



# Framework Implementation Guide

September 2025

## Version control

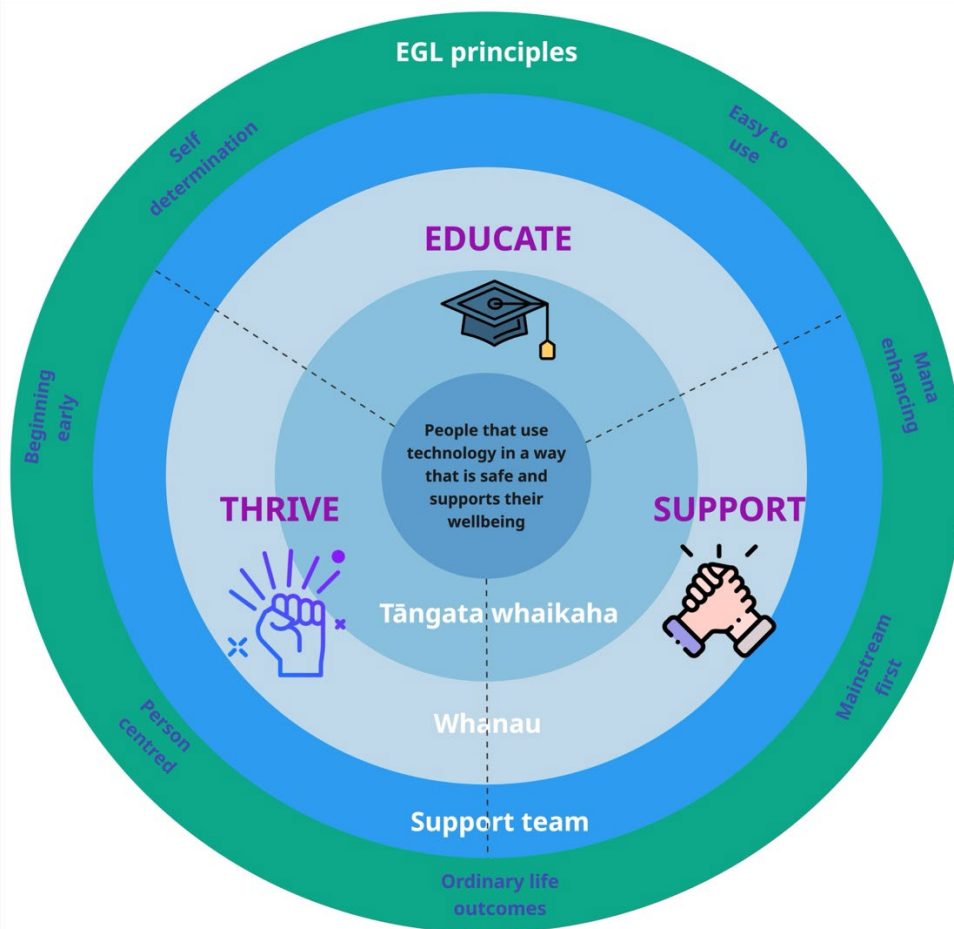
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V0.1	29 April 2023	Sarah Kinley	Initial draft
V0.2	27 June 2023	Sarah Kinley	Edits based on internal feedback
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# Background

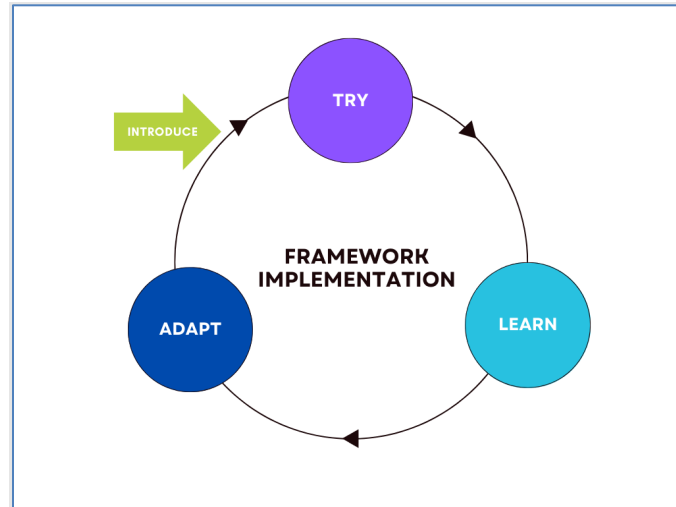
The Digital Citizens framework's goal is to support people with intellectual disabilities to be citizens that use technology in a way that is safe and supports their wellbeing – i.e., successful digital citizens. They are supported by their whanau and support team in this journey. EGL principles encircle the framework, ensuring that the person is supported in a way that aligns to this principle-based approach.



This document is designed to support the implementation of strategies, supports, and education to help the person thrive in a digital world, and use technology in a way that is safe and supports their wellbeing.

# Framework implementation

Implementation of this framework is iterative and agile and uses the “try, learn, adjust” approach used by [Mana Whaikaha](#).



This means being flexible and making changes, based on the needs of the person, as their journey with digital technology unfolds. It also demonstrates that the implementation model is focused on continual improvement and development, to ensure lifelong digital learning.

Each implementation stage has associated tools. However, the tools outlined in this document are by no means exhaustive, and will need to be supported by individual research and discovery, depending on the needs of the person, whanau and support team/s.

**Resources referenced are also at this stage limited and not necessarily designed for use with intellectually disabled young people. This is an identified gap, and one that we hope will be addressed in subsequent phases of development.**

Implementation approaches have been split into two:

- one to support those from an education/professional background
- and a more simplified approach that can be used by whanau working alongside the person.

# Educator approach

In an education setting many of the things that can pose a digital risk to intellectually disabled people are not widely encouraged/supported (e.g., social media etc), nevertheless, the Digital citizenship framework gives you a base from which to support positive, iterative learning and change.

## Familiarise

Work to familiarise yourself with the Framework and associated tools. The table below gives an overview of where to start:

#	Task	Description	Supporting documents
1	Familiarise yourself with the documents	Have an initial scan of all documents	<ul style="list-style-type: none"> <li>• 1a.MSD Digital Citizens Framework</li> <li>• 2. Digital Citizens Overview</li> <li>• 3. Digital Citizens Scenarios</li> <li>• 4. Digital Citizens Assessment tool</li> <li>• 5. Digital Citizens Assessment Strategies and resources</li> <li>• 6. Digital Citizens Plan</li> <li>• 7. Digital Citizens self-reflection tool</li> <li>• 8. Digital Citizens assessment tool Questions</li> </ul>
2	Scene setting	Read the framework document. This outlines: <ul style="list-style-type: none"> <li>• The goal of the framework and process for development</li> <li>• Challenges and opportunities</li> <li>• Guiding principles</li> <li>• The framework of “support, educate and thrive”</li> </ul>	<ul style="list-style-type: none"> <li>• Document 1. MSD Digital Citizens Framework</li> </ul>

## Plan

Start to plan. The table below gives an overview of the relevant documents to support this part of implementation:

#	Task	Description	Supporting documents
3	Prepare yourself and the person	Think about the person you are walking alongside on their digital journey: <ul style="list-style-type: none"> <li>• What do you think they need support with?</li> <li>• What tools will they need to help with concepts/ideas</li> <li>• What will suit <i>them</i> best, in terms of communication style, goals etc</li> </ul>	<ul style="list-style-type: none"> <li>• Document 3. The Digital Citizen Scenarios</li> <li>• Document 4. The Assessment tool</li> <li>• Document 5. Assessment strategies and resources</li> <li>• Document 8. The Assessment tool questions</li> </ul>

You may also need to consider:

- the need to seek relevant consents

- engaging with whanau so the support for the person is consistent across school and home, with an emphasis on empowerment
- developing specific tools to support the person, based on their needs. For example:
  - Flashcards (e.g. using Twinkl or similar)
  - PowerPoint
  - Scenarios etc

## Introduce and assess

Introduce the concepts of digital citizenship to the person. The table below gives an overview of the relevant documents to support this part of implementation:

#	Task	Description	Supporting documents
4	Introduce Digital Citizenship	Talk to the person around Digital Citizenship	<ul style="list-style-type: none"> <li>• 2. Digital Citizens Overview</li> <li>• Any additional documents identified in step 3</li> </ul>
5	Use assessment tool	Work through the assessment tool with the person, to help assess where they may need additional supports <ul style="list-style-type: none"> <li>• What do they want as a goal?</li> <li>• Do they need supported to achieve this goal? How? By whom?</li> </ul>	<ul style="list-style-type: none"> <li>• 4. Digital Citizens Assessment tool</li> <li>• 8. Digital Citizens assessment tool Questions</li> </ul>

You may also need to consider:

- Doing this process over multiple sessions
- Using tools that you know will best support the person with their learning and identification of goals

## Agree a plan

Work with the person to agree a plan. The table below gives an overview of the relevant documents to support this part of implementation:

#	Task	Description	Supporting documents
6	Research next steps	Using the strategies and resources tool as a <i>starting point</i> , identify tools and supports that can help the person achieve their goal  <b>Note: Resources referenced in this document are at this stage limited and not necessarily designed for use with intellectually disabled young people. This is an identified gap, and one that we hope will be addressed in subsequent phases of development.</b>	<ul style="list-style-type: none"> <li>• Document 5. Digital Citizen Strategies and resources</li> </ul>
7	Discuss and plan	Take your findings to the person, and agree how you will walk alongside them to support the agreed goal	<ul style="list-style-type: none"> <li>• Document 6. Digital Citizens Plan</li> </ul>

## Iterate – try, learn, adjust

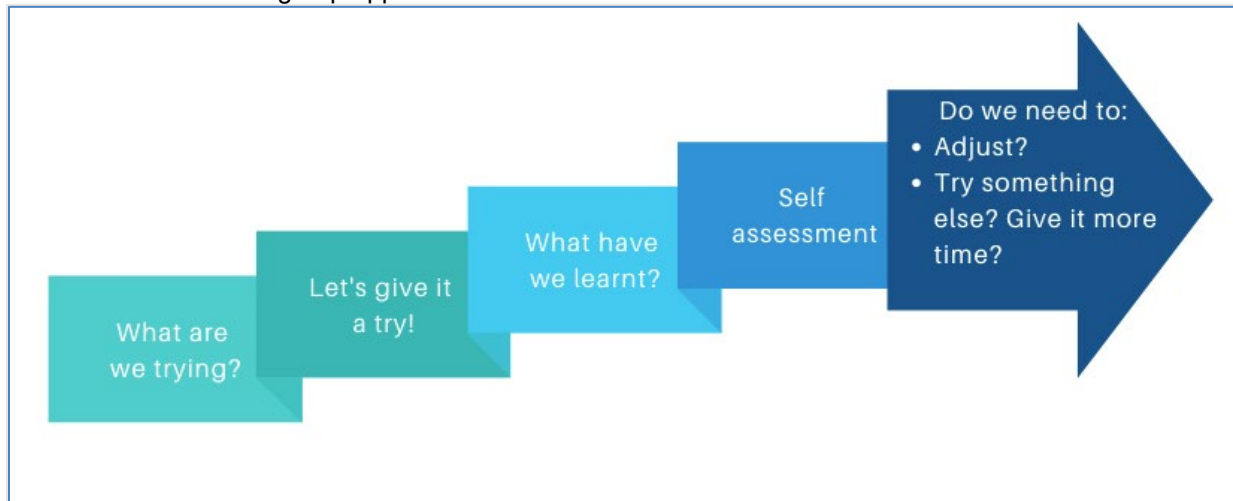
This stage is where you have fun working alongside the person on their self-identified goals. The table below gives an overview of the relevant documents to support this part of implementation:

#	Task	Description	Supporting documents
8	Try, learn, adjust	A time for reflection for both you and the person <ul style="list-style-type: none"><li>• What worked well?</li><li>• What could be different?</li><li>• Has anything changed?</li><li>• What next?!</li></ul>	<ul style="list-style-type: none"><li>• 7. Digital Citizens self-reflection tool</li></ul>

# Whanau approach

The aim is to keep this simple:

- FAMILIARISE: understand the process
- TRY: Identify the goal
- LEARN: Work out how to support this goal, and put actions into place
- ADJUST: change up approach as needed



## Familiarise

Work to familiarise yourself with the Framework and associated tools. The table below gives an overview of where to start:

#	Task	Description	Supporting documents
1	Familiarise yourself with the documents	Have an initial scan of all documents However, if this feels too overwhelming focus on those outlined in this table	<ul style="list-style-type: none"> <li>• 2. Digital Citizens Overview</li> <li>• 3. Digital Citizens Scenarios</li> <li>• 4. Digital Citizens Assessment tool</li> <li>• 5. Digital Citizens Assessment Strategies and resources</li> <li>• 8. Digital Citizens assessment tool Questions</li> </ul>

You may also want to consider:

- What you want for the person out of this process
- Reviewing the supporting strategies and resources to see if they will work for your whanau, or whether you need to seek out something a little different

## Introduce and assess

This is about preparing yourself and the person to make some digital citizen goals. This means:

Introducing the idea of digital citizenship. The table below gives an overview of documents available to support this:

#	Task	Description	Supporting documents
4	Introduce Digital Citizenship	Talk to the person around Digital Citizenship	<ul style="list-style-type: none"> <li>2. Digital Citizens Overview</li> <li>Any additional documents identified in step 3</li> </ul>
5	Use assessment tool	Work through the assessment tool with the person, to help assess where they may need additional supports <ul style="list-style-type: none"> <li>What do they want as a goal?</li> <li>Do they need supported to achieve this goal? How? By whom?</li> </ul>	<ul style="list-style-type: none"> <li>4. Digital Citizens Assessment tool</li> <li>8. Digital Citizens assessment tool Questions</li> </ul>

## Try

This is about preparing yourself and the person to make some digital citizen goals. The table below shows the implementation steps:

#	Task	Description
2	TRY	In this implementation stage, whanau work with the person to: <ul style="list-style-type: none"> <li>Agree on what the focus is, for their digital citizenship journey</li> <li>Agree a plan and document it, using the <a href="#">Digital Citizens plan</a></li> <li>Source supporting tools, resources required</li> <li>Give it a go!</li> </ul>

## Learn

This is the “doing piece” – where the person and whanau work on the agreed Digital Citizens plan. The table below shows the implementation steps:

#	Task	Description
3	LEARN	This is supported by independently sourced items, specific to the needs of the person. These may be: <ul style="list-style-type: none"> <li>Educational tools</li> <li>Specialist expertise</li> <li>School advice and support (where appropriate)</li> </ul> These tools will be very individualised and will need to be identified and sourced

## Adjust

This is about looking at what the goal is, how progress is going, and whether anything needs to change. The table below shows the implementation steps:

#	Task	Description
4	ADJUST	Think and discuss with the person: <ul style="list-style-type: none"><li>• Do we need to adjust anything?</li><li>• What else could we try?</li><li>• Do we need to look elsewhere for support?</li></ul> This is supported by the <a href="#">Self-assessment reflection tool</a> .