

# Youth & Technology:

## *What If... Scenarios for Parents*

An opportunity to reflect on potential situations your child may encounter when engaging with others online.



# Using the Scenarios with Your Child

As you deem appropriate, use the scenarios to engage your child(ren) in “What if...” conversations such as *“What if you received a text or message from an unknown sender? Would you respond?”*

Telling our youth to say “no,” walk away and report is idealistic. To prepare them to handle these types of situations, we must help them plan and practice their responses. These scenarios can help.



# Digital Overload

1



2



3



4



5

meet me ☺



XBOX ONE



6



7



You



FaceTime™



ask.fm



# Social-Emotional Competencies

- Self-Awareness
  - Maintains sense of self-confidence
  - Accurate self-perception
- Self-Management
  - Delayed gratification
  - Controls impulsiveness
- Social Awareness
  - Empathetic
  - Appreciates diversity
  - Communicates respectfully
- Relationship Skills
  - Stands up to peer pressure
- Responsible Decision Making
  - Takes responsibility
  - Anticipates consequences
  - Asks for help
  - Refuses provocation
  - Evaluates, reflects on and learns from experience

Excerpts from Mental Health America of Illinois



# Scenarios

Considerations. Questions. Reflection.

The scenarios and examples included are followed by questions and suggestions to consider as parents, guardians and trusted adults.



# Making a Statement

You log onto your child's social media page (Facebook, Instagram, Twitter) and see they recently posted this image.



**R** What is the purpose of this post? Seeking a sense of belonging or importance, or a true need for help?

**E**

**F** Would you be concerned that this is how your child is communicating their feelings? Would you talk to your child after seeing this post? What if they said “it was just a joke” or “just for fun?”

**L**

**E**

**C** What are potential concerns about and consequences for posting this image on social media?

**T**

**I**

**O**

**N**

Note: We suggest you have the password to each of your child’s accounts, as overwhelming as this may seem. With their password, not only can you see what they and their friends/followers post, but you can see their direct messages (Instagram’s version of a text message), friend/follower requests and feed/timeline.



# Community & Media Influences

- Healthy Relationships (family, neighborhood, media/society)
- Attention Seeking (What are celebrities doing for attention? What do siblings, peers, etc. do?)
- What's Considered Attractive (magazines, TV, YouTube, school)
- Fame/Money (YouTube, Instagram, Vine)

Content posted by friends, followers, celebrities, websites and the media in general can influence and shape children's perspectives. Consider who and what they are being exposed to online that may be influencing personality, behavior and style changes.



# Locker Room Photo Fate

Last Tuesday, someone secretly took a half naked photo of the 14-year-old girl while she changed in the school locker room and posted it on social media.

The high school teenager found out after students had forwarded the image to each other on Snapchat.

"All the time they (students) have their phones out. She had no idea anyone had taken a picture," said Christine Snodgrass, mother of the 14-year-old student.

Hawley, Amy. September 15, 2015. *Kansas school district could change policy after cyberbullying complaint*. Retrieved from [www.kshb.com](http://www.kshb.com).



R  
E  
F  
L  
E  
C  
T  
I  
O  
N

As a parent, how would you respond to being contacted by the school with the accusation that your child took the half-naked photo?

Consider your reaction to the school. Would you be cooperative?

Consider your next conversation with your child. Is there a loss of privilege? Do you talk through the choices they made? Do you identify how the child in the picture must feel? Do you talk about how to make better choices moving forward?

What if your child:

- was in the locker room, didn't take the photo, but also didn't attempt to stop the child who did?
- received the photo via Snapchat or text and shared the photo with others?
- was the student in the photo?

What is the appropriate discipline for the offender? For the bystanders? For those who received and shared the image?

How would you want your child to respond to this incident? As a bystander? As the victim? As a recipient of the image?



# Group Gossip Gone South

**Victim of cyberbullying returns to class, 2 weeks after school year began**



BY: Julie O'Neill

POSTED: 7:39 PM, Sep 4, 2015



Retrieved from [www.wcpo.com](http://www.wcpo.com).



Office of the Illinois Attorney General  
High Tech Crimes Bureau

**See next slide for the story.**

Notes



# Group Gossip Gone South

- A group of students on the cheerleading team began by bad-mouthing a teammate, Madison, who could not see their strategically placed posts.
- Shortly thereafter, negative comments about and threats of harm to Madison began appearing on social media, from “every time I see her, I think of Satan” to death threats noting weapons they would use.



# Group Gossip Gone South

"It's kind of overwhelming and depressing," Madison Fields said as she took a break from doing schoolwork at home.

The 13-year-old is still staying home from school after police warned her about death threats on Facebook. The school has just finalized a detailed safety plan, promising to make the eighth-grader feel comfortable going back, but she says she is still afraid.

Madison is trying to catch up after missing more than a week of school and wondering why the cheerleaders threatened her.

"I have no idea ... I don't even know what started it all," she said. "I guess they just don't really like me."

"Some of the girls, they told some kids they couldn't be friends with them if they were friends with me" she said. "That made some kids cry."

"I'm scared that they told everybody else and everybody else is just as mad as they are, and I don't know if they're going to hurt me or not," Madison said.

"I get texts like every day - 'Are you going to come to school today? Are you going to come to school today?' - from people that I didn't even really talk to and I don't know if they're just asking to plan something at school or if they're really caring.

"So I'm kind of having trust issues with everyone," she said.

Besides the physical fear, there's an emotional fear, too.

"I'm really scared that they're going to, like, talk about me and whisper," Madison said.

Retrieved from [www.wcpo.com](http://www.wcpo.com).



# REFLECTION

As a parent, how would you respond to being contacted by another parent with the accusation that your child was making death threats toward a peer? Consider your reaction to the fellow parent. Do you take the threats seriously? Are you cooperative?

What if your child:

- liked or commented on the threatening posts, but didn't ever text or post a threatening message?
- was the child being threatened? Who would you contact?  
Understanding that this all occurred outside of the school day, would you contact the school? How would you want the school to respond? What are your expectations? If you contact the school, clearly state your expectations but understand that they are limited in the action they can take, as well as in how much they can tell you about how they are disciplining, or not disciplining, the involved students.



R  
E  
F  
L  
E  
C  
T  
I  
O  
N

Consider your next conversation with your child. Is there a loss of privilege? Do you talk through the choices they made? Do you identify how the child hearing about the threats must feel? Do you discuss how to make better choices moving forward?

What is the appropriate discipline for the offender(s)? For the bystanders?

Placing your child in the different roles of this scenario (offender, target, teammate, peer), how would you want your child to respond to this incident?

At what point, if any, would you have contacted law enforcement?

Do your children know they should report to you any threat of violence toward themselves or others that they see or hear?



# Why Students Participate in Hurtful Behavior Toward Others

## Perception:

- Invincible
- Instant, large audience
- Sense of anonymity
- Lack of empathy
- No monitoring
- Curiosity of the bystander

## Reality reflects a lack of:

- Self-management
- Social awareness
- Responsible decision making
- Relationship skills
- Adult presence



# Snapchat: Unsolicited Content

Your child tells you that an unknown individual is contacting them via Snapchat and has sent sexual content.



R  
E  
F  
L  
E  
C  
T  
I  
O  
N

First and foremost, give your child positive reinforcement for reporting to you.

How should your child handle unwanted contact? How does your child determine that contact is “unwanted?” Is all contact from an unknown person unwanted? Help define this for your child.

How do you respond to the knowledge that your child has been exposed to sexual content from a stranger?

Note: Snapchat, by default, is set so that only Friends (people whom the user has accepted) can send Snaps and Messages.



Hey u go to (insert your child's school name here)? I'm at (insert neighboring school here)...small world

Wonder if we ever met b4

Send me a pic so I can c if I recognize u

Wow!! U look good!!

Does your child respond?

???

Does your child send a photo?

Is this flattering or frightening?



# R E F L E C T I O N

Imagine your child receives a private message from someone unknown to them on social media or a texting app. How do they respond? Keep in mind that youth are curious, impulsive and have more of a sense of adventure than of fear, especially when online.

In this story, a 14-year-old girl received a text from an unknown male she had never met or talked to before. He told her that he was 16 years old and lived in a nearby town. He asked her for pictures, and she sent some selfies, including one of herself in a new dress (none of the photos were inappropriate or nude). Within 24 hours, he asked to meet her in her town, and she agreed.

As a parent, how would you respond to seeing this conversation on your child's phone? How would you respond to being contacted by law enforcement after your child and her new "friend" (who is actually 26, not 16) are found hanging out together in town?

Consider your next conversation with your child. Is there a loss of privilege? Do you talk through the choices they made? Do you identify how risky talking personally with strangers online can be? Do you discuss what information should always remain private?



# Things Aren't Always What They Seem



**On internet some things are not what they seem to be.**

Be aware and enjoy the web at its best.  
Know how to surf safe.  
Go to [www.internetsicura.br](http://www.internetsicura.br) and learn more.

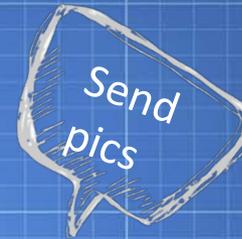
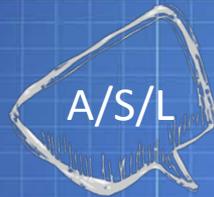


**As dramatic as this image is, consider the messages it intends to convey. Share them with your child.**



Office of the Illinois Attorney General  
High Tech Crimes Bureau

# New Friend or New “Friend”?



## No one you meet online should be asking you to:

- be their boyfriend/girlfriend
- meet offline
- send inappropriate or revealing images or videos
- tell them where you live/your school name
- send them your schedule (school, team or daily)
- chat/talk with them somewhere privately (online or in your home)



R  
E  
F  
L  
E  
C  
T  
I  
O  
N

Although the points listed on the previous slide may seem obvious, once youth believe they have made a new friend online, they are at risk for engaging in these and other risky behaviors. Understand that once we label an individual as a “friend,” we treat them differently in that we trust the person, share personal/private information with them and ultimately let our guard down. Remind your children that online “friends” should not be considered real friends. Although we do not want to send the message that all strangers online are lying or dangerous, we do not want our children to simply trust someone online because they seem nice, are fun to game with or appear to be your child’s age. This conversation should be ongoing and adapted as your child ages and enters adulthood where online dating and professional networking are widely used.



## Wisconsin Woman Arrested In Dallas With Runaway Teen She Met Online

September 22, 2015 8:59 AM

Share 5 Tweet 3 Share

View Comments



Retrieved from <http://dfw.cbslocal.com/2015/09/22/wisconsin-woman-arrested-in-dallas-with-runaway-teen-she-met-online/>.



Office of the Illinois Attorney General  
High Tech Crimes Bureau

CBS DFW

Buy Tickets Your Home More

Related Tags: [Crime](#), [Dallas](#), [Dallas Love Field](#), [Jennifer Lynn Dou](#)

Follow CBSDFW.COM: [Facebook](#) | [Twitter](#)

DALLAS (AP) – Prosecutors say a Wisconsin woman has been accused of meeting a 14-year-old Texas boy through online gaming and having sex with him.

Jennifer Lynn Dougherty, of Janesville, Wisconsin, remains in custody pending a detention hearing Wednesday in Dallas.

Dougherty faces Texas charges of harboring a runaway. A federal complaint says she transported the minor to Wisconsin to engage in sexual activity.

His parents reported him missing Sept. 12. Prosecutors say that's when Dougherty flew to Dallas, she and the boy had sex at a hotel then both flew to Wisconsin where they continued sexual relations.

The pair returned to Texas on Sept. 16. Dougherty was arrested at Dallas Love Field and police recovered the boy.

Online records don't list an attorney to speak for Dougherty, whose age wasn't immediately released.

*(© Copyright 2015 The Associated Press. All Rights Reserved, broadcast, rewritten or redistributed.)*

# R E F L E C T I O N

Though this is one of the worst case scenarios, imagine learning that your child has been in contact with an adult with plans to meet. How do you respond? Keep in mind that youth are curious, impulsive and have more of a sense of adventure than of fear, especially online.

It is extremely difficult for both parents and youth to understand how kids, tweens and teens end up in situations such as these. However, it is imperative that we reflect on these scenarios and discuss them with youth to prepare them for the possibility that an adult wants contact with them.

Child predators are online using the same apps, sites and gaming systems as our youth and are masters at grooming vulnerable children into situations that youth rarely know exist. Talk to your children about who they are allowed to interact with online and check on them regularly. If they are voice chatting with other gamers, don't allow the headset and/or only allow gaming in a central space where you or another trusted adult can be listening to the conversations. If they are texting/private messaging, do you regularly check with whom they are chatting? Have you discussed what is and isn't okay to share with others online, even if they've been chatting or gaming with that person for days, weeks, months? Discuss why you do not want them sharing certain private information.



# R E F L E C T I O N

As noted on the previous slide, once an individual is given the label of “friend,” we trust them in a way that makes us vulnerable. Now imagine your child befriending someone online whom neither of you have ever met before. The new “friend” is kind to your child, gives them attention, and seems helpful, faithful and trustworthy. In fact, the person seems like the perfect friend. While we do not want to send the message that “every stranger to us online is a predator,” we do not want youth to simply trust because someone seems nice or has their back when gaming. Kids can game online with people from all around the world, have fun and never talk to other gamers or share private or personal information. They can have fun on social media and follow celebrities and funny YouTubers without allowing those individuals to have access to their social media pages.

The bottom line is, parents/guardians must be fully immersed in their child’s online world, having passwords, checking texting apps and basic texting conversations, knowing who they are interacting with while gaming and checking their social media followers and private messages.



# Online Exploitation: Perpetrator Selection/Engagement

- Pursuing friendships
  - Accepting random friend requests
  - Willing to chat with unknown users
  - Seeking to meet new friends online
- Low self-esteem
  - Seeking attention through pictures
  - Using public profile to attract more followers
- Attention seeking
  - Controversial posts
  - Provocative images or videos
  - Sad stories
- Innocent/naïve
  - Posting plenty of private information
  - Responding to random and/or inappropriate messages

Report to [www.cybertipline.com](http://www.cybertipline.com)



# R E F L E C T I O N

As previously discussed, youth of all ages are innately impulsive and curious, which can lead to interactions with unsafe individuals.

Identifying who may be at risk for unsafe interactions can assist in prevention. Students who may be lonely or seeking attention can be vulnerable to predators seeking connections with children. Predators are often patient and appear kind, caring and trustworthy, qualities that often appeal to students seeking friendships. Predators also want secrecy, encouraging students to maintain confidentiality regarding their relationship and interactions. With youth collectively spending less time face to face and more time communicating via technology, they create opportunities to connect with unknown individuals at a much greater pace than in the past.

Innocent or naïve youth are potentially at risk as well. They may be comfortable sharing their name, location and school without hesitation or concern for who may view this information. Once personal information is shared, it can be used to gain access to the student by someone posing as a peer. Additionally, their protective instincts may not kick in as quickly as we might like: while one youth gets an Instagram direct message from an unknown user and immediately deletes the message and even blocks the user, another may reply, thinking they now have a new friend, and continue the conversation.



**R** Youth who are willing to post photos and/or videos that may appear to be sexually provocative, or who openly talk about sex with unknown people, are more likely to be targeted by predators online.

**E**

**F**

**L** Encourage youth to treat all strangers, whether online or off, as strangers. There is a big difference between meeting someone new offline than online. Offline, we can evaluate the entire situation and know whether someone is a male or female, teen or adult. Typically, trusted adults are also aware of the interaction occurring. Online, the truth can easily be masked and trusted adults may have no awareness of the interaction.

**E**

**C**

**T**

**I**

**O** Expect your children to discuss their online interactions with you, as well as share when new individuals attempt to contact them, even in the most seemingly innocent ways.

**N**



# Exploring Sexual Orientation

## One Teen's Story

- Teenager on Vine
- Posts non-explicit videos
- Posts phone number and a sexually explicit comment asking people to contact him



**ALONE. CONFUSED. SAD. CURIOUS.**



# R E F L E C T I O N

How would you respond if you knew your child posted their contact information for sexual encounters? Why might a child post this online? Who may this type of post attract? If classmates found this post, how might they respond? How can you protect your child while allowing exploration?

As our children mature and develop, they may have questions concerning their sexuality. By being available to actively listen and talk to children, we can help prevent them from seeking to have these discussions with unknown individuals.



# Too Much?



R  
E  
F  
L  
E  
C  
T  
I  
O  
N

Since you are following your child on Facebook (along with Instagram and/or Twitter), imagine this pops up on your timeline and was recently posted by your child. How would you approach them about this post? Would you discipline them or is a conversation about the post enough? Do you request they delete this from their timeline?

Questions to consider asking your child: Would they pass this around the lunch room? Would they say this to someone's face? **Why** are they so comfortable sharing this type of content so freely and to such a large audience (including adults)?

As teens' hormones are racing, sexual curiosity should be expected. This post was clearly meant to be risqué, as well as comical, but should provoke a conversation with an adult about their questions, conversations with others and why this is not appropriate for a social media post.



# “OMG, He Likes Me”

## A Pre-Teen’s Story

“Steph,” a 5<sup>th</sup> grader, was innocently dating a boy in her grade. She described him as cute, nice and kind. In the Spring, she started receiving compliments from a 7<sup>th</sup> grader, who participated in the same after school activities. The older boy added her to Snapchat and spent a lot of time flirting, eventually asking for a nude photo. As he agreed to be “brave” and send one first, she reciprocated.

## Consequences

Stress \* Betrayal \* Break-Up \* Reputation  
Discipline \* Law Enforcement



R  
E  
F  
L  
E  
C  
T  
I  
O  
N

About a month later, Steph's mom was checking her phone and saw a text from the boyfriend asking Steph if it was true that she had sent a "nude" to the older boy.

Put yourself in Steph's mom's shoes. What is your first thought, reaction, step? What disciplinary action do you take? Do you contact the school? Do you attempt to contact the 7<sup>th</sup> grade boy's parents? Can you recognize the consequences your daughter/Steph is already facing? Relationship ended. Rumors around school. Reputation. Betrayal. Stress.

What can you do to ensure that this image does not continue to spread? How can you support your child while also disciplining?

See future slide 'Do Tweens/Teens Get It?' to reflect further on what youth are thinking when they engage in risky sexting behavior.



# “Large Scale” Sexting Scandal

## Colo. students in sexting scandal could face felony charges

149 Comments / 1.1K Shares / 135 Tweets / Stumble / Email More

Colorado parents are outraged and concerned as school district officials reveal new details on the “large scale” sexting scandal at Canon City High School.

The school district says the scandal involves an equal number of boys and girls -- including some who are only in eighth grade - who could face felony charges. This is forcing parents and administrators to re-evaluate how they monitor teen activity in a high-tech world, reports CBS News correspondent Carter Evans.

At an emergency meeting Thursday night, concerned parents learned that possibly hundreds of students at Canon City High may have been collecting and trading nude pictures of themselves and friends on their cell phones, like trading baseball cards.

“It was flooring to find so many and there are more we don't know about,” said Principal Brett Meuli.

Administrators started investigating after they got an anonymous tip. They started inspecting phones that were turned over voluntarily, uncovering hundreds of explicit photos of students.

“The decision was made based on what we saw to call the police and at that point, you just need to hand over everything you got and let the criminal investigation proceed,” said Superintendent George Welsh.

At least half of the football team has been implicated in the sexting scandal. As a result, administrators decided the team will forfeit its final game of the season.

“If we're going to preach character and integrity and doing the right thing when nobody's looking, we just can't step on the field and compete -- represent our school and our community with that,” said Athletic Director Scott Manchester.

- Anonymous tip received by administration
- Potentially hundreds of students involved from 8<sup>th</sup> grade through high school
- “Collecting and trading nude pictures of themselves and friends”

Article retrieved from [www.ktvq.com](http://www.ktvq.com).



Office of the Illinois Attorney General  
High Tech Crimes Bureau

# REFL ECTION

Questions similar to those addressed in the previous story should be raised. However, many of the students participating in this case were not romantically involved and may not have even known each other.

Would you respond differently if your child only possessed these images, but never created any of their own?

Many, if not all, of the involved students were using “vault apps” (discussed on a later slide). Would you know what to look for if you were checking your child’s phone for inappropriate or risky apps?

Discuss this story with your tween/teen and ask them why they think students engaged in the taking and sharing of these photos. How would they respond if they received the photos, were asked to participate, were asked to download the “vault app,” knew peers who were participating? Their responses may change for each scenario, which is why it is so important to have open and real conversations with them and prepare them for different potential situations.



# Prepare for the Pressure

Send me a pic 😊

We're dating, aren't we?

Duh. Snapchat.

Really? You think I'd do that to u?

What?  
I'm NOT that type.

My parents check my phone.

Screenshots...remember the locker room incident????

HOW WILL YOU RESPOND?



# Do Tweens/Teens Get It?

## Misconceptions

- *It was an accident*
- *It's my body*
- *We're not touching, having sex, etc.*
- *I'm safe in my bedroom/home*
- *We're in love*
- *It's mutual; we'll both delete it after*

## Developmental Issues

- Physical acceptance
- Hormones
- Curiosity & urge to experiment
- Illogical thought
- Lack of understanding of consequences/reality
- Impulsivity
- Need to belong
- Relationship building



# R E F L E C T I O N

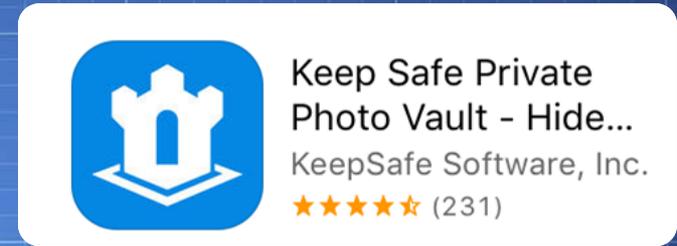
As previously mentioned, children of all ages are still building social and emotional skills, which plays into their decision making and ability to foresee consequences and others' perceptions. The list of misconceptions provided on this slide are just some of the answers we hear when we discuss sexting with youth and ask why they engage in it or think it is okay. When we discuss the idea of a healthy relationship (friend, romantic and even familial) with youth, we must understand that our view of love is quite different than theirs; we may use the same word, but the interpretation of that word may vary. Be very literal when discussing what youth should and shouldn't do. When we say things like "that behavior should be saved for people who love each other," we are setting youth up for potential error in judgement. Additionally, review the developmental stages youth are going through until well into adulthood. Although teens may look like they are becoming adults, their brain is not fully developed until they are well into their twenties. Assist them in their social and emotional growth through example and conversation.



# Photo Vault Apps

**Hidden-photo vaults** keep photos out of view from a prying parent or friend. Key features include:

- requiring a password for access;
- hiding their true purpose (fake calculator apps actually do function as calculators but double as a way to input a secret code and stash secret pictures); and
- sounding an alarm or snapping a picture when accessed to catch anyone trying to break in.



*If you need to do a spot check, on iPhones go into **Settings** -> **Privacy** -> **Camera** to see which apps have used the camera. This will reveal any camera apps disguised as something else.*



Elgersma, Christine. November 9, 2015. *Sneaky Camera Apps Parents Should Know About*. Common Sense Media. Retrieved from [www.common sense media.org](http://www.common sense media.org).



# Photo Vault Apps

- Search “photo vault” in the app store
- Requires a password for access
- Icon hides true purpose
- Some allow for a decoy pin
- May sound an alarm/snap a picture when accessed

The desire for privacy is common with youth. When we surveyed Illinois youth in 2014, 42% believed they should be the only person to review their online activity.

Elgersma, Christine. November 9, 2015. *Sneaky Camera Apps Parents Should Know About*. Common Sense Media. Retrieved from [www.common sense media.org](http://www.common sense media.org).



# Your Role

Boundaries. Expectations. Suggestions.



# Who Forms Your Child's Net?



Jacob Wetterling Resource Center



Office of the Illinois Attorney General  
High Tech Crimes Bureau

Notes



# Why Aren't Children Reporting?

The stakes are high. The loss could be great.

- Potential Consequences
  - Peers (embarrassment, retaliation)
  - Parents (discipline, disappointment)
- Don't Recognize the Problem
- Independence



# Teens & Communication

- 63% indicate parental conversations help them stay safe online
  - *However, only 22% indicate that parents discuss online profiles and posts with them*
- 81% would talk to a parent/guardian if they or a friend had an online problem
  - *Plan ahead for potential problems and consequences*



# Seeking Assistance

- Document issues when they arise
  - Evidence is extremely important
- Assist child in disconnecting with offender
  - Block contact, delete app, utilize privacy settings
- Contact offender's parent, school or law enforcement when appropriate
  - Know what you want, e.g., “please stop texting my child”; an extra set of eyes at school lunchtime; the offender is unknown to my child and is requesting to meet them, can you help intervene



# Contact Information

Melissa Hemzacek

Internet Safety Specialist

(North of I-80)

High Tech Crimes Bureau

Chicago

312-793-4230

[mhemzacek@atg.state.il.us](mailto:mhemzacek@atg.state.il.us)

Christine Feller

Internet Safety Specialist

(South of I-80)

High Tech Crimes Bureau

Springfield

217-782-9030

[cfeller@atg.state.il.us](mailto:cfeller@atg.state.il.us)

