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Interviewee: Police detective, member of cyber safety team ('Karen' is a pseudonym)

Karen: So, we do a lot of presentations to PTA groups. Basically people will ask for a presentation, and we'll do it, so neighborhood associations, PTAs, and just various school district requests and things like that. We try to accommodate people. Sometimes we can. Sometimes we can't.

Interviewer: In terms of time.

Karen: Yeah. In terms of time. Yeah, because this is all kind of something that we do in our spare time. We're not a dedicated group. I'm a detective that works in a completely different function and area, so this is kind of in addition to case load. We do those presentations for parents, and we kind of have these canned things that we've kind of morphed into talking about, so online safety in general, what we see kids doing with technology at this point, kind of the apps that they use, how they're using them, what can be done forensically to a phone, you know, in the event that you see something kind of troubling or concerning on your child's phone, or device, or whatever it is they're using. We talk about sexting, texting.

Karen: We talk about cyber bullying, and just regular bullying we actually touch on as well. Then we talk a lot about missing and exploited children, so the National Center For Missing and Exploited Children, giving parents resources on places to go if they have a particular question that wasn't addressed either the night that we were speaking or just a place where they can go. We direct them to NetSmartz a lot, because I think that's actually a pretty good ... It gives a lot of snippets of quick advice.

Karen: We talk about that, and we talk about the idea of how to make your kids resilient in an age where information can come at them, especially in a cyber bullying realm or something along those lines, where your kid is being bullied. If we can't stop it on our end, because it's an anonymous proxy server, deeply hidden thing, what can we do with your child on this end to kind of help give them the skills that they need to kind of survive and adapt to that. I often talk about how people have mean since the dawn of time. There's nothing new here. It's just the medium has changed to kind of facilitate a different way of being mean to someone.

Interviewer: Yeah. I agree. Yeah. A PTA group will book a session on cyber safety or a more ... is it more general than that?

Karen: It depends. It comes in differently. People will kind of talk about what they want. We also talk a lot about the deep web, so we talk about that, the dark web, the kind of the internet in general, and kind of the structure of it, because I don't think parents know ... A lot of them don't know what the onion router is. They don't Tor is. They don't know what any of that stuff is, and that's really the scariest stuff to

me is what do you do when your kid figures out how to do that, because then you're talking a lot of stuff that they shouldn't be seeing at all.

Interviewer: Right, and if they're not even aware that those spaces exist, that's going to be-

Karen: Right, or if someone shows them something that ... like if someone's got Tor, in terms of their ... if they have access to Tor and they have specific websites they go to, like dark stuff, what do you do if you're a parent who discovers this? Generally we tell them that their kids are very smart, obviously, because they've been able to figure this out. We talk a lot about that as well.

Interviewer: So, it sounds like you're kind of giving education about just kind of across the board what technology is.

Karen: Yup. Absolutely.

Interviewer: As well as kind of advice, more specific advice.

Karen: Yes. I would say that that's accurate. If somebody wants a presentation just on bullying or cyber bullying, we can cater to that as well, if I'm given enough time in advance to kind of come up with something. Part of it is it's hard for us to keep up too. I mean, it's hard to keep up with all these things that come at us every day and understanding.

Interviewer: Well, technologies are changing. Stuff online is constantly changing.

Karen: Yeah. So, we find that if we do a very generalized approach to kind of issues in cyber safety, we don't need to change it as much, because I'm not specifically talking about Snapchat for two hours, and then all of a sudden nobody goes on Snapchat anymore, because it's dumb, and now they're on whatever the next thing is, and so we try to be more general I guess in our approach.

Interviewer: Yeah. Then also, you're kind of weaving of not just talking about online and offline separately. It's kind of more-

Karen: Yeah. It's more fluid in a way. Yeah. Not probably as much, but a lot of parents just talk about general bullying, and how to deal with that when you add in this extra component of technology and this anonymity that can come with that.

Interviewer: Yeah, and 24/7. It's the extra piece.

Karen: Kids sleep with these in their hands at this point, or it's right there by their hands or at their faces at night. It's the last thing they do before they go to bed, and it's the first thing they do in the morning. It's a different world than we grew up in.

Interviewer: Definitely. What age are the parent who are coming to you? What aged kids are you referring to here?

Karen: Last week I did one at a K-8 school, so we had parents from K-8.

Interviewer: Yeah. That's a big age range.

Karen: 6-13. Yeah. It's difficult to cater. Again, general is better. But we've done them for high school students. My colleagues, George, has presented to high school students on these specific things, but generally I think we've stayed in the late elementary to middle school range.

Interviewer: Yeah. That doesn't surprise me.

Karen: It seems to be the most popular [crosstalk 00:06:41].

Interviewer: Yeah. That doesn't surprise me, because partly ... Well, you tell me why you think-

Karen: I don't know. I feel like they feel like they still can assert some control over that aspect of their kid's life, whereas once you get into high school, most high schoolers have cell phones. They're freely using them. They're experiencing independence of being able to drive places and go places, and we just don't have our thumb as closely affixed on kids. That's not a judgment. That's just the way it is. I think on middle school parents still feel like they have some sort of power, which they may or may not have. I'm not sure.

Interviewer: It depends on who you ask, right, the kid or the parent.

Karen: It depends. Yes. Yes.

Interviewer: Okay. You have these set programs. That's your main kind of ... You have that video on-

Karen: Yeah. To be honest, I haven't watched that video in I don't know even know how ... so it's probably outdated.

Interviewer: It's still, like you say, it was obviously made keeping in mind to be as relevant as possible [crosstalk 00:07:49], right? Are there any other kind of avenues of dissemination?

Karen: As a detective, I'm afforded the opportunity to structure my time a little differently than the patrol officer who's call, to call, to call, and call driven. So, I have had concerned parents contact me and ask me to come and talk with their kids about whatever it is that they're doing. I have got some concerns about this, or I've had people call me and say, "This is going on in my kid's life. What do you

think I should do? Is this a reportable thing?" I would listen to them, and I would say, "Absolutely. You should be calling the police on this. This is something that we can do to at least take a report or whatever."

Karen: I have had those instances, where I've been able to grab another detective and just go have a talk with a kid about their online behavior, what they're doing, and how it's kind of getting out there, and obviously just do some assessment to see if we need to do a report, if this is something police should follow up on, and things of that nature, but that honestly doesn't happen as much anymore. I feel like that we've been doing this since 2009, and our program has kind of done different things at different times. For a couple years we partnered with a local youth agency in town and ran a program. It's a program called [local name], targeted toward middle schoolers, where we run a cyber detective camp.

Interviewer: Oh. Yeah. Yeah I saw that.

Karen: Yeah. We did that a few years. It was pretty good. I mean, it's hard to pull a lot of resources from patrol for an entire week of instruction, but [small city] Police has done it with their Latina and Black youth academies and things like that, so we kind of did that to kind of introduce kids to online safety practices in the form of just having them solve kind of a fictitious case, but running them through what we as detectives do or what have you, to be as authentic as possible, within reason. So, we've done that.

Interviewer: Okay. That lasted for a few years?

Karen: Yeah. I think two or three, maybe even four. I worked on it for a couple years, and then my schedule just got too ... I had to bow out.

Interviewer: It was kind of really resource intensive, so it kind of faded.

Karen: Yeah. It's coming up with programming to keep middle schoolers engaged when we all have these other things that we do, but the first couple years we did it I thought it was pretty successful. It seemed that the kids really enjoyed it. We did this thing at the end where they could bring their parents, and they have some sort of graduation. It's all very ... I don't know. It was fun. They got pizza. You can't go wrong with pizza.

Interviewer: Then how else did the program evolve since 2009?

Karen: Well, interestingly, the participation in it from officers has kind of waned, but what didn't stop were the requests for presentations. What we've kind of done is the three or four of us who kind of still work in this area ... because it's interesting to me. I mean, I'm a parent. I've got kids. I worry about this stuff. We've just tried to kind of morph into more of a presenter type person. We tried instruction

videos. We tried ... I'm sorry. I just have to keep my phone with me in case the world explodes.

Interviewer: Absolutely. Yes. Please. You are welcome to answer emergency calls.

Karen: No. No. I'm sorry. I'm sorry. What was I saying?

Interviewer: You did presentations, kind of instructional videos.

Karen: Yeah. Like some videos, but honestly, for the most part, we just basically give presentations. I feel like that's where you get the most bang for your buck. You can reach a lot of people. They can come, not come, and then oftentimes what happens, it's always kind of interesting, is that you've always got that one or two parents in the crowd who know something about technology, and so we ended up learning something as well. It seems to be a pretty good exchange of ideas.

Karen: This one we did last week was good. It was at a local school, and it was just I thought a really good exchange of ideas, you know, in terms of, "Hey. Let's think about this more philosophically." You make the decision to say no screens at all for your kids or whatever, no iPhones, no Facebook, no nothing, like, "I'm going to shut it down," whereas another parents would say, "My kid needs his phone, because they're in like nine after school activities. I need to be able to communicate with them." We just kind of talked a lot about issues, what you choose for your child, what you choose for your child, just kind of airing the differences. It's kind of nice to just create a ...

Karen: I feel like when we do these presentations, there's a [Prezio 00:13:13] presentation or whatever it is we're using these days, and yeah, and we throw a lot of videos in there, and we encourage questions. I'm very frank with them, like, "I don't know the answer to all this stuff. You can ask me a technical question. I might not know, but I can find out." I think we just try to be very honest with each other in terms of what we know, what we don't know, what issues we see in the Police Department, what issues they come up against, and just kind of [inaudible 00:13:42].

Interviewer: So, dialogue kind of naturally comes up with their questions and-

Karen: I would say it depends on the group, but yeah. Yeah. It's definitely been happening more lately I would say, where they really want to engage with us, and they just don't want to be told. They want to talk about the problems or the issues that they're seeing and having, and so I think that's good.

Interviewer: Interesting.

Karen: At least they're thinking about these issues beyond just, "I wonder what's going on with Bobby. He's kind of checked out," or whatever it is. We talk about that.

Interviewer: Do they ever kind of bring up more advice about positive screen media practices, as well as kind of ... so, kind of sharing advice about kind of both opportunities, as well as risk?

Karen: Mm-hmm (affirmative). Yes. We start out by saying, "The internet is not the dark abyss, end all be all, the worst place in the world. There's actually quite a lot of positives to it," and so, yeah, it comes up about this idea of knowing where your kids are, this idea of being able to keep your schedule straight, because of this technology. The fear comes in for them is, "Well, I can't see what they're doing," or, "Are they safe?" You get these statistics about one in five kids being solicited online for sex or whatever it is. It scares parents, and rightly so.

Karen: They bring up kind of those fears, but they also talk about the positives of technology. It's interesting. Oftentimes they end up being kind of introspective about their own use. You know? Billy sees me doing this. It's that old who taught you how to do this stuff? Well, if I'm scrolling Facebook every day on this phone, why wouldn't your child want to do that as well, so modeling good practices, moderation, resiliency, those types of issues seem to be kind of I would say emerging themes.

Interviewer: But in your Perzi or whatever it is, those themes come out of discussion more than in your Prezi?

Karen: Yeah. We don't have, "Today we're going to talk about how to teach your kids to be resilient." You know? I wouldn't say that that's a formal component of the presentation. I think it's just points that we make along the way that naturally ... because we've been doing this for a while now, that just kind of naturally gravitate towards getting people to think about stuff like that. The central themes are more subconscious maybe. There's more subtext there than overt text. Otherwise, we show them a bunch of flashy videos, and some TED Talks, and the deep web, graphics for that and stuff like that.

Interviewer: Do you share that presentation, like do you send them a link to it or anything?

Karen: No. I mean, I don't know that we wouldn't. I don't think anybody's ever asked.

Interviewer: Okay. Do you have any handouts or anything?

Karen: Sometimes. Sometimes. Sometimes I'll print out some things from NetSmartz or things on cyber bullying, if that's what they wanted.

Interviewer: Right. So, you tailor it to the [crosstalk 00:17:20].

Karen: I talk a lot about ... well, not a lot, but, I don't know. There's a researcher at [a state branch univerisy]. His name is ... I think he's [name]. He runs along with a guy from Florida I think. His last name is [another name]. They run what's called

the research institute on cyber bullying. They have done a lot of research just using kids, talking to kids, doing a lot of surveys, probably a lot of quantitative data about that kind of stuff. I like to read over that and just talk to parents about that, about how these guys have been doing this line of research for ... They've been doing it probably since cyber bullying became a thing.

Karen: They do a lot of work on that, and they offer a lot of reports on that and how parents can respond and react to their kids if their kids bring these issues to them, or how to recognize that in their kids. I often say kids won't tell you. Kids won't tell you when something's wrong, because what will you do? You'll take that away from them, and they don't want that to be taken away from that, because for a lot of kids that's their life, the iPads, the Kindles, the computers in their room, the laptops, the cellphones. That's become their life, and that's a bigger cultural movement than we get into certainly, but t's 100% true. How do you punish our ids these days? Take away their electronics. Take away their screens.

Interviewer: Then talking about resiliency ... What else did you say? Kind of personal modeling of behavior. Did you say motivation?

Karen: Mm-hmm (affirmative).

Interviewer: Do you then kind of shift to those bigger themes, rather than kind of-

Karen: Mm-hmm (affirmative). Getting into specifics or-

Interviewer: Yeah. Rather than kind of blaming a technology, kind of thinking about [inaudible 00:19:21]

Karen: I don't think we get much bang for our buck by blaming technology. That's a personal opinion. I think it's here to stay, and I think we either have to live in the world with it or suffer because we refuse to, in some instances. You know, we talk about that. If a parent decides that they don't want their kids to have anything until they're 15 years old, then that is absolutely the parent's right to do that. Good luck. Good luck, when you're getting it inundated in schools every day. I mean, these kids have iPads that they use. That is the new wave of teaching. You probably know that in your own work. That's where we're headed.

Karen: Unless we have a complete collapse of civilization, which could happen, I'm not sure that it's ever going to go away. Part of just talking about these issues is getting it in their heads that you've got to learn to live with this. I kind of equate it to learning the new math. You know? We learned math a certain way. My kids, they're learning math a completely different way. They ask me questions about it. My first response is always, "I have no idea what you're talking about. I can't help you," but I can. I just have to think differently. It's just a mind shift. It's kind of the same way with technology I see. We talk about that too. I don't want to preach

to them. As the [small city] Police Department, we're not offering directives. This is simply a conversation.

Interviewer: Okay. And you're presenting kind of evidence, and facts, and kind of like-

Karen: Yeah. People ask for examples.

Interviewer: Information. Yeah. Yeah.

Karen: A lot of parents want to talk about sexting, because it's happening. It's happening, so we talk a lot about that in relation to the legalities of that, the how technically if you're a 15 year old and you send a naked picture of yourself, what are you technically doing? You're disseminating child pornography, which is a felony in every state, that I know of, in the union. So, would we refer charges on that? No. Probably not, but what you are doing is illegal. The fact that you have a naked picture of yourself on your cell phone and you're 15 or 14 years old, you possess child pornography.

Karen: These are very real things. We also talk about what to do if that happens. Right? At what point, if a parent finds disturbing images on the phone, what to do with that? Is that a reportable thing? Do you need to contact the police? What do you do as a parent when you see that? We strategize and talk that out.

Interviewer: Nice. What do you think are the main issues for the younger kids, kind of first grade to before middle school basically?

Karen: YouTube.

Interviewer: What are parents' concerns around YouTube?

Karen: You can access anything on YouTube. I mean, anything. Well, within reason, but a lot of times there are very violent videos that end up on YouTube, sexually explicit videos that end up on YouTube, so that an uneducated person who's just kind of hunting and pecking around might see something drop down in the menu, because that's what happens. All of a sudden, you're in a world where ... We used to talk a lot about the whitehouse.gov versus the whitehouse.com analogy. You go to whitehouse.com very innocently, but it's like a porn site or something, so whereas whitehouse.gov is the government site. So, kids I think can get ... If you just let kids surf the internet, they could end up at any myriad of problem spaces.

Interviewer: So, kind of general internet searching advice as well. What else before middle school?

Karen: Cyber bullying. Kids end up on these ... They download these apps. Most of them have, a lot of them ... I think I have six or seven on my phone right now from my kids. They have a chat feature in them, so we talk a lot about knowing what ... A

lot of times kids will come and say, "Hey. Can I download this app? It's free." It looks innocent enough, but making sure you know, as a parent, what exactly it is they're downloading. I mean, I've got them on my phone, so I know what they are, but if a kid has a tablet or a ... make sure you're setting your parental restrictions, so that not just that they can't buy one, because they have to ask you when it's not free or it's password protected, but also so you know. Any time a game gets downloaded on my son's Kindle, I get an email immediately, knowing what he just did, so setting up parental controls.

Karen: Kids are getting laptops and tablets very early these days, in second, third, fourth, or fifth grade, so we talk about monitoring software. We talk about different key logging programs or whatever, stealth versus non-stealth programs, things like that. We talk about cyber bullying. We talk about resilience. We talk about the kids who get text messages that maybe are unsolicited on their cell phones, what to do about that, how to block people, stuff like that.

Interviewer: Okay. So it's really all devices, like from tablets to cellphones, even for the younger kids, laptops and desktops, everything.

Karen: These kids are on iPads at two. That is their life. Again, it's not a judgment. It just is for a lot of families what these kids are growing up with. Yeah. We talk about that, all screens.

Interviewer: Yeah. That's really helpful. You listed their kind of concerns around those. Do parents come to you kind of saying, "I need help making decisions about X"? What are the decisions that parents are struggling with that you see?

Karen: At what age, developmentally appropriate age, are kids able to kind of handle this kind of stuff? That's always a big one. They want to talk sometimes about specifics, like, "My child is being bullied on Club Penguin," or whatever, some website, "What do I do about it?" But in general, they seem to just not know a lot about ... just in general, unless you're a programmer or you were around ... These busy moms and dads who are going to PTA meetings, if they have jobs that aren't tech related, they go on Facebook. All of them have Facebook accounts, or Instagram, or whatever it is. That's pretty much the bulk of it.

Interviewer: So, they ask advice about what, what games?

Karen: Yeah. What is Snapchat? Does it really disappear? What if my kid's getting these kind of snaps? What do I do? [inaudible 00:27:07] and they disappear? Stuff like practical stuff, but also more ... and then more broad stuff, like the age stuff, or, "When should I give my kid a cellphone?" I can't answer that. I'm not going to try to answer that. That's for researchers to figure out, child development people.

Interviewer: Yeah. Do they ask about screen time, like [crosstalk 00:27:29]?

Karen: Yeah. I think that it's interesting. It's not specifically about screen time. I mean, everybody's read the recommendation of two hours or whatever, and they just let that blow right by them. I mean, most people do. Two hours is more of a guideline. "What counts as two hours?", that's what my son always wants to argue. It becomes more of like an information sharing type thing. It's hard to describe. I wish you could come to-

Interviewer: I guess I should come to one to really get a sense of it.

Karen: Yeah. It depends on the group, but some parents will talk about people ... Again, this is not tied to any one specific thing, but I feel like there's this sense of, "Well, parents who put their kids in front of screens all day are lazy or just taking the easy way out. I've really got to work hard at being a parent, and I have to keep my kids from doing this. They're told to go downstairs and play or whatever." Great. That's not everybody's reality here. We're not all perfect parents. We all lead very different lives, and so what works in your family might not work in this family. It's like we can't judge it. We just have to figure out how to live kind of within this cultural evolution, so to speak.

Interviewer: It sounds like parents are really seeking almost a support group to share information and to kind of say, "Yeah. This doesn't work. This is ...", like you said, those guidelines are just totally-

Karen: Yeah. That's not going to work for me.

Interviewer: Yeah. When they call you in, they're looking for some support, like you said, kind of ways to share information with each other, like, "I want to talk to other parents. Are you struggling with this? How are you dealing with it?"

Karen: I would say that that was an unintended consequence of ... not even a consequence, an unintended, awesome thing that happened. You know what I mean?

Interviewer: Yeah.

Karen: Because I don't have all the answers. I don't know. I don't know. I don't know where we're going. I don't know. There's a lot that we don't know. All we know is that this isn't going away, so if you have questions, let's talk about it. Let's tell you what we know.

Interviewer: You probably also don't have time as a parent to kind of take a breather, to set off time to talk with other parents about this that you're dealing with every hour of every day.

Karen: Yeah. That's why PTA meetings and things like that are the perfect forum, because you've got snacks. You're in a space where you're with other parents.

Yeah. I mean, it's just kind of a natural place to talk about this kind of stuff I guess.

Interviewer: Okay. Moving onto kind of resources. You've mentioned a few. Are there resources that parents mention that they have consulted?

Karen: I'm trying to think. I've had parents come up and talk about their web monitoring software, their computer monitoring software, but most of the time, no. No.

Interviewer: Okay. Do you get the sense of how they have used NetSmartz or Common Sense Media? Have they mentioned Common Sense Media at all?

Karen: Uh-uh (negative).

Interviewer: I don't know. Have they mentioned things from schools that they've been getting? Because you're going to PTA, so I'm wondering if-

Karen: [Small city] had classes on personal safety program, in the elementary schools. It's unfortunately not active right now. I think it was cut because of staffing issues. In that program, they did talk about cyber bullying and things of that nature I think. It was like a whole compendium of like ... It was all in elementary schools, first through five maybe? Officers go into the school. They teach a specific unit. Some of these activities would come up, so they talked about that sometimes, but then if we're not in [small city], I don't know what they have in other jurisdictions. Mostly no. I mean, they don't really talk about all that stuff.

Interviewer: Apart from the two hours of screen time that the Pediatrics Association has recommended, they're always like, "Yeah. Not useful"?

Karen: You mean ... Oh. That like-

Interviewer: Yeah. That specific bit of advice you feel like-

Karen: No. I think that that would be something that we would all strive for, right? This notion of not being dependent on our devices, so I don't think that they're outright saying, "This is stupid," or whatever. I think that they, as most good parents do, embrace kind of the tenant, like the research, like, "Oh yeah. I know." It's almost like a dissonance thing, right, like, "I know they're not supposed to be in front of their devices for more than two hours, but I don't feel well, and I don't know what to do. I know this is bad, or maybe this is bad. Actually, who knows if it's bad? Who knows?"

Interviewer: There's a lot of conflicting advice, information out there, research out there.

Karen: Absolutely. Absolutely. There is. You can do what the America Academy of Pediatrics suggests or whoever. Will your kid grow up messed up if they're

watching TV for four hours a day? I don't know, because I think that we ... This is kind of outside of the scope of what you're talking about, but I think we're constantly bending the rules on what it even means to be normal anymore. You know, that's not a, you are normal, because you watch TV for two hours a day, and then you do your homework, and you're this perfect, little kid, who listens to their parents. Is that what makes you normal? I don't know. I think it's a very complex problem with multiple solutions probably.

Interviewer: And individual as well.

Karen: Absolutely.

Interviewer: Okay. My last couple of questions are about your kind of training in this area. How have you figured all this stuff out? Were you trained?

Karen: Self-trained. I am a self-trained person. I've picked up bits of ... Speaking personally, I have a background in educational psychology.

Interviewer: Oh. Okay. That makes sense.

Karen: I have a masters from the [state university] in that. My research in grad school ... I don't know if that complete screws up your research.

Interviewer: No. No. That's great.

Karen: My research in grad school was basically focused on how using technology in learning environments can help kids learn specific contents. In my specific area of research, I was interested in how kids learned concepts in ecology. I simulated the professional practice of urban planning, had kids come in and kind remake [commercial district in small city] using a GIS model, and then we talked about how you understand about greater complexities because of all of this various stuff. I am coming from a lens of using technology as an assistant to learning. I had kind of that lens, that background, that kind of a way, that kind of epistemology, if you will, the way I kind of know the world.

Karen: I started here in '05, so when I kind of was in patrol, seeing instances where ... This was when Facebook was blowing up, and we were seeing all of these disturbances and all of this about this online stuff. I didn't even know what that was very much. I wasn't on it or anything. So, we started talking and thinking as a group like, "Okay. We've got these burgeoning social media technologies." Back then it was Myspace still.

Interviewer: Mm-hmm (affirmative). I remember that.

Karen: What do we do with that? How can we educate people? Because now we've got parents coming to us, talking about their kids getting in these fights on Myspace

or Facebook, and they don't know what they're doing online. They've got these computers, and it's like, "What do I ...? I don't, as a parent, I had no idea," that's kind of what they're saying. We kind of came up with this idea to do this initial presentation. We all kind of bit off pieces of it, so I think at that point I just dove into Myspace and tried to understand everything about it. Somebody else took Facebook, and somebody else took peer to peer networks, and somebody else took cyber bullying or something, some larger thing.

Karen: We all just started presenting on these topics. We all kind of became I wouldn't say experts, but we became very well versed in the particular topic that we were assigned to look into. Other than that, it's been just to basically learn as you go, draw what you see from the world, and try to understand that, and then use resources to kind of help you, assist you in learning, so NMMEC, NetSmartz, stuff like that, just kind of became a nice way of thinking about how to educate people about it.

Interviewer: Yeah. Are there any areas that you are pursuing next in terms of your education, your training?

Karen: I'm kind of into cyber bullying lately. I think it's an interesting ... I'm just a naturally inquisitive person. I ask questions about why kids engage in these behaviors in the first place. I think maybe down the line we'll start talking about those kinds of offshoots. That's what I'm interested in talking about, but I also have a job to do, independent of that. But I think just trying to keep up, so what's next after Snapchat? What's next after Tinder, and Grindr, and all of those apps? How do we guard against kids who get sexually solicited, moving even into the avenues of human trafficking and things like that?

Karen: That is happening on the internet, maybe not at the surface level, where the 4% of us live, but at the 96% of us it's happening. So, thinking about that, thinking about how to safeguard against that, strategies, thoughts about that. I could see us going in those directions. Right now we're just trying to keep our head above water. That's kind of where we're at.

Interviewer: Okay. I think that's kind of it, unless there's anything else that you do as [crosstalk 00:38:53] media mentor.

Karen: No. I hope this was helpful as to what you were thinking.

Interviewer: Oh. It's really helpful.