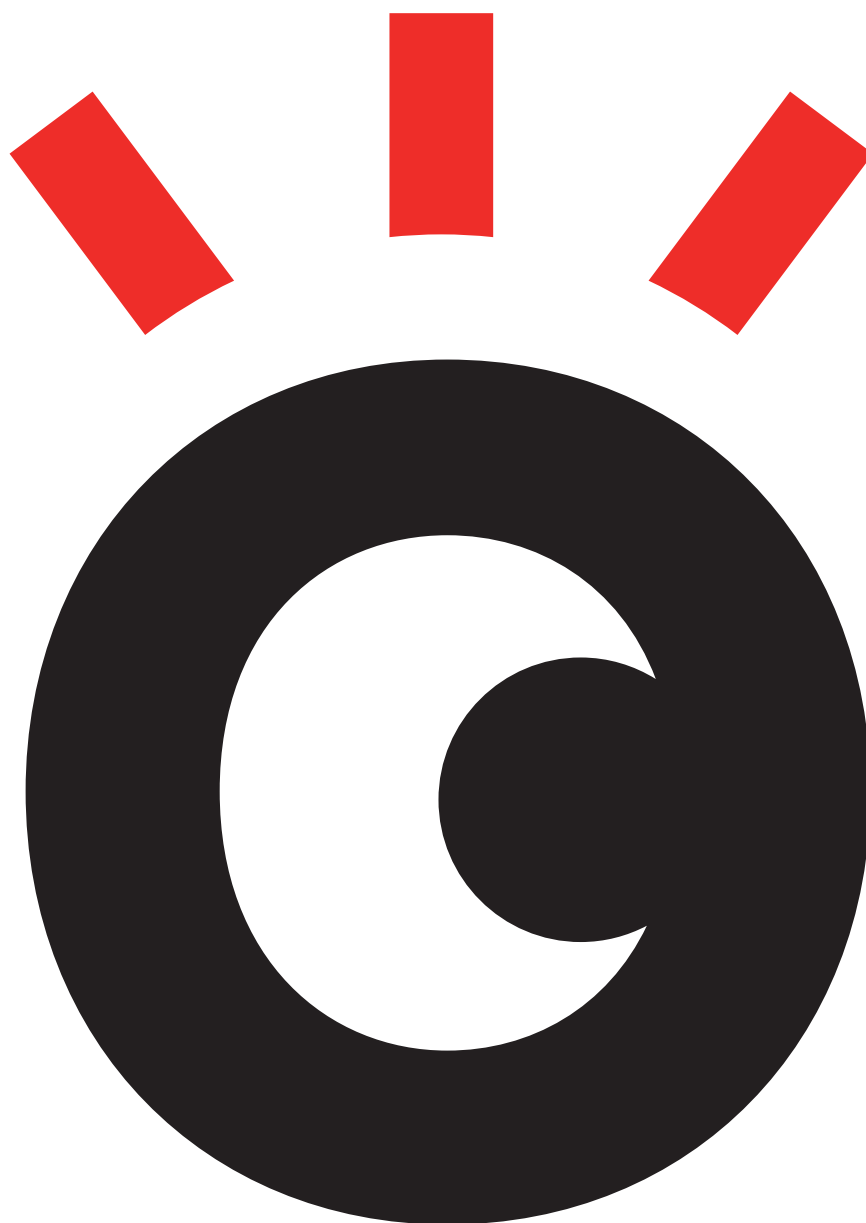**More, more often
and for longer time.
Children and youngsters
with NDD on internet**

Nätkoll

Attention

This is a report about a survey conducted in the autumn 2015 by Arvsfonden (Swedish Inheritance Fund) project Nätkoll Attention Hisingen-Kungälv.

Summary

Children and youngsters/teenagers with neurodevelopmental disorders, NDD, belong to the Internet generation just like the young without NDD. They have grown up with all the possibilities of the net. They search for information, contacts with others and play online games/computer games. Through this inquiry we can present new information about their lives online.

About Nätkoll

Attention's two inquiries to children and youngsters with NDD and to their parents are based on the inquiries by the Swedish Media Council (Statens Medieråd) Kids & Media 2015 and Parents & Media 2015. Since no one has earlier monitored the media habits of the young with NDD our inquiries are pioneering work that indicates tendencies that are important to consider in the ongoing work to empower and protect these children in their life online.

In brief we note differences between children with NDD and children without such diagnoses. Some of the concerns that led to this study have become stronger. Children with NDD generally use online media more than average. They are more vulnerable online, for example they get bullied approximately twice as often. We also see that parents of these children worry more and feel a lack of information and guidance making it more difficult to be of support to their children in their online activities. It must, however, be added that our results tell of positive experiences online for children with NDD.
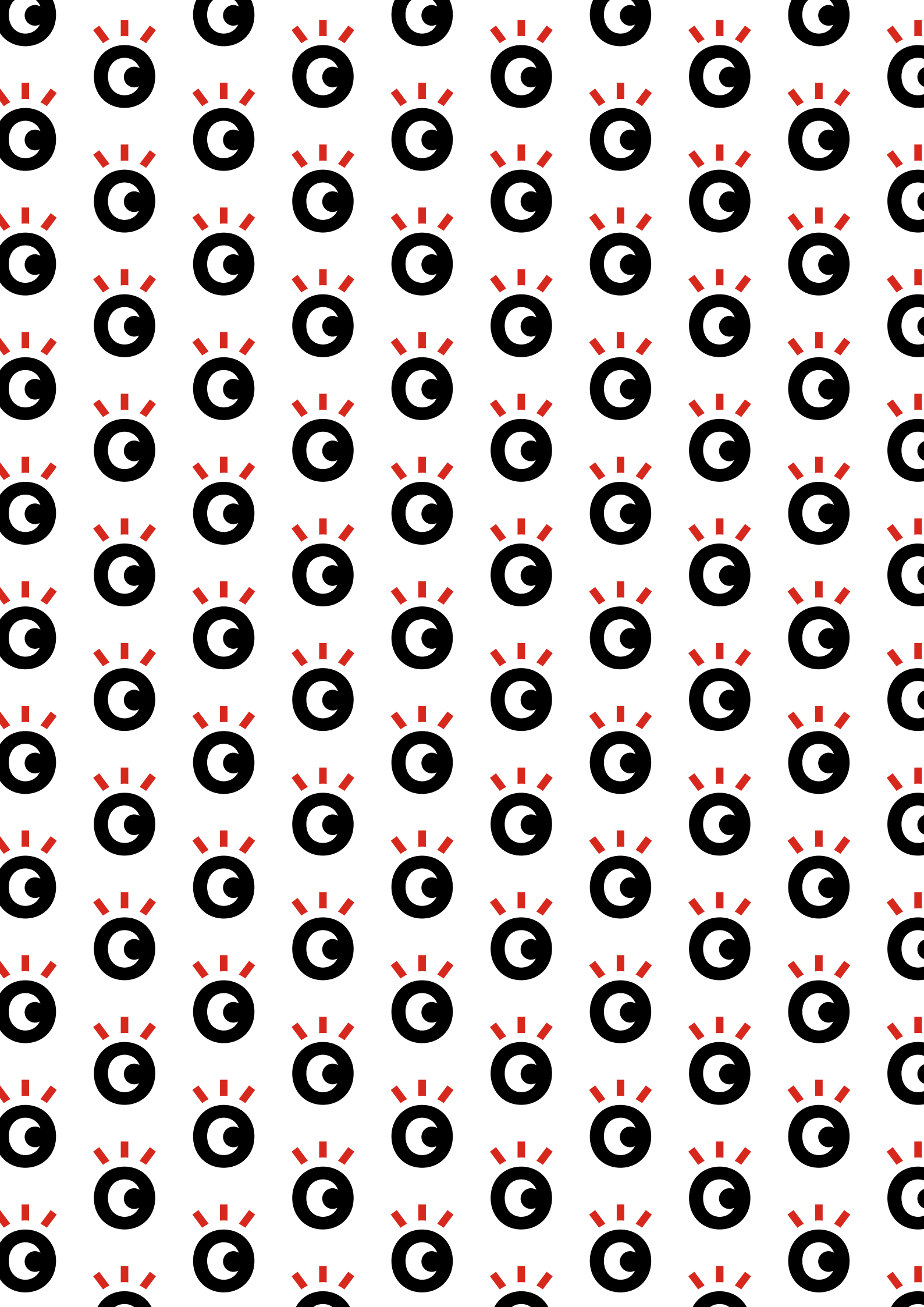
Introduction

Daniel, Linnea and Jenny

Daniel is 13 years old. Sitting in the basement he plays World of Warcraft. He laughs and talks eagerly with his friends/fellow players and friends who are all over the world. Language is no problem, nor are his diagnoses of ADHD and Asperger's syndrome. It is difficult to understand that Daniel has never had any friends outside the net, that he has never visited a classmate or has brought a friend home.

Linnea is 14 years old and has ADHD. On the net she meets an unknown guy she thinks is good looking and fun. He is over 20, it's interesting to talk to him and she feels he appreciates her in a way no one has before. He says he is in love and wants to see nude photos of her and soon they start meeting outside the net. Six months later her parents understand that Linnea is being sexually exploited and report the man to the police. He is convicted of sexual exploitation of a minor, but is not punished for the rapes he is charged with.

Jenny is 16 years old and has ADHD. Some weekends she is at a camp with other youngsters with NDD. One day she shows some friends and one of the leaders at the camp pictures she has received on her mobile. The picture is of a penis and Jenny and the other girls giggle. The leader asks her if she knows who has sent the image and what she thinks of receiving it. Jenny says she doesn't know and does not care. Jenny is very surprised when the leader says that she would have felt very sad and maybe afraid if an unknown had sent such a picture to her.

Daniel, Linnea and Jenny are three fictitious persons, but the stories about them are neither improbable nor uncommon. Some years ago it became known within Attention that there were youngsters with NDD who were harmed both on the net and outside. Parents described how their children were offended online and had difficulties handling relations online. Many parents reported that they worried about their children spending many hours playing online games. This was the starting point of what is now Project Nätkoll which is run by Attention Hisingen-Kungälv.

Parties of the study

National association Attention is an organisation for people with neurodevelopmental disorders (NDD) and this includes persons with ADHD, Asperger's Syndrome/Autism spectrum disorders (ASD), language disorders and Tourette's syndrome. The organisation has 15 500 members and works to raise our issues in different fields of society; schools, work places and outside/leisure time. Attentions informs about NDD, runs projects and its members work through its 58 local groups. One of the local groups is Attention Hisingen-Kungälv who is behind the present study.

In March 2015 Nätkoll was initiated. It is a three-year project financed by the Swedish Inheritance Fund. The overarching aims are:

- to raise the overall knowledge about how children and youngsters with NDD use the net and the special risks for that group
- to raise awareness among children and youngsters with NDD about the risks online and about the importance of protecting oneself
- to spread strategies and methods so that children and youngsters with NDD, and their parents and other adults close to them feel more secure in relation to the net
- to enhance and maintain the positive online experiences of the young

During its first year the main focus of the project was to create a good basis for the coming methodological material through getting to know more about children and youngsters with NDD and their usage of the internet. This was achieved by visiting members of Attention's local groups, interviewing persons and study work related to NDD and monitoring the present state of facts. We received stories about gaming, hate speech online and grooming where children and youngsters with NDD were contacted online for sexual purposes. We also heard positive stories where the net had widened their circle of friends, had found ways to relax and to find information. However, there was no sources of facts and studies, with respect to the net use of children and youngsters with NDD. Thus there was a need for more structured studies into how children and youngsters with NDD use the net. Parallel to this we wanted to be able to compare this group with children and youngsters with no diagnosis. We contacted the Swedish Media Council (Statens Medieråd) for cooperation in creating two studies.

National association Attention

Attention Hisingen-Kungälv Project Nätkoll

The Swedish Media Council

The Swedish Media Council is a government agency that among other things monitors research and promote knowledge about the media situation of children and youngsters. One of the tasks of the agency is to promote the empowering of minors as conscious media users and to protect them from harmful media influences. An overview of the knowledge available regarding the media usage of children and youngsters with cognitive and or intellectual disabilities that the agency made in 2014 showed that there are large areas where knowledge is lacking. Therefore, it was only natural to assist in putting the two Nätkoll studies together. The Swedish Media Council is presently in the process to plan a corresponding study on media use by youngsters with intellectual disabilities.

Collection of data

The questionnaire of Attention is based on the inquiries by the Swedish Media Council, Kids & Media 2015 and Parents & Media 2015. A working group consisting of Project Nätkoll and of representatives from the National association Attention and the Swedish Media Council, made a selection among the existing questions that were entered into Survey Monkey, a tool for inquiries that Attention uses for polls with its members. Links to the web inquiry were sent out through Attention's membership directory. They were also spread on the websites and Facebook pages of Attention.

One questionnaire was directed towards children and youngsters with NDD and one to parents/legal guardians of children with NDD. The replies were made between 4 September 2015 and 22 September 2015.

194 children and youngsters with NDD, aged 13–25 years, replied and 751 parents to children with NDD aged 13–25, replied. The analyses in this report are based solely on the questionnaires returned from children aged 13-16 years and from parents to children in that age span. The reason for this is to make it possible to make comparative analyses with data from Kids & Media 2015 and Parents & Media 2015. The sample of children aged 13–16 years and legal guardians of children aged 13–16 comprises 49 children and 369 parents. As the questionnaire was aimed towards those who have access to Attention's websites or who have been sent the link via e-mail or social media the population is unknown. This leads to certain methodological problems.

Statistics Sweden (SCB) collected the data 2 September – 17 November 2014. The selection of respondents is a simple random sample stratified for the age groups: 9–12 years (1999 inquiries) and 13–18 years (1999 inquiries). The return rate is **40,4%** for 9–12 years and **39,5%** for 13–18 years. In the sample for the group 13–16 years a total of 542 children and 612 parents replied (return rates **40,7%** and **42,4%,** respectively). To compensate for non-responses Statistics Sweden has calculated with statistical weights based on registrated data. This compensates for potential skewness in the material as a result of differing return rates in various demographic groups.

The starting point for ideal comparative statistical analyses is that the data collection has been conducted with identical methods and samples and that the return rates are more or less equal. This is unfortunately not the case when comes to the inquiries by Attention and Kids & Media 2015 and Parents & Media 2015. This is due to at least three factors. Firstly, the sample in the Attention

**Technical data
The Attention inquiries**

**Technical data
Kids & Media 2015 and
Parents & Media 2015**

**To compare data from
the two inquiries**

inquiry is in the form of self-selection. This means that the population, i.e. children with NDD and legal guardians of children with NDD is unknown. This is a flaw since it makes it impossible to say how the respondents differ from the total population. Secondly, it is difficult to say who have had the opportunity to reply to the questionnaire which also affects the analysis of the Attention inquiries. Thirdly, the data collection has not been conducted at the same time. Attention's collection was done almost a year later than that of the Swedish Media Council.

A comparative study with random and representative samples where youngsters with NDD are compared with a national average would be so costly that this probably explains why such a study has never been made. Given that this is a pioneering inquiry, where a specific group with special characteristics are compared to an average population it is still possible to make some general remarks about differences and similarities between the inquiries. It is vital to point to the bigger and clear tendencies in the material on the whole rather than to make conclusions from singular questions or percentages.

NDD and internet

Children and youngsters of today grow up with computers and internet, with tablets and smart phones. Internet is an integral part of both school and leisure and is used to search for information, do homework and work in school but also to relax and to communicate with others for example via social media. There is quite some knowledge about how, where and when children and youngsters use internet. The Swedish Media Council and the Internet Foundation in Sweden (IIS) inquire into internet habits and produce statistical reports regularly. It is however rare that children and youngsters with NDD are highlighted in their reports or in other studies related to internet usage. There are several reasons for that. It is hard to know who has been diagnosed, the group is small and within it there are a many sub-groups with different capabilities and needs which makes the statistical basis shaky. In order for all to be able to take part in an inquiry special methods and communicational support may also be needed.

The Swedish Media Council describes a rapidly and constantly changing media landscape. What is on today is out tomorrow. Different social media come and go. The internet is swamped with information and it may be difficult both to understand the messages and to know who the messenger is. On the web we can learn new things, influence, interact, make contacts, share experiences, images and film clips. There are endless possibilities. But in order to use the web in a positive and safe manner you need to be competent to:

- find, analyse and critically evaluate information
- express yourself and create content through different media and in different contexts

UNESCO calls these competencies Media and Information Literacy (MIL) and says they are crucial to be able to take part in a democratic society. A person with NDD may find just these things difficult. The ability to interpret information and express yourself are preconditions to have positive experiences on the web. The diagnosis ADHD implicates difficulties with attention, impulse control and hyperactivity. It makes it more difficult to set limits which in turn may lead to an increasing need to be acknowledged and risky behaviour. For a person with autism spectrum disorders, for example Asperger's syndrome, problems may arise in social communication skills and interaction. It must be said that capabilities - or lack of capabilities - may vary in degree and can also be shared with children and youngsters who have not been diagnosed. In some situations, they may also be an asset. To have Asperger's may implicate perserverance and having a good ability to concentrate. Persons with ADHD may be creative and tireless when interested in a subject.

NDD – possibilities and risks online

Results from the Children Inquiry

Below we present a number of questions from Attention's and the Swedish Media Council's Inquiries. Combined they point to some clear tendencies. When we use the word diagnoses in the text we refer specifically to neuropsychiatric disorders. The percentages for children without NDD are given in brackets.

The Inquiry with children, 13–16 years

From the data we can see that children with NDD own more technical devices, play computer games more often and for longer time and meet friends in real life more seldom. They have more often had negative experiences online and have had more conflicts with their parents on their internet activities.

■ **Attention**

■ **Parents & Media**

Children with NDD more often own their own technical equipment (%)

	Computer	Game console
Attention	85	61
Parents & Media	74	41
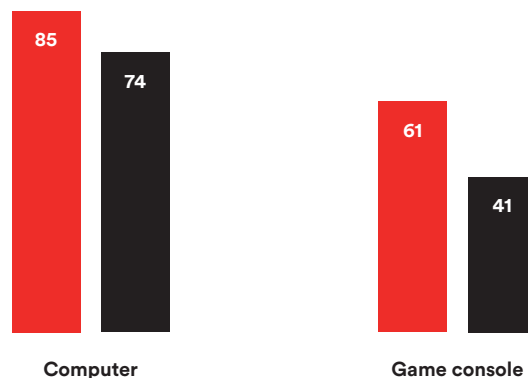
Mobile phone

Almost all children with NDD replied that they have a smartphone of their own (94%), which is not much different from their peers with no disorder. They mostly use the phone to make calls 76% (92%), text 74% (92%) and take photos 69% (87%) and they do it to a slightly smaller extent than their peers with no disorder. They also use social media on their mobile to a considerably lesser extent, 67% (85%). In conclusion children with NDD use the phone as a tool for communication to a lesser extent than their peers without NDD.

Children with NDD play more computer games

More children with NDD play computer games daily, while fewer use social media daily. Our data also show that it is more common that children with rarely or never meet friends or do sports in their spare time.

How often do you do the following on your spare time? (%)

40 **26**	**42** **29**
Play computer games daily	Play games on tablet at least once a week
46 **74**	**48** **73**
Use social media daily	Do sports at least once a week
73 **49**	**33** **72**	**17** **2**
Watch Youtube clips daily	Meet with friends at least once a week	Never meet with friends
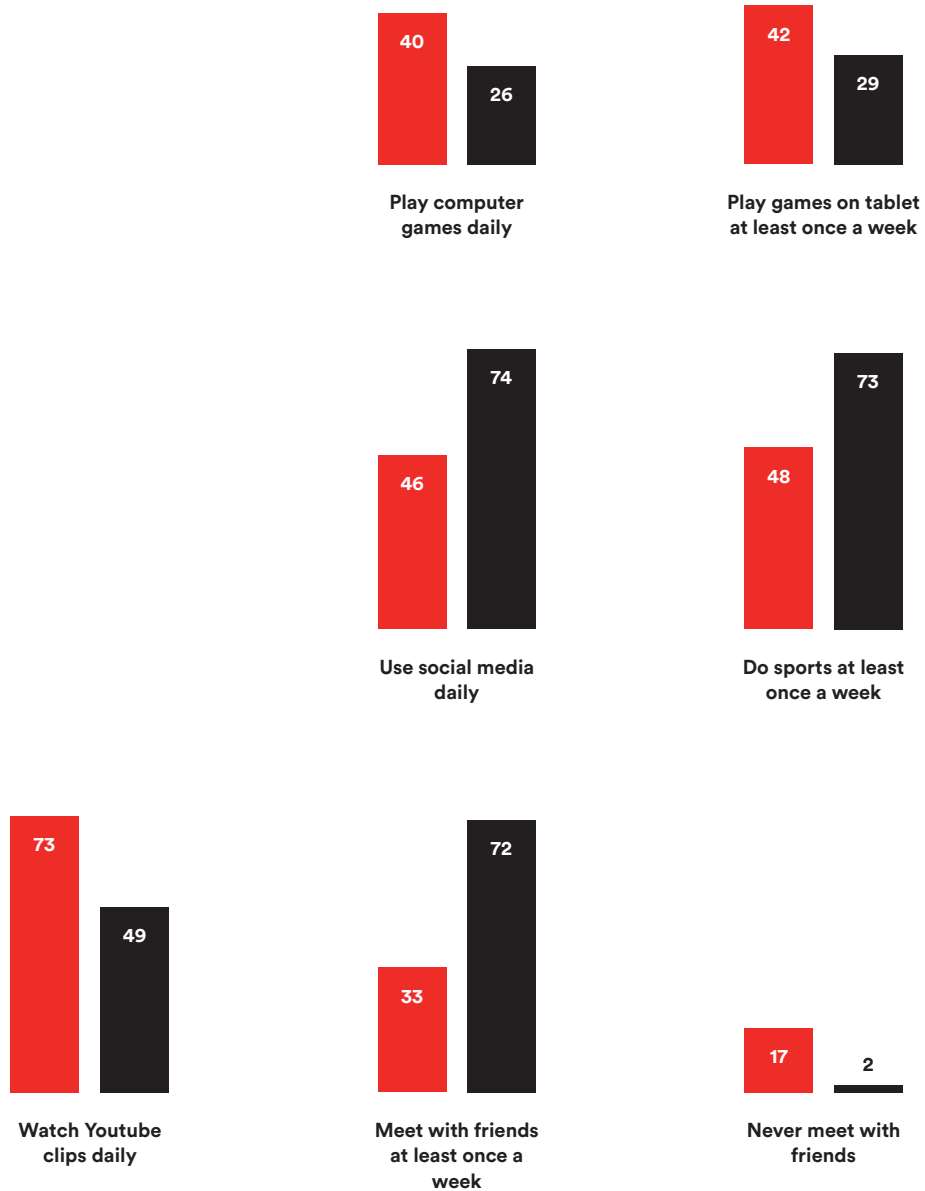
Children with NDD use computer and internet longer time

When it comes to for how long children use computers and internet in their spare time children with NDD differ considerably.

In your spare time on an ordinary day for how long do you? (%)

35 **16**
Watch movies/TV more than three hours/day

81 **62**
Use internet more than three hours/day

40 **25**
Play computer games/video games more than three hours/day

11 **3**
Play games on tablet more than three hours/day

25 **36**
Meet with friends more than three hours/day

35 **8**
Never meet with friends
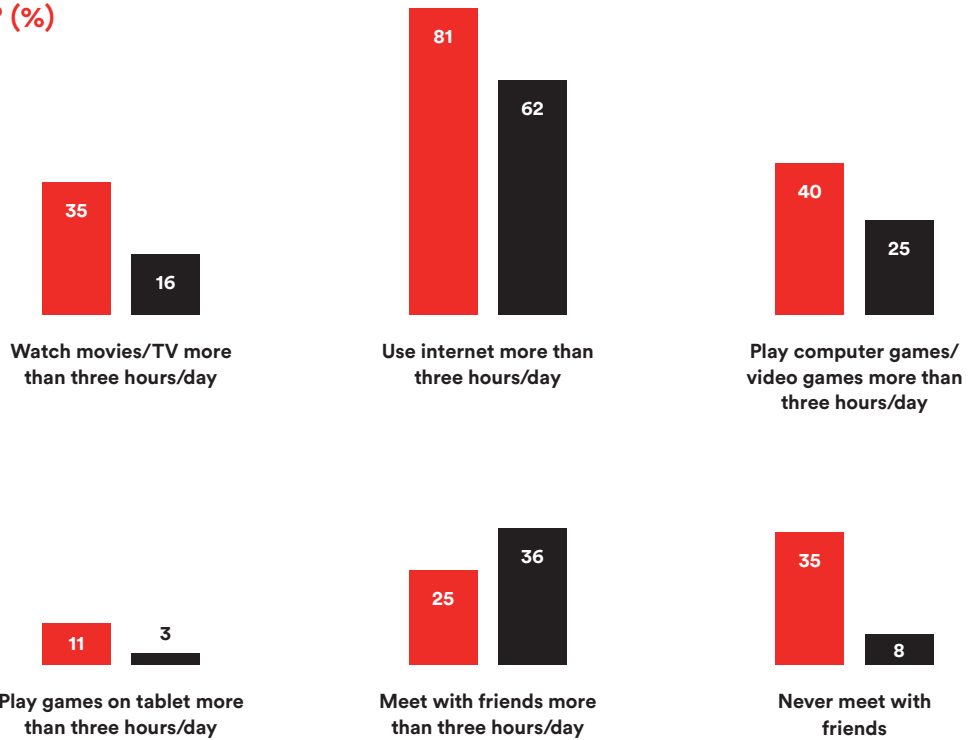
Negative experiences

Also when it comes to negative experiences online there is a big difference between the groups. A considerably larger portion of the children with NDD state that someone has been mean, bullied or threatened them online. Fewer children without diagnosis state that they have experienced someone publishing images or films of them that has made them feel bad. At the same time more children with NDD reply Don't know to these three questions.

Have you (online or on the mobile) experienced that (%)

4   **8**

Someone has published
images that have hurt you

29   **12**

Someone has been mean
to you or bullied you

11   **6**

Someone has
threatened you

I don't know if it has happened (online or on the mobile) that (%)

23   **4**

Someone has published
images/footage of you

23   **5**

Someone has been mean
to you or bullied you

17   **4**

Someone has
threatened you

Positive experiences

In the Attention questionnaire we added a question which is not included in The Kids & Media surveys. Since we had heard that children with NDD could have special joy and use of computers and internet, we wanted to see if it was possible to find out more about the positive things with being online. Here it is not possible to compare with typically developing peers.
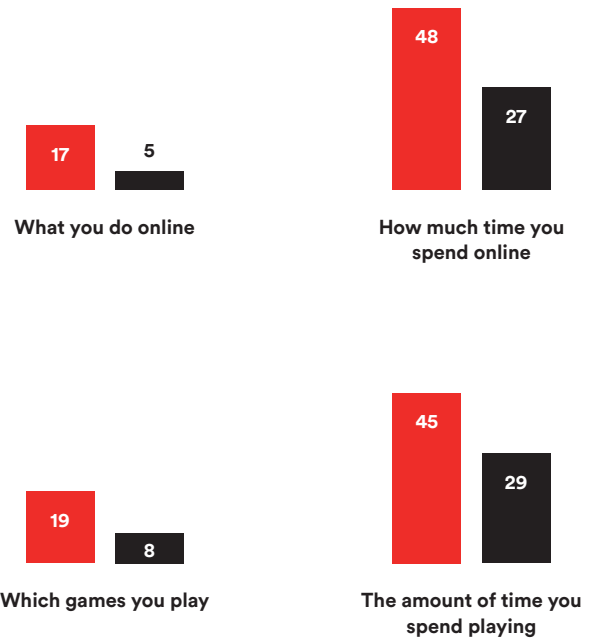
Children with NDD stated that they – through internet or the mobile had made friends with someone they previously did not know (54%)

- had become friends with someone they were still in touch with **50%**
- had made friends with someone outside of Sweden **37% (girls 13%, boys 52%)**
- found information about something they had not wanted to ask someone else about **48%**
- had gotten in touch with others with the same interests as they themselves **60%**
- had gotten in touch with someone with the same diagnosis **23% (girls 33%, boys 18%)**
- had received tips about sites, blogs, forums, web communities **(44%)**

More conflicts with parents

We asked the children about their relation with their parents and what causes conflicts between them. More children with NDD than children without report that they fall out with their parents about what they do online, how much time they spend online, which games they play and for how long.

Do you and your parents disagree about (%)

17 **5**

What you do online

48 **27**

How much time you spend online

19 **8**

Which games you play

45 **29**

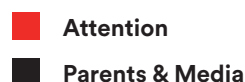**The amount of time you spend playing**
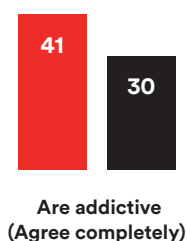
Results from the Parent Inquiry

It is more common that parents to children with NDD than other parents, believe that computer games are addictive and that internet steals time from other activities, like being with friends. At the same time many of them think that internet is a chance for their children to relate with others and that it is fun and relaxing for their children.

Parents to children with a diagnosis worry more about negative experiences online. There seems to be cause for this worry. To a larger extent this group of parents also state that they lack information and guidance to be able to support their children online.
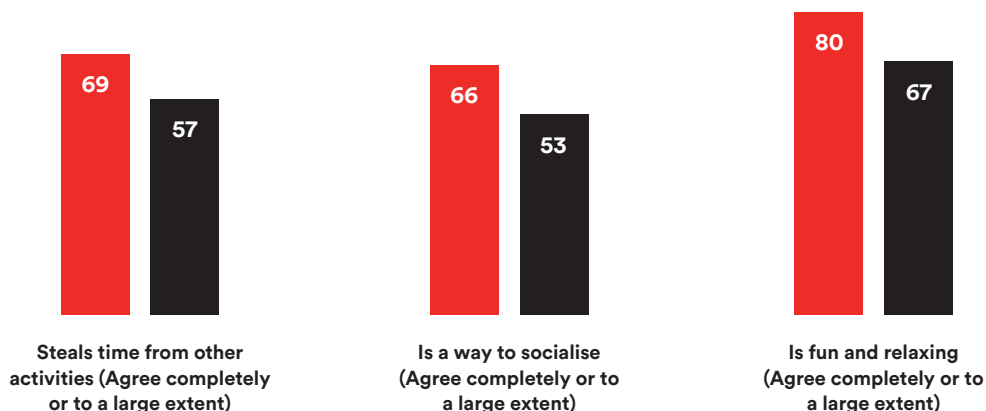
Parent Inquiry (parents of children with NDD, 13-16 years)

■ **Attention**

■ **Parents & Media**

Computer games/Video games/Tablet games (%)

41 **30**

Are addictive (Agree completely)

Internet (%)

69 **57**

Steals time from other activities (Agree completely or to a large extent)

66 **53**

Is a way to socialise (Agree completely or to a large extent)

80 **67**

Is fun and relaxing (Agree completely or to a large extent)

Do you think that your child spends too much time, just enough or too little time on (%)

63 **41**

Games
(Too much)

57 **38**

Internet
(Too much)

29 **35**

Social Media
(Too much)

52 **33**

Friends
(Too little)
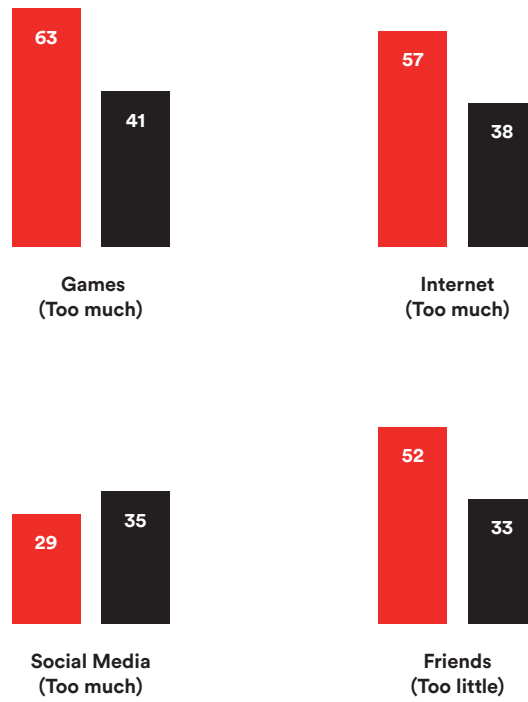
A number of questions were made asking parents how they see their child's competence using internet. As opposed to other parents, parents to children with NDD, were more uncertain about their child's ability to use internet in a safe manner.
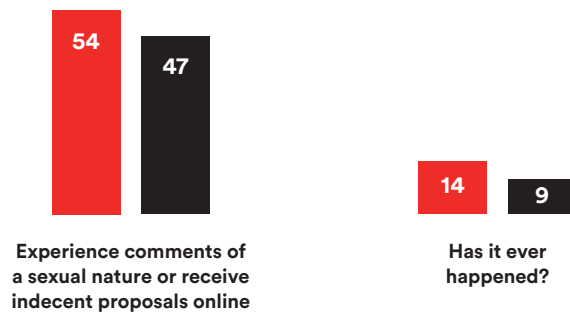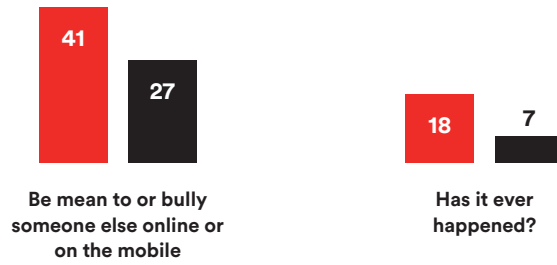
How do you see your child's ability to (%)

45 **61**

Find information
(Very good)

23 **40**

Understand information
(Very good)

14 / **25**	**30** / **40**	**5** / **11**
Keep personal information safe (Very good)	Block persons on for example Facebook (Very goods)	Detect if information is false or true (Very good)

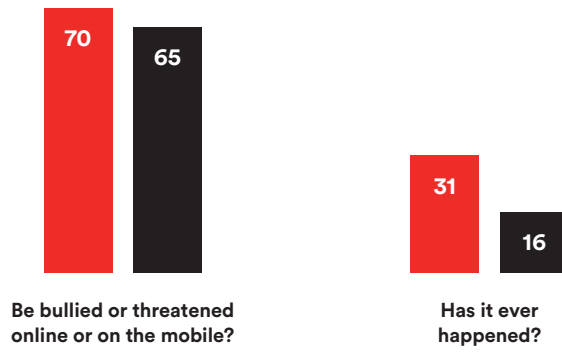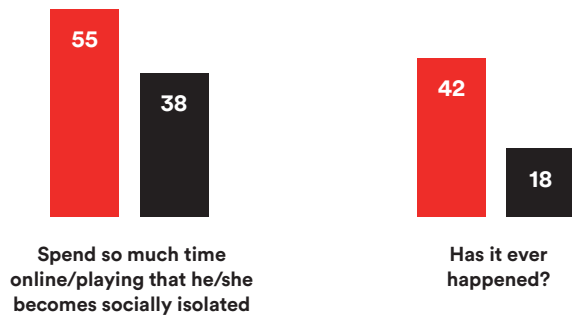|	
11 / **22**	**6** / **13**
Cope with unpleasant messages (Very good)	Cope with unpleasant images/videos (Very good)
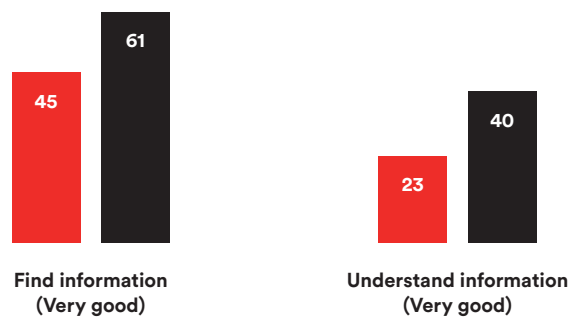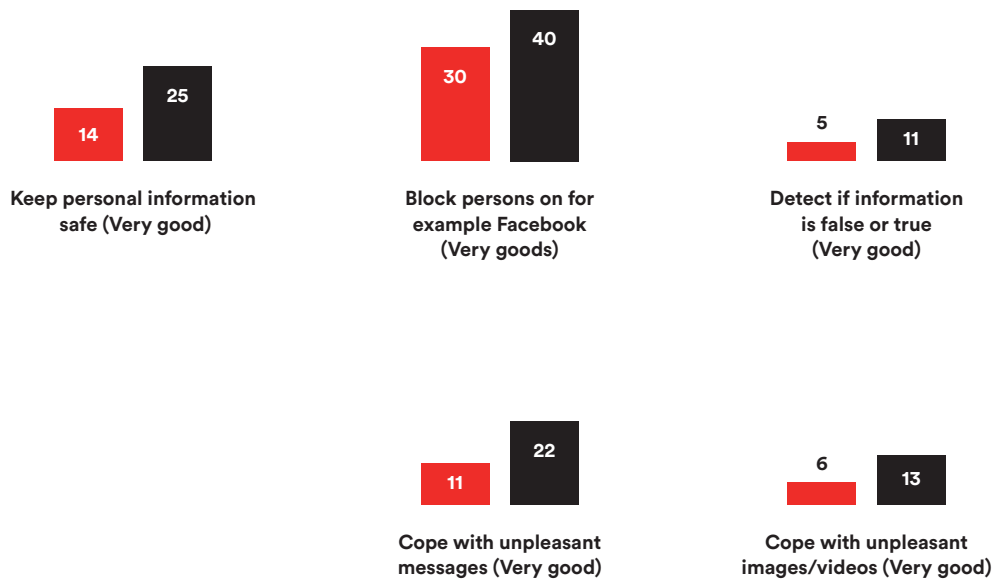
Negative experiences

Parents to children with NDD worry more about risks with internet than other parents do. There seems to be reason for this worry. Even though the differences are limited to a few percentage points young with NDD are more prone than average to risk sexual comments or being contacted by adults with sexual intent (ions). Parents to children with NDD have to a considerably larger extent experienced that their children have been bullied or threatened online. When it comes to computer games parents to children with NDD are more preoccupied for their sons than for their daughters. Regarding sexual vulnerability online parents worry more for their daughters.

Have you ever worried that your child would (%)

70 **65**

Be bullied or threatened online or on the mobile?

31 **16**

Has it ever happened?

41 **27**

Be mean to or bully someone else online or on the mobile

18 **7**

Has it ever happened?

40 **27**

Meet with someone whose acquaintance he/she has first made online

11 **7**

Has it ever happened?

54 **47**

Experience comments of a sexual nature or receive indecent proposals online

14 **9**

Has it ever happened?

62 **59**

Be contacted by adults
seeking contact sexually
via internet

7 **4**

Has it ever
happened?

57 **48**

Tell/give away too
much about himself/
herself online

21 **10**

Has it ever
happened?

40 **26**

Publish improper/
inappropriate images or
videos of himself/herself

10 **2**

Has it ever
happened?

55 **38**

Spend so much time
online/playing that he/she
becomes socially isolated

42 **18**

Has it ever
happened?

4 **14**

Nothing of the above

Differences in gender

If some of the questions from the Parent Inquire are broken down according to gender we can see that parents to boys with NDD more often, 55%, worry that playing will make their child passive than parents to children with no disorders (43%). The same goes for boys and internet 53% (29%). Parents to girls with NDD worry to a higher degree about their daughter being more vulnerable on internet than parents to girls with no disorders. For example, they worry more about their daughter receiving sexual comments on internet 70% (57%) and that she will publish improper images of herself 51% (29%).

Information and guidance

In the inquiry there is a question about if parents to children with NDD think that they get the information and guidance they need about media usage by children and youngsters (besides computer/video games and internet, cinema and DVD is included here). 56% said no and suggest that they lack a lot or that they partially lack information and guidance. This figure can be compared to the (35%) that lacked information or guidance among parents to children without NDD.

Responsibility

Parents to children with NPF believe that the main responsibility to protect children using media lies with the parents themselves which is the same opinion that parents to children without NDD have. After themselves the parents believe that the school has a responsibility, then the government through legislation and authorities through information.

Conclusions

In spite of methodological problems with selection and response rate not being identical we still dare draw some conclusions from comparing the inquiries. On the whole there are clear tendencies that deserve being brought forth.

The signals that Attention earlier has received from members have been confirmed. Children (13–16 years) with neurodevelopmental disorders (NDD) use media to a higher degree than others, with the exception of social media, probably because of generally having fewer social contacts and fewer friends. In spite of this children with NDD more often end up in trouble and are more vulnerable online than their peers. They also report that they to a higher degree are being bullied and/or threatened, which is corroborated by their parents who generally worry more about their children than other parents.

In a report The Swedish National Council for Crime Prevention (BRÅ) write that few criminal complaints on threats and online harassment lead to a charges being brought. They also detect a clear gender difference in the complaints. Girls are exposed by pictures being published whereas boys are threatened with violence. These types of crimes are difficult to investigate and according to BRÅ there is a general need for more information and competence regarding internet related crime and a need for more resources. If, added to that, there is a lack of knowledge on neurodevelopmental disorders there is a risk that the rights of children with NDD are not protected in a legal process. A project at the Stockholm University about how children with intellectual developmental disorders, autism spectrum disorders and ADHD who are victims of crime are received shows that they have an increased vulnerability. When going through criminal investigations and sentences (assault and battery and sexual assaults) at two police districts in Stockholm between 2004 and 2006 the researchers found that children with neuropsychiatric disorders were overrepresented. About 12 percent of the criminal complaints related to children with neuropsychiatric disorders to compare to that 5–8 percent of the child population have NDD. None of these complaints led to charges. It is reasonable to believe that a part of these crimes take place on the net, but research is lacking (Lainpelto, 2014).

Parents to children with NDD worry more about the net than do other parents. One plausible reason for this is that these children are generally watched more closely by their parents. The parents also have less confidence in their child's ability to understand digital information and to stay safe online. They worry that their child will be bullied, but also that the child will become a bully

and be mean to others online, that they will make risky contacts online or expose themselves too much. A person who has difficulties controlling impulses, has a great need of attention and validation, or lacks restraint or understanding of the consequences of his/her actions risks ending up in difficult situations online.

It is worth noting that children with NDD more often replied that they did not know to questions about if they had been bullied, threatened of if someone had published images/videos of them online. A possible explanation may be that they use social media more seldom, another that they find it hard to decide what is OK and what is not online. Therefore, children with NDD need a deeper knowledge and more opportunities to discuss among themselves and with adults what behaviour is appropriate and not appropriate online, and what may even be illegal. They need to be supported in evaluating and strengthen their own strategies to better make use of the possibilities online and also to avoid the dangers.

Many parents also fear that their child will end up sitting in front of the computer and become isolated socially. In families with children with NDD it is more common with conflicts regarding what the children play and do on internet and for how long. At the same time many parents are of the opinion that the computer and internet are ways for the child to relax and to socialise with others. If the social interaction does not work in school, during football practice or dance lessons, it may be easier by the computer. Attention frequently meets parents saying that without internet their computer game playing children wouldn't have any friends at all. Through the computer they have been able to find a social context. Online gaming and the use of internet may in other words break social isolation and lead to new friendships for someone who finds it hardtop communicate with others, understand social codes or take initiatives on their own to make contact.

Our inquiry shows that parents to children with NDD to a larger extent than parents whose children have no diagnosis lack information and guidelines related to their children's use of media. Relevant knowledge and chances to reflect together with others diminishes unfounded fears and unnecessary conflicts with the child. Children need adults who are engaged and are knowledgeable about internet and who show an interest about the child's online activities. It is easier for stable and well-informed adults to invite a child into closer confidential talks about what happens online, both of a positive and a frightening character.
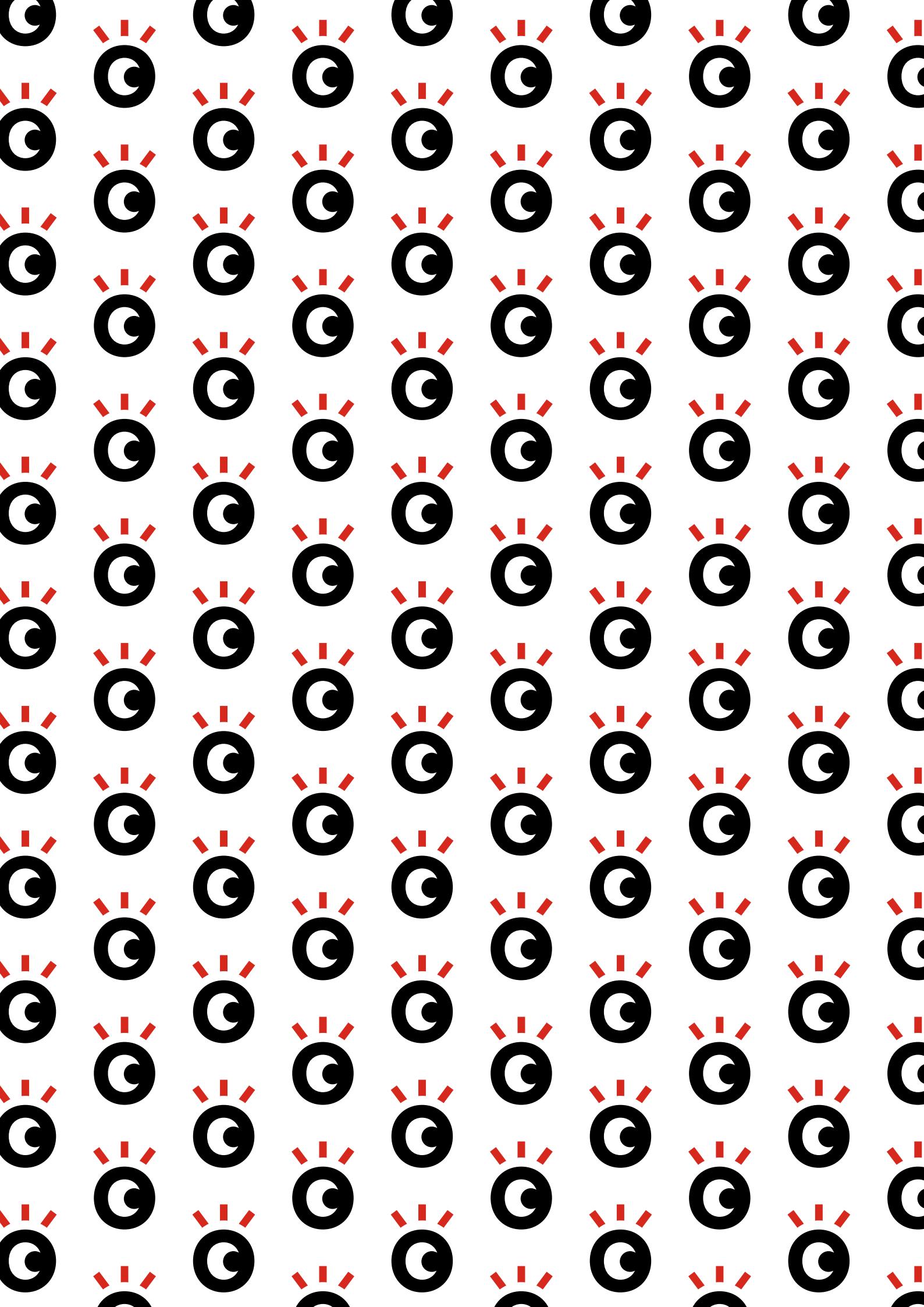
Quotes from the inquiries

"

"You know, I've spoken to some girls my age and they are really cool to me but now no one talks 'cos summer vacation started and normally, you know, people ignore me without telling me why. Don't have any friends like I said, but on Starstable I got a friend for life" (Children Inquiry 2015)

"He has been badly bullied throughout in school, misunderstands and misunderstood, both on the computer and the mobile, which has made him trying to hurt himself on many occasions. It has made him scared of contacting people." (Parent Inquiry 2015)

"Online contacts mean that my child now has friends to chat with, which is very positive for her. That has never worked during all years in school. She also uses the computer to write things of her own." (Parent Inquiry 2015)

"For many youngsters with NDD it is not about using internet instead of having social relations, but rather that without internet they wouldn't have any social contacts at all." (Parent Inquiry 2015)

Project Nätkoll moves on

Our inquiries have given Nätkoll new and important insights to bring into the work to boost the knowledge regarding internet among children and youngsters with neuro-developmental disorders. It has also become clear that adult's knowledge and interest in what their children do online is great importance.

Our project will spread these new insights to operators/actors who meet children and youngsters with NDD in order for them to tend to the special needs of this group in their work. This knowledge will also be fundamental in the methodological material Nätkoll will develop during the project.

During 2016 our project will produce a material aimed at parents to be used in workshops that will be offered to all local Attention groups. Furthermore, a material aimed at students and teachers in schools will be developed. With these sets of material Attention wants to make it possible to spread the knowledge about the possibilities and risks with internet, to have joint discussions and good conversations between children and youngsters, between adults but foremost between adults and children.

Final words

In 20 years the Internet use in Sweden has risen from 5 to 93% of the population. In other words: children with or without disorders/functional variations are online. In this report we have shown both positive and risky sides to this. With a greater knowledge, both for children, parents and for all who work with children more may contribute so that the possibilities with internet dominate/get the upper hand. Project Nätkoll is working to gather information to create a pedagogical material for our target group, but it is a project with a limited time frame. As of now there are no permanent efforts being made to work long term and specifically to empower and protect children with neuropsychiatric (or intellectual/developmental) disabilities/functional variations. Based on the results of this report there is a great need for such a long term effort.

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Annex 1

Questionnaire Nätkoll Children Inquiry

Hi!

Are you 13-25 years old? In that case you can help us grown-ups understand what it's like to be young on the internet. By answering these questions, you will help make internet a better place for all.

What do you usually do on internet? Do you use social media? What do you think is good – and what can be bad on the internet?

Nätkoll is an Attention project, financed by Arvsfonden (Swedish Inheritance Fund), where we want you who have a neuropsychiatric disorder to be able to use all the positive things with the internet while, at the same time, staying safe.

Your answers are important and, naturally, they are anonymous! This inquiry is done in cooperation between Attention and the Swedish Media Council (Statens Medieråd).

If you have questions, please contact the project manager Karin Torgny: karin.torgny@attention-riks.se

Many thanks for taking part in our inquiry!

- **I, who am filling the Inquiry out, am a…**
  (boy, girl, other, will not state)

- **Which year are you born?**

- **I have the following disorders…**
  (you can select more than one alternative)
  (ADHD/ADD, Autism spectrum disorders, Asperger's syndrome, language disorders, Tourette's, other)

- **Do you have access to the following…**
  (TV, internet, Xbox/Playstation/Wii, handheld gaming console, Nintendo DS or similar)

- **Thinking of your leisure time,**
  roughly how often do you…
  (Use the internet, see friends at home our outside – but not on the internet, use social media like Facebook, Instagram, use your mobile, play computer or video games, exercise or do sport, read books and magazines, use a tablet, play games on a tablet, watch film or TV)

- **Do you have a mobile of your own?**
  (I have a smart phone, I have my own mobile, I share with others in my family, no)

- **What do you use the mobile phone to do?**
  (Use the internet, upload images/films on the internet, listen to music, send MMS images or films, phone calls, watch films/video clips, text, record films or clips of my own, play games, take photos, video conversations, use social media – like Facebook, Instagram, Twitter, Kik, Snapchat, blog, check on news, buy things, nothing of the above)

- **How often do you do the following**
  on the internet in your leisure time?
  (Chat, email, play games, use social media - like Facebook, Instagram, Twitter, Kik, Snapchat, blog, read blogs of others, watch porn, gamble for money, search for information not related to school, watch film clips on for example Youtube, take part in a fora)

- **On an ordinary day, roughly how**
  much of your leisure time do you spend…
  (Using internet, using the mobile, playing computer/video games, play games on a tablet, watch film or TV, meet with friends at home or outside, but not on the internet, use social media - like Facebook, Instagram, Twitter, Kik, Snapchat, do sports or exercise, read books or magazines)

- **Which social media, for example Facebook,**
  do you use?

- **Which sites do you visit most often?**

- **Has anything of the following happened**
  to you on the internet or on you mobile in
  the past 12 months?
  (Finding a new friend, met a friend from the internet in real life for the first time, made a friend you are still in touch with, made friends outside of Sweden, found information you have not wanted to ask someone for, made contacts with others sharing your interests, made contact with someone having the same disorder as you, received tips on sites, blogs or internet groups)

- **Have you experienced anything of the**
  following on the internet or on you mobile
  in the past 12 months?
  (Someone has been mean to you or bullied you, someone has threatened you, someone has published images of you that have made you sad)

- **Have you ever reported something**
  that has happened on the internet?
  (To the site, the police, your teacher, my parents have reported, never, I did not know it was possible to report)

- **Did you get help from the one you reported to?**
  (Yes, no, I don't know)

- **Do you and your parents quarrel over…**
  (What you do on the internet, how much time you spend on the internet, what you do on your mobile, how much time you spend on the mobile, which computer/video games you play on the tablet, the amount of time you spend playing computer/video games on the tablet, what films or TV-programmes you see, the amount of time you watch films or TV)

- **Do you think you spend too much, too**
  little or a sufficient amount of time doing…
  (Homework, school work, computer games/video games/games on tablet, books and magazines, TV or film, internet, internet friends, friends outside of internet, doing sports or exercise, your mobile, social media - like Facebook, Instagram, Twitter, Kik, Snapchat)

Annex 2

Questionnaire Nätkoll Parent Inquiry

Hi!

Do you have, or do you take care of a child with a neuropsychiatric disorder? What do you think about the internet habits of that child? What is good – and what is not so good?

The aim of this inquiry is to better understand what is needed to create a trustful conversation about the internet with children and youngsters with NDD and the adults close to them. The inquiry is done by Attention in cooperation with the Swedish Media Council (Statens Medieråd).

If you have more than one child with a disorder, please chose one of them when filling the inquiry out. You can do more inquiries if you want to answer for more than one child. Your responses are of course anonymous.

Many thanks for taking part in our inquiry!

Nätkoll is an Attention project, financed by Arvsfonden (Swedish Inheritance Fund), where we want children and youngsters with neuropsychiatric disorders to be able to use all the positive things with the internet while, at the same time, staying safe.

If you have questions, please contact the project manager Karin Torgny: karin.torgny@attention-riks.se

- **I, who am filling the Inquiry out, am…**

- **Which year are you born?**

- **Is your child a…**
  (boy, girl, other, do not want to answer)

- **How old will you child be this year?**

- **Which of the following disorders does your child have? You can select more than one alternative.**
  (ADHD/ADD, Autism spectrum disorders, Asperger's syndrome, language disorders, Tourette's syndrome, other)

- **Do you have any neuropsychiatric disorder yourself?**

- **Do you think playing video games/computer games/games on a tablet…**
  (makes your child learn good things, makes you child learn bad things, makes your child passive, is a way to socialise, is addictive, stimulates your child's imagination, takes time from other activities, is unhealthy, is fun and relaxing, makes your child aggressive)

- **Do you think internet…**
  (makes your child learn good things, makes you child learn bad things, makes your child passive, is a way to socialise, is addictive, stimulates your child's imagination, takes time from other activities, is unhealthy, is fun and relaxing, makes your child aggressive)

- **Have you ever worried that your child would…**
  (see porn on internet, get bullied or threatened on the internet or via the mobile phone, meet someone he/she has first got to know on internet, receive sexual comments or proposals on internet, be contacted by adults who make sexual contact via internet, use the webcam when chatting, tell too much about himself/herself on internet, publish inappropriate photos or films of himself/herself on internet, experience that someone else publishes inappropriate photos of films of him/her on internet, spends so much time on internet/playing games that he or she will become isolated socially, none of the above-mentioned)

- **Has it ever happened that you child has…**
  (come into contact with porn on internet, been bullied or threatened someone on internet or via the mobile, met someone he/she has first got to know on internet, received sexual comments or proposals on internet, been contacted by adults trying to make sexual contacts via internet, used the webcam when chatting, told too much about himself/herself on internet, published inappropriate photos or films of himself/herself on internet, experienced that someone else has published inappropriate photos or films of him/her on internet, spent so much time on internet/playing games that he or she has become socially isolated, none of the above-mentioned)

- **How well do you think society protects children using the following types of media?**
  (Very well, quite well, neither well nor badly, quite badly, very badly, I don't know)

- **How big is the responsibility of the following parties to protect children and youngsters when they are using media?**
  (Very big, quite big, neither big nor small, quite small, very small, I don't know)

- **Do you have the information and guidance you need regarding the media use of children and youngsters?**
  (Yes, I have enough, I have almost enough, No, I miss some, I miss a lot, I don't feel the need, I don't know)

- **Do you think your child spends too much time, the right amount of time, or too little time on…**
  (computer games/video games/games on tablet, sleep, TV/film, internet, homework/schoolwork, books/magazines, friends, family, exercise/doing sports, social media - like Facebook, Instagram, Twitter, Kik, Snapchat, the mobile)

- **Do you think you, yourself spend too much time, the right amount of time, or too little time on…**
  (work, computer games/TV, books/magazines, sleep, TV/film, internet, friends, family, exercise/doing sports, social media – like Facebook, Instagram, Twitter, Kik, Snapchat, the mobile)

- **How do you rate your child's ability to…**
  (send messages like mail or SMS, find the information he/she needs, understand the information he/she looks for on internet, protect his/her personal details like address and phone number, change safety settings on the search engine, block persons on for example Facebook or Instagram, decide whether information on the internet is true or false, handle unpleasant messages sent by others, handle unpleasant photos/films he or she sees on the internet)

- **Is there anything you wish to add?**

This report is a part of Attention's work to make internet safer for children and youngsters with neuropsychiatric disorders and for the adults close to them.

The report describes an inquiry done by Nätkoll in a project run by Attention Hisingen-Kungälv and financed by Arvsfonden (Swedish Inheritance Fund).

The data were collected during the autumn of 2015 and the Swedish Media Council has compiled the data and done the analysis.