wep-kem) heeft, weet vast wel wat cyberseks is.
Cyberseks doe je met de webcam.
Je hebt contact met iemand die ergens anders voor zijn of haar computer zit.

VOORBEELD.
Nella is elke avond on-line met Imro.
Vandaag gaat het zo:
Imro: 'Hallo Nella, hier ben ik weer. Hoe is het?'
Nella: 'Gaat wel, het was saai vandaag.'
Imro: 'Zullen we dan eens iets spannends doen?'
Nella: 'Wat dan?'
Imro: 'Ik ken je nu al zo lang. Ik wil meer van je zien. Kleed je eens uit.'

Nella: 'Nou, nee, dat vind ik niet zo leuk.'
Imro: 'Toe Nella, doe niet zo flauw. Het is toch cool'
Nella: 'Nee Imro, doe het zelf!'
Imro: 'Goed, ik begin.'
En hij trekt zijn shirt en broek uit en vertoont zijn penis voor de webcam.
Dan zegt hij dat Nella nu aan de beurt is.
Hij blijft zeuren en aan-dringen.
Imro: 'Als je het nu niet doet, wil ik niet meer on-line met jou.'

Als Nella zulke dingen niet wilde, had ze natuurlijk meteen moeten afsluiten.
Nu aarzelt ze, en ten slotte trekt ze haar bloes en beha uit.
Wat Imro en Nella doen, noemen we cyberseks.
Is dit intimidatie?
Het komt er wel heel dicht bij, want Imro DREIGT de (on-line) relatie te verbreken.
Heb jij een webcam?
Gebruik die dan op een GOEDE manier en niet voor zulke smakeloze dingen.
En vooral: LAAT JE NIET INTIMIDEREN!

Uit de krant:

Cyberseks: zelf weten of ranzige boel??

Een kwart van de jongens en één-vijfde van de meisjes heeft het afgelopen jaar cyberseks gehad, oftewel seks via de webcam met iemand die ergens anders voor zijn of haar computer zit. Dat blijkt uit een onderzoek van de Rutgers Nisso Groep onder 11.000 jongeren.
Aan de andere kant: als jongeren het verzoek krijgen voor de camera iets uit te trekken, doen twee van de drie jongens en negen van de tien meisjes dit niet.

Werkblad: Digitaal pesten

Digitaal pesten 2

Naam:

1. Hoort digitaal pesten er tegenwoordig 'gewoon' bij?
   Wat vind jij? Zet het hier.

2. Waarom is 'digitaal pesten' vaak veel erger dan 'gewoon pesten'?

3. Wat betekent anoniem?

4. Waarom gaan digitale pestkoppen vaak veel te ver?

5. Wie kunnen ervoor zorgen dat het pesten en digitaal pesten stopt?

Beste Leerling,

Hieronder zie je een vragenlijstje over jou gebruik van het Internet. Probeer deze vragenlijst zo goed mogelijk in te vullen. Als je vragen hebt of je snapt iets niet, vraag het dan aan mij of aan de leraar die op dat moment rond loopt in de klas. Succes!

_____

Vraag 1. Ik ben een:

- ☐ Jongen
- ☐ Meisje

Vraag 2. Hoe oud ben je?

………

Vraag 3. Welke apparaten heb jij thuis?

- ☐ Een eigen laptop / PC
- ☐ Smartphone
- ☐ Tablet
- ☐ Xbox / Playstation / Wii

Vraag 4. Hoeveel uur zit jij op het Internet?

- ☐ Minder dan 1 uur
- ☐ 2 uur
- ☐ 3 uur
- ☐ 4 uur
- ☐ Meer dan 4 uur

Vraag 5. Wat doe jij het meest als jij op het Internet bent? (Je mag meerdere aankruisen)

- ☐ Gamen
- ☐ WhatsApp, Facebook chat, MSN, smsen
- ☐ Social Media (Bijvoorbeeld Facebook en Twitter)
- ☐ Chatten met vreemden
- ☐ Surfen op het Internet
- ☐ Forums
- ☐ Youtube

Vraag 6. Heb jij een profiel op Social Media, bijvoorbeeld Facebook?

- ☐ Ja
- ☐ Nee

Vraag 7. Ben jij ooit wel eens gepest op het Internet?

- ☐ Ja
- ☐ Nee
- ☐ Nee, maar wel gemene opmerkingen gekregen.

Vraag 8. Heb jij ooit wel eens afgesproken met iemand die je hebt ontmoet op het Internet?

- ☐ Ja
- ☐ Nee

Vraag 9. Heb jij thuis afspraken over Internet met jou ouders of begeleiders? Kruis ze aan.

- ☐ Tot hoe laat ik op de computer mag (bijvoorbeeld tot 10 uur s 'avonds)
- ☐ Hoelang ik op de computer mag (Bijvoorbeeld 2 uur per dag)
- ☐ Ik mag alleen in de huiskamer internetten
- ☐ Mijn ouders mogen meekijken als ik op het Internet ben
- ☐ Ik heb geen afspraken met mijn ouders/begeleiders
- ☐ Ik heb andere afspraken namelijk:

………