

Youth, Technology & Trends

Christine Feller
Office of IL AG – ICAC
[cfeller\[at\]atg.state.il.us](mailto:cfeller[at]atg.state.il.us)



Discussion Topics

- Digital Readiness
- Online Risks
- Empowering Adults



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Digital Readiness

Development. Connected. Reality.



Social & Emotional Learning (SEL) Competencies

Process for helping children and adults develop the fundamental skills to effectively handle school and work, relationships, and their own personal development.

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

Review Your State: <http://www.casel.org/state-standards-for-social-and-emotional-learning/>

Excerpts from Mental Health America of Illinois




Digital Readiness

A Social & Emotional Perspective

Social networking, messaging, gaming and image sharing can be fun or extremely upsetting. The effect these modes of media have on children is related to their social and emotional development.

Throughout childhood, children gradually develop the social and emotional skills necessary for successfully and ethically handling relationships and actions. Because each child matures at a different rate, we encourage guardians to evaluate your child's readiness for online and mobile using his or her personal and interpersonal abilities rather than relying on technology.

As you read through the questions in the chart below, think about your child's level of digital preparedness and age. It is important to monitor his or her online activity and engage in continual conversational technology-driven experiences and choices.

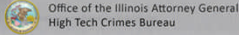
Note: Social networking sites and apps such as Instagram, Musical.ly, Snapchat, etc. require their users to be at least 13 years old.

SELF-AWARENESS	Is your child able to effectively...	<ul style="list-style-type: none"> o control his/her impulses? o communicate his/her feelings and opinions via written word? o maintain an accurate self perception?
SELF-MANAGEMENT	Is your child able to effectively...	<ul style="list-style-type: none"> o handle stress, disappointment and anger? o cope with delayed gratification?
SOCIAL AWARENESS	Is your child capable of independently...	<ul style="list-style-type: none"> o reading social cues via text (without facial expression, body language or tone of voice)? o expressing empathy? o accessing assistance in a variety of settings?
RELATIONSHIP SKILLS	Is your child capable of independently...	<ul style="list-style-type: none"> o recognizing and establishing healthy, safe relationships? o standing up to peer pressure? o managing conflict?
RESPONSIBLE DECISION MAKING	Is your child able to effectively...	<ul style="list-style-type: none"> o take responsibility for his/her actions? o anticipate consequences? o ask for help? o refuse provocation?

Whether your child meets all of these expectations or not, simply knowing their strengths and areas of need can assist you in making decisions that help keep your child safe online. For example:

- If your child has a friend who is sending peer pressure, you may choose to limit his or her ability to purchase apps to avoid downloading decisions based primarily on what peers are using.
- If your child is 13 or older, but developed the skills described above and accepts that you will know all of his or her account passwords, you may let him or her try social media.

For additional resources, visit the Illinois Attorney General's website at www.illinoisattorneygeneral.gov For video game and app ratings, visit www.esrb.com For more on social and emotional learning, visit www.casel.org

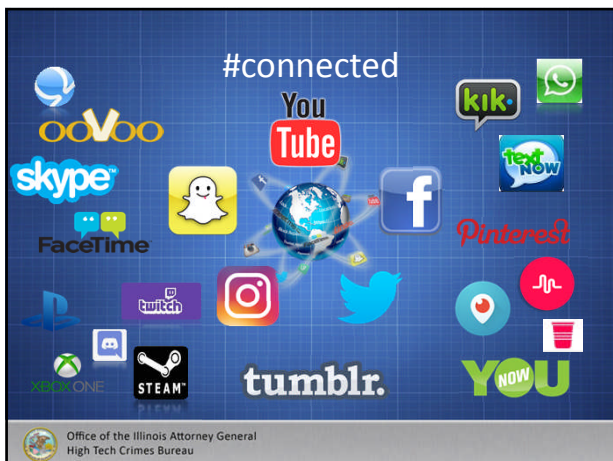


Accessed at: <http://illinoisattorneygeneral.gov/cyberbullying/htc>

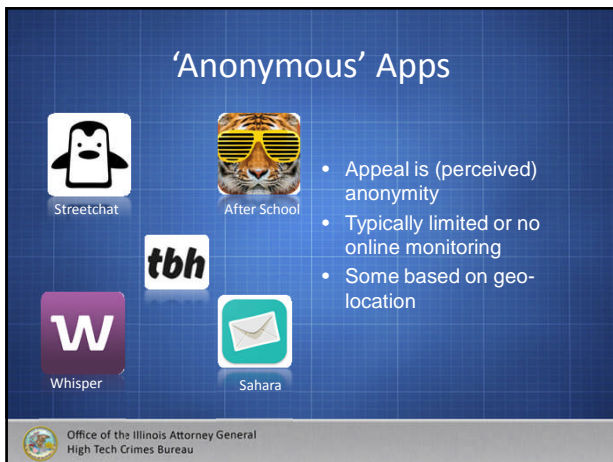
Social Experiment



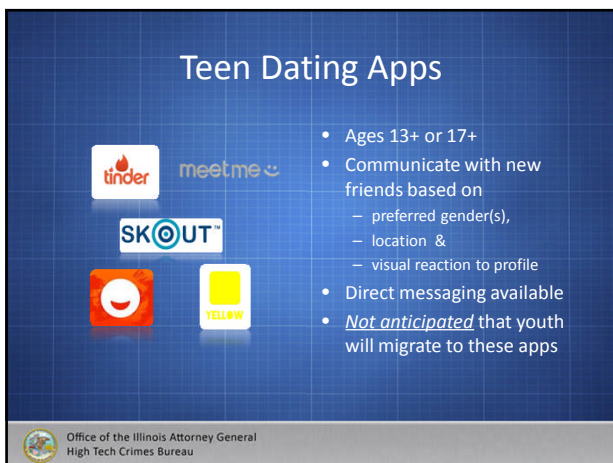
<https://www.youtube.com/watch?v=pyJlERCr>



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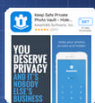


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Photo Vault Apps



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

Eigersma, Christine. (2015, November 9). *Sneaky Camera Apps Parents Should Know About*. Common Sense Media. Retrieved from www.common Sense Media.org

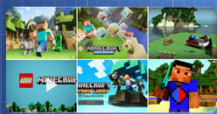
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17% play rated M games

IL: Online Gaming

25% play rated E games

76% of surveyed Illinois youth play online games



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IL AG Cyber Survey 2.0, Spring 2014

Video Games & Violence

No evidence to support claims that violent media and real-world violence are connected

2011: Supreme Court ruled no clear connection between video games & Violence

2017: Media Psychology and Technology division of the American Psychological Association statement suggested reporters and policymakers cease linking mass shootings to games

Ferguson, Christopher. (2018 February 16) *It's time to end the debate about video games and violence*. Retrieved from <http://www.chicagotribune.com/ans-its-time-to-end-the-debate-about-video-games-and-violence-91607-20180216-story.html>

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Tech Addiction?

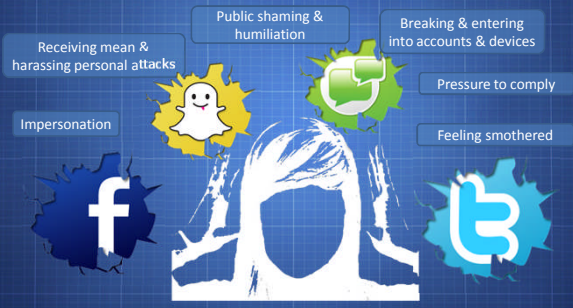


- APA has included Internet gaming disorder (IGD) as *potential* disorder
- Internet addiction or problematic behavior?

American Academy of Pediatrics. (2017 November, VOLUME 140) Internet Gaming Disorder in Children and Adolescents Retrieved from: http://pediatrics.aappublications.org/content/140/Supplement_3/581

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Digital Stressors



Receiving mean & harassing personal attacks

Public shaming & humiliation

Breaking & entering into accounts & devices

Pressure to comply

Feeling smothered

Impersonation


Weinstein, E.C. & Selman, R.L. (2014). SAGE publications: Digital stress: Adolescents' personal accounts.

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Online Time

Excessive media use has been associated with:

- obesity
- lack of sleep
- school problems
- aggression
- other behaviors



American Academy of Pediatrics, 2013

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#Being13 Anderson Cooper

- Start at 3:20 - 5:32

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Who Forms A Child's Safety Net?




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Jacob Wetterling Resource Center

Online Risks

Cyberbullying. Sexting. Enticement.



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Bullying

Willful: The behavior has to be deliberate, not accidental.

Repeated: Bullying reflects a pattern of behavior, not just one isolated incident.

Harm: The target must perceive that harm was inflicted.

Computers, cell phones, and other electronic devices: This, of course, is what differentiates cyberbullying from traditional bullying

Hinduja, S. & Patchin, J. (2015). State Cyberbullying Laws. Cyberbullying Research Center. Retrieved April 14, 2016 from <http://cyberbullying.org/Bullying-and-Cyberbullying-Laws.pdf> No-Montana



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Bullying (cyber): Illinois Statutes

Bullying (cyber) means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- reasonable fear of harm to self or property
- substantial detrimental effect on physical or mental health
- substantial interference with academic performance
- substantial interference with participation in services, activities or privileges of school

Per Public Act 98-801 incidents no longer limited to school, school activities or school issued devices (effective January 2015):

105 ILCS 5/27-23.7



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Bullying (cyber): Illinois Statutes

Basis

“... actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.”

Forms

“...harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying...”

105 ILCS 5/27-23.7



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Reasons to be Prepared

Online issues are a leading disruption within the school environment.

Illinois youth indicate negative experiences online...

- 45% have had an argument
- 24% have ended a relationship/friendship
- 17% have had problems with parents/guardians
- 18% have felt threatened online
- 18% have gotten into a fight (physical or verbal)
- 22% have not wanted to check online accounts



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IL AG Cyber Survey 2.0, Spring 2014

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- Start at 5:32 – 9:50



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Why Students Participate

Perception

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

Reality reflects a lack of:

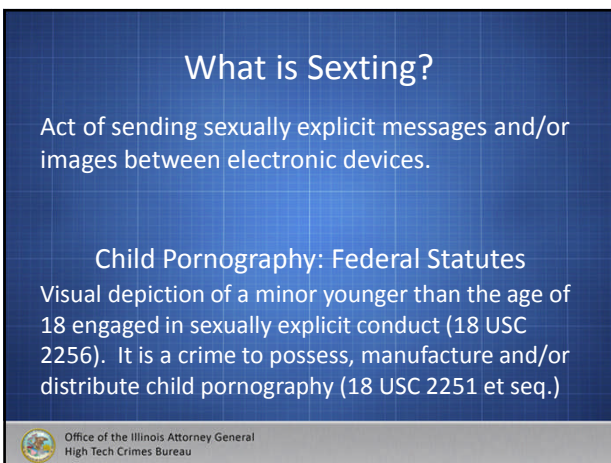
- Self-management: impulses
- Social awareness: empathy, acceptance of differences
- Responsible decision-making: refuse enticement
- Relationship skills: mend conflict, refusal of peer pressure
- Adult presence: immediate consequence



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Production

<u>Experimental</u>	<u>Aggravated</u>
<ul style="list-style-type: none"> • Romantic <ul style="list-style-type: none"> – Within an established relationship • Sexual Attention Seeking <ul style="list-style-type: none"> – Create romantic interest • Other <ul style="list-style-type: none"> – Attention-seeking 	<ul style="list-style-type: none"> • Intent to Harm <ul style="list-style-type: none"> – Extortion, threats – No consent in creation/sending • Reckless Misuse <ul style="list-style-type: none"> – Malicious conduct

Wolak, J. & Finkelhor, D. (2011). *Sexting: A Typology*. University of New Hampshire, Crimes Against Children Research Center.

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705 ILCS 405/3-40

Sec. 3-40. Minors involved in electronic dissemination of indecent visual depictions in need of supervision.

(a) For the purposes of this Section:

"Computer" has the meaning ascribed to it in Section 17-0.5 of the Criminal Code of 2012.

"Electronic communication device" means an electronic device, including but not limited to a wireless telephone, personal digital assistant, or a portable or mobile computer, that is capable of transmitting images or pictures.

"Indecent visual depiction" means a depiction or portrayal in any pose, posture, or setting involving a lewd exhibition of the unclothed or transparently clothed genitals, pubic area, buttocks, or, if such person is female, a fully or partially developed breast of the person.

"Minor" means a person under 18 years of age.

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Cont. 705 ILCS 405/3-40

- "Minor" means a person under 18 years of age.
 - (b) A minor shall not distribute or disseminate an indecent visual depiction of another minor through the use of a computer or electronic communication device.
 - (c) Adjudication. A minor who violates subsection (b) of this Section may be subject to a petition for adjudication and adjudged a minor in need of supervision.
 - (d) Kinds of dispositional orders. A minor found to be in need of supervision under this Section may be:
 - (1) ordered to obtain counseling or other supportive services to address the acts that led to the need for supervision; or
 - (2) ordered to perform community service.

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Cont. 705 ILCS 405/3-40

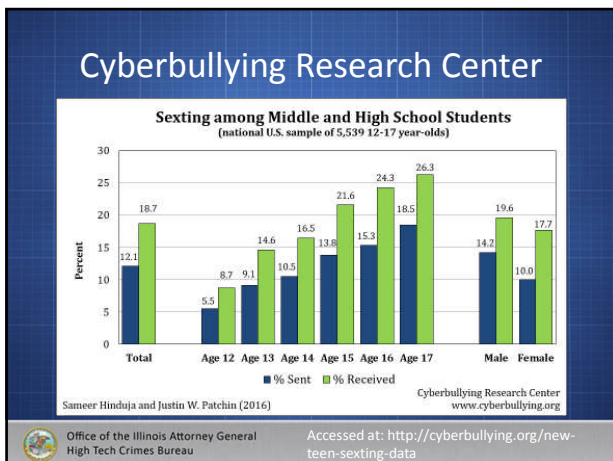
e) Nothing in this Section shall be construed to prohibit a prosecution for disorderly conduct, public indecency, child pornography, a violation of Article 26.5 (Harassing and Obscene Communications) of the Criminal Code of 2012, or any other applicable provision of law.

#Being13 Anderson Cooper

- Start at 10:56-13:00

New Sexting Data

- 12% of students surveyed said they had sent an explicit image of themselves to another person at some point in their lifetime.
- 19% said they had received a sexually explicit image from someone else at some point in their lifetime.
- Older students were more likely to report that they had participated in sexting (less than 6% of twelve year olds reported participation in sexting).
- Boys were significantly more likely to send and receive sexts.





- ### Online Enticement
- Engaging child in sexual conversation/ role-play (34%)
 - Asking child for sexually explicit images (33%)
 - Developing a positive rapport (29%)
 - Sending unprompted sexually explicit images of themselves (23%)
 - Pretending to be younger (20%)
- Online Enticement. (2018) National Center for Missing and Exploited Children, Retrieved from <http://www.missingkids.org/onlineenticement>
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Sextortion

- When individuals make demands victims provide them with sexual images, sexual favors, or other things of value.
- Demands accompanied by threats to harm or embarrass the victims if they fail to comply.

Clark, John (2016, May) Growing Threat: Sextortion. Cyber Misbehavior. United States Department of Justice. U.S. Attorney Bulletin. Retrieved from <https://www.justice.gov/usao/file/851856/download>

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**OK.
SO YOU DID
A THING...**

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Empowering Adults

Advice. Handouts. Online Resources.



Parental Oversight

A child's use of an app and online behavior is likely influenced by parental oversight, when the following are true:

- parental controls (38%)
- review content on a phone (48%)
- engage in frequent conversations regarding online social behavior (59%)

Online Publication; Pew Research Center; "Parents, Teens and Digital Monitoring"; January 2016; <http://www.pewinternet.org/2016/01/07/parents-teens-and-digital-monitoring/>; last accessed 30 June 2017



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Advice for Parents

- Establish household online agreement
- Enable parental controls/restrictions on devices
- Learn the trends: parent blogs, tech news sources, app store
- Check in with parent peer groups
- Engage in conversation with your child
- Learn technology together
- It's "ok" to say "no" to technology and apps



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www.ebully411.com

Parent Resources



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