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LINDSAY SAUVE:

Is everybody in? We will wait until the top of the hour.

LINDSEY MULLIS:

Sounds good.

LINDSAY SAUVE:

Hello, everyone. It is the top of the hour. Welcome and thank you so much for being with us today for our webinar Identifying the Red and Green Flags of Social Media Use, and this is a webinar that is being hosted by the AUCD Association of University centres on disability, sexual health, special interest group.

I will share our link to our website in the chat here. If you are not already a member of the AUCD sexual health SIG and would like to be, we would love to have you join us. It is very easy to join and click on that link and in the top right corner you will see a link to sign up for our newsletter and that is what is entailed and joining the SIG and my name is Lindsay Sauve and I use she/her pronouns and I'm the cochair of the AUCD sexual health as IG and I'm here with my other cochair.

LINDSEY MULLIS:

The other Lindsay. Lindsey Mullis – I am excited to be here today. We have been brainstorming as a self-advocate series about what resources are needed and where are the gaps, information, and this topic has been at the top of all those conversations to talk with Mary Jo Krile to talk and bring herself advocate panels together and it will be a wonderful presentation, and without any further ado, I will turn it over to Dr Krile.

DR MARY JO KRILE:

Welcome everyone! I am excited to be here today. A little bit about me before I get going, I am an assistant professor of special education at Eastern Kentucky University, and my research is all related to cyber safety, digital citizenship and digital literacy skills for individuals with disabilities, specifically I really research on those skills for students with intellectual disabilities and autism.

My dissertation was all about social media safety for young adults with intellectual disabilities. I have taught digital literacy skills for years for students with intellectual disabilities and taught the skills. The panel that will be joining me at three, very excited to have them, they will be talking about how they use social media and they are previous students of mine and are very excited to be here, some are a little nervous. They are very excited to join us.

That will be the last half hour of our presentation today. They are super excited. To get going – because we have a lot of information to cover, today I am going to be doing a quick introduction to all

of these topics because you could really do a deep dive, 90 minute session on each and every social media safety, Internet safety area.

Today, I'm really going to target predators, what that is, how we address them, how we identify them, how we can teach students with disabilities to identify them, and address them.

Cyberbullying, I will do a little bit of online consent, I have -- a lot of new materials coming up on consent and we will talk about those and netiquette which is the etiquette social rules and there's a lot of topics I did not touch here, but when I looked at this Jamboard we created one year ago, these were the most top ones.

If you have questions while we go, feel free to type them in the chat. I will hit on them as we go. If I do not address them, I will get to them at the end because that means we are out of time. I have seen your question but saving them for the end.

I am going to post – in the chat is a link to a Google drive, wrong one, in the chat. It will be there with the PowerPoint and you can share those resources as needed. First before I got going I really want to talk about what is social media?

Social media is a place where users can create and share content. You have to have an account for it, and you usually have to agree to terms and conditions. We all know those terms and conditions are pages long, right?

So we usually do not read them, but in those terms and conditions are hidden things saying "We can use your pictures because you have posted them to our platform, therefore it is our property and we do not have to ask you permission to use it in an advertisement."

All of those things are really good things to be aware of and these terms of conditions quit there is a great movie about terms and conditions out there, but there are sneaky things in there we have to pay attention to.

The biggest one is: whatever you put on the Internet and social media can be used by the platforms themselves. The data and use them however they want, you can use your pictures however they want. That is the biggest thing to know. And make students aware of as they start to use social media in any online platform that has an account.

Usual social medias, the biggest ones for students with disabilities are Facebook, Instagram, Snapchat is a really big one with the young adult right now, and TikTok.

Discord is coming up with gamers and the gaming platform where they chat about online games and games they play on their play stations, Zoom is a big one with online schools.

We will be talking about what these things look like on those platforms and another big one is dating apps. Dating apps are a social media. Because we can create and share content on those apps.

I will be talking about those with online consent and predators.

The other thing I want to hit on was what really makes social media dangerous. When we think about that, we think about "Predators – cyberbully's, the typical dangers of social media." There's a lot more that makes it dangerous.

We have a location tracking on social medias, dating apps have location tracking, you can turn that off on some abs. It appears you with people nearby. Snapchat shows you on a little map on Snapchat.

Some of them have a lack of privacy settings and I cannot make my profile private. I cannot enable a thing where you have to add me to be a friend and instead you are a friend automatically.

Snapchat you get six seconds to see this picture that I have sent you and it's gone. I might send you a nude and you get six seconds to see this nude and you cannot report it because it's only six seconds and too quick to report. That's a big one but Snapchat, self-destructing messages, I sent you something and it is gone after a certain amount of time.

Uncensored videos is a big one too. Oh, that is my dog. Facebook, and Instagram, he will make an appearance because our neighbour dog – say hi to the people! (Laughs)

Facebook and Instagram are big ones that blur out intimate photos and ask if you are over 18 to see those. They blur out ones that have graphic images, too.

Generally that is correct. Generally the self-destructing ones, the messages cannot be screenshot, either. The appearance they are gone and you cannot get a screenshot to report it. That is very correct.

Alright, so... I will put you down now and we will stop barking? He likes to bark.

(Dog barking)

Another thing with dangers and risks – come here. You want to be on camera today! OK. The other thing with dangers and risks is being able to be the victim and unaware of being the perpetrator of it.

Recently, I did a Fireside Chat on Zoom with some young adults that had autism and we talked about cyberbullying. It was commonly said that if something says something mean to me, I will say something mean back to them. They were unaware they were cyberbullying back.

Or they said mean things online and were unaware that was considered cyberbullying. We have to be aware of teaching students with disabilities, this is what being a victim of these looks like, but we have to be aware, this is what makes you a perpetrator and we do not want to do that sort of stuff. We will talk about that, too.

Are you done making your appearance? OK – perfect!

Alright, this is another big one I like to talk about. You have a student that wants to start social media. And really wants to start making friends online, where should they start?

I have a list I have created based on my studies of social media of the safe ones that have the safest security settings, versus the ones that are more dangerous and we should not be on until we have enough skills to address those dangers.

The safe ones are your Facebook, Instagram, Pinterest, Twitter, and YouTube. All of those have things where we can toggle off strangers finding us, messaging us, ways to report and block people, and you can screenshot things that are things you do not want to see and send it to report to social media.

YouTube – you do not need an account, you can find anything you want on YouTube. It is a little less protected, but you can also block and report easily on YouTube, but you can find anything you want or as YouTube and Instagram, Facebook, have algorithms if you say "I do not want to see this", you will not see any more of that.

TikTok, Snapchat, Kik, those ones are not privacy setting oriented and they are more open and anyone can message you, and those self-destructing messages are there, too.

I always told my students when I was teaching, start out on Facebook and I know you guys think it's lame and all the old people are on there, that is the safest one to start learning with social media.

On Facebook we can learn how to share and like comments, and send messages, and then we can branch out.

That is always the safest place to start.

Now let's get into the meat of the content today. Predators. A lot of predators target people who are more vulnerable to not reporting them, or not blocking them, and responding to their messages.

Let's talk a little bit about how we identify predators on social media. I will give you some examples of messages that I have used to teach this to my students.

The big thing with predators, you will see it is highlighted in red. Those are the biggest things to look out for predators. Number one, they will not post publicly on social media on your profiles, they will not comment on your pictures you post, it's all done in private messages.

That is a big indicator that somebody is messaging me and they never say "Congratulations on this." Or, "Great picture!" On my profile publicly, that is a big red flag.

Another thing is they always try to keep it secret. It's either do not tell anyone I'm sending you this

picture, your parents cannot find out about me, or do not tell your friends about me. This all needs to be secret and nobody can know.

The other big things we find a lot with students with disabilities is we want online friends and we want friends and want to please people, so, people who quickly try to be our friends is where we get into that danger.

We have predators messaging on Instagram and saying "I really like your shirt you are wearing today." That I would say great! Somebody is giving me great feedback and liking what I'm doing. They are sending me things online and comments that make me feel good.

All of these things – the only say things to make me feel good about myself or to make me like them. That is a big thing. They ask a lot of personal information, "Where is your address? Your phone number? Live, work, go to school?"

The other big thing with predators is they will always agree and never say "I do not like that." They will say, "I like pizza, too!" Agree makes you like them. We will talk about catfishing and posing and how that comes into this as well.

The big thing is they do not post publicly on social media, it is all secret, they like to make others turn against you or you turn against others. "Your mom is horrible she is making you clean your room. I would not do that. You have to go to work and your boss is mean to you – I would not do that to you. You should come see me in person." Things like that. They try to make themselves seem good versus someone else.

A big thing is grooming. Sending items, making the person feel special, we have seen a lot of things in the news about creditors doing that. Making somebody feel special and they are like – when they are seeking to gain something that is usually crime. We will talk about this. These are some messages I talked to my students about, from actual predators online that you can get from child exploitation and missing children.

They have lots of resources where you can pull actual messages and show what actually happens on social media.

When I'm teaching this sort of stuff with students with disabilities I like to make it as real-life as possible. It might be scary to them but we have to talk about that fear.

For example I went to high school this spring, and talked about misinterpreting messages and cyber bullying. I brought real messages and we talked about them. These are real people send these?

Using those messages is great practice for saying somebody sent me this thing that says without clothes, which means send me a picture without clothes on. Don't tell anyone, keep it a secret. That's a predator.

If someone asks you that, we do not do it.

We would talk about how that would make you feel if someone sent that to you, it might make you feel really uncomfortable but you do it to make them happy. Why shouldn't we do it?

Really talking about what that might look like if somebody said that to you. We will talk more about only consent later on in this presentation.

The other thing is the next one, are you alone, do you understand you can't talk to anyone about us playing games. Will using these messages, you can find them anywhere online, I have resources at the end of this PowerPoint that take you to actual things where you can find real-life things to use.

I've also created some real-life things in that Google folder you can use.

Actual messages you find online, some of these I will give a warning, you have to be aware. When you're teaching about predators, you have to be aware... And they're minor.

For example, a predator asked for a nude picture of me and I send it and I'm 14 years old. It is a cybercrime and you have to be aware that that is something that has to be investigated.

Knowing that, when we are talking about this is very important because sometimes those things do come up when you are teaching this.

Yes, it can be scary for some of them but I have them now we are teaching on this to keep them safe. You now have the skills to be safe so this does not happen. Really combating that fear with yes it is scary but now you have the skills to not do it.

We have to frequently review, how do we target and address them?

A little bit about posers, I will post this Google folder again. Sorry wrong one.

Posers and cat fishers, a little bit about them. Posers and cat fishers are people, you might know this from the hit MTV show catfish, I've used clips of it for my class.

They are people who pretend to be someone else, they might ghost the person or not show up when they set an online date or in person date. Fishers and posers are people who pretend to be someone they are not online. It is really hard to identify them.

Yes. Victim of Fishing, everyone falls prey to that. I've had my fair share of Fishing things. Fishing is hard because... We can look for signs of what cats fishers are.

They usually are not predators, they can be sometimes but usually they just want to gain financial things from you or Joy for making you embarrassed or humiliated. They usually try to do it for that reason.

It's not to do anything really sexual in nature. It's usually to embarrass someone or it's funny.

Let's talk about what cat fishers and posers look like. There are sure signs usually of what a Fisher and poser are. There are more but I put the three most common. Use these to teach my class and how we can see them.

The first is a profile picture that is blank. As someone does not have a profile picture, that is usually a sign of what opposers or catfish.

They are getting more sophisticated and not putting profile pictures of someone else. When you say predator deeming trying... Predators can be sexual.

Predators try to gain... It's a grey line where the predators in catfish or start. The predators are Fishers, some of them are not who they say they are but most of them tried to commit some kind of crime whether it is financial or to humiliate you. Sexual nature, financial any kind of crime.

When I think of predators I think of some crime committed. Cat fishers on the other hand is more posing to be somebody else, trying to get your information and some kind of fulfilment.

Some are monetary but indirect. Not necessarily getting money but selling data on the dark web. A lot of them do try to mind your data and use it to sell it or get data from somebody else. That falls into the scam area.

I'm not hating on scams, it's a huge topic on its own.

Besides cat fissures are not sexual in nature, they can be but often times not.

They often have no profile picture, this is my own research cat fishing profile I used to teach what they are. They might have limited pictures in their Instagram like this. They might have no followers, they might not be following anyone.

This is another one that is in actual catfish are out there in Twitter land. He has only six posts, 73,000 followers but not following anyone. That's another big sign of a catfish are. I am not following anyone but people follow me.

When you are an Instagram or Facebook or Twitter and you get all these friend requests from strangers, they are trying to rack up their numbers to make them look legit. I have 73,000 that follow me, I'm a real person but I am really not. I only follow 18 people.

We want to look at what kind of pictures they have, do they have pictures? Do they have a lot of followers but don't follow anyone?

Here is an example of my stuff. I am not a catfish or I am who I say I am on social media. You can see

I have 261 friends. It's not thousands. I have my jobs and things I do, a picture of my dog and people.

A big way to find out who is it catfish are and who is not, look across social media platforms. I always teach my students these three things.

First is to look at that profile, these red things are the three steps we look at when identifying Fishers and posers. Look at the profile, do they have pictures? This one does have pictures. This guy we looked at before only had six pictures.

I have 73 followers, I have probably been on Twitter for a long time I should have more than six pictures. The next one is, do they post a lot? If they do not post that is another sign. Do they post publicly? That's another thing.

If they do not post directly onto Facebook and it's their own post and not some meme or gif, if they don't have that they are usually poser catfisher.

Somebody messaged me and asked me if I like dogs? And I tell them I hate them. They look at my profile and my profile picture is a dog, is a sure sign that I'm a catfish.

If the answer is different from things were talking about, that is another sign. The biggest thing I tell my students is to Google search. If you put your name in Google, your social medias come up, your workplaces, your school, anything you ever done.

When you Google search someone, for example here is mine. Students actually went and pulled this. They look me up on Facebook, she has a profile and published publicly about the class that just graduated. She has an Instagram account that has a lot of pictures and she also has a Google search appearance. She has links on Google's about her.

But if I go and Google this guy, Seth. Hardly anything will come up. Some cat fishes steal other people's names and that becomes a problem. That's another thing to keep in mind. I didn't put that up because I could talk about it forever.

Those are three signs, not all of them, I am currently creating curriculum and visuals for students to use to know if someone they are talking to is a catfish. Those are on my website that you'll see at the end. I do not have enough time to go through all that.

Let's see here... Yes I do.

They do not understand age difference and appropriateness. I will talk about that at the end, my website that I am publishing for the public this summer has all those that you can use. They will have resources for students with disabilities to figure out if there is a scam happening, if it is catfish or predator. All cyber safety.

I will share that at the end.

Let's talk quickly about... It's 230 already. Let's talk about making friends online. This is a big one.

When I am dating online, we want to develop romantic relationships with people and online dating is a good way to do that. I just brought a book chapter about students using autism and online dating. A lot of the research I said I had success online dating but I also have been stood up and I am scared to meet someone in person because I do not know if it is them or I don't want to be dating a person because it is easier to talk online. When we are talking about online strangers and making friends with them, and who is safe to talk to them on, when I tell students a lot is... Really notice if they are not – are they wanting to meet you in person immediately?"

If that is the case, that is a red flag and we should not talk to them. Usually people who want to be your friend online are OK with waiting sometime, a month, a year even before exchanging phone numbers, emails, they are OK with keeping it in these apps.

The biggest thing I tell students is: when you... when you make friends online, keep it in the app for a while. Usually these people who are the predators and catfisher's want to go private. They want to be on your phone, not in the apps so Facebook and see what is happening.

It is a big sign if somebody says "Can I have your phone number so we can go private?" There is a book out there have read with my students with disabilities called "Do you want to go private?" And it shows how quickly these people ask, "Let's go private, I do not want traces of what I'm doing on this app."

The other big sign is they do not agree with you all the time, you like pizza? I do not like pizza. You like dogs? I do not like dogs. That's OK! They might go to your page and post a meme they thought was funny and want you to see. The friends we make online can be in Facebook groups, and a lot of Facebook groups have potential for a lot of friends.

I've had students with autism, really good students, really good -- individuals on Facebook because they lived in a tiny town in Kentucky and did not have anybody that understood them and met naturally good friends to that. It's super cool and I was really proud of him for doing that.

Unfortunately, the one that did that, she was going to talk about how she did that and be a friend, but she is working today and could not make it.

There are ways we can see who is safe online and who can we talk to. The biggest thing is – keep it in the app for a while until you can gain online trust.

Consent. I will talk a little bit about this one. Consent is a big topic right now. Because in online world, anything that – just like in real life – anything that is done of a sexual nature needs to have consent from both parties.

There is a lot going on with social media and people sending explicit, nude pictures without asking

consent of the receiver, and there is also people who send pictures to other people without asking their consent.

Students with disabilities can fall in both areas. So, teaching online consent is a big thing. Along with age requirements.

So come online – if we share nude pictures of us, under age 18, we are really engaging in child pornography. It is a crime.

That photography – you need to talk about that being there forever. There is something called "A digital footprint". I went to a high school in the area and talked about this, we talk about digital footprints and online reputations, and how we put these pictures out there and really need to be careful because they are out there forever.

That is a big thing. Online consent, you should be 18 years or older. The other big thing with online consent is – this is another page. They have to know, both parties have to be aware of what they are consenting to.

If I get somebody on line that says "Do you want to do this?" And they do not say what this is, and I say "Yes"? The other person could qualify that as consent and send you that picture you do not want to see.

That consent must be known between both, what is going to happen.

So, teaching students to ask for consent is a lot easier than teaching them to be sure they have given them consent. And they know what they are consenting to.

When we are teaching consent a lot of times you need to pull that... that picture, or those real messages or people ask for consent, and teach them, like, "What am I consenting to?" "What will happen if I say yes?" To get the person to explain if I say yes, "Are you going to send me...?"

I have talked a lot about clarifying what we are going to be doing if I say yes. If anyone says, "Do you want to do this?" Always say, "What is going to happen, what are we doing?" So we are aware of what's going to happen.

Online consent – we talked about this, this is a brief overview. Knowing, 18 years or older, if we are engaging in anything sexual online, and knowing those digital footprints are there, being careful what we consent to online.

And knowing, asking "What am I consenting to if somebody is sending me something?" If something is nonconsensual, how do I report that? There is a lot of teaching that happens with online consent, it is not a one-stop shop for teaching consent, it can take several lessons to do that.

But really start with making sure I'm asking for consent and what is consent? What am I consenting to?

What requirements should I know to know I have consent?"

I have a lot of resources coming up with that on my website that will be shown at the end.

Cyberbullying, let's talk quick about that. Cyberbullying, we are aware of what that is, but I want to talk a lot about my experience with teaching students with disabilities about cyberbullying and how we address it. And how we cope with emotions that happen through cyberbullying.

All of the students I talked with about this, high school, middle school, students that I've taught, they've all said, "We are scared to tell somebody about it because we are afraid. That cyberbullying will come back and hurt us. They will find that we told them it reported, or blocked commendable, and you do something to us."

Most of the time if you say if you told somebody "I'm going to hurt you, or I'm going to tell them your secret." They are afraid of things that are going to happen, but nine times out of 10 that does not happen and they usually do not come back after us because there are repercussions for them. They could get banned from social media, they do not do to someone else.

They could have something happen at school because all schools have a cyberbullying policy. In extreme cases, we have seen in the news about how, in extreme cases of cyberbullying, there have been fines, some have done jail time if it resulted in a crime where I have pressured you to do something.

There are great movies on girls pressuring someone to do something through cyberbullying.

The biggest thing I told them is "You can stop them from doing this again by reporting it and telling somebody. We can help you with those emotions by telling somebody."

When we are addressing cyberbullying, we are talking a lot about reporting, blocking, but definitely reporting it to the social media platforms.

Snapchat, it's a little bit harder to report, the use to. It used to be able to shake it and report it. Snapchat took that away and Instagram took that on, and if you see something you do not like on Instagram, you can shake it and report it and it will say "I see or having problems. What you need?" Report, get help for this post," other options, too.

Snapchat used to have that, I do not know why they took that away, but it is no longer there.

Blocking, reporting, the other big thing is to tell your top three trusted. This is a big strategy I have worked with students on.

Before you start social media, tell me three people who you trust enough to go and say "Can we talk about this?" Before people start social media, I say "Give me three people you feel comfortable talking to about cyberbullying."

It could be your teachers, your friends, your siblings, your parents, a lot of people are like, "If I tell my parents, they will find out and I feel more comfortable telling a friend." And I say, "That's great, but we need to tell our parents later on and too."

Having those top three trusted, you might tell a friend first and the next day you tell your parents. You do not have to tell all three, you could pick one person. Whoever you feel most comfortable with.

If I feel comfortable talking to Miss Mary Jo, my teacher, I could tell her and she could tell me how to get help with that.

The reason for the top three is if I have someone and feeling the most comfortable with at that time with that situation that I could go talk to. If I do not feel comfortable talking to my mom about somebody saying something mean to me online, I might feel comfortable talking to my teacher or friend about it.

If that person recommends I talked to my parents, I will need to tell them.

The reason for that top three is I have three different options to go to. And talk to.

The other big thing with the top three is it can change. I can have a... my teacher might be there Monday, and I could be like, "I do not feel that comfortable – that level of comfortable to talk to them about cyberbullying, so it might be my friend."

It can change over time. I'm not as close to Mary Jo anymore, and I might help my friend Donna (Unknown Name) instead because I feel more comfortable that.

The reason for the three individuals is you have different options to go to, based on the situation you are facing.

You do not have to tell all three as long as the one person you tell can help you with that. If the one person cannot help you, you need to go another one of your top three.

That is the other thing with the top three: they have to be able to help you.

We will always, when I'm teaching top three, we will always review who are your top three people you want to go to. Your trusted people. And frequently reviewing who are the top three people you would go to.

Alright, the other big thing is creating these safe opportunities for practice. This goes along with those messages that I showed in the predator slides. Pulling real-life examples and doing it face-to-face, virtually, instead of on social media itself.

We are offering these safe opportunities to learn: "This is what it looks like if something is cyberbullying. If I'm the one that is cyberbullying, this is what it looks like."

"If this is a predator, this is what it looks like." In the Google folder, I have given you templates. Some look like actual messages from social media and appears like you are doing it on social media, some do not.

What I have done is I have gone and pulled messages from cyberbullying.org and they have messages from cyberbullies. I've pulled predator messages online. We have really talk about it.

Here are some examples of what you would see in those templates. I have printed them out as gamecards and we can play games with that. If you read "You inspire me, you are a superstar!" Is that a cyberbully? No, but if they say, "We do not want you at the party," that might be cyberbullying.

The other thing was doing it like this is being able to talk about those emotions. If I got a message saying, "You are not cool enough to come to this party," we could talk about how that makes me feel. Who might I tell if somebody sent me this message?" And talk about how to cope with those emotions if that happens.

What would you do if somebody sent me that? I block him and report it. How do we block and report it?" You go to the three dots.

That is creating safe opportunities to ask questions. Why would somebody send something like that?" Why would it make me feel this way, or I feel this way about it? What can I do if -- as somebody does that?"

The big thing is if I do not practice the stuff, and somebody does this on social media, I do not have the skills to address it. Something could happen. I could have emotions I'm uncomfortable with like depression and anxiety from using social media.

Things could happen that I'm not ready to address. Creating the safe places where we can practice this. Before I go and use it on social media.

Here is another thing I have done and another template that I have given you in the Google folder. This is actual – the Silvia Letterman one is an actual message that came from Instagram. It looks like an Instagram message and it looks like we got it from Instagram and we talk about, OK, I do not know Silvia, her picture is of a horse.

Number one, I do not know her, number two, she has no picture, I do not know if she likes horses or not, it could be a catfisher. She wants to meet me in person and by me something. That is probably right there and meet all the flags of a predator. They want to meet in person, buy me something, I do not know her, and there is no picture of someone on there. I've given you these templates.

This is what I have done where it's an example, this one I did not give you a template because it's done on canvas. This is an example of an email and a quiz that we made to review it. We would say, OK, read that email, do you know the sender? Is it safe or dangerous to reply to? Would you reply? An

easy way to check-in with students to see if they have mastered cyber safety skills, if they have mastered identifying who a predator is or who is safe to talk to online. That is a quick easy way to do that. This is the other thing I used and developed from a dissertation. What it is is a visual checklist, if you have attended any of my webinars in the past you've seen this before.

It really helps students identify if someone is safe to reply to. And if something is dangerous. You have a stop and go portion, and I always have students start with this portion. It is also in the Google folder.

They start with that first box on the checklist and go down the four boxes. If none of them are checked they go to the go portion and do it again to ensure it is safe. Until they have the skills to really say it is for sure say. At first I do have them do both and then they master it so much they do not have to use the checklist anymore or just doing the stop portion.

The go portion, we recheck. We do not know the person who sent the message. Some families and teachers ROK with children top online to make friends. Some are not.

In the case where they do not want them talking to strangers at all, we would use this box we do not know the sender check.

The message is inappropriate. For every student that is different. What is inappropriate? Before we use this we have to determine what is inappropriate to you. Is cursing inappropriate? For some it might be in some of my not. What bothers you?

Does cursing bother you? Does someone saying something mean online bother you? Does graphic pictures bother you? Really defining what that is per person. And then talking about personal information.

Any of those are checked at all, we would stop and say it is dangerous. We do not want you to reply to it, we need to tell someone we trust and we probably want to block and report.

This visual checklist gives those four criteria we really need to know and look at to see if this is somebody I want to reply to. And if it is safe.

This really helps with scams, personal information. We know we do not want to share that. The great thing about this visual checklist is we can change it. If we want people to make friends online, online dating, we could change that first one to say we have signs they are who they say they are.

Those things can be changed but this... I did my dissertation on it and the students who worked with this one from not having it. They were wanting to reply to certain messages that were dangerous to 100% once this was used.

The feedback I got from students using it was that social media can be scary but this helped it not be scary because they knew who was dangerous and safe.

That is another resource that is phenomenal. Students would use it until they had it mastered and if it had to come back out it would.

Let's talk a little bit about Netiquette in the last five minutes before my panel comes. And then we will go to the panel.

Let's talk about what to share online. Netiquette means the etiquette of the internet. My social roles that it should be following, for example if I am on zoom I do not change my clothes on my cameras on. Certain things they post online, do I post every moment of my day versus one or two good posts?

My class and I came up with some rules for Netiquette that they really liked and could say it is definitely a role that we created and follow.

The big thing that students have come up with is knowing what to post online. Do we want someone to see it? We have the grandma rule, it could be the parent, coach, whatever person is important to us rule. If I don't want someone to see it, I won't share it.

If I don't my grandma to see I hate my boss today I won't share it. Really thinking, what do I want people to see about me? The Golden rule, is a big thing. If I do not want someone cyber bullying me I won't cyber bully them.

That is the other one.

The last one you will hear students talk about today on the panel, I have one student who is going to talk about this... (indiscernable) and we will have her explain a little bit about that one.

What to share online? Having appropriate posts, keeping it positive and treating others the way we want to be treated. These are all Netiquette roles. The other big question I get asked by a lot of students with disabilities, is what do I do if someone is bothering you online?

This is a lot, at every school I get to the student asks me this. How do I tell somebody to stop online? I do not want to offend them or make them mad at me, how do I do it in a way that does not bother them?

What I always tell students is if you are unsure, go tell one of your trusted three people and they can help you with that. They will usually say you can just block or report them. Stop talking to them for a while, you can meet people on social media now.

The last high school I went and talked to, a little girl raised her hand and said block them right away and never talk to them again. There are strategies out there they already know. They know they can block it and unblock them again.

The other big thing is just being honest with the sender. A lot of students I worked with were scared to do that, scared to say you are bothering me and Kenny stop sending me these messages or calling

me? Can you stop taking and things?

Instead, they felt more comfortable and following and blocking the person. Big thing to teach with social media is; it is not real life. And unfollow on social media is not a reflection of who my friends are. I actually don't follow one of my best friends because her posts would bring me down and bother me.

Knowing that I can control what I see on social media and if it bothers someone else, it doesn't matter.

What else? The other big thing is ignore, mute them. There's always buttons for that on social media.

The last thing before I get my panelists in here, is talking about online conversations. The big thing with a lot of students I work with was, I wait for someone to contact me and reply. I don't really initiate the conversation.

This is social skills in real life.

Initiating online conversations really teach not to be afraid to reach out to your friends and family are some that funny thing that reminded you of someone. When you're talking to online strangers, that is something we need to be careful with. I tell students not to initiate with online strangers unless you have the skills to work with that.

Here are the red flags, that I tell students to look out for.

If you are on a Facebook group for people who love JoJo Siwa, somebody will come and talk to them because they all liked JoJo. I have parents come to me and say I am really concerned she is talking to that siwantor. If they don't talk back to me, I am going to add them anyway. I will add everyone on JoJo's page.

We need to look at the person's page before he add them. Our maybe we don't add them and we just talk in the group? That group is looked over by an administrator and if something happened on that group, an administrator will do something about it.

I would say keep it in that group for a while, you can talk to people on there. If it ever goes private that's when we need to be careful. Facebook groups are a great place to start interacting with strangers in a safe moderated place.

I knew an individual who... Yes that's a big one!

Students who... Everyone does this, if they have a friend and see their friend like someone that they don't know the person, they add them anyways. With that what I teaches, numbers don't matter.

We do not have to have a million followers on social media. We should only have the people we have relationships with. A lot of other people I have worked with have said I want to go viral. I want to have 5000 followers and be famous on social media.

To deal with that, I have talked about keeping those things private and not at anyone we do not know until we have the skills to deal with that. And to have those skills we need to know what a predator is, a catfish, a scam, a cyber bully before we go off and have random people at us.

Her before I go to JoJo Siwa's page and at everyone. Her before I add on my cousins friends I need to make sure I know them or I am ready to deal with things that can happen from adding people I do not know.

I have some resources to, going on the website that is not published yet. Be on the lookout for adding friends we do not know and the numbers of friends we have.

What else?

Here's another great thing. Before we get going with my panel because I have some text that they are on. This is a graphic organizer I have created to really work on what we should post on social media.

With this we have pictures that somebody might use, and we talk about who is in that picture, what is there, where is it, when did it happen?

We can write it all in the graphic organizer and write out that post. And then we can sit back and see this is what the post would look like with this picture. Is it really saying what is happening versus the five paragraph thing I might write?

This graphic organizer has really helped. I've told students three sentences, people stop reading after that. If you type paragraphs no one is going to read it. This keeps it short, sweet and meaningful for people looking at your posts.

Net is also in the Google folder, really effective for what we post on social media.

With that, my panel, I do not know how to get them on there. They should be here. Do I have my panel here yet? I will have them come on.

SPEAKER:

They are here just under my name.

DR MARY JO KRILE:

Perfect! How do I get them on mute and camera? (Laughs)

SPEAKER:

Jordan with the AUCD should be doing that, they want to turn their cameras on and you can spotlight them.

DR MARY JO KRILE:

While they are coming, I will talk about who we have. We have three people today. My fourth is at work and could not make it. These three students are the most wonderful people I know.

They were students of mine and... in my digital literacy class at the University of Tennessee and they use social media in their daily lives. They use it very well, I'm so proud of who they are, and they will share with us.

So, I will make my thing here. I see Blake. So, we have Blake, do we have Molly? Is Molly here today? I will talk about Blake while Molly – I do not know if Karlee is here.

Blake is one of the spotlighted right there. He is a University of Tennessee future graduates. He currently lives independently, and what ultimately? What else do you want people to know?

SPEAKER:

I cannot get my camera to focus on me, give me a minute.

DR MARY JO KRILE:

OK. (Laughs) The students are in our digital literacy class. They will talk about it. I cannot find Molly – if she not here yet? I might have like today.

(Multiple speakers)

SPEAKER:

There is several Lindsey Mulliss and asking them to turn their camera on. Hopefully you can see them and they can get correctly named.

SPEAKER:

Can you turn my camera on for me? I cannot get it on.

DR MARY JO KRILE:

Do have the camera button?

SPEAKER:

I have it on.

DR MARY JO KRILE:

There is Karlee and Molly! There you go. There is a camera, Blake. Just turn it right on you.

Molly and Karlee do you remember how to unmute? Hit the microphone. We practised Zoom last night. (Laughs) There is Molly, she is unmuted

Blake muted himself. Molly is a future graduate of the University of Tennessee, Molly works at the Children's Hospital and she uses social media for student government stuff at the University of Tennessee, she has a lot of best buddies pages that she does, she will talk about that.

Karlee works full-time – or works at Calvert (?) and she is one that is fabulous at social media safety and she will share us with that.

Before we get going, I will ask them some questions, they are super excited to be here. So, let's start with... here's our first question.

You guys and I talked about this yesterday. Before you get going on social media stuff, who would like to talk about how they use social media and what they like about it? I will choose Molly first. She is the one that she could talk forever. (Laughs)

SPEAKER:

-- I use social media to touch base with my friends, and I do that on social media, and doing a lot because social media is a place to talk more about it, and also have chat with your friends, and see their lives, and check with other people about it.

I use social media for a reason. I use social media with my friend, Lucy Donaldson, at SGA.

DR MARY JO KRILE:

Molly has – is that a best buddy page where you and Lucy post things you do together on Instagram? With SGA she was in charge of looking at who is following Student Government and what they are doing on the Student Government pages.

You use it to keep in contact with your friends, don't you?

SPEAKER:

Yes.

DR MARY JO KRILE:

We talk a lot on social media. She likes, comments, and assures lots of great posts. What kind of post do you share on social media?

SPEAKER:

I share what is new and good for posting, and I normally check my spelling and grammar to make sure it's right, before he posted.

DR MARY JO KRILE:

You do, don't you? You triple check your posts to make sure you spell it and used grammar quickly. She is great at doing that.

The other big thing you told me yesterday is you post what?

SPEAKER:

I don't post personal things. I post hopeful things. To help other people feel good about themselves.

And posts about bullying like you talked about before.

DR MARY JO KRILE:

Karlee, do you have anything you want to hear about how use of social media?

SPEAKER:

I use YouTube, Instagram, and Pinterest.

DR MARY JO KRILE:

Yes, you do. How do you use them?

SPEAKER:

On Pinterest, I create boards, and I save it.

DR MARY JO KRILE:

Yes, she is big on workout plans. If anyone needs a workout plan, follow her Pinterest. (Laughs) You follow a lot of YouTube vloggers on Instagram. What else?

SPEAKER:

I use YouTube, and I motivate myself in the mornings.

DR MARY JO KRILE:

Yes, you do! You do. You follow a lot of your friends?

SPEAKER:

Yes.

DR MARY JO KRILE:

Awesome.

DR MARY JO KRILE:

What is your favourite social media to use? Which platform?

SPEAKER:

It's hard to choose.

DR MARY JO KRILE:

All of them! (Laughs)

SPEAKER:

Yes. (Laughs)

DR MARY JO KRILE:

Molly told me yesterday. What did you tell me about Instagram?

SPEAKER:

I follow my friends, and all the ways to use it.

DR MARY JO KRILE:

Yep. What about Blake – are you still there?

SPEAKER:

Yes.

DR MARY JO KRILE:

We will go to Blake. How to use social media?

SPEAKER:

I use it for a couple of different things. I use it to stay in contact with my friends, and I use it to post different things related to my day-to-day life in some cases.

DR MARY JO KRILE:

You do, don't you? You are a good poster. What is your favourite social media platform?

SPEAKER:

That's not something I think about a lot, but I really like Facebook, and Instagram, Instagram you cannot really post messages. You can only post pictures. That's one downside to it.

Sometimes I will put a joke on there to irritate my dad and family. (Laughs)

DR MARY JO KRILE:

Yes. Facebook, Molly loves Instagram, Karlee loves them all.

Molly told me the other day that Instagram gets addictive, right? (Laughs)

SPEAKER:

You've got a point.

DR MARY JO KRILE:

You've talked about social media addiction. (Laughs)

Next, we will talk about what most people want to hear from you. How do you guys stay safe on social media? Karlee, we will start with you, because you are good at this one... How do you stay safe on social media?

SPEAKER:

I block and report.

DR MARY JO KRILE:
Was that hard to learn?

SPEAKER:
No.

DR MARY JO KRILE:
No. What about posers and catfisher's, do you remember that?

SPEAKER:
Yes.

DR MARY JO KRILE:
How do you figure out who is a catfisher and a poser?

SPEAKER:
If you see their picture, report it.

DR MARY JO KRILE:
If the picture is the same as someone else, right?

SPEAKER:
Right.

DR MARY JO KRILE:
Can you tell us about (Unknown Name)?

SPEAKER:
Amis Lee (?), one of them copied it and followed a fan. And all she did was report it.

DR MARY JO KRILE:
How did you know it was not actually Amis Lee?

SPEAKER:
Because it has to be with a blue dot with a checkmark.

DR MARY JO KRILE:
Yes, your verified celebrities, right? What Karlee is talking about is making sure that celebrities you follow have that blue with a white checkmark in it and making sure they are verified. If they are not, it is usually not who they say they are.

Molly, how do you stay safe on social media?

SPEAKER:

I stay safe on social media and make sure that nobody is saying mean things about me, and if I'm being bullied on social media.

DR MARY JO KRILE:

What do you do if somebody is bullying on social media?

SPEAKER:

I will try to block them and not be their friend.

DR MARY JO KRILE:

Yep. Who do you talk to if something happens like that?

SPEAKER:

My parents and my friends.

DR MARY JO KRILE:

You do. Molly had me as one of her top three trust in and I moved away from her. (Laughs) But we still talk. Like, how do you stay safe on social media?

SPEAKER:

I haven't done any reporting in a while, but one of the things I do (Static) on Instagram and Facebook, that's what I'm trying to say. I try to be careful with what I post, because if you're not careful, there are people that post a lot of junk.

DR MARY JO KRILE:

And some things you do not want to see, right?

SPEAKER:

That's my whole point.

DR MARY JO KRILE:

Blocking and reporting is a big favourite among all of these people here. How did you guys learn to stay safe on social media?

SPEAKER:

Your class.

DR MARY JO KRILE:

(Laughs) I set you up for that one! Yes! Was it hard to learn? Or was it easy to learn how to be safe on social media?

SPEAKER:

It was intense.

SPEAKER:

It was easy for me to be safe on social media.

(Multiple speakers)

DR MARY JO KRILE:

Awesome.

SPEAKER:

I learned that from you.

DR MARY JO KRILE:

Karlee will send me messages and also, "I think I have some potential scams." Right, Karlee? She is pretty good at that. What else do you guys want people to know about social media? And how you use it? And how you stay safe? What advice do you have?

SPEAKER:

One of the ways I use it over the years, this is before I went to UTE. Always be careful about celebrities, because no matter if you're on Facebook or Instagram, there are people who might post pictures and I must know them well, and they do not have a mark, it is not a good idea to tag them.

DR MARY JO KRILE:

Yes. Without asking, right? Without asking for consent? Yeah. Do any of you use TikTok? I do not think you do, do you?

SPEAKER:

Some of my friends do, but I do not.

DR MARY JO KRILE:

Karlee doesn't, you only use Facebook and Instagram, Blake, do you use TikTok?

SPEAKER:

I never understood it.

DR MARY JO KRILE:

we have learned it in my class little but that was not a favourite. I do not think and of use SNAPCHAT, either, right?

SPEAKER:

I usually use snapshot but somebody started following me, so I stopped using it.

MARY JO KRILE:

Molly wishes talking about how that was the platform she was getting cyber bullied. It's harder to report on so she just stopped using it. Good choice right Molly?

SPEAKER:

Yes.

MARY JO KRILE:

Yeah you're much happier without it. What else do we need to know about social media? Carly what happens if we get audio calls from scammers?

KARLEE:

What we do is put our ringer off and turned on our volume.

MARY JO KRILE:

She just ignores it. Nope, not today I don't know that person I am not answering. These three have great social media skills.

What else do you guys want to talk about? Why do you think it is important for people like you to use social media?

SPEAKER:

Safety, about being careful and... (indiscernable)

MARY JO KRILE:

Blake is moving. Do you think it is important to use social media to stay in contact with friends?

SPEAKER:

It's very important to me because it is hard for me because I do not see my friend so often. Some of my friends can be out of town and it cannot see them.

MARY JO KRILE:

Molly and I stay in contact their Instagram adult weight?

SPEAKER:

Yes.

MARY JO KRILE:

Blake and I stay on Instagram too.

Carly you like to stay on top of pop culture right?

KARLEE:

Yes.

MARY JO KRILE:

Using social media house that helps you stay current with pop culture?

KARLEE:

It is important to me to make sure it stays safe.

MARY JO KRILE:

That is important. Do you follow celebrities you like?

KARLEE:

Sometimes.

MARY JO KRILE:

And you make they sure they are verified right?

KARLEE:

Yes.

MARY JO KRILE:

And you watch a lot of vloggers on YouTube and Instagram? What to do with makeup?

KARLEE:

Right.

MARY JO KRILE:

You can learn a lot from social media. Blake do you follow any celebrities or TV shows on social media?

BLAKE:

I don't want to be teased about it. Besides the point, yes I follow one.

MARY JO KRILE:

I follow a lot. I have a lot of celebrities.

Molly, you share a lot with Lucy on your best buddy page. What do you post on there?

SPEAKER:

We post about our adventures and... Our nails anything that is fun. Mostly...

MARY JO KRILE:

Do you have a lot of people following that page?

SPEAKER:

Yes. We get a lot of comments and likes.

MARY JO KRILE:

You do don't you? But you also share a lot about what you do with best buddies and down syndrome

awareness days and things like that?

SPEAKER:

S.

MARY JO KRILE:

Molly has a good page if you want to see how she advocates on social media. What is the page called Molly?

SPEAKER:

(indiscernable)

MARY JO KRILE:

This is on Instagram right? Adventures of mol and lou. And they show a lot of their friendship it's really awesome. If you want to check that out, it's a great page to go and see how others are advocating on social media.

What else do we want to share?

BLAKE:

I will share something. How I use Facebook and sometimes communicate with people is through my Facebook page.

Basically, you do not know my real name. My last name is (Name) and I do not share that with a lot of people because I do not people to hack my system.

Anyhow, if you want to check out my page you're welcome. It's just your regular Facebook page and has my picture on it...(Laughs)

MARY JO KRILE:

You have started a lot. You're writing a book and start posting that on Facebook right?

BLAKE:

I've actually finished it.

MARY JO KRILE:

He has a lot of things that are good reads too.

Have any of you used discord? Do you know what that is? I do not think you do. It's a newer one.

Blake are you a videogame?

BLAKE:

I used to be a videogame freak but I'm not that much anymore.

MARY JO KRILE:

Have ye heard of discord?

BLAKE:

No.

MARY JO KRILE:

What else? Is that about it? I can think of anything else he wanted to talk about?

BLAKE:

I'm also going to say this,...

MARY JO KRILE:

And you do share that also on social media.

BLAKE:

Yes.

MARY JO KRILE:

Perfect, I think that's all the questions I have for you. I appreciate you coming in chatting with me today.

BLAKE:

You are welcome.

MARY JO KRILE:

IOU all coffee.

BLAKE:

No thank you.

MARY JO KRILE:

You can hang out here or we can chat after. I'm going to close this up and we will be done in six minutes.

BLAKE:

OK.

MARY JO KRILE:

Are there any questions from the audience? Yes thank you for coming. I really appreciate it. A lot of you had to work.

Check out Molly and Blake's pages, Carly post every now and then. She is very strategic about what

she posts so she does more private things for her friends and keeps her profile private. Don't you Carly?

KARLEE:

Yes.

MARY JO KRILE:

While you guys are typing I will need to get this down to one person.

I have some things coming up, these are key resources for cyber safety. They are really good ones. A lot of it though will have to be adapted for any classes that you use it for. Thorne is a really good one, Ashton Kutcher found that one. It's to help prevent and help children learn about predators and block and report them.

It talks about sexing a lot on that one, and guides about how to talk about it.

The exciting thing that is coming up, is my own website. It is called digital citizenship for all and what this will have his free resources for teaching cyber safety and digital literacy skills to any students. The goal is for it to be K through 12 but write notes targeted towards young adults and students with disabilities.

We will have parents, guardian and caregiver resources. Educated lesson plans and student pages. For example one we have Artie belt is text talk. They can find the text talk acronym like LOL that they want to learn what it means. They scroll over it, it will take them to a page that says this is what LOL is and how we use it and how it is practised. There's a little place they can practice using the text talk. We also have interactive games where they can see actual messages and identify them as cyber bullies, predators, scams or hacking.

There will be a patron advocates too.

This is not released yet, hopefully at the end of June. If you want to be put on that list please send me an email at my email there maryjo.krile@eku.edu.

Other things, there are a lot of... I will send it to Lindsay so you can share with all of a UCD two.

There will be a lot of things added to that website, the visuals for knowing what a catfish is and how to identify it. How to cope with the motions of being cyber bullied or ghosted, how to keep private information private. Lots of new resources being added.

Again, if you have any questions at any time there is my email. I am happy to help with anything and share any resources that we have.

That is what we have for you today, I am so excited you all came to be with me on a Tuesday at the end of May when things are crazy (laughs).

Have a great rest of your day and I will hang out with anyone if anyone has any questions.

I will stop my share here.

LINDSAY SAUVE:

Thank you everyone who join us online. I know someone in the chat was mentioning wanting to know more about individuals who unintentionally...

MARY JO KRILE:

I forgot about that one.

LINDSAY SAUVE:

Is the only one that we did not hit on.

MARY JO KRILE:

Alright. (Reads)

That falls in with Netiquette and I have a lot of things about that to learn what I am posting and taking a look back on... For a lot of things that that would have done his screen shouted the message and talk to them about it. If someone said this to you, what would that feel like?

Really talking about showing these messages and saying this is something that would be an appropriate online. What is inappropriate online? What is the criteria for inappropriateness?

Having that discussion about and showing, this might be an appropriate. Sometimes it happens, sometimes they post things like that. But really talking about showing real life examples of what would be inappropriate and talking about it.

Why would someone want to... Having to go in and show those messages and pull it apart and say hell is this an appropriate and talking about what is an appropriate.

There are Netiquette rules we developed for that which will be on the website. I could talk for an hour about that one.

LINDSAY SAUVE:

Also know that Paul has their hand raised.

SPEAKER:

Thank you again for your presentation. May I share some of the information presented with the autism's site?

MARY JO KRILE:

I am happy to share.

SPEAKER:

Thank you very much ma'am, I will see myself out and thank you for the wonderful presentation.

DR MARY JO KRILE:

I'm happy to help out anyway.

LINDSAY SAUVE:

We will work on getting the resources to send out wanted available. Dr Krile and our panelists, Blake, Molly, and Karlee.

DR MARY JO KRILE:

(Laughs)

LINDSAY SAUVE:

That was wonderful. Thank you so much for your time today. And your expertise.

DR MARY JO KRILE:

Thank you everyone who joined us. Coffee when I'm in Knoxville! (Laughs)

LINDSAY SAUVE:

Wish I could be there.

DR MARY JO KRILE:

It was so sweet.

(Multiple speakers)

(Laughter)

DR MARY JO KRILE:

We had lots of coffee in that class and it was a good time. These are some of my star social media users.

Live captioning by Ai-Media