

**Filename:** NavScreensProfessional13Transcript2018

**Interviewee:** Member of a task force for dealing with internet crimes ('Daniela' is pseudonym.)

Interviewer: If you could just start by telling me how you help parents and caregivers with their decisions about screen media practices.

Daniela: Absolutely. I work with a law enforcement agency. I'm a civilian program manager for that agency. We deal solely with digital child exploitation and safety and prevention surrounding that. Our main focus is investigative throughout the entire state with those types of situations. But as part of that, we also have a focus of outreach to provide both reporting methods and what to do if something does happen as well as any preventative information that we can provide.

Interviewer: Can you tell me more about just how you're defining child exploitation, what that covers?

Daniela: Sure. Yeah, okay. There's so many different ways I could go about talking about what we do, I guess, but-

Interviewer: Well, maybe focusing on the younger, the younger kids. What is most applicable to parents of 5 to 11-year-olds?

Daniela: Sure.

Interviewer: In terms of child exploitation, what they should be concerned about.

Daniela: Sure. The topic that we have the largest amount of cases on is child pornography, whether possession or distribution. That covers a lot of ground. It covers both a young child exposing themselves while they're maybe enticed to do so or just having fun with other friends their age and not understanding what they're actually sending, all the way to people that are collecting child pornography for their own use. It covers a lot of different ground and those people are obviously trying to entice young kids to send that stuff to because they don't understand it at that young age. That's where we have the most focus with that young age.

But we, from a preventative standpoint, we talk to parents, students, and teachers of kids that age about sharing inappropriate information is our kind of overarching topic because it covers not posting your school name, or your schedule, or your family vacation plans or that sort of things, but it also covers not sending photos of your butt or other body parts because it's always kind of a progression when they're doing that kind of stuff. We talk about it as inappropriate information so that it can cover popups, and you-won-a-million-dollars, and that sort of stuff for your five-year-olds playing games, but it can also cover your fourth and fifth graders that are starting to sext, and we're seeing a lot of that, so ...

Interviewer: Tell me about the services that you offer. The task force has an extensive website.

Daniela: Yeah, we are a state task force that is a part of a national task force. The national task force has 61 task forces, so it's in all the different states and a couple additional provinces. Again, our focus is investigative. We don't offer any sort of recommendations on ... We get a lot of questions about like, "Can you recommend software, or programs, apps," that sort of thing. The only thing we provide is if we see refuse of them in other resources.

Interviewer: Oh, okay.

Daniela: We stick slowly to kind of action items that parents can take for free. So, here are the pediatrician-recommended screen-time limits depending on a age groups. Here's how you can do parental approvals on your kids' accounts so that you can see the apps they're trying to download and review those and have those discussions with them. Here's maybe some discussion points you want to keep in mind depending on which app they're looking at. Here's how to do phone checks every so often so that you can stay in tune of what they're doing and talk to them about why you're doing that from a safety perspective. We talk more from that very bare bones, basic, first-level responsive safety stuff. Then, we say, "Here's some resources that you might want to look at to try to find some of those apps, but we can't make a recommendation on this one or that one."

Interviewer: Sure. Okay, and I've seen your podcast. I have listened to [inaudible 00:05:05] podcast.

Daniela: Oh, that's another huge resource that we offer, yes, yeah.

Interviewer: How else are you disseminating this information?

Daniela: Other than the presentations you mean?

Interviewer: So, tell me about the presentations.

Daniela: So by request, we have a general email that people can send to. They request from individual people when they get to know us. We also have a web form on our site that people can fill out to request education presentations. That lets them give us an idea of who the audience is, when they're looking for something, what topic they're looking for, kind of all that information. Then, we're able to find a person that maybe is more specialized in that or lives in that area and can respond to those requests that way.

We also work with law enforcement throughout the state, so we have over 260 affiliate agencies that are law enforcement agencies. They all attend a lot of the same trainings we do. We work very closely with them. We loop them in on a lot of those requests so that they get that personal local interaction as well, in case

something does come up they feel comfortable reaching out to their local agencies first so that you know you're taking a step and then we can kind of go from there, whatever needs to take place. That's the presentation piece of things. As far as the podcast, the reason that we started offering that was because we were getting inundated with presentation requests.

Interviewer: Oh, really?

Daniela: You'll go, and we'll get a dozen people. That's a lot of resources and time to put into. We want to talk to anybody we can. That's great. But, if we can provide it to them on their time, we want to do that so we can put about the same amount of time and resources into these podcast episodes, and we're reaching between ... Right now, I would say we're averaging between 3 and 400 listens per episode versus that dozen or 20 or so that we're getting a room.

Interviewer: Yeah, yeah, yeah. Okay, okay.

Daniela: You know, we're continuing to try to push that out further. That's been offered to all of the [task forces] throughout the nation. We can track where people are listening, and we do have people internationally that listen to it, too, which is kind of cool to see. So yeah, I mean, you know, we're trying to push that out further. But basically, we're just trying to provide whatever free resources we can to just increase safety awareness, and the fact that this stuff is happening, and then provide them kind of additional research options to look into things on their own. Unfortunately, this is just ... I mean, everybody wants an easy answer, but it's a lot of work. It's just a lot of work for parents, and teachers, and even kids, you know?

Interviewer: Yeah, yeah, yeah, yeah.

Daniela: It's a lot of work, yeah.

Interviewer: So the requests come from what kinds of groups?

Daniela: Mostly schools, mostly teachers, and administrators of schools. We often will end up doing a student group or groups on the same day, or very close to doing a parent or community one in that same area.

Interviewer: Oh, okay.

Daniela: That way, the students are getting the same information that the parents are getting and vice versa, and they kind of know what's being shared so they can have a discussion about that then. It's mostly them. We get a few from the libraries, but we've just started to reach out to them. Then, we do a lot of training for law enforcement and professional groups as well. We will do law enforcement training. I'm doing a forensic nursing training because this work often overlaps with child sexual assault, and so it's good for them to be able to know some of the

tech side of things and safety from that standpoint. We do get a few professional groups that request us at conferences and that sort of thing, too.

Interviewer: So when the schools request, do they request for both parents and kids workshops, or do you suggest it, or just the PTO or PTA that contact you or how does that work getting to both audiences?

Daniela: Sure. Sometimes they will request both. I would say it's about half and half. Half the time they'll request both. Have the time I will suggest it. Sometimes they know their crowd and they know that this is going on right now. It's just not going to happen or maybe we can revisit that at this time of year, that sort of thing, so ...

Interviewer: Great. Okay. Then, are there any ... Do you have a general presentation that thing you can kind of tailor or-

Daniela: Mm-hmm (affirmative).

Interviewer: Tell me about kind of how it's tailored. What are the most frequent kind of areas that schools want to cover.

Daniela: Sure. Because we are a part of a national task force and we are grant-funded through that task force by a [State agency], so as part of that agreement, we have a partnership with Net Smartz, which you're probably familiar with. We all start with Net Smartz presentations. Then, everybody has kind of made that into what they want it to be. If you looked at mine right now, you would recognize the main outline, but nothing in between because a lot of us will put in reviews of apps that we're seeing a lot of reports from.

I keep track of the statistics for the states. So like last year, over a third of our cases dealt with sexting photos from minors, so either sending them back and forth, getting enticed by adults, whatever it might be. So, I'll put stats like that in there to share with both kids and parents like this is a huge problem. We would rather go after the people that are trying to meet children for sex than have to go out and talk to a 12-year-old that's sending another 12-year-old this image, so we talk about that sort of thing. You know, you hit the main topics of sexting, cyber bullying, sharing inappropriate information, online predators, and grooming. Those are kind of your main topics. Then, everybody sort of has something that they really specialize in or want to focus on a little bit more.

Interviewer: Okay.

Daniela: Yeah.

Interviewer: In terms of age range, so the 11-year-olds are kind of top end, so do you-

Daniela: For you?

Interviewer: Yeah.

Daniela: Okay.

Interviewer: Of what we're looking, of who we're looking at. So, you're working with middle schools and high schools, or do you go into elementary schools at all?

Daniela: We do both.

Interviewer: You do?

Daniela: Yeah.

Interviewer: So you get requests from elementary schools to work with which grades?

Daniela: Yeah, so not as many as I'd like. That's just kind of started in the last year or two. I haven't had any request for anything under third grade yet. Actually, Net Smartz just came out with presentations geared toward that middle, like second, third grade level in the last year or so, too, I would think. For us, it worked very well to do a more interactive approach with that grade level. We put together handouts with different types of photos, like family photos, or this sort of thing, and which ones are okay and not okay and make them see details with them in that they maybe would skip over otherwise. They're very good at recognizing that sort of thing. It helps them kind of open up and start talking to us about that safety stuff for the rest of the presentation and to ... We've tried to kind of tailor not just the content but also the method of delivery to that appropriate age level.

Interviewer: Yeah, yeah, okay.

Daniela: Yeah, but we don't have a lot of those requests. That's more of individual based like, "Hey, this student's friend's parent works with us and they want us to come in." That's kind of how we get into those grade levels.

Interviewer: A lot of word of mouth it sounds like.

Daniela: Yeah, but I would love ... I mean, you're seeing kindergartners, and first graders, and stuff, they're getting tablets in school. We want to talk to them because that's when you want to start talking about what happens if this popup comes up, or what happens if this happens, because it's a lot easier to have that conversation than to walk into a seventh grade class and say, "Stop sending pictures of your genitalia," you know?

Interviewer: Right.

Daniela: That's a very different level of conversation, and I'd rather have the younger one. You know?

Interviewer: Now, thinking about what devices people are ... You've mentioned issues. Are there particular devices that parents, thinking about when you've worked with parents, devices that parents are concerned about?

Daniela: I think they're concerned about just internet in general. I think that gaming is something that scares a lot of people, online gaming systems, because you are either familiar with them or you're not. You understand them or you don't. We try to provide ... One of the best resources I've found for gaming is the electronic software rating board because they have step-by-step guides for the different systems so we try to push people towards those resources so they can set age-appropriate levels on the system itself so it doesn't matter what they're doing. It's set on the age level for that. I think online gaming is a big one for people. Because it has such a component of talking to strangers, you know, that's what you do. So, yeah, I mean, we can't even really say any more. It's not feasible to say, "Don't talk to strangers," because that's such a huge part of all of this. That's on thing.

The other thing I think just the availability of tech and smartphones and always having that computer in your pocket is overwhelming. With that, I really try to push ... You know, when we grew up, it was you talk on the phone in the living room or you leave the door open when it got to be cordless phones or the computer was in the family room. You know, we kind of progressed through all that. I just try to remind of that and say that if they're going to have it in their bedroom, you leave the bedroom door open. You don't take it in the bathroom. Those two steps and cellphones on the counter at night after 8 PM, you know, whatever it is, those steps would cut down on a lot of the tips that we see with kids sending this kind of stuff because it takes that out of the equation. When are they going to send it? They might go into the bathroom at school, but that's not going to happen nearly as easily as it would at home to send that sort of content. If we remove kind of that opportunity, then it kind of helps out, so ...

Interviewer: Okay, yeah. That's great. That's great. That's exactly what I was looking for.

Daniela: Perfect.

Interviewer: What do you think are the needs of parents in making decisions about their kids' use of electronic devices and what do they struggle with the most?

Daniela: I think they struggle with understand the technology. I think that I've talked to a lot of parents that maybe still have a flip phone or they have the basic versions. They don't use much of their smartphone, and so they don't understand the type of technology they're putting in their children's hands. Then, as a part of that, the restrictions aren't in place that we need in place for the child to use it safely. I don't think that's their fault. I think it's the norm for kids to have smartphones, so they do what everybody is doing, but they don't understand how to do the safety part with their kids.

So, that's, I guess, both of those are the answer to that. I think that's what they need. I would love to see, and I know this will never happen, because it's a private entity sort of thing, but I would love to see phone companies when you're purchasing a cellphone for your child, offer little mini webinars or classes, or whatever, so that you at least know how to access the phone, you know?

Interviewer: Mm-hmm (affirmative).

Daniela: How to set up the parent approval piece of it as you're setting up their phone the first time so that it's already done. You know, just short, little, easy, again, basic, first-level things, and then maybe provide resources for next steps from there, because, you know, we're catching them after the problem already exists, and you're trying to play catch-up with everything then, us and them. I can understand who that would be incredibly frustrating to try to keep up with your kids at the same time that you're trying to learn how to even use the technology that they're using, so ...

Interviewer: Yes, yeah, yeah. Yeah, okay. Yeah, that's really interesting kind of thinking about parents as a different digital generation, kind of constantly playing catch-up. Are there any resources that parents have told you about that they are consulting?

Daniela: Like specific apps or programs or resources?

Interviewer: Resources for guiding their kids.

Daniela: Not really. We talk a lot about Common Sense Media and common sense. Many of them will be familiar with that, which is wonderful because I think that's a great resource. We talk a lot about the National Center for Missing Exploited Children, because that's our main reporting platform. Some, especially through the schools, will be familiar with that. But no, I'd never had anybody really provide me with a fantastic resource that they go to. They're usually asking us for me like, "Where can I find things? What can I do?"

Interviewer: Yeah.

Daniela: Yeah.

Interviewer: So they're familiar with Common Sense Media.

Daniela: Some of them.

Interviewer: What about Net Smartz?

Daniela: I would say the education community is more familiar with that. I don't think parents are as familiar with that.

Interviewer: Do you have a sense of how parents, the parents who are familiar with Common Sense Media, do you have a sense of how they feel about that? Do they find it useful?

Daniela: Oh, they love it. Yeah, everybody hypes up the review piece of it, because the parent reviews helps out, and that helps us out, too. We'll get new apps that report to us, and we have to figure out how to use that app, then, and how the kids are using it, what the different functionalities are, so we use that, too.

Interviewer: Yeah, yeah.

Daniela: I think that's good across the board to know how different parents have seen it used by different levels of kids and all that kind of stuff and where the risks are and that kind of thing.

Interviewer: When you refer them to, like safety controls and other resources, do you have a sense of how they feel about those? Do they find them useful and relevant, or do they say, "Yeah, that's not going to fit into my life," or, "It's too late," like you've been saying, or ...

Daniela: Yeah, we recently, within the last year or so, created kind of a checklist of how to check privacy settings on either an Android or an iPhone. We hand those out at booths and events because we're trying to get them to take something with them that they might at least take a look at later. I have a feeling that the things we say, most of the time, probably don't have any action taken on them. That's why we really try to drop it down to that level of like, "Just keep them out of bedrooms. Keep them out of the bathrooms," you know, that sort of thing because when we give them, you know, "Set up these parental approvals," I think that the idea is, "Oh, they were already using it. They've got all these apps, and I don't know how to check them," and so we're too late.

I think even those kind of basic steps of setting the privacy settings and checking the friends list and stuff like that can seem overwhelming when you don't know the apps and you don't know ... Like, "I don't know how to get into my child's phone. We haven't had that discussion yet, and it's their phone." You know, parents think that a lot and we have to kind of say like, "Well, it's not. You need to have a discussion with your kid to talk about why that's not accurate," you know?

Interviewer: Mm-hmm (affirmative).

Daniela: And why you want to check their phone, and it's for safety reasons, and that's fine reasons.

Interviewer: That's interesting.



Daniela: That sort of thing

Interviewer: Yeah, so there's a tension between kind of wanting to allow their children their growing independence-

Daniela: Yes.

Interviewer: ... yet keeping control of their safety, right?

Daniela: Right.

Interviewer: They're kind of doing responsible thing of a parent.

Daniela: Right.

Interviewer: So there's a kind of tension there.

Daniela: Right.

Interviewer: Are there any other similar kinds of dilemmas that parents present with?

Daniela: Not at that age group. At the older age group, we really start to see more of the, you know, "It's already happening, and I don't know how to deal with it, or stop it, or back the train up, or you know, whatever next steps are." It just kind of is spiraling out of control at that point sometimes. That's more of your mid-teenagers, the almost-adults where we see that kind of thing happening.

Interviewer: Okay, so you mentioned a checklist. I'm curious about the checklist. Those are the kinds of things on your checklist there that kind of easy to implement things, like out of the bathroom, on the counter at night kinds of things. What else is on the checklist?

Daniela: Yeah, and that's I keep it short and sweet, and that's because I don't want to overwhelm them with things like that. When I do my presentations, I go through ... I make sure to talk first about benefits of tech, because the stuff we talk about can be really overwhelming, and then the risks, and then kind of actions on things you can do to help mitigate those risks. Those are my three main points. Then, as part of that mitigation piece, I talk about those main things that we really mentioned already. It's screen-time limits. It's discussions with your kids the way we talk to them about their normal school day. So, "How was your math test? How was this? How was that?" We also need to incorporate social media because it is a huge part of their lives. Incorporating that into your kind of daily check-ins with your kids sort of thing.

Phone checks, and that's why we ... What we provide is just like a simple Google search that shows you the steps of how to see the apps your kids have downloaded

or whatever it might be, that sort of thing, setting those privacy settings on the phone itself for different age groups. I'm missing a big one that I know we just talked about.

Interviewer: A that kind of access in the home.

Daniela: Yes, that's right, so screen ... or not screen. Limits, zones. We say zones and times.

Interviewer: Zones, okay.

Daniela: Because it's the bedroom and the bathroom, and then setting those times as well, so the dinner table, or after 8 PM, or whatever so you're kind of creating a structure in the home, and that's good for us, too. I recently found out that we as adults use screen for pleasure an average of seven to eight hours a day, we're setting an example, so right?

Interviewer: Yeah.

Daniela: Pretty crazy. I read something that said a really good way to help combat that is when you pick up your phone in front of your child, narrate what you're doing. "I'm going to text your dad that we need milk if he can pick it up on the way." That sort of thing because it helps them understand I'm doing it for a purpose and it helps you not just grab the phone for wasteful scrolling, or you know, what ... because we do, right?

Interviewer: Right, right, right.

Daniela: When you're bored, you pick it up and you scroll.

Interviewer: Right?

Daniela: I read that, and I thought that was a really good tip, so I try to share those types of just easy little things to help us kind of think about the tech that we're using all the time.

Interviewer: Yeah, yeah. It's kind of reflective practice and verbally narrating what you're doing is really forcing you to reflect on that.

Daniela: Right.

Interviewer: That's interesting.

Daniela: And that, I don't know if this will come up, but that was another piece, too. I read these little tidbits, or I get these little tidbits from people, and I try to share them as much as I can because I think they're interesting. Somebody once told me that

they suggest to kids and parents that if something happens, if there's a sexting incident, if something gets shared, whatever it might be, kids have a very hard time coming to the parent and even having that conversation. They suggest send them an email to break the ice. "I need to talk to you about something that's happened." If you want to put details in there, you can, but it gives the child that opportunity to do that over tech to break the ice. Then, the parent isn't as likely to respond in anger, or shock, or whatever. You know, they can take next steps that are more productive versus emotional or reactive, which can kind of set you back a couple steps in that relationship with your child.

Interviewer: Right, right, right, right.

Daniela: I thought that was a really good ...

Interviewer: Interesting, yeah, yeah.

Daniela: There's just new things that we have to kind of think about that way that have never been an option for us before, but can be part of the communication.

Interviewer: New possibilities.

Daniela: Yeah.

Interviewer: Yeah. I just want to backtrack on a couple things. You said you give this checklist out at events. What kinds of events would that be?

Daniela: We also will go to like a national night out. If you're familiar with that, it's a community event that happens in the summer. A lot of different communities around the nation will have these and it's to foster relationships between the community and law enforcement.

Interviewer: Oh, okay.

Daniela: The law enforcement agency will sponsor that and we tend to go to a few different ones in the state. That's a big one that we do. We started to do county fairs to have resources booths at those. We'll do a lot of conferences as well to try to get the information in the hands of some of those professionals that might see parents or kids a little bit more frequently. I'm going to the library conference.

Interviewer: Oh, okay.

Daniela: Anything we can kind of get into that's a public event where we're going to see a lot of families or parents, or the professional realm where they're going to see those groups, so ...

Interviewer: Okay, that's helpful. Then, one last thing to follow up on. You said you start presentations with positives about technologies.

Daniela: I do.

Interviewer: Tell me a little bit about that.

Daniela: Sure. What I found, I used to leave that part out. I didn't really think to do that. What I found was I had a lot of comments after my presentations that were like, "I'm going home and turning the internet off." While I think that's funny, I know it's somewhat serious when they say it, and I don't want them thinking that because that's so unrealistic. We can't take the internet out of the device away from the child. That doesn't do any good.

I started saying, "You know, we really need to think about the benefits of this so that there's a reason that we're trying to mitigate these risks so that they can keep using it." We talk about social benefits and the facts that we have over half of marriages are started by people meeting online now, or you can communicate with family or friends that are on different continents, or in different countries over the internet for free without having to deal with this whole calling plan and all that kind of stuff, so really good social benefits that way. Medical benefits, they're doing 3D printing of skin now and they're planning to do 3D printing of organs and really crazy benefits that way. Business benefits and how it allows businesses to expand and work globally and kind of automate some of those processes so we can put our efforts into other pieces of the business. I classify it under those ... There's four. It's social, medical-

Interviewer: Business.

Daniela: ... business, and-

Interviewer: Educational?

Daniela: I can't remember what my fourth one is now.

Interviewer: Learning? [inaudible 00:29:32]

Daniela: Yeah, probably. I don't know. But yeah, I couch it under kind of four main benefits, and I keep it short and sweet because we don't get a lot of time with people.

Interviewer: Sure.

Daniela: But, it's just to kind of talk about some of those amazing new things that are out there because people don't here about the 3D printing of organs. It's like, "Oh,

holy cats. You know, that's true." We do need to kind of ... We can't just take it off the table, you know?

Interviewer: Yeah, yeah, yeah.

Daniela: As far as tech, so ...

Interviewer: Okay. That's helpful.

Daniela: Yes.

Interviewer: Okay, two more questions. Is there any information you would like to best advise parents?

Daniela: Have the discussions earlier than you think you need to. I will talk to a lot of parents that say ... Like, we'll go to safety events, or something like that, and they will say, "Oh, I don't need to talk to you yet." You know, "Oh, okay, great. Do you have children?" "Yes." "How old are they?" "Oh, they are six, seven, eight years old." "You do need to come and talk to us," you know?

Interviewer: What would help you to convince them to come talk to you?

Daniela: Oh, gosh.

Interviewer: What information?

Daniela: You know, there was just an article put out, and we don't track ages of our child victims that we deal with. You know, that's not something that we are at a point where we can track yet, but there was an article put out by the Canadian version of the National Center for Missing Exploited Children here in the US. They talked about how the majority of sexting cases that they deal with are middle school students now. I share that information through our social media. I've been trying to push that through the presentations, too, because it's true, and ours are, too. They're sexting at 10, 11, 12 years old. If we're waiting until they're in high school to talk to them about sexting, they are laughing in our faces while we're trying to tell them that, you know, why it's maybe not the best idea to do that sort of thing.

As far as just sexual content, I think that's important to bump that up and talk about it earlier, but safety stuff in general, you know, this isn't something just to keep in mind for down the road. This is, like I said, they're doing this every day, a lot of times all day, working somehow with tech. We have to start having those conversations about what they're doing with tech, and how are you using that, and teach me that because I don't know how to do that and that would be great to know when they're in first, second, third grade.

Interviewer: It sounds like you need really up to date things because things are shifting constantly.

Daniela: Yes.

Interviewer: So the sexting is getting younger and younger, you know, so you need absolutely the most up to date information. Then, apps are constantly changing and privacy settings are. You know, and as new technologies develop, you constantly have to be at the head of that to be advising parents.

Daniela: Yes. We really try to. We use a lot of our information for safety from the reports that we get. We stay kind of on top of what the newer, riskier apps are from that standpoint. I don't worry too much about telling people the apps we're seeing. I talk more about the functionality within them, because once we know about them, they're probably either at their peak or on their way out anyway.

Interviewer: Right, sure.

Daniela: I just talk about, you know, "Hey, we're seeing live streaming in a lot more apps now. So if you haven't known what live streaming is before, that's something you should learn about. Talk to your child about what apps they might be using that in," that sort of thing, because that's such a risky thing and every app is incorporating that now, so ...

Interviewer: Okay, okay.

Daniela: That's the sort of thing I talk about from staying on top of things because it's more reasonable, I think, to stay on top of the functionality than to stay on top of the apps that are out there.

Interviewer: Yeah, yeah, yeah. Absolutely.

Daniela: Yeah.

Interviewer: The last question is about how you know all about this. What did you receive training in this?

Daniela: Oh, gosh.

Interviewer: Yeah.

Daniela: I started doing these presentations about 10 years ago. I worked as an advocate for sexual assault victims for a nonprofit agency.

Interviewer: Oh, okay.

Daniela: Unfortunately, the tech side of things has really become a part of that realm. We had to talk a lot about internet safety, and online predators, and the information that you're sharing, and that sort of thing in our sexual assault prevention methods. Then, I also did crisis counseling with victims during that, and so that was part of that as well, teaching appropriate coping methods for yourself online. We would have people that wanted to go on these random chat sites where it does like a roulette and it just pops up a chat.

Interviewer: Yeah, yeah, yeah, yeah.

Daniela: I remember specifically one person said that they felt powerful when they could have somebody pop up and show themselves masturbating and they could click no to that and put them off the screen. They didn't recognize that they were subjecting themselves to more of that kind of content that they didn't need to. They were just solely looking at it from that kind of, "I'm getting power from this," and so a lot of that sort of side of things, too. That's where I got started with this sort of content in presentations.

I went and earned my master's degree after that and focused on victim services, victim and offender services, and did some teaching after that. Then, this position opened up where it kind of combined that online realm with education and just prevention of this kind of stuff with kids, and so it ended up being a really good fit for me. Mine has all been kind of I started with Net Smartz and then it's self-taught with experiences that I've had. I do learn a lot of the updated and new information from talking with the students and what they're seeing. I learn a lot of it from the reports that we get and kind of finding out what trends are that way. I have a lot of Google alerts set up, so I learn a lot about new apps, or trends, or risky things for teens, or that sort of thing from ... It's once a day I get 6 to 10 emails from Google saying, "Here's some articles that you might be interested in." I can pop through those very quickly versus trying to hit all these different resources myself.

Interviewer: Yes, yeah, yeah

Daniela: I do recommend that to parents, too, is you know, do a Google alert for your kid's name or whatever else you might want to look into because it kind of helps you at least stay on top of maybe a little bit of it, you know?

Interviewer: Yeah, yeah, yeah, yeah.

Daniela: Those are the kinds of things that I do.

Interviewer: Where are the reports coming from?

Daniela: So, okay, the ICAC were formed in part as a part of the Protect Act. The Protect Act was passed and that required electronic services providers to report any sort

of child exploitation content online that they come across. If they have moderators if their systems are able to scan for that kind of content, they have to report that. So as part of that, then they had to provide a platform by which they could centralize those reports. They did that through the National Center for Missing and Exploited Children.

Interviewer: Oh, okay.

Daniela: They have what's called the Cyber Tipline. Companies or citizens can report to that. Then, anything that has to deal with [US State], either by child victim or perpetrator, comes through us. Then, that's why we work with law enforcement throughout the state. That's a huge part of our work comes from those tips. Then, on top of that, we're able to deal with just general citizen complaints to us, and then proactive that we want to do as well.

Interviewer: Okay, that's very clear. Okay, that's really it, unless there's anything else about your role or your potential role with parents.

Daniela: The only thing I would say that I didn't get to mention, I guess, one thing that we're constantly trying to combat as well is the idea that it won't happen here, it won't happen to my family, it won't happen in our town, that sort of thing. You know, this is the sort of ... These incidents are the sort of incidents that all kids are pressured to do and take part in. It doesn't matter if they get good grades, if they're involved in sports, if they, you know, whatever. It's just peer pressure, and so same thing we were peer pressured to do when we were kids, but they have a much wider platform over which they're expected to kind of handle this stuff now. Having them try to handle that on their own I think is just unrealistic and we don't want them to have to deal with that on their own. Trying to kind of get people to understand this happening in your school with kids that you know in your town, that sort of thing, you know?

We're dealing more and more with kind of sexting rings. I'm going to say in generalities here, teenage boys will collect sexting photos of girls from their school or neighboring schools, or both, and create ... Depending on what app they're on, they'll create a vault, or a gallery, or whatever it might be of this sort of thing, and then they might share it with each other. They might charge for that. They might, you know? So we're seeing almost like an entrepreneurship-

Interviewer: Right? [crosstalk 00:39:28] yeah, yeah.

Daniela: ... of some of this stuff, but in a very bad way. Kids, you know, they know what they're doing with this stuff, and they're finding different ways to kind of circumvent restriction and do this sort of stuff, share what they want to see, so it's really, really important that we just really hit the safety side hard and talk about what the laws are. That's child pornography. That's a felony. That's kind of,



unfortuInterviewer2ly, with that high school age, we have to talk about that because it gets much riskier then.

Interviewer: Yeah, yeah. Okay, thank you so much.

Daniela: I appreciate doing this. [inaudible 00:40:04] really good questions.