

# Digital Inclusion Grant 2021/22

## 2021/22 Final report

Application No. DI000272021\_22 From Dr Katrina Phillips

Form Submitted 16 Jun 2023, 1:50PM NZST

## Instructions

InternetNZ is proud to have supported your initiative. The questions below help us understand the triumphs and challenges you have faced.

We want to celebrate your successes and understand the obstacles you have encountered. This will help us all to learn what we could do better in the future.

This report form will be placed on our website for transparency.

Please complete and submit this form no later than the date stipulated in your funding agreement. Email us at [funding@internetnz.net.nz](mailto:funding@internetnz.net.nz) if you have any issues or need to arrange an alternative due date. You may not be eligible to apply for further grants from InternetNZ if this is not submitted. The completion of this form should be overseen by someone with an intimate knowledge of the funded initiative.

## Final project report

**\* indicates a required field**

### Initiative title \*

Scam-busters: Teaching people with disabilities to be safe online

### Provide a short summary of the work that was completed as part of this initiative.

\*

Access to the internet is increasingly an important component of many life activities such as money management, leisure, romance, work, bullying, and social contact. This has become particularly relevant in the times of the Covid-19 pandemic (Pacheco et al., 2020). However, there are a number of inequities between people with intellectual disabilities (ID) and people without. For example, Alfredsson Ågren et al. (2020) found that a significantly lower proportion of adolescents with ID had access to the internet than people without an ID, and that they were less likely to use the internet to find information. In addition to the digital divide, much research has focused on the risks of people with ID using the internet, rather than the benefits such as friendships and social connection (Glencross et al., 2021). Enabling people with ID to access these benefits requires exploration of approaches to increase safety, and therefore confidence.

The United Convention on the Rights of People with Disabilities includes Article 16; that people with intellectual disabilities (ID) should be free from exploitation and abuse. Although we cannot remove the risk of being exposed to internet scams for people with ID, we can ensure that they are armed with the skills to a) detect what is a scam and what is genuine, and b) know what to do when they are targeted in a scam.

The NZ Police categorise scams as romance, cold-calling, business email, employment, or investment opportunity-based (<https://www.police.govt.nz/advice/email-and-internet-safety/internet-scams-spam-and-fraud#anchor6>). Although they offer advice to keep safe online, scams can be sophisticated and convincing, and it is difficult to completely remove the risk of being exposed to scams online. Therefore, a crucial part of remaining safe online is the ability to discriminate an unsafe scam from a safe interaction.

Our project aimed to pilot a training method for people with ID. First, we used discrimination

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training, a method from the field of behaviour analysis which teaches a person to understand the differences between written, visual, or auditory stimuli. This part of our training involved providing the learner with an explanation of what characterizes a scam, then a number of examples and non-examples of scams. Once the learner could tell the difference between a scam and a scam and trustworthy interaction, we taught them how to deal with a scam if encountered. We did this using an interactive method called behavioural skills training (BST). BST comprises instruction, modelling, rehearsal and feedback. Once training was complete, we assessed with the participants' learning generalised to scams they hadn't seen before.

We found that this two-component training increased the ability of people with ID to identify an online scam, and to keep themselves safe by dealing with scams appropriately. We designed the scams using real examples provided to use by the Department of Internal Affairs, and recruited four adults living in a service supporting adults with intellectual disabilities. In addition to training, the participants were also asked to rate their confidence in identifying scams both before and after the training.

#### Is this initiative complete? \*

Yes  No

If your initiative is still in progress, select "no."

#### Start Date

01/08/2022

Must be a date.

#### Finish Date

31/05/2023

Must be a date.

#### Are there any areas where you need further support to complete this initiative?

We are applying for additional funding from other organisations to support the extension of this project. We thank Internet NZ for their support.

#### What are the outcomes of this initiative? \*

We successfully piloted an in-person training for people with intellectual and developmental disabilities to a) recognise online scams, and b) know what to do when they were faced with a scam. We recruited four adults with intellectual disabilities. We found that they each mastered the skill, but took different lengths of time to do so. We found that participants are also able to recognise novel scams that they have not seen before, and that they can maintain the skill after training has finished. Participants also indicated that they enjoyed the training and felt confident using the internet. Therefore, our data suggest that our training is effective and acceptable.

Consider the impact of your initiative or major achievements.

#### Who did you work with to make this initiative happen? \*

We worked alongside people with intellectual disabilities, who were participants in our study. We worked alongside an organisation that supports people with intellectual disabilities. We also worked with Digital Messaging and Systems team at the Department of Internal Affairs, who kindly shared their knowledge and resources on real-life scams that we used in our training.

For example, staff, volunteers, other organisations or support that has helped make this happen.

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#### **What did you and your team learn as a result of doing this initiative? \***

We learned that people with ID and services appear to be interested in training such as ours, and that our training is a good start to a potential broader training that can be implemented on a larger scale. We learned that people with ID take different amounts of training to learn how to recognise a scam, and that therefore, training should be individualised to account for this. We learned lots about scams from the Department of Internal Affairs (i.e., how they work, what they look like), which we found interesting and valuable in designing our training. We have started to use the learning from this study to design a series of further studies to a) identify whether training could be more general around what is a safe vs unsafe online interaction (rather than specifically about scams), b) understand the needs of people with dyslexia in avoiding online scams, and c) identify whether training could be delivered at a group rather than individual level (but remain individualised).

Describe any insights that may be useful to others working towards digital equity.

#### **How will you share the outcomes and lessons from this initiative? \***

We are hoping to share the results of our study at a conference in Wellington later in the year (behavioural psychology), and have started to prepare a manuscript for publication in a peer-reviewed journal that has called for papers for a special issue on addressing inequality. The data will also be presented in students' Masters theses. We are hoping that InternetNZ will help us find other ways (outside science communities and our partner organisations) to disseminate our findings.

What channels/mediums will be used so that this initiative can inform future projects for yourself and others.

#### **Which population group/s were affected by this project or program? \***

Health > People with disabilities > People with intellectual disabilities

Please choose only the group/s that were at the very core of this project/program.

#### **Share your evaluation plan and any supporting documents you feel appropriate, that will help us to better understand your initiative.**

For example survey results or feedback, annual report, summary to the board or any visual or audio representations of your work.

Remember this report will be placed on our website for transparency.

#### **Upload files:**

*No files have been uploaded*

#### **Upload files:**

*No files have been uploaded*

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*No files have been uploaded*

#### **Provide additional details:**

Let us know if anything you have shared is confidential or can be used to promote this work.

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**What (if anything) have you changed in your approach and practices? Explain why this was necessary?**

n/a

This information may help inform others undertaking similar work.

## Financial report

**\* indicates a required field**

### Project income and expenditure

Please provide details of any project income (funds received) and project expenditure (funds spent) to date.

Use the 'Notes' column to provide any additional information you think we should be aware of.

Income Description	Income type	Confirmed funding?	Income amount (\$)	Notes
Internet NZ grant	Other income	Confirmed*	\$20,000.00	
Co-PI time (K Phillips)	In-kind support	Confirmed	\$20,000.00	
			\$	

Expenditure description	Expenditure type	Expenditure amount (\$)	Notes
Research assistant	Salaries and wages	\$3,199.00	
Co-PI time (R Sharp)	Salaries and wages	\$7,181.00	
Co-PI time (K Phillips)	Salaries and wages	\$8,224.00	
Co-PI time (K Phillips)	Overheads	\$9,458.00	
Co-PI time (R Sharp)	Overheads	\$8,259.00	
Research assistant	Overheads	\$3,679.00	

### Income and Expenditure Totals

<b>Total income amount</b>	<b>Total expenditure amount</b>	<b>Income - expenditure</b>
\$40,000.00	\$40,000.00	\$0.00
This number/amount is calculated	This number/amount is calculated	This number/amount is calculated

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**Have you experienced any issues with your intended project budget to date? If so, please explain reasons for any major variances or for providing incomplete information:**

n/a

## Feedback

You are almost at the end of your final report. Before submitting, please take a few moments to provide some feedback.

**Please indicate how you found the acquittal process:**

Very easy  Easy  Neutral  Difficult  Very Difficult

**How many minutes in total did it take you to complete this form?**

60

Estimate in minutes (i.e. 1 hour = 60 minutes)

**Provide us with any feedback you have from learning about evaluation.**

We have very much enjoyed working with Internet NZ, and we found your support for evaluation activities invaluable. Thank you.

For example, feedback on the evaluation toolkit, or the impact evaluation planning had on this initiative or your organisation.

**InternetNZ is a membership organisation. Would you be interested in hearing more about becoming a member?**

Yes please  No thanks  I am already a member