Dealing with Danger
A game about safer technology usage for cognitively impaired clients.
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Case study
'Wendy' is a 35 year old client with a cognitive impairment. She has a facebook page which she uses to communicate with her *boyfriends.* Her boyfriends are aged between 20 and 25. They ask her to send them sexy photos of herself. She regularly uses chat for sexually explicit interactions with the boyfriends and others. Sometimes one of her online boyfriends will ask for a date to have sex, sometimes he brings other friends to have sex with her too. She has been referred to us by SOCIT after reporting a sexual assault.

Case study
'Mina' is 15 years old and has a cognitive impairment. She has been downloading pornography onto her phone and showing it to other kids at school. She has just started swapping nudes with boys. When her parents try to limit her phone usage, she tantrums saying they don't want her to have a boyfriend. Mina's parents have contacted SECASA after Mina was sexually assaulted by a boy from school.

How do you begin a dialogue with these clients about their usage of information and communication technologies and the role technology is playing in making them more vulnerable to sexual assault?

This was the challenge set before the SECASA web team and this talk is about what we have come up with.

Being online has many positives: the internet can increase independence and social media is currently an important way of interacting with and connecting with others. In recent years, there has been a rise in people with a disability who are actively utilising the internet. A UK study in 2009 found that 41% of people with an intellectual disability used the Internet, and this number has been steadily increasing since then. (Sourbati, M 2012.)

Just like the general population, people with an intellectual disability use the internet to fulfil social, emotional and information gathering needs. Some of these include;
•   Feeling connected with others and forming friendships,
•   Being a part of a group or online community,
•   Researching information,
•   Learning and accessing different types of media, music and movies.
(Papacharissi, Z & Rubin, A. 2010, Saridaki, M., Mourlas, C. 2011.)

People with a disability often cherish this opportunity as it allows socialising without feeling different or discriminated against, not being judged on their appearance or speech impediments while giving them equal access to information from all over the world.

However those with a cognitive impairment can have a higher chance of being groomed for sexual exploitation for a number of reasons. They are easily flattered by false compliments. Many lack social skills and protective skills, and they have a decreased intellectual understanding of the internet. They may also have trouble picking up the subtle cues that something is not right and often have a lack of knowledge of sexuality and relationships. Using the internet exposes us to a wide range of people, some of whom are very skilled at extracting explicit material and contact information from the unwary. (Chadwick, Wesson & Fullwood 2013)

Learning about online safety therefore, is crucial in order to avoid sexual violence, exploitation and sexual abuse resulting from unsafe internet practices. A study which was published in the Australian Family Physician highlighted that family and support workers of people with a disability have "expressed concern about sexual exploitation via the Internet and mobile telephones." Educational measures need to be put in place to equip the vulnerable with knowledge and skills to avoid sexual violence. (Kormas, G., et al 2011.)

About the game
The Dealing with Danger card game is designed to assist discussion about what to do when faced with everyday situations using technology. To write them we researched into the most common areas where people were being exploited and the most frequent problems mentioned by carers and support workers. We then wrote questions to evoke an instant yes, no or not sure response. In the facilitator's booklet, there are more questions to assist with discussion. These are designed to educate and challenge the initial response which may change the final answer. Once the question has been discussed and a yes, no or not sure answer has been decided on, that card is placed in the corresponding pile.

The objective
The objective of the Dealing with Danger is to reduce the number of 'Not Sure' answers. The focus is on raising awareness of possible options and outcomes and to assist users to make considered and informed choices.

There are no 'winners' or 'losers' in the game and play can be stopped at any time. The game is designed to be played one on one with an individual or in a group. The cards are divided into topics which are colour coded. Here are the sections and some of the questions from each section.

Would you friend them?
There is something about the online world that makes it easy to quickly move from viewing people as strangers to accepting them as close friends. It can be difficult for

most people to remember that those they have never met are strangers, or a different type of stranger perhaps.

In card three we ask 'Would you friend a celebrity who talks to you online?' One of the issues with celebrities is that we feel like we do know them, particularly if we are a fan.

However most celebrities do not write their own posts, they pay a social media engagement team to do this for them. No celebrity would have time to chat to their thousands of fans or be able to be real friends to them.

There is an online scam where someone pretends to be a celebrity and uses this to get people to send them sexy pictures or money or to lure them into meeting face to face where they assault them.

A common ploy is for them to ask their victims not to tell anyone of the contact because their other fans will get jealous. Being asked not to tell is a warning sign of trouble.

Would you post this?

Putting information online is something that always needs to be done in a considered fashion however the reality is that it is more often done in the heat of the moment. The question on these cards are designed to create awareness about posting online. In card 8 we ask 'Would you post a picture of your pet?'

Being aware of incidental information contained in seemingly 'safe' photos is really important. Pictures of pets often contain people's phone numbers, pet tag numbers or other information that might help someone locate the poster in the real world.

All digital images contain EXIF data in them which can be read by any suitable software. This is usually things like time and date stamps and technical information about the device used to capture the image. If an image is taken with a smart phone, it may also contain geolocation data ie the location where it was taken.

It is a good idea to know how to turn on and off geolocation software. For instance if you have geotagging enabled on your camera and you store them on flickr, your photos can be displayed on the flickr map.

People have been found by strangers using the data embedded in photos that they have posted to social networks.

Is this OK?

The best way to stay safer online is to identify a problem quickly and to know what to do next. This is often easier said than done. This topic covers the need to be respectful online and how to report things of concern and who to report them to.

An example is card 16. Is it OK to video someone without their consent?'

This card encourages discussion about both the ethical and legal issues of recording everyday life. People have been prosecuted because of things they have posted.

For instance 'Does a person have a right to expect you to ask their permission before you video them? What about photos or videos shot at public events? Is there a difference if it is at a wedding, a sporting event or a party?

The recording and posting of a crime such as a sexual assault or the creation of child pornography (sexy videos of people under 18) is against the law.

Mobile phones

This set of cards is to encourage discussion about the ethical and safer use of mobile phones. Many families have rules about using the computer but neglect to include other devices like a mobile phone, iPad, iPod, Tablet, Xbox, Wii, or DS. It's important to instil a sense of ethical considerations when using these devices. It also goes into geo tag settings and the cost of downloading information.

In card 20 we ask 'Is it always OK to talk on your phone?' Follow up questions such as What about at meal times? What about in a movie theatre? What about late at night? raise issues about the obligation to be ethical, social expectations, trust, privacy and confidentiality when it comes to those around us.

The Internet

This set of cards is to encourage discussion about some common net nasties such as malware and spyware, online scams, passwords and online safety.

In card 29 we ask 'Should you chat to people when playing online games?' To many people the answer would be 'if they are strangers then no', however for many online games working collaboratively with other players is an integral part of the game. Not chatting with fellow players would mean being ostracised and make it impossible to play the game.

Cards like this are designed not only to raise the awareness of those in your care, but to assist the carer and support workers to know more about their online activities.

Legal Issues

This set of cards is to encourage discussion about online behaviour that has an impact on the real world life such as grooming, stalking, harassment, copyright and the ownership of online data.

Card 32 asks 'If you post a photo or comment online, do you own it?'

When signing up for a new site, check the terms of use to clarify if the material posted remains the property of the person posting it. Some sites share personal information with other companies. Some companies will take original content and copyright it to themselves. An example is Brian Kamerer vs NBC's tonight show. http://splitsider.com/2012/05/an-open-letter-to-jay-leno-about-stealing-my-video-and-then-getting-it-removed-from-youtube/

The Dealing with Danger game is available in hard copy from SECASA or online or at www.secasa.com.au. We are currently in discussions with the Education Department to modify them for use in schools.

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