A GUIDE TO SOCIAL MEDIA SAFETY FOR JUVENILE JUSTICE PROFESSIONALS

Presented by:

Devin N. Petrusky, M.S.

Northumberland County

Juvenile Court Services

INTRODUCTION

- Education
  - Master of Science in Administration of Justice
    - Concentration Juvenile Justice
    - Thesis: Evaluability Assessment on Victim Awareness Programs
  - Bachelor of Arts Degree in Criminal Justice
    - Minor Psychology
    - Concentration Family, Children & Youth
- Juvenile Probation Officer
  - Community Based Officer
  - Interstate Compact Officer
  - Intake Officer
- Victim Awareness Program Developer
  - Developed the Program
  - Research- Data Entry & Data Analysis
  - Facilitate
- Sexting Awareness Diversionary Program Developer
  - Developed the Program
  - Research- Data Entry & Data Analysis
  - Facilitate

SRSLY.

Social Media

Brief Video Clip

Technology Addiction

TECHNOLOGY ADDICTION

Problematic Mobile Phone Use: Mobile phone use that causes problems in a user's life

Nomophobia: the fear of being without mobile technology, such as phones or mobile computers
- afflicts millions of people worldwide (Michael and Sheppard, 2013)

Phantom Vibration Syndrome: auditory and tactile hallucinations in the form of vibrations that a person feels or hears even when their phone is not really vibrating or ringing (Drouin et al., 2012).

- **Phantom Ring:** related to impulsivity, mobile phone use, mobile phone problem use, use of the mobile phone to modulate affect (Laramie, 2007).

- Nearly 70% of individuals experienced this within two separate studies; one among regular population and one among medical staff.

- More than 3/4 of American's aged 18-34 check for messages or missed calls even when they have not heard their phone ring.
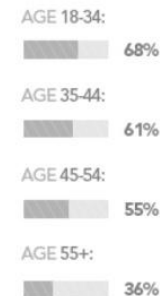
TECHNOLOGY ADDICTION

HOW DID YOU FEEL WHEN YOU MISPLACED YOUR PHONE?

73% PANICKED

14% DESPERATE

7% SICK

6% RELIEVED

lookout

WE'RE ADDICTED TO CHECKING OUR PHONES

58% OF SMARTPHONE USERS

DON'T GO 1 HOUR WITHOUT CHECKING THEIR PHONES

CHECK ME!

AGE 18-34: 68%
AGE 35-44: 61%
AGE 45-54: 55%
AGE 55+: 36%

lookout

Individuals with symptoms of Internet addiction frequently reported:

Low self-esteem	Introversion	Social Isolation
Extreme shyness	Low Social Skills	Loneliness

(Caplan & High, 2011; Chen & Peng, 2008; Lam, Peng, Mai, & Jing, 2009; Mehroof & Griffiths, 2010; Morahan-Martin & Schumacher, 2000; Yang & Tung, 2007).

TECHNOLOGY ADDICTION

Are We Addicted?

PARENTS SAY

59%

of parents feel their teens are addicted to their mobile devices

27%

of parents feel addicted to their mobile devices

TEENS SAY

50%

of teens feel addicted to their mobile devices

28%

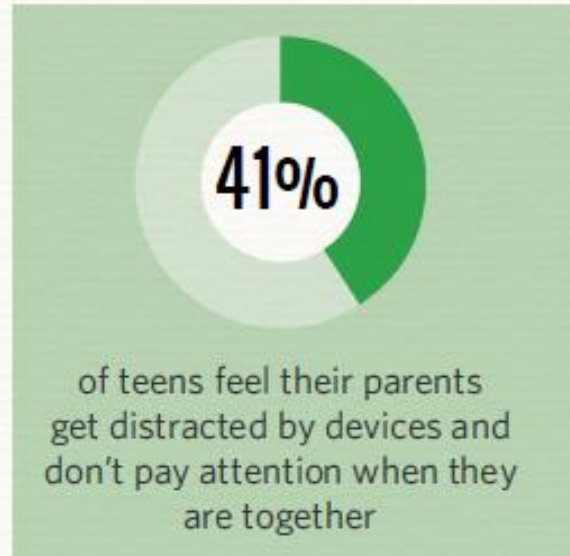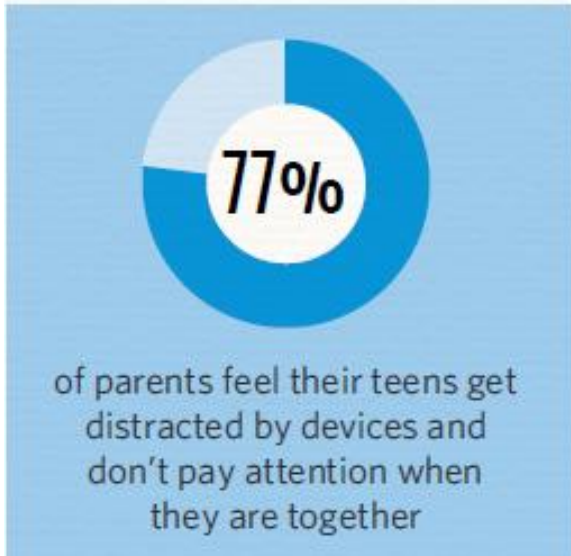of teens feel their parents are addicted to their mobile devices

A survey of 8-13 year olds and their parents revealed that 54% of children felt their parents checked their devices too often; and 32% of children felt unimportant when their parents were distracted by their phones (AVG Technologies, 2015).

9 hours and 22 minutes is the average time parents spend with screen media daily, including for personal and work use.

**7 hours and 43 minutes of that time is devoted to personal screen media

TECHNOLOGY ADDICTION

At least a few times every week ...

77% of parents feel their teens get distracted by devices and don't pay attention when they are together

41% of teens feel their parents get distracted by devices and don't pay attention when they are together

Research shows the impact of a parent's constant-connectivity, with young children often describing their reaction as "sad," "mad," "angry," or "lonely."

Source: Common Sense Census

TECHNOLOGY ADDICTION

And most parents are using devices while driving — with kids in the car

56% of parents admit they check their mobile devices while driving

51% of teens see their parents checking/ using their mobile devices while driving

The National Highway Traffic Safety Administration (NHTSA, 2010) reported that over 20,000 traffic accidents in a recent year were due to distraction caused by cell phone multitasking while driving.

Only 5% of cellphone-related crashes occur because the driver is texting. The majority of the accidents involve drivers distracted while talking on handheld or hands-free cellphones.

TECHNOLOGY ADDICTION

- Students with high online addiction scores showed learning difficulties, resulting in poor grades, missed classes, and problems paying attention during classes because of sleep deprivation (Chen & Peng, 2008; Douglas et al., 2008; Wainer et al., 2008). Self-reported use of media while in class and while doing schoolwork has been related to lower GPA (Burak, 2012; Junco & Cotten, 2012)

- In the case of working people, Internet addiction occurred alongside lower efficiency, which in some cases resulted in job loss (Vondráčková, Vacek, & Svobodová, 2014; Young, 1998b).

- A study of adults between ages 18 and 50 found that commenting, viewing photos, and posting status updates on Facebook was related to narcissism (Alloway, Runac, Qureshi, & Kemp, 2014).

- When looking at demographic characteristics, Internet addiction appears to be more common among men than women (Durkee et al., 2012; Niemz, Griffiths, & Banyard, 2005).

TECHNOLOGY ADDICTION THE PROBLEM…

Correlates of Problematic Mobile Phone Use/Dependency

Psychological distress	Extraversion	Urgency
Impulsivity	Neuroticism	Depression
Loneliness	Anxiety	Insomnia
Sleep Disturbances	Stress	Functional Impairment
Digital Eye Strain	Neck Problems	Increased Illnesses
Car Accidents	Obsessive Compulsive Disorder	Relationship Problems
Aggressiveness	Delinquency	Text Walking

MRSA and E.coli bacteria have been found on phones!!

PHONE ADDICTION
THE NEW DRUG THAT IS KILLING AN ENTIRE GENERATION…

TECHNOLOGY ADDICTION

- At least 4 of the following signs and symptoms are thought to comprise criteria for cell phone addiction, and the problematic cell phone overuse must cause significant harm in the individual's life:

1. **A need to use the cell phone more** and more often in order to achieve the same desired effect.
2. Persistent **failed attempts to use cell phone less often**.
3. **Preoccupation** with smartphone use.
4. Turns to cell phone when experiencing unwanted feelings such as anxiety or depression.
5. **Excessive use** characterized by loss of sense of time.
6. Has put a **relationship or job at risk** due to excessive cell phone use.
7. **Tolerance**.
   - Need for newest cell phone, more applications, or increased use.
8. **Withdrawal**, when cell phone or network is unreachable.
   - Anger.
   - Tension.
   - Depression.
   - Irritability.
   - Restlessness.

Technology Addiction

10 Signs Video

WHAT IS SOCIAL MEDIA & A SOCIAL NETWORK

A social network is defined in the Oxford Dictionary as "a dedicated website or other application that enables users to communicate with each other by posting information, comments, messages, images, etc.

There are many types of social networks through digital communication

Social media includes many apps and websites

A digital footprint is a record of everything an individual does online, including the content they upload. Online, information can migrate, persist, and resurface years later.

EXAMPLES OF SOCIAL MEDIA

- Facebook
- Google+
- Tumblr
- Reddit
- Buzzfeed
- Yahoo answers
- Livefyre
- Living Social
- Groupon
- Etsy
- Twitter
- Craigslist
- Ebay
- Foursquare
- Cafemom
- Newsgator

- Wikipedia
- LinkedIn
- Yelp
- Amazon
- Pinterest
- Flipboard
- Vevo
- Netflix
- Vine
- Hulu
- Oovoo
- Prezi
- Eventrite
- Pandora
- Shazam
- Spotify

- Soundcloud
- Livestream
- Instagram
- Shapchat
- Flickr
- Evernote
- Klout
- Jawbone
- Myfitnesspal
- Fitbit
- Skype
- Kik
- Myspace
- Meetme
- Afterschool

SOCIAL MEDIA & YOUTH

◉ A 2010 study by AVG, an Internet security firm, found that **81 percent of children** worldwide have an online presence **before the age of 2**

◉ Almost all youth (95%) between the ages of 12 and 17 use the Internet, and 68% of school students use the Internet while at school (Hitlin & Rainie, 2005; Lenhart, 2010; Madden, Lenhart, & Duggan, 2013).

◉ 3 out of every 4 teens own a device with Internet access (Lenhart, 2009).

◉ 49% of teens who use social networking websites use it to make friends with people they don't know.

◉ 65% of teens have at least 1 online profile.
  • Of those 65% -- 32% have received some type of harassment online.
    ○ 15% have had private info forwarded without their permission
    ○ 13% received threatening messages
    ○ 13% said someone spread a rumor about them online
    ○ 6% had someone post an embarrassing picture of them online without permission

    Source: Pew Internet Research, 2009

SOCIAL NORMS THEORY

- Adolescents will tend to match their own behaviors to what they perceive to be the norm among their peers.

- Overestimate unhealthy behaviors and underestimate protective behaviors

- Negatively influenced by their misperceptions of the behavioral norms and engage in risky activities.

- Through social media, students are lured into sexual activities to fit into what they watch and read as they get carried away by what they think everybody else is doing and they need to move with the current (Gross 2004)
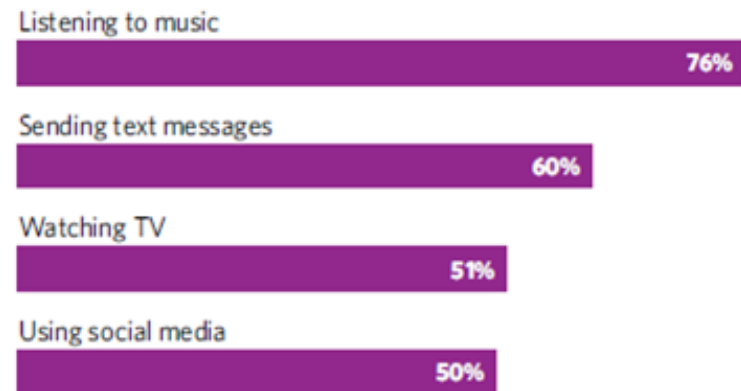
HOMEWORK & MULTITASKING

HOMEWORK AND SOCIAL MEDIA

Percent who ...	Among Tweens	Among Teens
Use social media during homework:*		
• Often	4%	21%
• Sometimes	8%	29%
• Hardly ever	7%	17%
• Never	80%	32%
Say using social media during homework ... :†		
• Mainly helps the quality of their work	13%	14%
• Mainly hurts the quality of their work	31%	31%
• Doesn't make a difference	56%	55%

* Differences between tweens and teens are statistically significant.
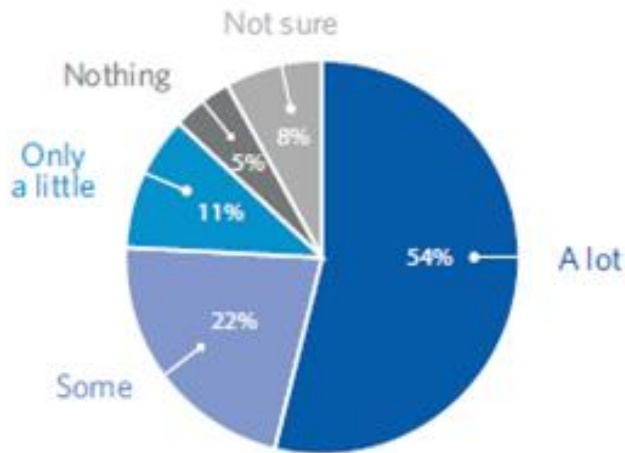
† Among those who do this.

PERCENT OF TEENS WHO "OFTEN" OR "SOMETIMES" MULTITASK WHILE DOING HOMEWORK
BY MEDIA ACTIVITY

Listening to music — 76%

Sending text messages — 60%
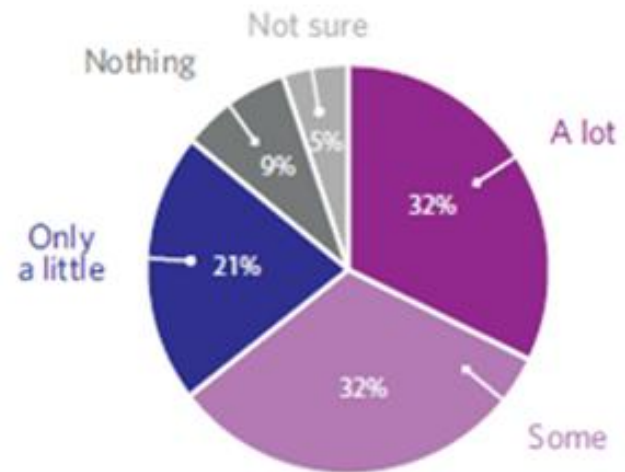
Watching TV — 51%

Using social media — 50%

PARENTS AND MEDIA

AMONG THOSE WHO "OFTEN"/"SOMETIMES" USE SOCIAL
MEDIA, PERCENT WHO SAY THEIR PARENTS KNOW ...
ABOUT WHAT THEY DO ON SOCIAL MEDIA

TWEENS

TEENS

PARENTS AND MEDIA

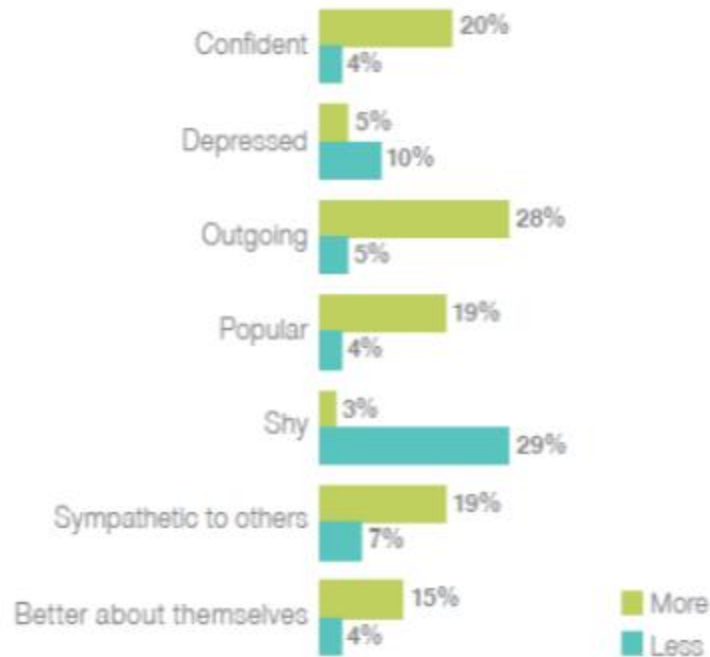**PARENTAL AWARENESS ABOUT THE MEDIA TWEENS AND TEENS USE**

Among those who "often"/"sometimes" do each activity, percent whose parents:	Know "a lot" about		Know "only a little" or "nothing" about	
	Among Tweens	**Among Teens**	**Among Tweens**	**Among Teens**
The TV shows they watch	78%[a]	58%[b]	6%[a]	12%[b]
The video/computer games they play	69%[a]	43%[b]	8%[a]	19%[b]
The songs they listen to	65%[a]	40%[b]	11%[a]	20%[b]
What they do/see online	61%[a]	32%[b]	10%[a]	25%[b]
The apps they use	63%[a]	29%[b]	11%[a]	31%[b]
The social media they use	54%[a]	32%[b]	16%[a]	30%[b]

Note: Superscripts are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

RISKS OF SOCIAL MEDIA

Perceived Effect of Social Networking on Social and Emotional Well-Being

Among the 75% of 13- to 17-year-olds with a social networking profile, percent who say social networking makes them feel more or less:

	More	Less
Confident	20%	4%
Depressed	5%	10%
Outgoing	28%	5%
Popular	19%	4%
Shy	3%	29%
Sympathetic to others	19%	7%
Better about themselves	15%	4%

Hate Speech in Social Media

Among the 90% of 13- to 17-year-olds who have used social media, percent who "often" or "sometimes" encounter each type of content in social media:

Sexist	44%
Homophobic	43%
Racist	43%
Anti-religious	34%

Source: Gfk Company, 2012

RISKS OF SOCIAL MEDIA

- Exposure to sexual related media is directly related to: body dissatisfaction, earlier sexual intercourse, less contraceptive use, and even pregnancy
  - 70% of teen programs on TV include sex

  - 2/3 of music (mostly Rap) include degrading sex

  - 25% of teen movie characters engage in sexual intercourse, often as a way to achieve specific ends and contraception is rarely portrayed

  - Teen girl magazines portray girls as obsessed with guys and their own appearance

- U.S. teens aged 12-14: 50-70% of males have viewed sexually explicit images online!
  - Social Media pages are a platform for sexual self-expression and finding like-minded teens

- A lot of information teens receive online is misleading, inaccurate and only promote condom use or abstinence (few discuss other safe sex strategies, such as reducing the number of partners, reducing casual sex or delaying first intercourse).

Source: Brown & Strasburger, 2007; Primack et al., 2008; Stern, 2005; Wray & Steele, 2002; Keller at al., 2004

SOCIAL MEDIA –– TIPS

- **Do not discourage** children/teens from using technology; technological tools are a part of the way in which we all communicate and it will only isolate them more.

- **Tell Parents to Use the Internet** with their children and show them safe and responsible online surfing and socializing techniques. They may need to explain through role playing what improper photos, videos, or threatening conduct may look or feel like.

- Teach children/teens to **never give out personal information**. Explain: Do not post your full name, social security number, address, phone number, etc. Restricting access to your personal page and limiting your posts to family and friends only is more secure. Moreover, explain to never plan a face-to-face meeting with online acquaintances.

- **Tell Parents to Know the Passwords** for your children's devices and make sure they never share or give out a password to anyone else.

SOCIAL MEDIA –– TIPS

- **Teach Parents to Establish clear ground rules** for Internet use within their family and to be open with their child about the rules. Installing Internet security filters and other protection software is also a good way to regulate their behaviors.

- **Check/Follow your child's page** and have them take down any inappropriate information, pictures, or posts. See their profile page while they are logged in and see how they describe themselves and the content they are posted. Explain how this may affect future jobs and college.

- **Ask Questions**!! Have they ever been a victim or perpetrator of ridicule, intimidation, or humiliation on the internet or in school. Being a bystander has consequences too!!

- **Tell children/teens about your past experiences**! Explain what you have witnessed or seen regarding bullying, sexting, etc.

Cyber
Bullying

WHAT IS CYBER BULLYING

The federal government has defined cyberbulling as any type of harassment or bullying (i.e. teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors, or making threatening or aggressive comments) that occurs through e-mail, a chat room, instant messaging, a website (including blogs), text messaging, videos, or pictures posted on websites or sent through cell phones

CYBER BULLYING

- Individuals may have more power over someone just by being able to instantly share negative comments or photographs with a multitude of people.

- Cyber bullying may also involve several individuals targeting one individual, or a more popular student targeting a less popular classmate.

- People may feel invisible or anonymous online, and this may lead to greater willingness to engage in negative actions; without face to face interactions, people who cyber bully have no opportunity to witness the emotional distress their comments may be inflicting on a peer.

CYBER BULLYING

- Cyber Bully Taxonomy (Willard, 2007) focused on the behavior

  - Flaming (i.e., an online fight)

  - Harassment (i.e., repetitive, offensive messages sent to a victim)

  - Outing and trickery (i.e., sharing personal information, which was often obtained through trickery, without the consent of the individual)

  - Exclusion (i.e., blocking the person from friend lists/ contact lists)

  - Impersonation (i.e., posing as the victim online and sending negative or inappropriate information to others as if it were being sent from the victim)

  - Cyberstalking (i.e., using electronic communications to stalk another person by sending repetitive threatening communications)

  - Sexting (i.e., distributing negative, sexual pictures of another without that person's consent).

CYBER BULLYING

- ⦿ Pyżalski (2012) Cyber Bullying Taxonomy focused on the victim

  - • **Electronic aggression against the vulnerable** (i.e., the victims are "weaker" people, such as the homeless, alcoholics, etc., who are typically unaware of the victimization, and the aggression frequently has some visual material depicting the victims in embarrassing situations)

  - • **Random electronic aggression** (i.e., the victim is anonymous to the perpetrator and the act is usually an impulsive act such as an attack on an unknown person in a chat room)

  - • **Electronic aggression against groups** (i.e., the victim is a group of people, such as an ethnic or religious group)

  - • **Electronic aggression against celebrities** (i.e., the victims are well-known people, such as celebrities)

- ⦿ This taxonomy may be useful when the perpetrator and victim do not know each other

CYBER BULLYING STATS

Prevalence rates vary across studies in part because of the different venues used to assess cyber bullying and demographic characteristics of the samples, such as age, gender, and race

- Most researchers estimate that between 14 and 20% of students in schools will experience bullying at least once during their academic career (Elinoff, Chafouleas & Sassu, 2004).

- 1 in 5 teenagers are harassed regularly online (Cyberbullying Research Center)

- Approximately 160,000 children miss school every day for fear of being bullied

- School and Cyber Bullying statistics show that 77% of students are bullied mentally, verbally, or physically.

- 1 in 5 children admit to being a bully

- Approximately 20% of respondents in a cyber bullying survey state they have seriously thought about attempting suicide

- Girls are more likely than boys to be a target of cyber bullying

CYBER BULLYING VICTIM

⦿ Victimization is higher among youth whose

- Parents provide little monitoring of online activities
- Parents who fail to talk about online safety
- Relationships with their parents are low in parental support
- Find their school uninviting

⦿ Victimization is related to:

- Suicidical ideation and Depression
- Low self-esteem
- Anxiety
- Loneliness
- School absences and poor school performance
- Drug and alcohol use

Victims of cyber bullying also tend to engage in riskier online behavior and have a higher level of exposure to violent video games.

They often cite fear of retribution from the perpetrators or they are afraid to tell their parents or other adults at the rear they will remove their technology as the reason they do not report the bullying

CYBER BULLYING PERPETRATOR

◉ Perpetrators display:

- Low levels of empathy, particularly cognitive empathy
- High levels of narcissism
- High levels of depression and anxiety
- Low self-esteem
- Poor academic achievement

- Spend a disproportionate amount of time online
- High rates of alcohol and drug use
- Run-ins with law enforcement
- High rate of physical altercations.
- Moral approval of bullying
- High levels of loneliness

Perpetrators of cyberbullying morally disengage or minimize the negative impact of their behavior on the victim

(Bandura, 1999; Bauman, 2010; Pornari & Wood, 2010; Walrave & Heirman, 2011).

CYBER BULLYING

⦿ **Both victimization and perpetration have been associated with :**
- Academic difficulties including disliking school
- Poor performance in school
- Higher absenteeism
- Problems with concentration.

⦿ Cyberbullying victimization and perpetration are also inversely related to support from friends, parents, and a positive school climate. Supportive friends represent a protective factor for cyberbullying victimization and perpetration (Fanti et al., 2012).

⦿ Juvonen and Gross (2008) found that 72% of their respondents reported being victimized online, but they did not use the term cyberbullying. They used the term "mean things" and "anything that someone else does that upsets or offends someone."

⦿ In a more recent study, 65% of participants reported experiencing cyberbullying at least once in their lifetime(Gomez-Garibello, Shariff, McConnell, & Talwar, 2012).

CYBER BULLY PROFILE

- ⦿ Characteristics of a Cyber Bully
  - Girl
  - Middle School Age
  - Computer/Internet obsessed – spending a lot of time online
  - Private about their online time – cover monitors, close screen windows when parents are in the room
  - Try to take control of situations
  - Show signs of intentional and ongoing aggressive behavior towards others
  - Easily angered
  - Disrespectful towards others
  - Reports blaming, name calling and threats
  - Received little or no support a home (have been abused)
  - Have enabling parents who ignore or encourage the behavior
  - High levels of social anxiety and deep concerns over fitting in
  - Serial attention seekers

CYBER BULLY PROFILE

⦿ **Preschool years**
- Bullies often rely on direct verbal bullying and physical power to control material objects or territory.

⦿ **Elementary school years**
- Bullies are more likely to use threats and physical force, combined with direct verbal bullying, to make victims do things against their will.

⦿ **Middle and high school years**
- Bullies rely on direct verbal bullying such as name-calling and making threatening remarks, as well as physical bullying such as pushing and hitting.
- Girls are more likely to participate in indirect, relational bullying, such as rumor-spreading and social exclusion. They often use the Internet or cell phones to send these hurtful messages.
- Boys tend to rely on bullying to enhance their physical dominance, girls tend to use it to enhance their social status.

SIGNS A CHILD IS A VICTIM OF CYBER BULLYING

- Emotional distress during or after using the Internet
- Unexpected or unexplained anger
- Increase in withdrawal from family, friends, social situations and activities
- Increased shame, fear, anxiety, depression and low self-esteem
- Truancy and avoiding school
- Slipping grades and failure to complete schoolwork
- Change in mood, behavior, sleeping and eating habits
- Drug and alcohol abuse
- Becoming evasive and secretive when asked about their online activities
- Low self confidence, submissiveness, depression or sad, passive
- Anxiety, fearfulness, abdominal pain, sleep problems, bed wetting
- Limited sense of humor
- Self blame for problems, poor social skills, helplessness
- Behaving in socially inappropriate ways
- Lack self confidence

Amanda Todd Video

WHAT CAN YOU DO ABOUT BULLYING ONLINE?

- **Be Aware!** Children/Teens often feel that adult intervention is unhelpful and fear that telling will only bring more harassment

- **Be Observant!** Watch your child's behavior, appearance, and moods. If your child does not want to go to school, investigate the reason why.

- **Talk!** Speak with your child about the difference between tattling and telling and the importance of telling you when an issue like this occurs.

- **Listen!** Look for facts and keep written records, remain calm, and don't overreact.

- **Be Supportive!** Take your child's story seriously and let them know it is not their fault. Get details about the incident and let your child know they have the right to feel safe.

WHAT IS SEXTING?

- Sexting is a cross between sex and texting.

- It is the act of sending or receiving sexually suggestive or explicit text, picture, or video messages through electronic devices.

- Most commonly, the term has been used to describe incidents where teenagers take nude or semi-nude (e.g., topless) pictures of themselves and distribute those pictures to others using their cell phones via text or social networking sites.

- Often, these messages are intended for private viewing; however, there have been cases where 'private' photos have become public.

WHAT IS SEXTING?

The media has used the term without a consistent definition to over-generalize and place under one heading such diverse behaviors as:

(a) one minor sending one picture to a perceived significant other

(b) a minor taking and/or distributing pictures of him or herself and others engaged in sexually explicit conduct

(c) a minor extensively forwarding or disseminating a nude picture of another youth without her knowledge

(d) a minor posting such pictures on a web site

(e) an older teen asking (or coercing) another youth for such pictures

(f) a person impersonating a classmate to dupe and or blackmail other minors into sending pictures

(g) adults sending pictures or videos to minors or possessing sexually explicit pictures of juveniles

(h) adults sending sexually suggestive text or images to other adults

The above behaviors are very different from one another. Some of the behaviors are legal, others are not.

SEXTING

- Two types of Sexting (Wolak and Finkelhor, 2011)
    1. **Aggravated** (including criminal or abusive elements in the creation of sexual images)
    2. **Experimental** (youth-produced)
        1. Romantic motivation
        2. Sexual Motivation
        3. Attention-seeking
        4. Other

- Sexting <u>does not refer to a single activity</u> but rather to a range of activities which may be motivated by sexual pleasure but are often coercive, linked to harassment, bullying and even violence.

- Sexting is <u>not a gender-neutral practice</u>
    - Shaped by the gender dynamics of the peer group in which, primarily, boys harass girls
    - Exacerbated by the gendered norms of popular culture, family and school that fail to recognize the problem or to support girls
    - Sexually active boys are to be admired and 'rated', while sexually active girls are denigrated and despised as 'sluts'.

CHILD PORNOGRAPHY

- ⦿ **The Federal Government's Definition**:
  - • Child pornography constitutes visual depictions of actual children engaged in "sexually explicit conduct."
- ⦿ **"Sexually explicit conduct"** includes:
  - • **"actual or simulated"**
    - ○ (i) sexual intercourse, including genital-genital, oral-genital, anal-genital, or oral-anal, whether between persons of the same or opposite sex
    - ○ (ii) bestiality
    - ○ (iii) masturbation
    - ○ (iv) sadistic or masochistic abuse; or
    - ○ (v) lascivious exhibition of the genitals or pubic area of any person."
- ⦿ **Self-produced child pornography images**
  - • Images that meet the legal definition of child pornography and were originally produced by a minor with no coercion, grooming, or adult participation whatsoever.
  - • "self" referred to in self-produced child pornography is the subject of the image. However, the person who creates the image may be different than one who possesses it or distributes it.

SEXTING STATS

- 51% of teen girls say they feel pressure to take and send explicit photos of themselves

- The more popularity students will gain as a response to sexting, the more likely they are to do so – there is a 70% increase in sexting for every 1 unit of increase in popularity.

- 17% of sexters share the messages they receive with others, and 55% of those share them with more than one person.

- 15% of teens who have sent or posted nude/semi-nude images of themselves send these messages to people they have never met, but know from the Internet.

- 40% of teenage girls said they sent sexually suggestive messages or images as "a joke."

- 34% of teen girls say they sent or posted sexually suggestive content to "feel sexy."

- 66% of teen girls and 60% of teen boys say they did so to be "fun or flirtatious"; their most common reason for sending sexy content.

Pew Internet and American Life Project (2010): Hagensick (2015); The National Campaign (2016)

SEXTING STATS

- Regarding consequences, in the National Campaign survey, 83% of youths reported that they are concerned about sending such images or messages because they would regret it later. However, only 46% felt that a reason to be concerned was because they could get in trouble with the law.

- Interestingly, in the Cox survey 74% of youth surveyed thought "sexting with photos of someone under 18 is wrong" and 48% felt it should be illegal.
  - While 90% thought this behavior was dangerous, only 55% knew that there were legal consequences to this behavior.

THE FIRST AMENDMENT

The First Amendment's scope is subject to a limited number of categorical exceptions.

Two of these exceptions are relevant to teen sexting
1. Obscenity
2. Child pornography

Osborne v. Ohio (1990), the Court expressed that a state may constitutionally prohibit the possession and viewing of child pornography.

New York v. Ferber in which the Supreme Court held that states may criminalize child pornography that falls outside the *Miller* definition of obscenity. The Constitution requires only that "the conduct to be prohibited must be adequately defined by the applicable state law, as written or authoritatively construed. [Offenses must] be limited to works that *visually depict sexual conduct* by children below a specified age.

THE FIRST AMENDMENT

The current standard for obscenity was declared in *Miller v. California, in* which the Supreme Court held that a state may criminalize works which, "taken as a whole, appeal to the prurient interest in sex, which portray sexual conduct in a patently offensive way, and which, taken as a whole, do not have serious literary, artistic, political, or scientific value."

United States v. Knox to include any lascivious exhibition of the genitals or pubic area regardless of the existence of nudity.

- Due to the expansion of the definition, courts have had trouble determining what constitutes a lascivious exhibition.
- Most lower courts have addressed the issue by adopting the *Dost* test, a list of six factors that are relevant in determining lascivious exhibition
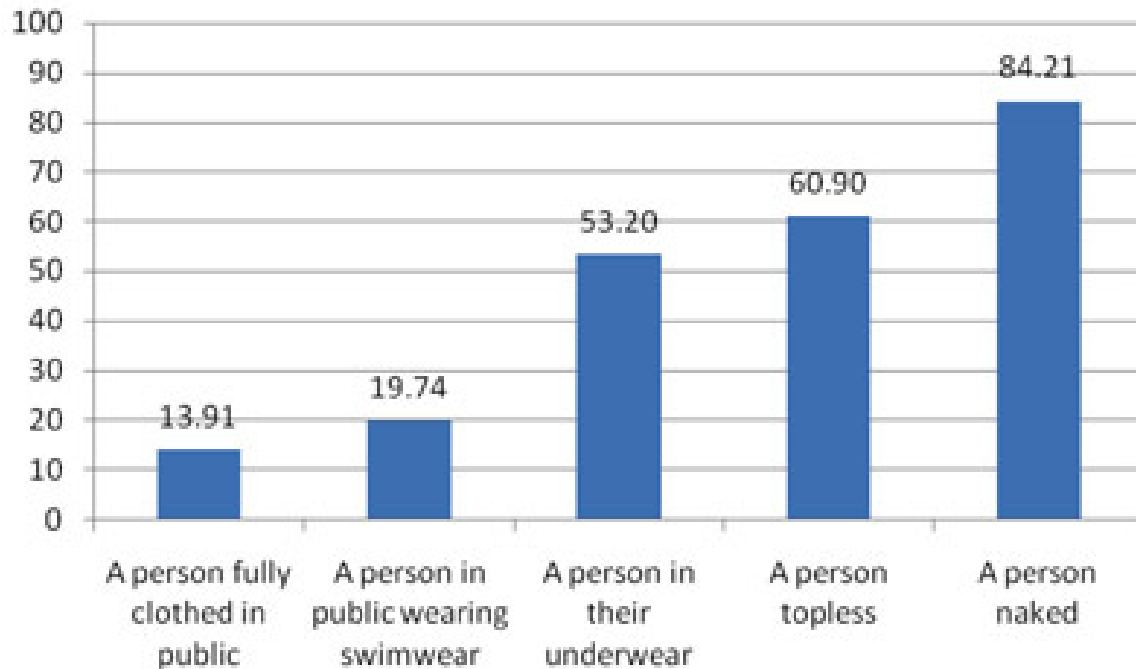
WHO IS LIKELY TO SEXT?

- Individuals with **high attachment anxiety**:
  - Likely to solicit sexual activity via text message while in the context of a relationship
  - Likely to regard sexting in a positive way (e.g., believe that sexting would enhance the relationship and believe that their partners would expect sexting).

- Individuals **high in extraversion and neuroticism & low in agreeableness**
  - Likely to engage in a variety of sexting behaviors, including sending sexually suggestive or nude photos or photos in underwear.

- Individuals with **sensation seeking tendencies and negative urgency** (an individual's tendency to act rashly when experiencing negative emotions)

- Individuals with **fun and carefree attitudes** toward sexting were more likely to send sexual text messages of all types

- Individuals with **higher relational expectations** regarding sexting, including beliefs that a partner expects sexting messages and that it improves relationships, were more likely to send sexually suggestive word-only or photo messages, nude photos, and texts soliciting sexual activity

Dir, Cyders, and Coskunpinar (2013); Weisskirch and Delevi (2011)

WHO IS LIKELY TO SEXT?

- There is prevalent sexualization of teens in popular culture

- Teens may simply be mimicking the behavior of their idols

  - Teen celebrities such as Miley Cyrus and Vanessa Hudgens have become more popular and acquired the media's attention after taking nude photos which were later circulated on the Internet.

WHAT DOES A YOUNG PERSON FIND INAPPROPRIATE?

From September through November 2009, the South West Grid for Learning Undertook research in partnership with the Centre for Security, Communications and Networks Research, University of Plymouth to better understand the ways young people from 11 to 18

RISK FACTORS ASSOCIATED WITH SEXTING

- Unprotected sex

- Sex with multiple partners

- History of STI

- Use of alcohol, marijuana, ecstasy, cocaine

- Attempted/contemplated suicide within a year

- Sad or hopeless feelings for at least two continuous weeks

- Sensation seeking

- Positive attitudes towards sexting

Megan's Story Video

WARNING SIGNS OF SEXTING RELATED BEHAVIOR

⊙ Spending a lot of time alone on the cell phone or internet or not developing or maintaining face to face relationships with peers and family

⊙ Privately utilizing applications on their cell phone, etc.

⊙ They have become overly protective of their cell phones (hiding it, sleeping with it, etc.)

⊙ They become uncomfortable, angry, or defensive when you question them about their phone use

⊙ Grades change – drop as risky behaviors edge out day to day responsibilities

⊙ Friend changes. If you check your child's social accounts and notice an increase in flirty photos and language, or friends who do the same, it could be a sign of risky digital behavior.

WHAT CAN YOU DO ABOUT SEXTING BEHAVIORS?

- **Be Aware!** Children/Teens often feel that adult intervention is unhelpful and fear that telling will only bring more harassment. Some young people discussed their desire to talk to their parents, but this was often fraught with problems related to age

- **Be Observant!** Watch behavior, appearance, and moods.

- **Talk!** Increasing their awareness about what can happen after sexting content has left their control is important in helping them understand the effects that this may have on their reputation and wellbeing. Remind them that they have control over any image they may create and receive but once they have shared it is out of their control. Help them learn how to block unwanted messages; take care of privacy settings; report unwanted contacts; and explain to them never to take photos or post photos you wouldn't want everyone to see. Also explain how media and Internet messages influence gender stereotypes and body image.

- **Understand the Consequences and Law** increase their awareness about both the legal and non-legal consequences of sexting. A child could be kicked off of sports teams, face humiliation, lose educational opportunities, and even get in trouble with the law.
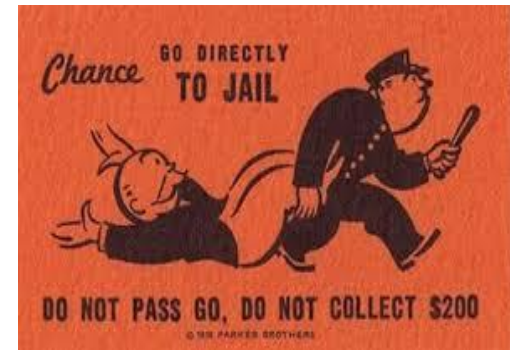
THE CONSEQUENCES OF RISKY ONLINE BEHAVIOR

NON-LEGAL CONSEQUENCES

- Embarrassment both now and in the future
  - Damage to reputation
  - Perceived as "slutty" or "lacking judgement"

- Family, friends, future partner, and employers have access

- Difficulty manging feelings; potential suicide risk

- Cyberbullying and sexual harassment or assault

- Loss of romantic relationships, career prospects and personal reputations

LEGAL CONSEQUENCES

- Charges by the Police that can be summary offense through felony offense

- Register as a Sex Offender

- End up in Juvenile Detention or Jail

- Adult charges for soliciting
  a minor

§ 6321. TRANSMISSION OF SEXUALLY EXPLICIT IMAGES BY A MINOR

◉ Summary Offense
- Knowingly transmits, distributes, publishes, or disseminates an electronic communication containing a sexually explicit image of himself or possesses or views a minor who is 12 years of age or older.

◉ Misdemeanor of the third degree
- Knowingly transmits, distributes, publishes or disseminates an electronic communication containing a sexually explicit image of another minor who is 12 years of age or older.

◉ Misdemeanor of the second degree
- With the intent to coerce, intimidate, torment, harass or otherwise cause emotional distress to another minor, the minor makes a visual depiction of any minor in a state of nudity without the knowledge and consent of the depicted minor; or transmits, distributes, publishes or disseminates a visual depiction of any minor in a state of nudity without the knowledge and consent of the depicted minor.

§ 6312. Sexual abuse of children

⊙ Photographing, videotaping, depicting on computer or filming sexual acts.

- Any person who causes or knowingly permits a child under the age of 18 years to engage in a prohibited sexual act or in the simulation of such act is guilty of a _felony of the second degree_ if such person knows, has reason to know or intends that such act may be photographed, videotaped, depicted on computer or filmed. Any person who knowingly photographs, videotapes, depicts on computer or films a child under the age of 18 years engaging in a prohibited sexual act or in the simulation of such an act is guilty of a felony of the second degree.

⊙ Dissemination of photographs, videotapes, computer depictions and films.

- Any person who knowingly sells, distributes, delivers, disseminates, transfers, displays or exhibits to others, or who possesses for the purpose of sale, distribution, delivery, dissemination, transfer, display or exhibition to others, any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of 18 years engaging in a prohibited sexual act or in the simulation of such act commits a _felony of the third degree_, and a second or subsequent offense under this subsection is a felony of the second degree.

⊙ Child pornography

- Any person who intentionally views or knowingly possesses or controls any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of 18 years engaging in a prohibited sexual act or in the simulation of such act commits a _felony of the third degree_, and a second or subsequent offense under this subsection is a felony of the second degree.

§ 2709.   Harassment.

- **(a).** A person commits the crime of harassment when, with intent to harass, annoy or alarm another, the person:

  - **Summary offense** — engages in a course of conduct or repeatedly commits acts which serve no legitimate purpose

  - **Misdemeanor of the third degree** — (4)communicates to or about such other person any lewd, lascivious, threatening or obscene words, language, drawings or caricatures;   (5) communicates repeatedly in an anonymous manner;   (6) communicates repeatedly at extremely inconvenient hours; or (7)communicates repeatedly in a manner other than specified in paragraphs (4), (5) and (6).

- **(a.1) Cyber harassment of a child.**

  - **Misdemeanor of the third degree** — A person commits the crime of cyber harassment of a child if, with intent to harass, annoy or alarm, the person engages in a continuing course of conduct of making any of the following by electronic means directly to a child or by publication through an electronic social media service: (i) seriously disparaging statement or opinion about the child's physical characteristics, sexuality, sexual activity or mental or physical health or condition; or (ii) threat to inflict harm.

§ 2706 Terroristic Threats

- Misdemeanor of the 1st degree

(a) A person commits a the crime of terroristic threats if the person communicates, either directly or indirectly, a threat to:

- (1) commit any crime of violence with intent to terrorize another

- (3) otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience

So What Can I Do??

NEGATIVE RESPONSES WITH TEENS

- "This wouldn't have happened if you hadn't…" or "Why didn't you…" (victim blaming, making assumptions)

- "There's no way that he/she would…I don't believe you." (denial)

- "Well at least he/she didn't…It doesn't sound that bad." (minimize)

- "This sounds like a private matter. I have to call your parents to help you."

- "I promise this will never happen again. I will make sure of it." (DO NOT make false promises, even if you mean well)

- "Just forget it ever happened. You have to figure out a way to make this work." (disregarding the abuse)

- "This is all my fault/your parent's fault. How could no one have seen this?" (hold abusive partner accountable)

- "What a jerk! How could he/she do that to you?" (don't badmouth the abusive partner – this student cares very much and is dealing with the conflicted emotions)

- "You have to call the police. You have to tell your parents

- "You have to go to the hospital." (threatening or coercing victim to take certain steps is disempowering)

POSITIVE RESPONSES WITH TEENS

- "Nothing that you did, or didn't do, makes it okay for someone to hurt you" (validate and believe, provide support)

- "He/she is responsible for this, not you..." (hold the abusive partner accountable)

- "I am glad that you told me. You did the right thing."

- "What can I do to help? How can I help you feel safer?"

- "If you need some time to sit and think for a second, that's fine." (silence is okay – give her/him time to process)

- "I am proud of you for speaking out. You are so strong/brave." (empower, strengthen)

- "It is okay to cry. It is okay to feel sad/angry/scared." (encourage expression or feelings and emotional responses)

- "I am here to support you. You know what's best for you and it's my job to help." (make decisions together and empower rather than assert authority)

- "What I can do is...What I can't do is...Our school policy is..." (be open and honest about your role)

Media Guidelines for Children Ages 0-4

◉ **Limit Exposure**: Avoid TV for anyone under 18 months. After 18 months introduce high quality programming by watching with them. (ages 2-5 should be limited to an hour of a day with parents watching alongside)

◉ **Start leading by Example**: Show your children how they should be used; remember your children are always watching you!!!

◉ **Don't underestimate the value of traditional toys and open spaces**: Free play is important and it means they get to decide what to do and how to do it and are playing for plays sake. It helps them move at their own pace, develop creativity, make their own decisions, practice sharing and working with others and learn to be a leader.

◉ **Do leave the tablet at home**: it is important for kids to have the opportunity to look around them and find entertainment in the real world too!

Media Guidelines for Children Ages 5-11

- **Watch things together**: call out a female character if she only seems to care about boys or how she looks. Provide context if you are seeing unhealthy relationships or unrealistic beauty standards.

- **Screen time should not be all the time**: Set boundaries! Designate media free zones like bedrooms and the dinner table. Establish and enforce these limits.

- **Be discerning**: determine what is quality screen time and what is not (age appropriate, engage their imagination, has the right values). Agree to a list of appropriate websites.

- **Don't make screens the reward or consequence**: we are making it more desirable increasing the changes that a child with overvalue it if we make it a reward or consequence.

- **Encourage other activities**: there are other ways to have fun! Model this yourself too! Let your kids see you reading and making things and having a hobby. Present these things as just as rewarding as screen time!

- **Be prepared for them to discover pornography**: curiosity is often a big motivator, so don't be shy about having some frank and appropriate conversations about sex. If they see porn, let them know what they saw was no more realistic than any other movie. Be wary of what older siblings may be viewing or showing them as well.

Media Guidelines for Children Ages 12+

- **Keep modeling good tech behavior**: Do not use your phone at the table and make sure your kids don't need to compete with a screen for your attention.

- **Encourage privacy**: Once kids are 13 they are allowed to get an account on Facebook and other social media. Explain privacy and research privacy settings with your child and make sure they understand when something is public or private and how that should affect what they post.

- **Yes to friending, no to spying**: Follow or friend your child and monitor their page. Do not go through messages unless there is cause for concern.

- **Make it clear that naked pictures are a bad idea (and explain why)**: Explain the consequences you have learned about sexting to your child and explain how it will effect your child in the future.

- **Texting can be tricky**: Warn children that it's easy for people to misinterpret messages when they are not hearing the tone of your voice or seeing the expression on your face. Jokes might seem mean.

- **Discuss downloading and plagiarism**: Your children need to know right from wrong and what is and is not illegal.

HOW TO PROTECT YOURSELF ONLINE

- Social Media – friends of friends
  - Review You Privacy & Security Settings
  - Remain Anonymous
  - Once Posted, Always Posted
  - Keep Personal Info Personal
  - Manage Your Friends – "Backdoor" stranger friend requests
  - TMI Rule (I.E. Facebook – birthdays, relationships, etc..)

- Customize Privacy Settings
  - Create an alias
  - Limit Work History on Linked in
  - Avoid Accidentally sharing personal details
  - Away for the weekend, - don't let details slip
  - Search Yourself – how much info comes up
  - Limit your friends by avoiding casual connections
  - Create a smaller social network

Thank You

Devin N. Petrusky, M.S.

Probation Officer

Northumberland County Juvenile Probation

322 N. 2nd St., 2nd Floor

Sunbury, PA 17801

570-495-2185 (direct)

570-988-4574 (fax)

devin.petrusky@norrycopa.net

THE AMANDA TODD STORY

- ◉ Fifteen years old

- ◉ Posted a Video on YouTube in which she used flash cards to share her experience of being blackmailed into exposing her breasts via webcam.

- ◉ She was bullied and physically assaulted.

- ◉ Took her own life at just 15 years old.

- ◉ Her video went viral after her death. To date it has over 12 million views.

- ◉ Her mother, Carol Todd, stated, "She didn't know the person at the other end of her computer was taking a picture. She didn't know that he was showing it to other men. Then she started to get blackmailed into showing more of herself via her webcam. And if she didn't, then her image would be sent throughout the Internet. What Amanda didn't do was tell an adult that this was happening to her. She kept it to herself."

A BULLYING VICTIM - Stella

Retrieved from: Humans of New York

WARNING: Picture might be considered obscene because subject is not thin. And we all know that only skinny people can show their stomachs and celebrate themselves. **Well I'm not going to stand for that. This is my body. Not yours. MINE. Meaning the choices I make about it, are none of your ******* business. Meaning my size, IS NONE OF YOUR ******* BUSINESS.**

If my big belly and fat arms and stretch marks and thick thighs offend you, then that's okay. I'm not going to hide my body and my being to benefit your delicate sensitivities. This picture is for the strange man at my nanny's church who told me my belly was too big when I was five. This picture is for my horseback-riding trainer telling me I was too fat when I was nine. This picture is for the girl from summer camp who told me I'd be really pretty if I just lost a few pounds. This picture is for all the ******* stupid advertising agents who are selling us cream to get rid of our stretch marks, a perfectly normal thing most people have (I got mine during puberty). This picture is for the boy at the party who told me I looked like a beached whale. This picture is for Emily from middle school, who bullied me incessantly, made mocking videos about me, sent me nasty emails, and called me "lard". She made me feel like I didn't deserve to exist. Just because I happened to be bigger than her. I was 12. And she continued to bully me via social media into high school.

MOST OF ALL, this picture is for me. For the girl who hated her body so much she took extreme measures to try to change it. Who cried for hours over the fact she would never be thin. Who was teased and tormented and hurt just for being who she was.

I'm so over that. THIS IS MY BODY, DEAL WITH IT."

More than 2 million people "liked" it, and the post elicited more than 170,000 comments.

A BULLYING VICTIM - Stella

Retrieved from: Humans of New York

◉ **Here is an example of a comment that is critical of Stella:**

"Shes not attractive. Shes unhealthy and overweight. Obesity is one the biggest epidemics facing the western world. Yes, we may bring it on ourselves but she is living with bad habits and to be this size at her age means they are likely to get worse. She should not be praised. She needs to excercise and diet. When she develops diabetes, heart disease, arthiritis and other obesity related conditions its everyone else who has to pick up the pieces. Fat people are in the same class as smokers and drug addicts. Im not saying shes a bad person. Shes probably a lovely kind soul. But she needs to get a grip. And in her heart... she knows shes not happy."

◉ **Here is an example of a poster refuting a critical comment and celebrating Stella's decision to share:**

"She is not promoting obesity! She is promoting self esteem in girls, young girls who see fake airbrushed photos in the media and think it's the norm! You go girl. We are all different, unique and one of a kind, why should we all strive to be the same?"

Is Your Child Ready for a Cell Phone!?

It is not about age, it is about your child's understanding of what technology is and their social awareness and surroundings.

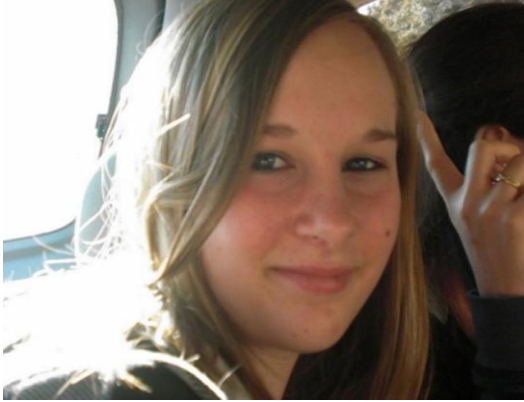◉ **If you are considering getting your child a phone ask yourself:**

- How often does your child lose things?

- Does your child value the importance of things?

- How well do they handle money?

- How easily do they pick up on social cues?

- How savvy is your child about technology?

- How well does your child limit their own screen time?

- Children with ADHD find it more difficult to resist the call of stimulation and to stay tuned in to activities that are less reinforcing.

◉ **If you decide your child is ready for a phone, ask yourself:**

- Establish that you are to know the password and you have the right to take it away if you are satisfied that they are using it wisely.

- Set limits on both general screen time and phone time

- Agree on limits to how much money is available to cover expenses

- Determine what the consequences will be if they loose or break it

- Specify times they are not allowed to use the phone

- Text and phone are not to be used for important or emotional conversations

- Monitor social media sites they use

- Make sure all of your rules and consequences are clear

HOPE WITSELL
& JESSICA LOGAN
Two victims of sexting or self-produced child pornography.

JESSICA

In the spring of 2008, high school student Jessica Logan, and three friends took pictures of themselves which displayed nudity.

Jessica later sent one such picture to her then boyfriend, who allegedly forwarded it to four other students, two of whom were minors.

The pictures were circulated throughout at least four schools.

Jessica's efforts to stop their circulation failed and she was the subject of humiliation, taunting, and bullying. She even went public with her story on television to warn other teens of the harms of "sexting.' She outlined and expressed the harms felt by sending such pictures and their subsequent further distribution.

Jessica took her own life as a result of the lack of control over the photos combined with the bullying and disseminating of the image.

HOPE

Thirteen year-old sent a topless photograph to a boy to whom she was attracted.

The photo was disseminated beyond her own middle school

She was bullied with incessant taunts, threats, name calling, and embarrassment.

Similarly took her own life; hanged herself as a result of the bullying and dissemination of the image.