

Background

- Digital literacy is increasingly integrated into transitional programs for young adults with intellectual and developmental disabilities (IDD) (Sivrikaya & Ayg l, 2026)
- Individuals with IDD use the internet at similar rates but have greater difficulty recognizing and responding to online risks (Chadwick et al., 2017)
- Caregivers report high safety concerns (91%) and low confidence teaching digital skills (43%), highlighting a critical gap (Chiner et al., 2017)
- Limited digital literacy skills may restrict safe and meaningful participation in social and community contexts

Question & Objectives

Question
What educational trainings are supported in the literature to improve digital literacy related to safe online participation and communication among transition-aged individuals with IDD?

- Objectives**
- 1 : identify what safety skills are being addressed
 - 2 : identify the teaching methods used
 - 3 : identify the length, duration, and intensity of training

Methods

Databases: APA PsycInfo, CINAHL, Education, ERIC, MEDLINE, Psychology and Behavioral Sciences Collection, and Teacher Reference Center

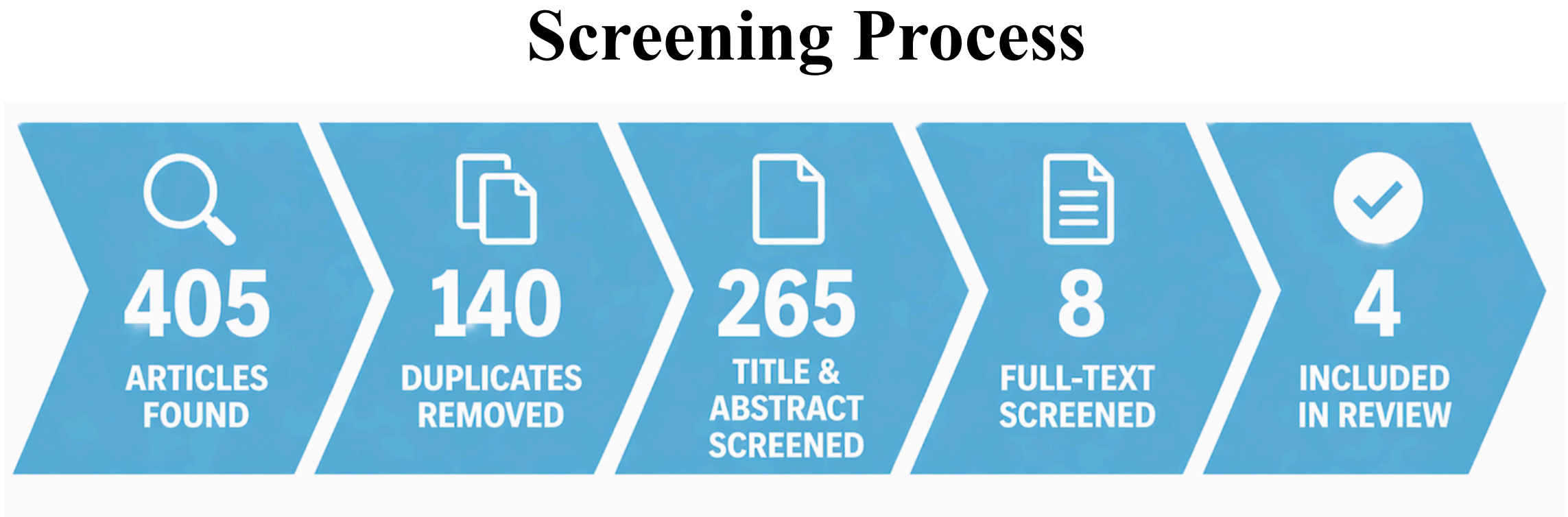
Inclusion Criteria

- Age: 16-30 (studies were included if sample contained participants in this range)
- IDD diagnosis
- Digital literacy training/education
- Peer-reviewed, global studies

Exclusion Criteria

- No training component
- Systematic, scoping, meta-analyses

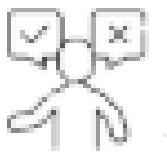
Results

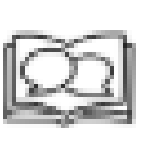


Safety Skills Addressed

- Cybersecurity awareness (n=2)
- Online communication (n=2)
- Media literacy & critical evaluation of online information (n=2)

Teaching Methods

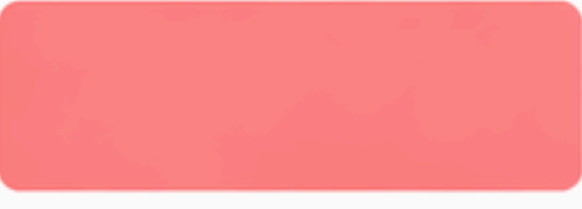
 Scenario-based (n=2)

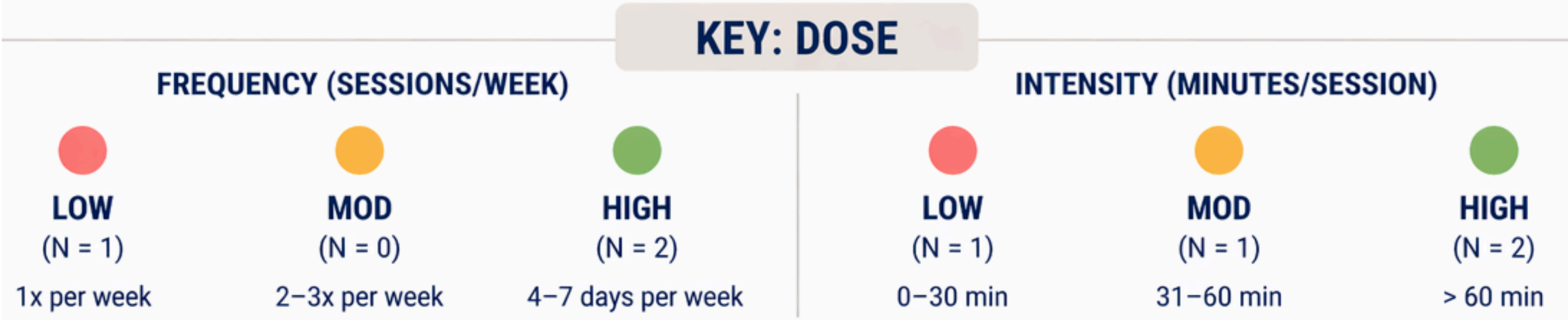
 Storytelling (n=2)

 Visual aids (n=4)

 Videos (n=2)

 Modeling (n=2)

FREQUENCY (SESSIONS/WEEK)	INTENSITY (MINUTES/SESSION)	OUTCOMES OBSERVED
		 KNOWLEDGE
		 KNOWLEDGE
		 KNOWLEDGE  GOAL ATTAINMENT
		 KNOWLEDGE  SKILL GENERALIZATION



Discussion

- Skills Addressed**
- Training programs should address multiple safety skills to promote comprehensive skill development
 - Skills addressed directly align with high-risk areas identified in previous research (Chadwick et al., 2017)

- Teaching methods**
- Teaching methods aligned with evidence-based IDD strategies, including modeling, repetition, visual supports, and real-life practice to promote learning and generalization

- Training Dose**
- Regardless of dose, training ↑ digital safety skills
 - Frequent, lower-intensity or individualized training leads to better real-life skill use and goal achievement

- Type of Therapy**
- Education may be delivered in group or individual settings
 - Intervention format should match skill complexity, with group settings supporting general knowledge and individualized training supporting communication, particularly for sensitive topics such as grooming

- Limitations**
- Small samples, variable methods, diverse IDD populations

Implications for OT

- 1

Support IADL Participation Through Digital Literacy
Promote communication management and safety
- 2

Use Occupation-Based, Individualized Interventions
Tailor to cognitive level, learning style, and real-world contexts
- 3

Promote Safe Engagement Through Support System
Train caregivers and modify environments