

A GRAND CHALLENGE: SOCIAL MEDIA MONITORING, CONCERNS, AND
AUTHORITY IN GRANDFAMILIES

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The following faculty members have examined the final copy of this thesis for form and content, and recommend that it be accepted in partial fulfillment of the requirement for the degree of Master of Arts with a major in Communication.

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ABSTRACT

As of 2010, an estimated 7.5 million children live in a household maintained by a grandparent (U.S. Census Bureau, 2010), indicating a social phenomenon that transcends socioeconomic status, ethnicity, or cultural differences. While some grandparents acknowledge that there are benefits to raising their grandchildren, literature suggests there are many challenges for these family units. Currently, no known research examines how grandfamilies, or families in which the grandparent takes on the primary caregiver role, navigate social media use. Although not yet studied, it is possible that grandparents raising their grandchildren will have more difficulty monitoring social media use than traditional families due to the digital divide, or the age inequality opened by the development of digital means of communications (McQuail, 2005).

By using dyadic interviews, this exploratory study addresses social media monitoring strategies, concerns about social media, and navigating expertise in grandfamilies. The interview questions, grounded in mediation theory, focus on mediation practices, common social media concerns, and navigating authority. The grounded theory approach was used to thematically analyze the data. Through this process, several themes were found in the grandparent interviews, including similar monitoring strategies, caregiver concerns, and navigation about authority. Themes in grandchild data included similar strategies in content management and feelings of superior understanding of social media.

A Grand Challenge: Social Media Monitoring, Concerns, and Authority in Grandfamilies

Introduction

The number of children living with their grandparents in the United States has increased by 50 percent since 2000 (Jackson, 2011), indicating a social phenomenon that transcends socioeconomic status, ethnicity, or cultural differences. Grandfamilies, according to Dr. Cathy Cooper, who has received a variety of degrees as a health professional, in *Kinship Families: Grandparents and Other Relatives as Primary Caregivers for Children*, is defined as, "...families where grandparent, great-grandparents or other relatives assume the role of primary caregiver for a child (or children) whose biological parents are unable (or unwilling) to do so" (p. 27). As an estimated 7.5 million children live in a household maintained by a grandparent (U.S. Census Bureau, 2010), grandfamilies are becoming an increasingly common reality for families in the United States.

While some grandparents acknowledge that there are several benefits of raising their grandchildren, including a renewed sense of purpose (Burton, 1992; Minkler & Roe, 1993; Jendrek, 1994, Fuller-Thomson & Minkler, 2000), a second chance at raising a child, companionship, and the opportunity to nurture relationships with their grandchildren (Hayship & Patrick, 2003; Langosch, 2012; Sampson & Hertlein, 2015), these family units also face difficulties unique to their situation. Cooper argues, "Grandparents...assume the role as kinship caregiver unexpectedly, and are unprepared for the addition of one or more children into their home," (2012, p.28). The grandfamily population has been studied in the context of stress due to an increase in daily demands,

concern about finances, and the ability to meet their own (as well as their grandchild's) emotional and physical needs (Cooper, 2012). However, there is little research that exists on grandfamily communication. Additionally, grandfamilies struggle with many of the same parenting dilemmas that traditional parents do, including monitoring the child's media use (Dolbin-MacNab & Keiley, 2009), especially as 18-29 year olds continue to be the largest growing group of social media users (Pew Research Center, 2014). No known research has examined how grandfamilies navigate media use, and more specifically, social media use, which continues to grow as a presence in the lives of young people.

Social media, which become popular around 2005 (O'Keeffe & Clarke-Pearson, 2011), is a concern for many parents. Often, as explained through mediation theory, parents will attempt to monitor or limit their child's social media use. Guardians are specifically concerned about negative consequences of social media, including over-use, cyber bullying, and inappropriate content. Although not yet studied, it is possible that grandparents raising their grandchildren will have more difficulty monitoring their grandchild's social media use due to a "digital divide." The digital divide, explained by McQuail (2005) is, "the various inequalities opened up by the development of computer based digital means of communication," (p. 554). One such factor influencing these inequalities is age. As Lodges and Jung argue, "The existence of a digital divide between old and young Americans has been well documented," explaining that younger people are more likely to use the Internet than older (2001). This poses a unique problem for grandparents and grandchildren living together: how do grandfamilies mediate and communicate about social media use while navigating, and how do grandparent caregivers, who may have a limited understanding of the online world and social media,

navigate this issue with their grandchildren? This exploratory qualitative study will address these questions.

Literature Review

Kinship Care and Grandfamilies

Winkour et al. argues, “Every year, a large number of children around the world are removed from their homes because they are abused, neglected, or otherwise maltreated,” (2009, p.5). The removal of a child can occur due to a multitude of circumstances in the home, including abuse, maltreatment, neglect or abandonment, drug addiction, incarceration, homelessness, deportation, military deployment, death of a parent, and for many other reasons (Langosch, 2012; Font, 2014).

To address this, “kinship” care is becoming a more common alternative to the traditional foster care system (Langosch, 2012). In the foster care system, children are removed from their home and are placed with an unrelated set of foster parents (Winokur et al, 2009); kinship care uses a family member as an alternative guardian. According to the Child Welfare Information Gateway, a service of the U.S. Department of Health and Human Services and the Administration for Children and Families, kinship care exists in three forms: informal, voluntary, and formal. Informal kinship care refers to an arrangement that is made by the parent and other family member without involvement from the child welfare or juvenile court system (Child Welfare Information Gateway, 2010). These arrangements can end unexpectedly, as the parents of the child can take back custody at any time. Additionally, these caregivers often face difficulties enrolling the child in school, enrolling the child in health insurance, or giving permission to give medical care. Voluntary kinship care refers to children who live with relatives and the

welfare system is involved, but the state does not take legal custody (Child Welfare Information Gateway, 2010). This can happen for a number of reasons. One example includes the voluntary forfeit (possibly due to treatment of substance abuse or mental illness) of the child to a relative, with the guidance of the welfare system. The last type of classification is formal care, in which the child is in the custody of the state, but the caregiver has physical custody. In these circumstances, the caregiver answers to the court (Child Welfare Information Gateway, 2010).

The goal of kinship care, as opposed to the welfare system, is to help preserve the family unit. Of the almost half a million children who are in out-of-home care, approximately one in four is in kinship care (Font, 2014). Studies have shown that children in kinship care, who are likely coming from a traumatic situation, have a reinforced sense of identity and heightened self-esteem due to living with family members they already know and trust (Wilson, 1996). Additionally, kinship care is perceived as more normative and less stigmatized than children in nonrelative kinship care (Font, 2014). Specifically, many kinship care families can be classified as grandfamilies, a term that helps identify a family unit in which children are raised by their grandparents (Edwards, 1998). Grandfamilies can live together in multigenerational families, or skipped-generation families. Generations United describes multigenerational families as households in which three or more generations live together (Generations United, 2011). Skipped-generation families are households in which only the grandparent and the child live together in one household (Generations United, 2011). In 2010, 7.5 million children were living in the same household as their grandparent, and 2.4 million of these children were cared for exclusively by their grandparent (2010 Census).

Many grandfamilies report that there are several positive aspects to living in this type of arrangement. Research shows that children are likely to fare better in the care of their grandparents, as opposed to being put in the welfare system (Langosch, 2012; Cooper, 2012). Compared to foster children, those in grandfamilies have been shown to have more emotional stability, are able to maintain connections with other family members, specifically with their brothers and sisters, and have an increased family bond (Generations United, 2014). Grandparents also report positive benefits to raising their grandchild. One benefit includes an increased sense of purpose in life (Generations United, 2014). Additionally, research has shown that grandparents raising their grandchildren benefit from giving and receiving love (Dolbin-MacNab & Keiley, 2009), and from a heightened sense of purpose at being an effective caregiver (Strom & Strom, 2011). In *Grandparents Parenting Again: Challenges, Strengths, and Implications for Practice*, Langosch (2012), examined case studies of grandfamilies and found that the grandparents in her study worried less about their grandchild's safety and whereabouts when in their care as opposed to living with their parent. Further, the study showed evidence that grandparents caring for their grandchild experienced a renewed sense of purpose, and the experience of raising a grandchild offered an opportunity for a renewed sense of pride in their family.

While some grandfamilies experience positive outcomes, grandfamilies are often faced with many unique challenges. As Mosby and Wamsley argue, "Grandparents who are raising their grandchildren have more physical disability and depression than their peers who are not raising grandchildren," (2012, p. 15). Unquestionably, raising grandchildren presents difficulties. First of all, the largest amount of children in

grandfamilies (61 percent) are at a precarious developmental stage, five or younger (Generations United, 2006), many of whom are now considered at risk due to a traumatic home life prior to moving in with their grandparent (Family Strengthening Policy Center, 2007). These children have a higher chance of "...educational, behavioral, physical, and psychological problems," (Winkour et al, 2009, p. 7), which is linked to grandparent stress (Mosby & Wamsley, 2012). Often, grandparents enter caregiving situations unexpectedly, and many had been looking forward to assuming the traditional grandparent role and other future plans (Langosch, 2012). Grandfamilies often face financial challenges, too. In fact, "One in four children who live with their grandparents are poor (25 percent) compared to one in five children living with their parents (20 percent)," (Generations United, 2014, p. 2). These families struggle with higher poverty rates, and taking on parenting causes additional economic stress (Sampson & Hartlein, 2015). Furthermore, these stressors paired with the greater frequency of impaired physical health, cause "...a higher level of distress, emotional problems, clinical depression, and insomnia," (Sampson & Harlein, 2015, p. 77). Cornelius et al. (2002) reported that grandparent caregivers had low educational achievement, limited income, and no preparation for their new role.

In addition to emotional, monetary, and physical stress, grandfamilies also face communication barriers. Family communication, or, "...the way verbal and non-verbal information is exchanged between family members," (Peterson & Green, 2009, p. 1), is incredibly important, because it determines the atmosphere in which the family operates. Open, honest communication creates a strong family, while poor communication is often found in unhealthy family relationships (Peterson & Green, 2009). There is not a

substantial amount of literature about grandfamilies and communication. However, there are some studies that briefly touch on communicating in grandfamilies, or specific aspects of communication. For example, Cornelius, et al. (2002) focused on sexual communication in grandfamilies in their qualitative and quantitative study. Focusing on African American sexual communication, they found this population had difficulty discussing sexual topics with their grandchildren. Richardson and Gleeson (2012) interviewed 120 formal kin care providers. While not specifically focused on grandfamilies, 38 percent of the caregivers surveyed were caring for their grandchild. The study focused on family functioning, parenting styles, and child functioning, asking whether parenting styles and family functioning predict ratings of child behavior. One specific subscale measured was communication effectiveness, or, the “family’s ability to effectively transmit and receive verbal messages” (p. 115). They found that over half (51.7%) of the caregivers interviewed rated their family’s ability to communicate in the normal range, while almost half (48.3%) rated their communication problems as clinically significant.

Parenting in the Social Media Age

Since the early days of foundational communication research, scholars have been interested in parental efforts to mitigate the negative effects of media on children (Clark, 2011). “At times, parents seem engaged in a constant battle with their children as they seek to balance the educational and social advantages of media use and the negative effects that some content or mediated contact might have on children’s attitudes,” (Livingstone & Helsper, 2010, p. 4). Research has shown that to cope with these stressors, parents employ a variety of practices to control or monitor their child’s usage.

This process is termed, “mediation,” which according to Warren (2001) is any strategy parents use to control, supervise or interpret media content for their children. Now referred to as parental mediation theory, this theory contends that parents use interpersonal communication strategies in an attempt to intentionally intervene between media and child (Clark, 2011). Parental mediation theory is a hybrid theory grounded in social, psychological, and media effects research, with emphasis in interpersonal family communication between parent and child (Clark, 2011). Although literature was primarily focused first on the negative effects of media, the theory has moved to encompass all intentional efforts made by parents to mediate their child’s media use (Clark, 2011).

A significant amount of literature surrounding parental mediation theory is quantitative in nature and focuses on children’s television consumption and the occurrence of television mediation in the home (Valkenburg et al., 1999; Clark, 2011). Until 1999, mediation literature lacked an encompassing, focused approach to measuring parental mediation of media. However, following seminal research studies by Valkenburg et al. (1999) and Nathanson (1999), mediation measures changed. Both studies attempted to clarify the types of television mediation in which parents engage; Valkenburg et al. (1999) created a reliable measurement via a parental mediation scale, while Nathanson (1999) used survey data to specifically focus on the relationship between parent mediation of television and children’s aggressive tendencies. Notably, Valkenburg et al. (1999), using telephone interviews of children and parents, developed the first reliable mediation measurement instrument, called the Perceived Parental Media Mediation Scale. Based upon prior television research, the authors propose three strategies parents

use to mediate: restrictive, instructive/active (Nathanson, 1999), and covieing.

Restrictive mediation describes a mediation style in which the guardian sets rules for viewing or prohibiting viewing (Valkenburg et al., 1999; Nathanson, 1999; Nathanson, 2001). This can include the amount of time, certain programming, or location of use. Additionally, this can include rules communicated within the family, or technical restrictions set up through the medium, including blocking or filtering (Livingstone & Helsper, 2010). Instructive/active mediation is the process of discussing aspects of programming with children, which can happen before or after programming. This can include explanations about things that happen on shows, and the good/bad actions taken by characters (Valkenburg et al., 1999; Nathanson, 1999; Nathanson, 2001). Finally, covieing involves the parent remaining present while the child consumes the medium, but the parent does not comment on the negative/positive effects or content (Valkenburg et al., 1999; Nathanson, 1999; Nathanson, 2001).

Clark (2011) argues that one of the limitations of parental mediation theory is the orientation of research toward television, causing large gaps in the way we understand parental mediation of other forms of media. However, some researchers have attempted to fill the gap by focusing on media other than television. Mediation research, undertaken by Nikken and Haas (2015), has shown that “new media” including the Internet, video games, and social media brings about potentially new problems for parents. The researchers surveyed parents using the parental mediation theory strategies, and found that mediating their child’s new media puts them in a stressful situation on a daily basis (at least 2 out of 3 parents said that out of the 11 point mediation measurement, each measure was “very much” an issue in their daily mediation practices). Similarly,

Livingstone (2007) looked to understand how new media platforms influence family life. Using two prior surveys (conducted by UK Children Go Online and Young People, New Media), Livingstone's secondary data analysis indicated that media mediation was the fourth most common reason for friction within the family. In a follow-up study, Livingstone and Helsper (2008) surveyed more than 1,500 children and almost 1,000 parents about ways in which parents are now regulating their children's online activities. They found all three of Valkenburg and colleague's strategies (restrictive, instructive/active (Nathanson, 1999), and covieing) as common strategies for computer and Internet use, but with two differences. Firstly, the research indicated that Internet covieing is not as common as television covieing, likely due to the differences in contexts in which television and Internet are consumed. Perhaps the most significant finding is that parents are using strategies they once used for television, but are adapting them slightly to mediate their children's Internet use.

Social media, as defined by the Clinical Report, *The Impact of Social Media on Children*, is "Any web site that allows social interaction is considered a social media site, including social networking sites," (O'Keeffe, & Clarke-Pearson, 2011, p. 800). Many parents struggle with their child's usage of social media, which includes, but is not limited to Facebook, Twitter, Instagram, Snapchat, Yik-Yak, Digg, YouTube and Kikk (Asur & Huberman, 2010), especially as new media is appearing in households quicker than ever before (Nikken & Haan 2015). *The Clinical Report: The Impact of Social Media on Children* (2011) explains, "Using social media web sites is among the most common activity of today's children and adolescents," (p. 800). Social media is changing the way families communicate, and as Nikken and Haan argue, "Media, at home may

pose a strain on parents with young children,” (2015, p.1). One specific concern is the amount of time spent on social media sites. As the Internet is time-consuming (Mesch, 2015), many parents worry that their children spend too much time on social media, and not enough time on homework or other responsibilities, or getting a restful night of sleep (O’Keeffe & Clarke-Pearson, 2011). Livingstone and Helsper (2007), when attempting to measure parental regulation of media, measured media frequency by asking, “How often do you use the Internet?” on an 8-point scale: 1 (never) and 8 (several times per day). Another concern is appropriateness of content. Some children can become involved in inappropriate content, which can include either cyber bullying (online harassment) or sexting, which according to O’Keeffe and Clarke-Pearson is, “sending, receiving, or forwarding sexually explicit messages, photographs, or images via...digital devices,” (2011, p. 802). Additionally, many parents have concerns about inappropriate content from strangers, including sexual solicitation and sexual exploitation by predators (Subrahmanyam & Greenfield, 2000). Finally, another concern is the lack of privacy that social media allows. While users have control over the privacy settings on most social networking sites, and research has shown that young users use privacy controls (Third et al, 2011), it is still possible for messages, photos, and other communication to be shared with audiences for whom it was not originally intended (Subrahmanyam & Greenfield, 2008). In summary, social media often acts as a platform for poor time management, inappropriate content, online predators, and privacy threats, causing parents to worry about the risks involved.

“Parents often lack a basic understanding that kids’ online lives are an extension of their offline lives. The end result is often a knowledge and technical skill gap between

parents and youth, which creates a disconnect in how these parents and youth participate in the online world together,” (O’Keeffe & Clarke-Pearson, 2011, p. 801). Certainly, the vast expansion of Internet connections has caused significant change within the family unit. As technology changes and social media platforms grow, families often undergo technological domestication, which according to Mesch, is “...a process in which new technologies, by definition to a significant degree unfamiliar, and therefore both exciting but possibly also threatening and perplexing, are brought (or not) under control by and on behalf of domestic users,” (2015, p. 4). Haddon (2015), reviewing the *EU Kids Online* study, an eight-year study funded by the European Commission, looked specifically at the interview and focus group data, focusing on the child’s responses regarding parental mediation. Some children interviewed expressed the perception that parents do not actually understand the online world, causing them to think less of their parent’s advice, an issue Haddon terms as “parental ignorance” (p. 6) of the Internet. Certainly, new technology, computers, and specifically, social media websites, require a specific set of skills, knowledge, and vocabulary (Nikken & Haan, 2015). Often, the process of technological domestication happens much faster for children than for their parents (Mesch, 2015; Livingstone & Helsper, 2008; Clark, 2011).

Grandfamilies, Social Media and the Digital Divide

Livingstone (2007) found that 92 percent of children claimed to feel “very or fairly comfortable using a computer,” and only 69 percent of parents felt the same. This has become known as the digital divide, something “that exists between those with digital expertise and those who lack it,” (Clark, 2011, p. 389). The digital divide, as previously discussed, is the inequality, or gap, between populations of people specific to computer

based communication (Udeze & Oko, 2013). Authors have identified that this is a source of family tension, particularly for parents who are less experienced with digital media than their children (Clark, 2011; Mesch, 2006). This can cause stress relating to family authority, particularly as children often perceive themselves as the computer expert (Mesch, 2006). The digital divide is possibly intergenerational; it can be logically conjectured that it extends between grandparents and grandchildren, and is possibly even magnified because of the larger age gap. As Lodges and Jung argue, “The existence of a digital divide between old and young Americans has been well documented,” (2001, p. 536).

From 1999 to 2011, the Telecommunications and Information Administration reported that seniors (55-65+), based upon national reports, use technology less than all other age groups (Telecommunications and Information Administration, 1999; Telecommunications and Information Administration, 2011). The administration reported in 2011, 45 percent of older Americans did not own a computer (compared to 16 percent of 6-44 year olds and 20 percent of 45-64 year olds). Additionally, with respect to the Internet, Olson et al. (2011), based on their “technology-experience” survey, reported that younger adults have been using the Internet longer (no younger adults reported less than three years of use, and about 15% of the older sample reported from less than 6 months to a year), and use it more frequently than older adults (the majority of the younger sample reported over 15 hours per week, the majority of the older sample reported five hours or less per week). Additionally, younger adults had significantly more experience (71% occasionally or frequently use the Internet, and 30% of older adults occasionally or frequently use the Internet).

The digital divide became a popular topic in research during the 1990s, thanks to the Internet and personal computers becoming more popular (National Telecommunications and Information Administration, 1999). Initially, the digital divide was understood at a basic level: that people either have access to technology or do not have access. However, as Internet access has become more prevalent and digital devices are more available, academic literature no longer supports this limited understanding of the digital divide (Eastin et al., 2015). “Approaching the digital divide in terms of have/have not implies that simply having access to technology is enough, and assumes all those who have access will use it in the same way,” (Eastin et al., 2015, p. 418). Rather, the flow of the Internet and technology into society has caused a shift in thinking of the digital divide in regard to not only resources, but also skill level, anxiety about technology, and use expectancies (Eastin et al., 2015; Lodges & Jung, 2001; Livingstone & Helsper, 2007).

Research has shown that there is a significant difference between amount of use and type of use between older and younger adults. However, as discussed above, the generational digital divide cannot simply be explained by “access” or “no access.” One explanation of the digital divide is skill level. Olson et al. (2009), pointed to clear knowledge boundaries for older adults (aged 65-90); even the older adults who reported using computers regularly indicated they had limited experience with functions, operations, systems, and software. Research has also shown that older adults (aged 60-91) report lower levels of technology efficacy, or belief in one’s own skills (Czaja et al., 2006). Additionally, Van Volkem et al. (2009) found that younger adults (aged 18-44) and middle-aged adults (aged 45-64) adapted to technology more easily than older adults

(aged 65 and older) and that there was a significant difference between older and younger adult's perceptions of user-friendliness. Older adults have also shown a tendency to feel more anxiety about using computers. Younger adults view technology more favorably, and feel more comfortable with using technology (Czaja et al., 2006; Van Volkem et al., 2014), while older adults report higher levels of anxiety (Van Volkom et al., 2014). Older adults have also shown to have different use expectancies for technology. While younger people often use the Internet to stay connected to others, and in fact feel anxiety if they leave their devices, like a cell phone or tablet, at home (Van Volkem et al., 2014), research suggests that older adults (65 and older) tend to naturally disengage (Lodges & Jung, 2001). Additionally, Van Volkem et al. (2009) showed a significant difference for communication preferences between younger and older adults. Younger adults were more likely to use technology to avoid communicating with someone face-to-face, while older adults had the tendency to prefer face-to-face interactions.

As discussed previously, any media that allows for social interactions or social networking can be defined as social media (Asur & Huberman, 2010). According to Madden et al, "Teens are sharing more information on social media sites than they did in the past," (2013, p. 2), and as half of teens report logging into a social media website once a day, and 22 percent of teens log into various social media websites at least ten times a day, social media is a growing concern for many caregivers. Research has shown that older adults (65 and older) are more anxious about technology and the Internet, and in line with this, they are not as involved with social media. The Pew Internet Project (2014) showed that 89 percent of 18-29 year olds are using a variety of social media sites, 65 percent of 50-64 year olds are using social media, while 49 percent of 65 year olds and

above are using social media. Of that 49 percent, 56 percent of those users are only on Facebook (Pew Internet Project, 2014).

No known research exists to provide specific insights into how grandparents, particularly those raising grandchildren, navigate these challenges in understanding and mediating new media. However, it has been proposed that the emergence of new media presents a challenge for these families. As Dolbin-MacNab and colleagues explained in their presentation, “Grandparents Raising Grandchildren: A dyadic analysis of parenting interactions,” parenting is challenging for grandfamilies not only due to stress, depression, and health concerns, but also due to a lack of updated parenting development knowledge, which stems from a more challenging social environment than the last time they parented. Additionally, the authors found that there were many parenting issues for grandparents, but one in particular was the use of technology (type and amount of usage). Although not yet studied in depth, Dolbin-MacNab et al. indicated that it is possible that grandfamilies are facing a unique challenge: the intergenerational knowledge gap could largely affect the success of grandparents mediating their grandchild’s technology use. Due to this gap in grandfamily and mediation literature, the current study poses the following research questions:

RQ 1: What, if any, social media mediation strategies are grandfamilies using?

RQ 2: What concerns about social media do grandfamilies have?

RQ 3: How do grandfamilies navigate authority and expertise about social media in the context of the digital divide?

Importance

As previously noted, the grandfamily population is growing in the United States; as of 2010, 7.5 million children live in a grandfamily. While living as a grandfamily provides benefits to both the grandparent and grandchild, the arrangement also causes stress, particularly on the grandparent, who is often not expecting to take on the parenting role again. It is possible that one of those stressors is navigating parenting social media usage in the presence of the intergenerational digital media knowledge gap.

While the digital media knowledge gap has been studied in “traditional” families, it has yet to be studied in the context of a grandfamily. The purpose of the current qualitative study is to understand the experience grandfamilies face when mediating social media, the concerns they encounter in social media, and how they navigate authority over social media, all within the context of the digital divide. Adding to grandfamily and mediation literature has the potential to shed light on this unique population and in relation to the way grandparents communicate about and mediate their grandchild’s social media.

Methodology

One way to understand the phenomena of grandfamilies and their mediation and negotiation of social media use is to gather information from one-on-one interviews with both the grandparents and grandchildren. As the members of each grandfamily reflect upon their experiences, their challenges, daily lives and realities become clearer (Sampson & Harlein, 2015).

Sample

Manning and Kunkel (2015) have recently posited that using dyads in qualitative research can "...illuminate or even create social realities," (p. 186). The dyadic method, or collecting data from different family members, has the potential to strengthen family studies (Manning & Kunkel, 2015). The current study aimed to encourage both the grandparent and grandchild to share their own perspectives by doing individual interviews. As some of the questions are sensitive in nature, the individual interview dyadic analysis, or the data collection process of individually interviewing different family members, (Manning & Kunkel, 2015) best fits the study. Manning & Kunkel (2015) encourage this process, explaining that it "...allows for researchers to be forthright and not worry about family members learning private information, opinions, or feelings" (p.188), as well as contribute to a deeper meaning of the situation by collecting two perspectives (Manning & Kunkel, 2015).

The current study aimed to recruit ten dyads for data analysis; however, due to the hidden nature of this population (Gottlieb, Silverstein, Bruner-Canhoto, Montgomery, 2000), nine interviews were conducted with grandparents and five interviews were conducted with grandchildren. In two of the interviews, both the grandmother and grandfather were interviewed, meaning 11 grandparents were interviewed in all. The researchers elected to use the individual interview dyadic analysis, which helped to more deeply understand the different perspectives in a grandfamily's social media mediation process. While this was the ideal data collection process, in one situation, the grandparent elected to stay in the room while the grandchild was interviewed. The findings from those interviews are used in this study. Additionally, in four interviews, the grandparents

decided to not allow their grandchild to be interviewed. This study also allows for the grandparent's (minus grandchild's) data to be used.

There were limitations for grandfamily participation in this study. Firstly, due to restrictions set forth by the IRB, grandchildren included in the study had to have been at least sixth grade age (ten years old). Secondly, the grandparent needed to have been caring for the grandchild in the last 12 months. Additionally, there had to be at least one grandchild living in the home, and the grandparent had to identify as being primarily responsible for meeting their grandchild's needs. By using a self-identified qualifier, the study allowed for recruitment of those in formal, informal, or voluntary grandfamilies. This grandfamily definition and set of criteria mirrors that of previous grandfamily research by Pigatti and Sanders (2012) in their semi-structured interviews and by Mosby and Wamsley (2012) in their focus groups.

Recruitment

Participants were recruited using several methods. Some participants were recruited via cold calls and emails from the Wichita, Douglass, and Augusta, Kansas public school districts with a script approved by the Wichita State University Institutional Review Board (IRB) (Appendix A). While school districts cannot give out information about specific grandfamilies to outside parties, they have the ability to pass on information to those that qualify as grandfamilies. Thus, the researcher contacted several principals and vice-principals, asking them to pass on information to relevant families. Others were recruited via snowball sampling and informational posters (approved by IRB) (Appendix B). Additionally, the researchers asked select instructors at Wichita State University to notify students in their courses that a study was taking place about

grandparent-headed households. Furthermore, connections via groups on social media websites were utilized, as well as online message boards that are relevant to this population. Some participants were recruited via their participation in prior grandfamily research conducted by the second researcher (Dr. Bertapelle).

Procedure

After providing informed consent, participants participated in semi-structured interviews in person, over Skype, or over the phone. The primary investigator conducted the interviews. As previously agreed upon by the first and second author, some of the interviews also included questions for a related study on grandfamilies and death communication that will be published separate from this thesis. However, not all grandparents were asked death questions, and no grandchildren were asked death interview questions.

The researchers' (and the IRB committee's) preference was to interview in person or over Skype to watch body language and facial expressions; however, over the phone interviews were used when necessary. If the in-person interview was chosen, the interview took place at the research participant's location of choice. One interview was conducted at Wichita State University and another interview was conducted at the participants' house. The grandparent participant was asked to read and sign a consent form for themselves (Appendix C) and a consent form for their grandchild (Appendix D) (both approved by IRB). The grandchild participant was asked to read and sign an assent form (Appendix E) (approved by IRB). The rest of the interviews were conducted via phone at the request of the participants. If the interview was conducted over the phone, consent from the grandparent and assent for the child was obtained verbally. If

participants were involved in prior research with the secondary author, they were asked to sign or verbally agree to an additional consent form relevant to the present study. Each form clearly explained to participants that if at any time they felt uncomfortable, they were allowed to refuse to answer a question or discontinue participation. To aid the interview process, each researcher has a relevant background to assist in the grandchild interview process. The primary investigator has six years of professional experience in conflict management and coping skills of school-aged children. Additionally, the secondary researcher has a background in grandfamily research, is a product of a grandfamily, and has completed extensive training in grief facilitation for school-aged children.

Each subject was asked, prior to the official interview, a set of demographic questions approved by IRB (Appendix F, Appendix G). Primarily focused on age, education, race, gender, the nature of how they became a grandfamily, etc., the demographic questions took approximately 5-15 minutes per interview. Once the demographic questions were complete, each interviewee was asked a series of questions, approved by IRB, regarding social media mediation strategies, social media risks, and authority on social media. The questions for grandparents and grandchildren were different (Appendix H, Appendix I). The interview questions were open-ended, allowing for each participant to elaborate as much or as little as they wanted to. The interviews took from 30 to 90 minutes for the grandparent. The interviews with the grandchildren took approximately 5-15 minutes. The primary researcher recorded the interviews and took notes throughout. All interviews, including the dyadic interviews, were completed in

one sitting. The proposed timeline for completion of interviews was approximately followed and can be found in Appendix J.

Following the completion of the interview, the grandparent was given a grandfamily resource sheet, created by the researchers (Appendix K). It contains informative websites and lists of resources for grandfamilies in Kansas. Additionally, all of the data, including the recordings, transcripts and notes, will be stored on computers in the locked university offices of the researchers. Upon disposal, any recordings will be erased and transcripts with identifying information will be shredded.

Data Analysis

Grounded theory approach, otherwise described as the “...logic of discovery...”, is one of the most influential models for analyzing qualitative data (Lindlof and Taylor, 2011, p. 250). The researchers used grounded theory approach to analyze the interviews. According to Lindlof and Taylor (2011), grounded theory approach is contingent upon three features. Firstly, grounded theory is “...grounded in relationships between data and the categories into which they are coded,” (p. 250). Secondly, the process of grounded theory results in developing categories, which happens by comparing units of data. Finally, grounded theory approach is dependent upon the fact that codes, categories, and category definitions will continue to change as more data is added.

The first stage of grounded theory is called coding and it involves classifying the interview data into as many categories possible (Lindlof & Taylor, 2011). It is possible that some of the codes created will originate from concepts or issues from prior research and understandings. This stage of open coding began immediately following the collection of data, particularly as the researcher’s memory of context is an important step

of this process (Lindlof & Taylor, 2011). The primary researcher transcribed all of the audio interview files. The transcript files and notes taken during the interviews were the primary tools used throughout the coding process. As the interview and coding process continued, the researchers began comparing each incident of a code with other codes. This method, called constant-comparative, determined which category each code fit in. As this happened, the researchers defined and re-defined the categories to encompass appropriate codes (Lindlof & Taylor, 2011). This included considering the category dimensions, conditions, consequences and its relationships to other categories. The third step of grounded theory approach is called integration. This step helped to reshape the researchers' categories and drew deeper understanding. This happened by creating codes (called axial codes) that produced connections between already existing codes (including context, conditions, consequences, etc.) Finally, dimensionalization was the final step in the grounded theory process. This involved identifying and solidifying categories and constructs, which included considering attributes and characteristics (Lindlof & Taylor, 2011). This process continued to happen until new information produced no change to the categories (otherwise known as theoretical saturation).

Findings

The dyadic and single interview process allowed for several themes to emerge through open coding. Within the current study's grandparent sample, grandparents found several strategies to mediate their grandchildren's social media use, including restriction, instruction/action, and monitoring. In addition to that, this sample of grandparents voiced several concerns, including inappropriate content, bullying, outsiders, and inability to maintain to control. Furthermore, the digital divide was prevalent within this sample,

especially in their concern regarding technology, and several different frustrations with the generation gap.

In the five interviews that were conducted with grandchildren, several themes emerged as well. Firstly, the grandchildren were aware of some, but not all of their grandparent's mediation practices. Secondly, they share several similar concerns with their grandparents. Thirdly, it was found that the grandchildren in this sample were creating their own strategies for dealing with those concerns. Finally, that they too perceive a digital divide that exists from a generation gap.

Restriction as a Grandparent Mediation Strategy

Current literature illustrates that restriction is a common mediation strategy in a traditional family unit's overall mediation strategy. Mediation theory (Clark, 2011), or any interpersonal strategy that attempts to intervene between media and child, is primarily based in television mediation. Restrictive mediation describes a style in which the parents set rules for viewing, which could include verbal rules or restrictions set up through the medium. Many grandparents in the current study discussed common tactics for restriction.

Firstly, some of the grandparents in this sample restricted their grandchild's use of wireless Internet as a tool to restrict their social media. Penny and Greg¹ explained of their granddaughter Ashley, "She asks if she can have her Wi-Fi time."² Additionally, Bob, who is currently raising four of his grandchildren, and the only African-American participant in the interviews, explained his grandson is only allowed to use his phone and

¹ All names used in this project have been changed to protect the participants' identities.

² All examples pulled from interviews can be found in Appendix L, interview transcripts, which correspond with pseudonyms. All names and identifying information have been removed from Appendix L.

social media when he's connected to wireless Internet. These grandparents felt as though restricting their grandchild's access to Internet was a way to restrict their grandchild's social media, although neither grandparent discussed if they were aware that social media can also be accessed by using a data plan. Another social media restriction was physical place for access. Again, Bob explained that one of his two granddaughters was allowed to access social media when she is in the "front room," or family room. Minnie and Dave, who took custody of their two grandsons, also prefer that their grandchildren access their social media accounts on the computer in the living room, rather than in their rooms. All three interviewees felt like restricting the place in which their grandchild accesses social media was an effective way to mediate, likely, due to the fact that social media is more easily monitored in a shared family space, like a family room.

Another common restrictive mediation strategy in this sample was time restrictions. Several grandparents alluded to rules they had created regarding the amount of time and time of day their grandchildren are allowed on social media. At least three of the nine grandparents had similar rules: either one or two hours each weeknight and two or three hours each day of the weekend. Furthermore, one grandparent stipulated that usage of social media was not to exceed over an hour in one sitting. Greg and Penny, who took legal custody of their grandchild from their adopted daughter, explained, "We time her. We have a timer." Additionally, some of these grandparents stipulated that their grandchildren's hour or two hours included all cell phone activity, including gaming or watching Netflix. Several other grandparents had restrictions about when their grandchildren were allowed to access their social media accounts. Seven of the nine grandparents had rules regarding no phones past bedtime, which differed within each

family unit (ranging from 9:00 p.m. to 11:00 p.m.) Additionally, several grandparents explained that their grandchild is not to use social media during certain activities, including church, dinner, or family time.

In addition to using time restrictions, the sample in the current study has discovered other ways to restrict their grandchild's social media use. Chelsea, who at one time was raising three grandchildren, but currently has only one in her custody, restricts her granddaughter from making her account public. "I can look at her profile and I caught where she's got it set on public and I said, 'No. Don't do that. Make it customized to where only certain people can see you.'" Additionally, several grandparents discussed privacy restrictions, which they had done by creating their grandchild's social media accounts for them. Four of the nine interviewees set up their grandchild's Facebook account. One grandmother indicated she would also set up her granddaughter's Twitter account if her granddaughter decided she wanted one. Furthermore, some grandparents in this sample identified as keeping track of their grandchild's passwords to various social media accounts. In fact, one set of grandparents talked about how they required their granddaughter to notify them when she had changed one of her passwords. "She has to write her passwords down so I can get into all of her stuff," explained Penny, "And if she changes a password and doesn't tell me, she's grounded."

Contact restriction was another common restriction strategy that emerged within this group of interviewees. Many of the grandparents in this sample restricted their grandchild's "friends" on social media. While not all social media sites use the term "friends" as the process by which users connect, most grandparents referred to their grandchildren's connections as such. For example, although Penny's granddaughter uses

Instagram, which terms its connections “followers”, Penny referred to her granddaughter’s Instagram connections as “friends.” Katie, who is raising two sets of sibling groups and works in Information Technology (I.T.), explained that she gives her grandchildren guidelines like, “Don’t friend anybody you don’t know.” This refers to situations in which a grandchild would friend strangers, which was restricted by many grandparents. Additionally, some grandparents had restrictions about accepting requests or followers from strangers their grandchildren didn’t know. Jennifer, who is raising a thirteen-year-old granddaughter, set up her granddaughter’s account to allow for only friends of friends to find her. In Penny’s interview, she described this as being “the circle,” or a group of people that were acceptable to friend or accept as friends. Certainly, most of the grandparents interviewed in this sample had their own definition of “the circle,” many of which only included known friends and family members. Similarly, some grandparents interviewed required that their grandchildren be friends with them on various social media websites; at least four grandparents explained that they are friends with their grandchild on Facebook, or follow their grandchild on Twitter. This is another identified restriction practice because some of the grandparents in the sample enforce this friendship as a required rule.

The final restrictive mediation strategy, which was found more commonly than any other restrictive practice in all of the interviews, was the practice of physically taking the grandchild’s cell phone from their possession. As 100 percent of the sample reported that their grandchild accessed some form of social media on a cell phone, this was often the easiest way for the sample to control their grandchild’s social media use. Taking their grandchild’s cell phone away happened in a variety of ways. Firstly, some grandparents

expected the phone to be taken to a central charging station or basket at a certain time of night (like bedtime). Additionally, other grandparents would take their grandchild's cell phone away if their grandchild was not spending enough time on homework, had failing grades, or was spending too much time on social media in general. However, for a majority of the sample (66 percent), if the grandchild was found to be using their device inappropriately, this was the most common solution for punishing poor behavior. Greg explained, "For the first six months, we had the device more than she did because there were rules that she was not willing to adhere to. She probably had it in her possession for two months of the first six," he continued, "I keep swearing I'm going to run it over with a car." Another grandfather likened the cell phone to keys of a vehicle, "Kind of like driving a car. Don't give her the keys and it's kind of hard to drive." Additionally, some grandparents felt this was their only option when it came to punishing inappropriate behavior on social media. Minnie said, "You know, restricting access is about the only way that we can control [social media use]."

Instruction as a Grandparent Mediation Strategy

Several seminal mediation strategy studies (Valkenburg et al., 1999; Nathanson, 1999; Nathanson, 2001) identify instructive or active mediation as another common form of media mediation. Instructive/active mediation includes discussing or communicating about different aspects of media. Many grandparents in the current study exemplified instructive/active mediation practices. Erica, who works at a community college and is raising her grandson explained, "I give my opinion. If anything, maybe he'll at least think about it." Several other grandparents explained that they have regular conversations about what is appropriate and not appropriate. This included discussions about their

grandchild's behaviors (cussing, inappropriate photos, drug-related content, gang-related content, bullying) and the behavior of others (predators). One hundred percent of the grandparents that were interviewed were identified as using instructive/active mediation techniques, many of which said they have "regular conversations" or "open conversations" with their grandchild about their concerns. Regardless of the content in question, all of the grandparents in this sample used communication as a way to inform their grandchildren about their expectations about behavior on social media. As Chelsea said, "Communication is key to the modern day teenager. And a lot of them won't talk. You've got to get that communication line open from the get-go."

One type of instructive/active mediation strategy was communicating using several different types of scare tactics. One such scare tactic was bringing up possible situations with threatening predators or stalkers. One grandmother explained to her grandchild that there are people who are able to pinpoint their location via social media, and that if her grandchild isn't careful, "they'll [potential stalker] find you before you know it." Additionally, several other grandparents used examples of people who had been kidnapped or attacked due to giving away personal or sensitive information on social media. Several grandparents used words like "stalker," "predator," and "crazy people" to define potential threats.

Another scare tactic as a form of instructive/active mediation was using examples from the media to illustrate the perils of social media to their grandchildren. Some grandparents used television as a form of an instructive scare tactic, including "CSI Cyber" and Lifetime movies. Bob explained that when programming relating to the dangers of social media comes on, "we point all that out." Additionally, some

grandparents used newscasts as another scare tactic. Karen said, “We read newspaper articles to her and show her on television what happened to this girl who was strangled to death when she was about to deliver the child of an older man she met online. We told her, if you put yourself in a situation like that, how can we help you if you’re in trouble?” Another grandfather alluded to kidnapping and rape as possible dangers, and illustrated those dangers by using media. Although social media for some of the grandparents interviewed is a challenge to monitor, it seems that television and newspapers are convenient ways for this sample of grandparents to illustrate possible threatening situations.

Additional scare tactics grandparents mentioned as a form of instructive/active mediation was using the permanency of media, threats to reputation, and even legal ramifications. Three grandparents instructed their grandchildren on the permanency of social media. Each explained that although their grandchild may think they’ve deleted something, once a post has been created, it exists forever. One grandmother said, “What they put out on social media stays there on social media or can be found. Even if they think they’ve deleted it.” Several grandparents in the study were aware that people monitor social media, even if their grandchild has identified that person as a friend. Essentially, some grandparents in the study were warning their children, as one interviewee put it, “You can’t even trust your friends.” Additionally, some grandparents were warning their grandchildren of the perils of ruining their reputations via social media. Two sets of grandparents used sexting scandals, which had happened at local high schools, as case studies for their grandchildren about the devastation of social media destroying reputations. As one grandmother explained, “I’m sure that girl that sent that

picture to her boyfriend thought it was going to be his exclusively and it wasn't. You cannot trust that that media is going to be used the way you intended it." This grandmother further explained that reputations can be ruined by putting inappropriate photos on social media websites. A final scare tactic as a form of instructive/active mediation was using the possibility of legal ramifications of inappropriate behavior on social media. One grandfather explained to his grandson that were the 18-year-old grandson to send or receive any type of nude picture from a younger female, he could possibly be arrested and consequently charged with being a sexual offender. Another set of grandparents, referring again to a sexting scandal at a local high school, discussed with their grandchildren that the police could have pressed charges against the 100+ high school students involved, warning their own grandchildren of the possibility of police action against such behavior. As one grandmother, who was extremely concerned about the possibility of one of her grandsons being involved in a sexting scandal said, "It can happen anywhere."

In addition to using scare tactics as a form of instructive/active mediation, another form was communicating about their power of using consequences, were the grandparents to find anything on their grandchild's social media accounts they didn't approve of. As instructive/active mediation is a form of mediation that includes discussion, the tactic of discussing consequences can be classified as an instructive tactic. The fact that this is not mentioned specifically in social mediation theory is likely due to the fact that, as Clark (2011), has found, the vast majority of mediation literature is focused on television mediation. Furthermore, Livingstone and Helsper found in their 2008 study that parents are taking strategies once used only for television mediation and

are adapting them slightly to the Internet, and thus, likely, social media. In discussing consequences for negative behavior on social media, Greg explained, “There’s consequences. She understands there’s consequences to her actions...She doesn’t get to go and just do whatever she wants to do.” Certainly, most of the grandparents interviewed communicated consequences about taking the cell phone away. One set of grandparents threatened to “run the cell phone over with a truck.” As the majority of the grandparents interviewed used physically removing the device on which social media is accessed as a form of restriction, it’s not surprising that they used this in their instruction techniques as well. Another grandfather expressed that he communicated with his grandson about the possibility of leaving the house permanently were house rules not followed.

In addition to using a variety of scare tactics and instruction about consequences, many of the grandparents that were interviewed in this sample expected that their instructive/active mediation in other facets of life would carry over to mediation within social media. Interestingly, many grandparents, when asked about specific conversations about social media with their grandchildren, referenced conversations with their grandchildren in more general situations. Again, while this strategy does not apply specifically to instruction as a mediation strategy of social media, this strategy is likely an adapted tactic that can be considered an instructive/active mediation practice. Some grandparents referenced activities their grandchildren were involved in, like youth groups, boy scouts, and athletics, which they hoped was helping to instill values. Each grandparent that brought this up communicated the idea that they hoped these activities were reinforcing positive values for their grandchildren, which would transfer over into

appropriate behavior on social media. Dave said, “Through general life we’ve tried to instill values. Life values.” Jennifer also explained, “We’ve talked in the past about what is appropriate and inappropriate in general.” Several of the grandparents, when asked for specific details about certain conversations, began to discuss life values they had communicated in other situations, as well as referenced religion. “We haven’t talked specifically about some things,” said one grandmother, “But, honestly, she’s a Christian girl.” Some grandparents in this sample were attempting to instruct their grandchildren on social media by relating to life in general, rather than having specific conversations about actions on social media.

Notably, one grandparent used guilt as an instructive/active mediation strategy for social media. While no other grandparents were identified as using guilt as a way to mediate their grandchild’s social media use, Chelsea used guilt as a primary tactic. In discussing her use of guilt as a mediation strategy, Chelsea explained that she tells her grandkids, “When you are here [in my house], your time and your attention is focused to spend with your grandmother.” She added later, “You can talk to your friends any other time. You’re here right now. Grandma might die tomorrow. But your friends will always be here.” So whether grandparents were using “crazy people,” Lifetime movies, legal ramifications, threatening their grandchildren with eviction, or hoping their conversations about life in general would carry over to social media use, instructive/active mediation strategies were common throughout all of the interviews.

Monitoring as a Grandparent Mediation Strategy

While discussed in most mediation literature as co-viewing, the current study will use the term “monitoring” as a theme. Coviewing, which is a common television mediation strategy, includes watching television with children but refraining from making any comments about the content. However, as Clark (2011) has explained, parental mediation theory is limited in scope due to the orientation of research towards television mediation. Livingstone and Helsper, in 2008, when researching new media, discovered that coviewing is found as a strategy, but is not as common as other types of mediation, due to the interactive nature of the Internet and social media. Additionally, Livingstone and Helsper (2008) found active co-use as an adapted co-viewing tactic. This involves the parent and child using the medium together; however, this mediation practice was not found in this sample. While coviewing was found in this study, it was only found as a practice in one set of grandparents. Minnie explained that sometimes, she would watch over the shoulder of one of her grandsons as they used their social media accounts but that she refrained from saying anything. However, there were many other monitoring strategies found, none of which are defined as being coviewing practices by Valkenburg et al. (1999), or Nathanson (1999).

The first common monitoring strategy found in this sample was grandparents checking their grandchildren’s accounts on their own. Katie said, “If I happen to have Kylie or Hadley’s Kindle, I might happen to go through their Facebook, to just kind of peruse through to see if there’s anything that stands out to me or if there’s anything I should be concerned about.” However, she noted that her grandchildren would not be watching her do so. Additionally, Rachel, a grandmother raising two of her grandsons

explained, “Everybody goes to bed, that’s when I go through phones.” Both of these grandparents go through all of their grandchildren’s social media accounts, and both explained that if they were to find anything inappropriate, would then give consequences. Two other grandparents described a rule that each time they hold out their hand to their grandchildren, their grandchildren must give up their phone right at that moment for a spur-of-the-moment check. Neither of these grandparents indicated whether this rule was the same for computers or tablets, two other devices on which social media can be accessed. Another monitoring strategy that emerged was to monitor plans provided by the family’s cell phone network. Two grandparents alluded to knowing that they had the capability to retrieve reports from their cellular provider that breaks down their child’s data usage; however, neither grandparent actually did so. They simply commented that they knew it was a possibility. Another set of grandparents used their wireless Internet to determine spikes in Internet usage and the cause of such spikes. Both grandparents noted that if there was an unusual pattern in the Internet usage, they would have conversations with their granddaughter Ashley to determine if she had recently downloaded a new social media app or was doing something else against the rules. Furthermore, two grandparents received instant reports to their email anytime their grandchild made a comment on YouTube. Jennifer, who works in information technology, explained how she had subscribed to her grandchild’s YouTube account, meaning she was alerted of any posts or comments her granddaughter was making.

Another monitoring strategy was the use of other people assisting in monitoring social media accounts. In the current study, the researchers have termed this “indirect monitoring.” Discussed preliminarily in some mediation literature (Clark, 2011), reliance

on family members and friends seems to be an important mediation strategy for this sample. In 2011, Clark argued that the use of family members and friends to monitor their children was possibly linked to ethnic norms and lower economic levels; however, in the current sample, it seems as though there was not such a clear connection to ethnic norms or income. All of the participants, who were of varying ethnic backgrounds and economic levels, used indirect monitoring as a practice. There were several exemplars of indirect monitoring in this sample of grandparents. Some of the grandparents interviewed used their friends to assist in watching over their grandchild. Penny used one of co-workers, her granddaughter's best friend's mother, to watch her granddaughter Ashley on Instagram. "She keeps in eye on it. If it's bad enough, she'll say something... Ashley will tell you that we have spies everywhere. Which is true." Additionally, other grandparents used family members, including their grandchildren's birth parents, to watch over behavior on social media. Karen, whose granddaughter was pregnant with Karen's great-granddaughter at the time of this interview, explained, "My sisters and my daughter, her [my grandchild's] mom, pretty much know what she's doing... I kind of left it to my daughter, her mother, to monitor and to speak to situations that bothered her or things that she felt were inappropriate." Bob also used his grandchildren's mother, his daughter, and each of his other daughters, to help him monitor his grandchildren's social media use. Bob explained that his daughters use Snapchat and Kikk, two types of media that he finds himself not as proficient in. As such, he has allowed his children to monitor these mediums. Some of the grandparents interviewed used their community as a whole to help monitor their grandchild's social media use. Those that used their neighbors to help them were from smaller communities. Rachel said, "We live in a small town. We are a

village,” she continued, “I’m friends with their friends on Instagram, their friend’s moms are friends with my kids on there and we all try to watch it. If there’s somebody new that pops up, within 20 minutes, somebody is texting somebody, ‘Who is this? Why is this person on here?’” Another grandfather compared the situation to “Big Brother” by saying, “Grandma’s always watching.”

Other Mediation Strategies

Grandparents in this sample differed when it came to their parenting techniques. While almost all of the grandparents either participated in restrictive, active/instructive, or monitoring mediation strategies, each did so in different manners. Some grandparents were strict when it came to their control of social media. As Chelsea said, “I’m the matriarch here. You listen to me. You’re under my roof.” Additionally, other grandparents noted that they believed their grandchildren would “never dream” of pulling out their phones at inappropriate times, like church and dinner. Furthermore, Greg and Penny, speaking of their granddaughter Ashley said, “We’re very, very strict on what she can and cannot do. We actually have a whole list of things that are the rules of social media.” On the other hand, other sets of grandparents proved to be more relaxed in their parenting styles. Several discussed understanding that their grandchild will make mistakes, and that sometimes that’s necessary to learn lessons and understand repercussions of actions. Jennifer explained, “The challenge is to monitor and not be intrusive. I don’t want to be the kind of parent that’s going through her phone and looking at every single she has. I don’t want to be that parent that’s constantly not letting her test some boundaries on her own.” Additionally, Bob explained that he felt like it was

important to teach his grandchildren how to protect themselves, but also let them make mistakes.

Each grandparent in the sample had found different ways to monitor their grandchild's social media use. While the strategies generally fit within the parameters of mediation theory, not all practices did. Undoubtedly, this is due to the fact that mediation theory is primarily grounded in television mediation. However, some research has shown that parents are taking television mediation strategies and adopting them slightly to new media. That was the case in several examples in this sample. Overall, grandparents used restriction mediation practices heavily—from wireless Internet restriction, to time controls, time of day, privacy restrictions, friend controls, and taking the device on which social media is accessed away. Additionally, grandparents used several instruction tactics, or talked about social media with their grandchildren. They used a variety of scare tactics, including discussions about predators, examples from the media, reputation, and legal ramifications. Additionally, grandparents discussed possible consequences and also used carry-over instruction, or tried to communicate about social media by referencing more general family values. Finally, grandparents also monitored their grandchildren's social media accounts. Primarily, this mediation tactic differs the most from prior literature. However, in this sample, grandparents were using monitoring as a main strategy, including checking accounts, immediate checks, data plan monitoring, wireless Internet monitoring, email reports, and indirect monitoring.

Grandparent Concerns About Inappropriate Content

Regardless of mediation style, 100 percent of the grandparent sample interviewed expressed concerns about their grandchild using social media. This is not surprising, as prior literature has shown that parents recognize a variety of dangers on social media. Additionally, children are spending an increasing amount of time on social media; 83 percent of young people report they access social media at least once a day (Third et al., 2011).

One concern that was commonly expressed throughout the interviews was concern about inappropriate content on social media. Firstly, some grandparents were concerned about the use of inappropriate language. Some grandparents called the language they occasionally saw on social media “disgusting,” “horrible,” and “unnecessary.” Additionally, some grandparents requested that their grandchild notify them of any inappropriate language used, so as to be able to have a conversation about it and possibly take further action. Secondly, grandparents in this sample were also concerned about suggestive images as a type of inappropriate content. One grandmother described a photo she had seen on her grandson’s Facebook page that looked like women’s breasts in the shape of Christmas trees, which she did not find entertaining, but felt offended after seeing such content. Another grandfather explained that his granddaughter went to school with some girls who had taken a photo of another classmate in the locker room without being fully clothed. Another example of suggestive images that a grandparent brought up was a photo of a female with nipple piercings, and two grandparents voiced concerns about pornography on social media. Related to finding and looking at inappropriate images, several grandparents voiced their concerns about

sexting. Some grandparents had heard about situations at local high schools where teenagers were taking inappropriate photos of themselves and sending the photos to their boyfriends, girlfriends, or significant others. “[There are sexting scandals] in schools all over Colorado. And in New York. In other words, it happens all over, wherever they are.” Grandparents voiced their concerns about their grandchild not only seeing such content, but for their grandchild to post this type of content as well. Some grandparents explained that they have rules for sending photos, including not sending photos to anyone of the opposite sex, or not sending photos to anyone at all. As prior literature has shown, traditional family units are concerned about inappropriate content—including language, images, and sexting. It was a common concern for this population as well. Two other concerns that were voiced about inappropriate content on social media websites was any reference to drugs or gangs. Erica explained that her grandson, while living with his birth father in Washington, had access to marijuana. Erica felt so uncomfortable about the topic that she avoided using any words associated with marijuana. She explained that she was not comfortable with any social media content relating to, “The things that are legal in Washington and they’re not here? If you know what I mean? Get it?” Additionally, Katie did not want her grandchildren being exposed to any photos that dealt with gang content, explaining that she felt gang signs, gang poses, or acting like a gangster in photos that are posted on social media was inappropriate.

Overall, inappropriate content was a major concern for all of the grandparents interviewed in this sample. Whether it was language, photos, sexual content, drugs, or gangs, these grandparents were extremely concerned about their grandchild posting, or being exposed to other children’s posting about any of these topics. Not surprisingly, this

is supported by prior research in parental mediation, in which parents have identified inappropriate content as one of their major concerns on social media websites (Nikken & Haan, 2015).

Grandparent Concerns About Bullying

Bullying, or harassment, becomes cyber bullying when the harassment takes place on an online platform. Cyber bullying was a prominent concern in this sample of interviewees as well. Firstly, grandparents were concerned about their child partaking in any kind of cyber bullying activities, including talking negatively about peers on social media, not inviting others to activities via social media, or generally acting rude towards another person. Rachel, a grandmother with two grandsons, explained that one of her grandsons broke up with his girlfriend “in a rather unfriendly manner” on Facebook. Rachel was not pleased with her son’s behavior, and considered this to be bullying. In consequence, Rachel had her grandson apologize to the young lady, and threatened him with further punishment if any similar action was taken again. Greg and Penny discussed times in which their granddaughter’s friends would post pictures at a party that they were having, as if to rub it in their peers’ faces that they weren’t invited. This set of grandparents considered this action cyber bullying, and encouraged their granddaughter, Ashley, to stay away from such behavior. Additionally, they discussed how they had previously demonstrated to their granddaughter how serious cyber bullying is by explaining to Ashley, “[Cyber bullying] can lead to someone ending their life. You never want to be involved in anything that’s so hurtful.”

On the other hand, there were also grandparents who felt the pain of their grandchild being the victim of cyber bullying. Chelsea recalled a time in which one of her

granddaughters was harassed on social media about her weight. Chelsea explained that her granddaughter's peers made fun of her for being overweight through a Facebook post, and things got so out of hand that mothers began to comment on the post. Chelsea further described using this situation as a learning moment for her granddaughter. "You feel like you're alone? You feel like you don't have friends? That's bullying. You have to recognize that your words can be hurtful."

Many of the grandparents, though different in their individual approaches to bullying, often posed the "golden rule" for their grandchildren on social media and posting. "Treat others how you want to be treated," and "If you don't have anything nice to say, don't say it at all," were two common phrases throughout the interviews. Additionally, one grandmother challenged both of her grandsons to consider if the person they were talking to through social media were physically standing in front of them. She described explaining to her grandsons that if they wouldn't be brave enough to say it in person that it doesn't belong on social media. Whether it was Instagram, Snapchat, Kikk, Facebook, or YouTube, several grandparents focused on respect for others. "We're not hateful. Period. Definitely not on a device like that."

Grandparent Concerns About Outsiders & The Family Unit

As Subrahmanyam and Greenfield explained, many traditional parents have concerns about sexual solicitation and exploitation by predators (2000). Unquestionably, the concern about predators was prevalent in this sample of grandparents as well. Any unknown older adult, whether male or female, was considered extremely suspicious and dangerous. In fact, as discussed, one common mediation strategy found in this sample was the restriction of friend lists. Two grandparents described situations in which their

grandchildren were asking to go to foreign places (with which the family had no connection) for unknown reasons. Chelsea explained, “One of my girls was tickled pink that somebody from El Salvador was commenting on her picture and how pretty she was. She was bragging to me.” Another grandparent described her granddaughter looking up flights to Arizona for unknown reasons. Both grandmothers termed these “red flags,” and made the decision to intervene by restricting access to social media accounts, as well as participating in several conversations about the dangers of meeting a stranger. Grandparents in this sample were aware of the dangers of predators on social media, and were also aware that their grandchild could possibly be giving out personal or sensitive information. One grandmother said she explained to her granddaughter that “smart people” can use social media accounts to track down phone numbers, which in turn allows said people to track down addresses, possibly leading to dangerous situations.

Another type of outsider that was concerning to some of the grandparents were their children, their grandchild’s birth parents. Some of the interviewees explained that social media opened up additional channels of communication that were difficult to control. Often, grandchildren come into the care of their grandparents due to precarious or sensitive situations. Some of this sample described a difficult relationship with their children, which they hoped to keep separate from their grandchildren. Bob described that one of the biggest challenges with taking over the custody of his grandchildren was the possibility of open communication via social media between his kids and his grandkids. Additionally, Erica described the difficulties her grandson’s parents put him in via social media, by publicly fighting via posts and comments. It is interesting to note, however, that not all grandparents felt this way about social media. In fact, as discussed earlier,

several grandparents used their kids to indirectly monitor their grandchild's behavior on social media.

Grandparent Concerns About Control

In addition to concerns about inappropriate content and outsiders, the grandparents in this sample were also focused on the difficulty of controlling social media. For example, several grandparents voiced their opinion that technical controls, like blocking, don't actually work. "You're only fooling yourself if you actually believe that you're going to put some kind of restriction on what they're doing," said one grandfather. Another grandparent explained that even if one were to set up a control or restriction, that there are developers working to come up with ways to circumvent that restriction, essentially making technical controls a waste of time. Several grandparents felt, as found in their mediation strategies, that the only way to actually control their grandchild's behavior on social media was to take the device by which they access the media. As one grandmother explained, "Whether it's TV or phones, tablet, or anything else, there are ways around it. No matter what you do, nothing is 100 percent." In fact, some felt as though using technical controls was not only stressful, but a waste of time.

Furthermore, some grandparents felt powerless to the perils of social media when it came to their grandchild outside the home. Most of the sample felt that it was impossible to control their grandchild's social media use at their school or friend's homes. In fact, Minnie posed the question, "How am I supposed to control it if he's getting it at school?" Additionally, other grandparents indicated that most school work is now online, meaning that their grandchildren could be accessing their social media accounts, under the guise of working on their homework. One grandmother explained

that she feels like unless she's sitting with her granddaughter 24/7, it's too difficult to monitor her behavior. Some grandparents even expressed frustrations with their grandchild's school, saying that teachers and principals aren't strict enough about social media use, calling for more harsh punishments and additional restrictions upon Internet access. Similarly, many grandparents felt lost when it came to controlling their grandchild's social media use at friend's houses. "They can get on anytime and look at it," said one grandmother. Another described a situation in which she had taken away her grandson's cell phone, to control his social media, but her grandson got an extra cell phone from a friend. Additionally, several grandparents explained that they feel others might not be as vigilant as they are about watching and controlling inappropriate behavior. As Chelsea said of her granddaughter, "When Lena has weekend visits with parents, do they watch? Do they pay attention? I don't think so."

Overall, the grandparents in this sample voiced a variety of concerns about the ineffectiveness of technical controls, as well as the difficulty in monitoring social media outside the home. Some interviewees expressed distrust in other parents, their own children, and their grandchildren's friends, as well as distrust in the school. Even when the grandparent had felt they had taken strides to control their grandchild's social media by restricting access or creating rules, many grandparents felt their grandchildren were able to find ways to circumvent these controls.

Although all of the grandparents interviewed in this sample communicated several different concerns, from inappropriate language and sexting, to ineffective controls and parental communication, six of the nine grandparents brought up the idea of trust as it related to their grandchildren and their social media usage. Each of these grandparents

noted that although there are risks in social media, and although they cannot monitor everything, that it was important to have some level of trust. “There’s always an element of trust. You have to instill consequences and boundaries and then pray that they do the right thing when they’re faced with it,” one grandmother commented. The idea of trust was extremely important to Jennifer, who is raising a granddaughter that uses YouTube as her primary source of social media. She explained, “There’s got to be some level of trust there. I want her to know that I trust her but I still want to know what’s going on.” This balance between trusting their grandchildren and still keeping vigilant about possible threats was something that several grandparents felt was important as they navigate social media with their grandchild.

Grandparent Concerns About Technology

In 2007, Livingstone found that 92 percent of children claim to feel “...very or fairly comfortable using a computer,” and only 69 percent of parents felt the same. Younger adults have the tendency to have higher levels of self-efficacy, adaptation skills, and feel more favorable about technology in general (Van Volkem et al., 2009). Research has shown that the digital divide exists between parents and children, and grows more significant between grandparents and grandchildren (Van Volkem et al., 2014; Lodges & Jung, 2001). In addition to their concerns about content and controls, grandparents also communicated concerns about technology, which is likely due to the digital divide.

The first concern about technology was the fact that many grandparents felt that it changes too quickly. Several grandparents communicated their concerns about feeling as though it was hard to keep up or learn. One grandparent described attempting to type in “How can you control what your child does on Facebook?” into a search engine, and was

met with “a bazillion buttons.” However, after this initial session on learning some different strategies, this grandparent was met with new difficulties when Facebook changed a few privacy settings quickly thereafter her research. “It nulled and voided every stopping thing I had. So then I have to go back and relearn everything all over again!” Other grandparents had noticed the quickness of new social media platform creation. Some made comments about feeling like they never knew what else could pop up, and that once they had learned about one type of social media, they felt as though there was a different platform being used. Additionally, some interviewees discussed their awareness of their grandchildren moving to different platforms without alerting their grandparents of the change, making it difficult to monitor content or behavior on those platforms at all. In general, grandparents felt that technology changed too quickly to ever keep up, leading to many interviewees feeling hopeless. As one grandfather explained, “I feel like technology is changing so fast. I cannot keep up with it. I don’t know how your generation can keep up with it,” adding later he felt “left in the dust.” Someone else said, “I think there’s always going to be a learning curve.”

Similarly, many grandparents interviewed voiced their concerns that social media has made parenting difficult, and that social media intervenes in family life. As prior literature has shown that older adults feel technology can be difficult to grasp, it is not surprising that some grandparents view social media as a barrier to effective parenting. Several alluded to their first time parenting, discussing the fact that they felt it was easier to parent “the first time around.” Three grandparents identified as attempting to adapt themselves because “it’s just so different than it used to be.” Some grandparents even discussed the fact that they felt it was more difficult for grandparents to control their

grandchild's social media use than it would be for traditional parents. All of these themes are illustrative of the digital divide that exists between not just parents and children, but between grandparents and grandchildren as well. In addition to that, some grandparents felt concerned that technology and social media were intervening in their family's life. As Minnie said, "We want so much for them [our grandsons] to have a wholesome childhood. This has just invaded our home." Her husband, Dave, added, "It is invading our home and our values. It's not something we would want or choose to have in our home." Another grandparent identified social media as being an unnecessary evil, feeling as though it was poisoning his grandson's mind.

Grandchildren as the Social Media Experts

In addition to their concerns about technology, there were a variety of other common themes that pointed to the generation gap that exists within some grandfamilies. In this sample, seven out of the nine interviewees identified their grandchild as being the resident social media expert, certainly supporting prior literature that contends younger adults and children feel more comfortable with technology and social media than their older parents or grandparents. Some grandparents explained that they use their grandchild to assist them when they attempt to use social media themselves. If they are stuck in a medium, or don't know how to exit something, a few grandparents described asking their grandchild for help. On the other hand, some grandparents felt that their grandchild maintaining expertise in social media was one of the largest hurdles the family had come to face. "This has been a fight," said one grandfather, "the biggest fight we've ever had." Additionally, Greg said, "Of the whole eight years we've raised her, our lack of knowledge of media has probably been the biggest hurdle. Right after that, would be the

eye makeup.” Some of these grandparents felt it was completely inappropriate to ask their grandchild for help on social media, and instead preferred to ask a sibling, co-worker or friend for help when needed. This also supports the fact that grandparents are using direct monitoring, and are asking for help from others. In addition, some interviewees indicated that younger ages seem to no longer play a factor in the technology barrier; many felt that younger children are gaining expertise in social media quicker than parents and grandparents can keep up. One grandfather called his four-year-old grandchild “savvy,” explaining that the young child can get to apps and messaging on the grandfather’s phone faster than the grandfather would be able to.

“When it comes to all this new stuff, I don’t even know what a Snapchat and Instagram is!” It’s likely that the majority of grandparents interviewed felt their grandchild was the family expert because several of the interviewees were uneducated about social media. Sometimes, this was apparent from the terms they used to describe different types of social media. Often, regardless of the social media platform, many grandparents described their grandchild’s connections as “friends,” even though only Facebook classifies these connections as “friends.” Penny described a screenshot (an instance in which the receiver of a Snapchat message takes a photo of the phone screen) as a “screen print.” Other grandparents, when probed about the types of social media their grandchildren were using would say things like, “What’s the one that’s all videos?” Or “What’s the one where it just plays a picture for a little bit?” The lack of knowledge about the terms and different mediums points to the difficulties some grandparents have learning about types of social media. Another grandmother described her shock when she discovered that the iPod that she had purchased for her granddaughter had social media

capabilities. “I thought I was buying it for music!” Another set of grandparents, when interviewed about their grandchild’s social media use, began to pose questions back to the primary investigator about the possibilities of social media controls. Overall, it was common for some of the grandparents interviewed to feel uneducated, or to display their ignorance of certain mediums. As Dave said, “We’re doing everything we know to do.” However, that sometimes isn’t enough as another grandmother said, “It is something that we were not equipped to handle because we know nothing about it.”

Some grandparents admitted to making the choice to not learn about social media. One grandfather said, “I feel it’s an unnecessary evil in the world, so I haven’t bothered to learn anything about it.” Others expressed they didn’t have the time or interest to learn about other strategies. Karen talked about the variety of other interests, like gardening and reading that she would prefer spending her time on, rather than learning about new ways to mediate her grandchild’s social media. This is supported by prior generation gap literature, that shows older adults have a tendency to disengage from media, and instead prefer to maintain connections by speaking with people face-to-face (Lodges & Jung, 2001). Additionally, some grandparents surveyed expressed confidence in their skills on social media. In fact, two had given presentations about positive ways to use social media. Commonly, the grandparents that expressed confidence in their skills had some type of Information Technology background, or used social media at their jobs, making them more familiar, and thus, more comfortable.

Of course, not all grandparents voiced only negative concerns about social media. In fact, several grandparents had many positive uses for social media. For example, many grandparents were using their own social media accounts to keep up with friends or

distant family. Several interviewees explained that they liked the fact that they could look up a person on Facebook, and be able to find information out about them. “We like to watch our children. We like to see what’s happening.” Additionally, another grandmother explained that she enjoyed using emails and Facebook messenger, because it was sometimes easier for her to communicate in that way instead of calling on the telephone. She also liked the fact that she could find information about things anytime she wanted: “You don’t even have to go to the library anymore. That’s wonderful.” Three other grandparents talked about using social media in positive ways, like spreading awareness about certain issues, or using social media to sell products to potential clients or connect with future employers.

(Grand)parenting in the New Age

“Grandma and grandpa are old fashioned,” one of the interviewees explained. “We’ve got a teenager, but we’re old.” Certainly, parenting is different today than it was for many of the grandparents who parented the first time around. The generation gap that exists between children and older adults on social media was highlighted by several common themes about parenting in a different age. Firstly, many of the grandparents interviewed felt frustrated with new forms of communication. As prior research has shown (Van Volkem et al., 2009), there is a difference in communication preferences between younger and older adults. Younger adults tend to prefer using social media and other devices to communicate with others, while older adults tend to prefer face-to-face interactions. As Chelsea bluntly put it, “That’s just how they communicate. I always say, ‘Why can’t you pick up the friggin’ phone?’” Another grandparent referenced this new form of communication by explaining that her grandson has a tendency to communicate

with his friends via social media, rather than talking to others, and in fact, had met his girlfriend via Snapchat. Additionally, another interviewee described an instance in which she spoke to her grandchildren about using the corner phone booth, but that her grandchildren had no understanding of what she meant by phone booth, leading to a conversation about “what things were like in my day.” This desire to communicate in a different way caused this sample of grandparents to have strong feelings about communicating via social media. “People tell people what they’re doing right now, or doing after dinner, and they have a picture of the plate on there? I’m sorry, I actually ask my wife if she enjoyed her meal.” As another frustrated grandmother said, “From one face to the other. One mouth to the other. Not texting. Not writing a note. No, talk to each other. And people don’t do that anymore.”

In addition to frustrations in changes in communication, several other grandparents noted new trends in parenting their grandchildren. One new trend identified by some of the grandparents was their perception that traditional families feel like technology is a necessity. There were three grandparents that discussed the fact that having access to social media is a “complete luxury.” As Penny said, “We’re not one of these parents that think she can’t live without, because she can.” She continued by discussing the difference between her own grandfamily and other traditional family units. “This is probably not true of any other family she knows. But she knows for a fact that we would have no problem taking it away from her permanently. We don’t think she’s entitled. It’s a luxury.” Two grandparents discussed the possibility that traditional families are forced into using technology, and thus, access to social media, due to the necessity of two incomes. “Young families are too busy holding down 2, 3, jobs that all

they've got time to do is unload a bucket of chicken and go to bed!" Another new trend that exemplifies the generation gap was heavier use of inappropriate language in younger children. Jennifer, when discussing her granddaughter, said that she's noticed that kids begin to use inappropriate language at an earlier age. Certainly, many grandparents alluded to the fact that social media afforded the opportunity for their grandchildren to get in trouble in new ways. "There's always been something that kids could do once they leave your home. Now of course, they can do it and they don't even have to leave." Overall, grandparents who are parenting again are faced with challenges they didn't have to face the first time around. Unquestionably, there are new trends, including the ways in which children communicate, and the ways in which families operate. As Chelsea put it, "I grew up in saddle shoes and poodle skirts, so I don't approve of anything."

Grandchild Perspective on Mediation

Collecting data from different family members has the potential to strengthen studies by illuminating and creating social realities (Manning & Kunkel, 2015). While not all grandchildren elected to participate, or were allowed to participate, five grandchildren chose to answer questions about their perspective on social media mediation, concerns, and authority. Firstly, some of the grandchildren that were interviewed were aware of the restrictive mediation practices their grandparents used. For example, Ashley, granddaughter of Greg and Penny explained her perspective on her grandparent's "WiFi time" rule. She said that if she used too much Internet, her grandparents would become suspicious of her social media activity and check into her accounts. Another grandchild noticed her grandmother restricting her time on social media. "They always tell me to get off my phone," said Haley, who is the granddaughter

of Katie, “If I’m spending too much time on my phone, they’ll tell me to put it up.” Additionally, some grandchildren noticed their grandparent restricting their content. After posting something about her birth mother and her birth mother’s boyfriend, Ashley was asked to delete the post and delete the account it was posted on as a punishment. Other grandchildren interviewed discussed the fact that their grandparent set up their account as a form of restriction, while others talked about rules regarding strangers. “I’m not allowed to add people I don’t know,” said Lauren, who, at the time of this interview, was ready to give birth to her own child within the next couple of days. However, overall, most grandchildren noticed that the most common form of restrictive mediation was physically taking the device on which social media was accessed. When Ashley was caught with inappropriate content, “I did get grounded from my iPod and social media until grandma could trust me with it.” This aligns with what the grandparents interviewees were most often doing; in general, the most common restrictive mediation practice was physically taking the device away from their grandchildren. The grandchildren interviewees did not discuss some of the restrictive practices that grandparents discussed. This could be for two reasons; firstly, not all of the grandchildren of the grandparents were interviewed, making this sample much smaller. Secondly, past research has shown that parents, when discussing mediation practices, overestimate their strategies (Livingstone & Helsper, 2008). Some of the restrictive mediation strategies not discussed by the grandchildren participants included time of day restriction, password restriction, and place restriction.

Grandchildren in this sample also noticed their grandparents using instructive mediation strategies to control their social media use. Several of the grandchildren

interviewed talked about different conversations they had had with their grandparent, including some scare tactics that grandparents had used. Some of the grandchildren talked about the possibility of strangers finding their personal information, which could lead to kidnapping or stalking. Lauren also talked about the possibility of certain posts never going away, even if she believed she had deleted it. Additionally, this grandchild alluded to the importance of not associating with people that may reflect poorly on her reputation. Overall, 100 percent of the grandchildren referenced a conversation they had had with their grandparent about social media, meaning they all recognized their grandparent was instructively mediating their social media use in some way. However, many instruction tactics that grandparents felt they were using were not mentioned by the grandchild sample. Firstly, none of the grandchildren discussed their grandparents using examples from the media as a form of a scare tactic, or legal ramifications. Additionally, none of the grandchildren interviewed talked about their grandparent's instruction about life values in general, which was used often by some of the grandparents.

This group of interviewees also recognized their grandparent's attempts at monitoring as a social media mediation strategy. Four of the grandchildren talked about how their grandparent gets into their account, either while the grandchild isn't looking, or if the grandchild is asked for access to the account. Kevin, the younger grandson of Minnie and Dave said, "When I'm on Facebook, they'll come over to see what I'm doing." Additionally, many of the grandchildren noticed that their grandparents were watching their account from the grandparent's account. Bryce, who is the grandson of Erica, talked about how he knows his grandmother watches him from her social media account because she comments on his photos and sends him messages. "She can see

everything.” Additionally, this group of grandchildren also noticed that their grandparents were using indirect monitoring. One grandchild noted that her birth mother gets on social media and monitors the child’s behavior, while another grandchild said that her best friend’s mom is a friend on Facebook, and the friend’s mother and her grandmother are co-workers. Indirect monitoring was one of the most common mediation strategies for the grandparent interviewees, and some of the grandchildren noticed this as well. However, no grandchild mentioned their grandparent checking their cell phone plans or the email reports.

Each grandchild noticed that his or her grandparents were partaking in some form of mediation. They primarily noticed the restrictive mediation practices. Specifically, some of the interviewees noted their grandparent using Internet restriction, time restrictions, content control, account creation, friend restriction, and most commonly, physically taking the device. Additionally, the grandchildren interviewed also noticed some of the instructive practices, noting several scare tactics that grandparents had been identified as using, including instruction about strangers, permanency of media, and possibility of reputation damage. Finally, some of the grandchildren noticed their grandparents using monitoring strategies, including co-viewing, account checking and indirect monitoring. Some strategies that grandparent interviewees talked about were not mentioned by their grandchildren, possibly due to the fact that, as prior research has shown, some parents overestimate their mediation strategies, or the fact that there were less grandchildren interviewees overall (Livingstone & Helsper, 2008).

Grandchild Social Media Concerns

While traditional parents and grandparents have a significant amount of concerns when it comes to their children participating on social media, the grandchildren in this sample also had concerns about the possible dangers and uncomfortable situations that can arise on social media. One such concern was inappropriate images, including photos of people not fully clothed. Another concern was people using cuss words. As Lauren explained, “Some people just talk like that.” Another concern that was brought up was bullies. Kevin talked about the possibility of cyber bullies existing, as well as his concern that something negative could happen if he were ever to encounter one. Each of these concerns align with many of the grandparent concerns about inappropriate content, although none of the grandchildren interviewed talked about drug or gang related content.

Furthermore, a few of the grandchild interviewees expressed concern about the negative repercussions when it came to posting inappropriate information on their accounts. Primarily, this included concerns about the permanency of social media, and the negative ramifications to reputation. One grandchild said, “When you put it on Facebook, it never goes away. It will follow you around.” Similarly, these types of negative posts have the potential to ruin reputations, which was discussed by one of the grandchildren. She explained that, at one point, she was friends with people who made negative life choices; however, after further reflection, decided that these negative choices could reflect poorly on her. “When you hang out with those people, like your other friends might think you are like them.”

All of the grandchildren interviewed expressed concerns about possible predators lurking on social media. Lauren described a situation in which a person she didn't know

messaging her on Facebook. She explained that she looked through the person's profile to determine what the connection was, if any, and decided to delete the friend request. She said, "You just have to watch out if weird people try to add you. Because if they find stuff, like your address, they could use that information." ... also discussed this fear. He had discovered that predators online have the capability of finding out personal information, so it was important to him to stay safe by not posting any sensitive information about where he lived or where he went to school. Ashley also alluded to feeling uncomfortable when people requested to follow her on Instagram that she didn't personally know. Another grandchild said, "I don't want any creepy people looking at my stuff. Unless I know them."

There was one grandchild who was also concerned about the fact that social media could intervene in family life, which was also a common theme throughout the grandparent interviews. Lauren, the expectant mother, expressed this concern. "I've decided it's time to spend time with my family," she continued, "I've just realized, and like, having my baby in a few days, they only get to live so long. I only get so much time with them." She described her typical social media use as only taking up alone time, including before bedtime, or when she's alone in her room. However, she feels it's important to put her cell phone away when she is spending quality time with her grandmother, like when they are shopping, eating, or hanging out together. "I just put it away. I want to be with them."

Overall, many of the grandchildren that were interviewed mirrored similar concerns their grandparents had. Primarily, this sample of grandchildren were concerned about inappropriate content, including language and images. Additionally, they were

concerned about the possibility of cyber bullying, as well as the permanency of social media and possible negative impact to their reputations. Furthermore, these interviewees were extremely concerned about predators, which is similar to their grandparents' primary fears about strangers on social media.

Grandchild Strategies in Dealing with Concerns

There were several common strategies that grandchildren identified as ways they dealt with social media posts they didn't enjoy or approve of. The first strategy was to tell their grandparent what happened. All five of the interviewees described situations in which they decided to tell their grandparent about what they saw on social media. As Kevin said, "I don't really think it's okay for people to be doing stuff like that." Ashley also explained, "I usually tell my grandma like how it's disturbing." Another strategy in dealing with concerning content or strangers was to ignore it. Again, all five grandchildren identified as ignoring posts or people they deemed inappropriate. Several said, "I just scroll past it," while others explained the process as "ignoring it," "deleting it," "getting away from it," or "not paying attention."

Similarly, when dealing with unwanted friend requests or follow requests, many of the grandchildren in this sample chose to block or delete the person from their account. As Lauren explained, "I'll get the occasional friend requests on Facebook that have no mutual friends. So I'm like, 'Uh? No!'" As a related strategy, many of the grandchildren that were interviewed decided to conduct research on friend requests. This included looking at the person's pictures, researching the person's mutual friends, or asking their own friends about the request. As Bryce, the grandson of Erica explained, "I will usually tell my friends to find out who it is. And if they don't know, I just like, delete it."

Grandchild Perspective of the Generation Gap

Prior research has shown that children feel more comfortable with technology than older adults do (Nikken & Haan, 2015), and this was illustrated in the current sample of grandchildren interviewees. Firstly, all of the grandchildren that were interviewed identified themselves as being the expert in the family on social media. The two grandparents that identified as being the social media expert did not allow their grandchildren to be interviewed. However, all five of the grandchildren interviewed felt as though their knowledge and expertise exceed their grandparents' skills. Some of the participants identified themselves as having the most social media knowledge, as their grandparents often ask them how to work or use certain types of social media. Kevin explained that, "If my grandma needs help with something, usually she'll call me up to help her out." Bryce agreed by explaining that if his grandmother has ever had issues with her phone or setting up her account she typically asks him for help. Ashley, who had given up her Instagram account and Snapchat account for lent, explained that she had given up those social media platforms because "they're too much trouble." When pushed to explain, she alluded to the fact that since she knows more than her grandparents, there are more possibilities to get in trouble.

Some of the grandchildren also noticed the fact that their grandparents seemed to not enjoy using social media to the same degree that they did. This indicative of the generation gap, as research has shown that many older adults tend to view technology and social media with wariness, while younger adults have a tendency to become excited with new technology and platforms (Nikken & Haan, 2015). Lauren explained that her grandmother, upon getting home from work, disengages with the computer. "When she

gets home she doesn't really want to get on her computer. She doesn't use Facebook." Additionally, some of the grandchildren alluded to the fact that their grandparent only used a certain type of social media, primarily Facebook. One grandchild indicated that her grandmother used Twitter, Facebook, and LinkedIn, but the remaining grandchildren identified their grandparent as only being proficient on Facebook. This sample of grandchildren was cognizant of the generation gap that existed between them and their grandparent. Primarily, they focused on the fact that their grandparent is not the authority in the household about social media, and the fact that their grandparent does not use social media to the same degree that they use it.

Discussion

While there have been a variety of studies aimed at researching social media mediation practices and concern in traditional families, there has not yet been, prior to this study, research pertaining to the grandfamily's navigation through social media mediation, social media concerns, and authority. Additionally, a grandchild's perspective on social media mediation, concerns, and authority had not been captured. Several important themes have been uncovered, although there is a substantial amount of research that could help shed more light on this unique population.

Firstly, it appears that some grandparents who are raising their grandchildren are using, what mediation theory terms, the three common types of mediation. Grandparents in this sample used restrictive mediation practices by setting rules on their grandchildren's social media use. Some of these rules included limitations on Internet, time on social media, time of day, place of access, privacy requirements, password controls, and friend controls. However, the most common restrictive mediation practice

for this set of grandparents was physically taking their grandchildren's cell phone away. Secondly, grandparents in this sample were using instructive/active mediation strategies, or discussing different aspects of social media. This included a variety of scare tactics, like using predators, media, permanency, reputation, and legal ramifications. Additionally, some grandparents identified as using instruction about consequences, and also expected many of their instructions about life to carry over to social media. Specifically, these grandparents expected that their grandchildren's participation in sports, youth groups, or Boy Scouts would carry over to social media. Lastly, grandparents were using monitoring practices as a form of mediation. While mediation theory describes co-viewing as the final mediation practice, new literature shows that parents are adapting co-viewing to new media. This sample monitored by checking their grandchild's social media account, checking the data plan, watching spikes in wireless Internet use, receiving email reports, and also using indirect monitoring. Indirect monitoring, or using friends and family members, was found often in this sample.

Secondly, the grandparents in this sample discussed several different concerns about social media. Research about concerns on social media within the traditional family unit shows that parents are primarily concerned with inappropriate content, cyber bullying, and predators and the interviews with this sample of grandparents aligns with those concerns. Firstly, grandparents were concerned about inappropriate content, including inappropriate language, photos, sexting, and content about drugs and gangs. Secondly, the grandparents in this sample were concerned about cyber bullying, not only as it related to their grandchild as being the bully, but also other children bullying their grandchild. Lastly, these grandparents were concerned with predators/strangers reaching

out to their grandchildren. One difference with this population was the fact that some of these grandparents were concerned about their grandchild's birth parents (their children) contacting their grandchild. Finally, this sample of grandparents were concerned about controls on social media. They were not only concerned that technical blocks wouldn't be effective in blocking content, but also that they were unable to control social media outside of the home, in places like school, friend's houses and parent's houses.

Grandfamilies face unique challenges every day, and it's possible that one of those challenges is the age gap between themselves and the grandchildren they are raising. Certainly, common themes arose that are illustrative of the digital divide that exists in some families. First of all, many of the grandparents in this sample were concerned about technology in general. They noticed how quickly technology has a tendency to change, noting the rapid updates to settings and changes to platforms. Additionally, many of the grandparents felt as though social media was intervening in their life, noting that parenting felt more difficult the second time around. Secondly, several of the grandparents interviewed felt as though their grandchild was the expert in the family about social media, again illustrating the digital divide. Several of the grandparents were identified as asking for assistance on social from their grandchild, likely due to the fact that several of the grandparents were uneducated about social media. Grandparents exemplified this when they used wrong terms, had an inability to identify mediums, and were generally unaware about devices by which social media can be accessed. Furthermore, some of the grandparents interviewed expressed their choice at not being educated about social media, as they felt it hindered their lives. Finally, several of the grandparents interviewed expressed frustrations about parenting in a new

age, which further solidified the digital divide. Some of the interviewees discussed their frustration with new forms of communication, and changes in daily life, like technology as a necessity and the need for two incomes.

Although the interviews with grandparents highlighted several themes about social media mediation, concerns, and the digital divide, the grandchild perspective was also enlightening. Firstly, the grandchildren that were interviewed were perceptive of some, but not all, of their grandparents' mediation strategies. Some of the grandchildren referred to restrictive practices their grandparents used, including wireless Internet restriction, time restriction, content restriction, account creation, and friend restriction. However, primarily, this sample noticed their grandparent taking the device on which they access social media away. Secondly, some of the interviewees also noticed their grandparent's instructive/active mediation strategies. This included noting their grandparent's use of scare tactics about strangers, permanency, and possible damages to reputation for posting inappropriate content. Finally, they also noted the monitoring practices their grandparents were using. This included their grandparents' use of co-viewing, checks, and indirect monitoring. As a majority of the grandparent sample discussed using indirect monitoring, it is interesting to note that many of the grandchildren noticed this strategy as well.

In addition to their recognition of mediation practices, the grandchildren that were interviewed had their own list of concerns. Some of the grandchildren talked about being concerned with inappropriate images and language. They also discussed cyber bullying, noting that it was inappropriate to cyber bully others. Additionally, some of the grandchildren discussed the possibility of posts on social media being permanent, the

possibility of negative damages to their reputation, and the threat of predators. To deal with these concerns, the sample talked about a few strategies they had created to safeguard themselves. Firstly, a main strategy that was used was telling their grandparent about what happened. Secondly, some of the grandchildren talked about ignoring content that offended them. Finally, some of the sample discussed what they do when they receive a friend request from someone they don't know, including doing additional research about the person and asking their friends about it.

While many of the grandparent interviews discussed themes that highlighted the digital divide, some of the grandchildren interviewed discussed their indications about the digital divide as well. Firstly, all of the grandchildren interviewed identified themselves as the expert on social media. In fact, some of them referenced the fact that their grandparent often came to them for help. Additionally, some of the grandchildren talked about their grandparent not enjoying technology, which was surprising for a few, who accessed social media every day. Finally, many of the sample noticed that their grandparent only used Facebook, rather than a variety of different types of social media.

Limitations

The current study has a few limitations. Firstly, the goal of the study was to recruit ten dyads—ten grandparents and ten grandchildren. However, only nine interviews (that were conducted with 11 people) were conducted with grandparents, and five interviews were conducted with grandchildren. The current study could be strengthened with additional interviews from particularly grandchildren.

The data from the current study is slightly limited, due to the fact that the majority of the interviews were conducted over the phone. As in-person interviews provide

insights into additional communication behavior, the interviews via phone did not provide a deeper level of context that is provided with in-person interviews.

Finally, the current study was limited by recruitment, which limited the diversity of the sample. Although several recruitment practices were used, most of the interviewees were recruited from snowball sampling, which led to a heavy sampling of Caucasian participants. Diversifying ethnic and economic background to represent additional types of grandfamilies could strengthen this study.

Conclusions

As of 2010, an estimated 7.5 million children live in a household maintained by their grandparent (U.S. Census Bureau, 2010). This statistic illustrates that grandfamilies are a social phenomenon that transcends status, ethnicity, or other cultural differences. While grandparents in prior research have acknowledged the benefits of taking on this role, these families face challenges unique to their situation. Often, grandparents assume the role unexpectedly, and can be unprepared for the challenge. One of those challenges in navigating social media—especially as children and young adults continue to be the largest growing group of social media users (Pew Research Center, 2014). By examining grandparent strategies for mediating social media, their concerns about social media, as well as the grandchild perspective of mediation and concerns, all within the context of the digital divide, we can hope to more deeply understand this unique, yet growing, type of family unit.

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APPENDICES

Appendix A
IRB Approved Email/Online Message Board/Social Media Recruitment Text

Hello,

We are looking for grandfamilies (families in which grandparents take on a primary caregiving role) to take part in interviews about grandfamilies and communication.

Families that include grandparents who are primarily responsible for at least one middle school age grandchild (sixth grade and higher) are eligible for the study. Participation in the study is completely voluntary, and those who choose to take part may discontinue interviews at any time.

Dr. Jessica Bertapelle and master's student Hannah Watkins, both from Wichita State University, are conducting the study.

If you are interested in participating, you and your grandchild may be asked to complete in-depth interviews. Interviews will be conducted separately, but a grandparent or other caregiver may choose to remain present for the grandchild's interview.

The study will include topics that may be sensitive to some, including the nature of how they became a grandfamily, challenges of being in a grandfamily, and communicating about death. All information will remain confidential.

If you opt to participate in an in-depth interview, it will take approximately 30-60 minutes. You may be interviewed in-person, via Skype, or via phone, depending on your location and preference.

If you are interested in the study, or know someone who is in a grandfamily and may like to participate, please contact Dr. Jessica Bertapelle at jessica.bertapelle@wichita.edu or 316-978-6129 or Hannah Watkins at hewatkins@wichita.edu or 620-794-4211. I am also attaching a flier about the study, which you may feel free to pass along to anyone you think might be interested.

Email/Letter Recruitment Text for contacting schools and grandfamily-affiliated organizations.

Hello,

You are being contacted because your organization has been identified as one that serves the grandfamily population (families in which grandparents take on a primary caregiving role for a grandchild). We are currently conducting a research study about this population and their communication/relationships. It is our hope you might consider passing along information about the study to those who meet the eligibility criteria.

Families that include grandparents who are primarily responsible for raising at least one middle school age grandchild (sixth grade and higher) are eligible for the study. Participation in the study is completely voluntary, and those who choose to take part may discontinue interviews at any time.

Dr. Jessica Bertapelle and master's student Hannah Watkins, both from Wichita State University, are conducting the study.

For the study, grandparents and grandchildren may be asked to complete in-depth interviews. Interviews will be conducted separately, but a grandparent or other caregiver may choose to remain present for the grandchild's interview.

The study will include topics that may be sensitive to some, including the nature of how they became a grandfamily, challenges of being in a grandfamily, and communicating about death (specifically, talking about and making arrangements for the possible death of a grandparent caregiver). All information will remain confidential.

For those who opt to participate in an in-depth interview, it will take approximately 30-60 minutes. They may be interviewed in-person, via Skype, or via phone, depending on location and preference.

We hope you will consider passing along this letter and/or my contact information to eligible grandfamilies. Additionally, I am attaching a flier that may be passed out to those you identify as having an interest in the study.

If you, or someone you know, would like more information about the study, please feel free contact Dr. Jessica Bertapelle at jessica.bertapelle@wichita.edu or 316-978-6129 or Hannah Watkins at hewatkins@wichita.edu or 620-794-4211.

Appendix B

Informational Poster



ARE YOU RAISING YOUR GRANDCHILD?

CONTACT: JESSICA.BERTAPELLE@WICHITA.EDU OR 316-978-6129

PARTICIPATE IN OUR STUDY:
PLANNING FOR CAREGIVER DEATH AND TALKING ABOUT SOCIAL MEDIA USAGE



Watkins



Bertapelle

RESEARCH BY DR. JESSICA BERTAPELLE AND HANNAH WATKINS

WHO: We are looking for families in which grandparents are primary caregivers for at least one middle-school age grandchild (sixth grade and higher) to take part in interviews.

WHAT: The study will include topics that may be sensitive to some, including the nature of how they became a grandfamily,

challenges of monitoring social media in a grandfamily and discussing death. All information will remain confidential.

WHERE: It will take approximately 30-90 minutes. You may be interviewed in-person, via Skype, or via phone, depending on your location and preference. Dr. Jessica Bertapelle and master's student Hannah Watkins,

both from Wichita State University, are conducting the study.

WHEN: Ongoing

WHY: This study will help us to understand how grandfamilies, an often hidden and understudied population, communicate and relate to one another.

Appendix C Grandparent Consent Form



Informed Consent Form

Purpose: You are invited to participate in a research study of communication in grandfamilies. We hope to learn about the unique challenges faced by grandfamilies, specifically in regard to communicating about the possibility of a grandparent death, as well as social media monitoring.

Participant Selection: You were selected as a possible participant in this study because you are a grandparent raising at least one grandchild who is of middle school age (sixth grade or older). Approximately 20 grandparents will be invited to join the study.

Explanation of Procedures: If you decide to participate, you will take part in an in-depth interview via phone or in-person with both researchers. If you opt to meet in-person, it may take place at a location of your choosing. It will take approximately 30-90 minutes. The interview will include questions about how you communicate within your family about the possibility of death and social media monitoring.

Discomfort/Risks: Participation in this research project presents some emotional risks. The topics discussed may be emotionally sensitive because the researchers will discuss family history, current family structure, and plans for the future. The level of discomfort will depend on how each individual reacts to questions. If at any point a participant is uncomfortable with the questions or discussion, they may stop the interview. A guide will be provided to you that will provide a list of resources for grandfamilies, including organizations that provide counseling services.

Benefits: Grandfamilies are an underrepresented and understudied family unit. This research project has the potential to provide a better understanding of the role grandfamilies play in American society and how grandparents and grandchildren negotiate talk about death, particularly that of a grandparent caregiver, as well as how these family units monitor and discuss social media.

Confidentiality: Any information obtained in this study in which you can be identified will remain confidential and will be disclosed only with your permission. Interviews will be audio recorded and researchers will take notes. All files will be kept in a locked office for up to three years, after which they will be destroyed.

By signing this form, you are giving the research team permission to share information about you with the following groups:

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Wichita State University Institutional Review Board.

The researchers may publish the results of the study. If they do, they will only discuss group results. Your name will not be used in any publication or presentation about the study.

Refusal/Withdrawal: Participation in this study is entirely voluntary. Your decision whether or not to participate will not affect your future relations with Wichita State University. If you agree to participate in this study, you are free to withdraw from the study at any time without penalty. You may also choose to skip individual questions and continue with the rest of the study.

Contact: If you have any questions about this research, you can contact Jessica Bertapelle, Wichita State University, Elliott School of Communication, 1845 Fairmount Street, Wichita, KS 67260, 316-978-6129, jessica.bertapelle@wichita.edu and Hannah Watkins, Wichita State University, Elliott School of Communication, 1845 Fairmount Street, Wichita, KS, 67260, 620-794-4211, hewatkins@wichita.edu. If you have questions pertaining to your rights as a research subject, or about research-related injury, you can contact the Office of Research and Technology Transfer at Wichita State University, 1845 Fairmount Street, Wichita, KS 67260-0007, telephone (316) 978-3285.

You are under no obligation to participate in this study. Your signature below indicates that:

- You have read (or someone has read to you) the information provided above,
- You are aware that this is a research study,
- You have had the opportunity to ask questions and have had them answered to your satisfaction, and
- You have voluntarily decided to participate.

You are not giving up any legal rights by signing this form. You will be given a copy of this consent form to keep.

Printed Name of Subject

Signature of Subject

Date

Witness Signature

Date

Appendix D

Grandparent for Grandchild Consent Form

Wichita State University
Institutional Review Board Approval
8/31/15 – 5/10/16



Grandparent for Grandchild Consent Form

Purpose: Your grandchild is invited to participate in a study of communication in grandfamilies. We hope to learn about the unique challenges faced by grandfamilies, specifically in regard to communicating about the possibility of a grandparent death, as well as social media monitoring.

Participant Selection: Your grandchild was selected as a possible participant in this study because you are a member of a grandfamily. Approximately 20 grandchildren and their grandparents will be invited to join the study.

Explanation of Procedures: If you decide to give your grandchild permission to participate, they will participate in a phone or in-person interview with both researchers that will take approximately 30-90 minutes. If you opt to meet in-person, it may take place at the location of your choosing. The interview/discussion will include questions about how your grandchildren communicate within your family.

Interviews will be conducted one-on-one with the child without the grandparent/guardian. **However, if you or the child would prefer the grandparent/guardian to remain present for the interview, please just let the researchers know.**

Discomfort/Risks: Participation in this research project presents some emotional risks. The topics discussed may be emotionally sensitive because the researchers will discuss family history, current family structure, and possible death of a grandparent caregiver. The level of discomfort will depend on how each individual reacts to questions. If at any point a participant is uncomfortable with the questions or discussion, they may stop the interview. A guide will be provided to you that will provide a list of resources for grandfamilies, including organizations that provide counseling services.

Benefits: Grandfamilies are an underrepresented and understudied family unit. This research project has the potential to provide a better understanding of the role grandfamilies play in American society and how grandparents and grandchildren negotiate family dynamics through communication and community.

Confidentiality: Any information obtained in this study in which you can be identified will remain confidential and will be disclosed only with your permission. Interviews will be audio recorded and researchers will take notes. All files will be kept in a locked office for up to three years, after which they will be destroyed.

By signing this form, you are giving the research team permission to share information about you with the following groups:

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Wichita State University Institutional Review Board.

The researchers may publish the results of the study. If they do, they will only discuss group results. Your name will not be used in any publication or presentation about the study.

Refusal/Withdrawal: Participation in this study is entirely voluntary. Your decision whether or not to participate will not affect your future relations with Wichita State University. If you agree to allow your grandchild to participate in this study, you are free to withdraw them from the study at any time without penalty. They may also discontinue the study at any time. They may also choose to skip individual questions and continue with the rest of the study.

Contact: If you have any questions about this research, you can contact Jessica Bertapelle, Wichita State University, Elliott School of Communication, 1845 Fairmount Street, Wichita, KS 67260, 316-978-6129, jessica.bertapelle@wichita.edu and Hannah Watkins, Wichita State University, Elliott School of Communication, 1845 Fairmount Street, Wichita, KS, 67260, 620-794-4211, hewatkins@wichita.edu. If you have questions pertaining to your rights as a research subject, or about research-related injury, you can contact the Office of Research and Technology Transfer at Wichita State University, 1845 Fairmount Street, Wichita, KS 67260-0007, telephone (316) 978-3285.

You are under no obligation to participate in this study. Your signature below indicates that:

- You have read (or someone has read to you) the information provided above,
- You are aware that this is a research study,
- You have had the opportunity to ask questions and have had them answered to your satisfaction, and
- You have voluntarily decided to participate.

You are not giving up any legal rights by signing this form. You will be given a copy of this consent form to keep.

Printed Name of Subject

Signature of Subject

Date

Witness Signature

Date

Appendix E Child Assent Form

Wichita State University
Institutional Review Board Approval
8/31/15 – 5/10/16



Child Assent Form

I have been told that my grandparent/legal guardian has said it's okay for me to participate, if I want to, in a project about how grandfamilies communicate about the possibility of death, as well as how grandfamilies communicate about social media.

I know that I can stop at any time I want and it will be okay if I want to stop. I also know I may choose to skip individual questions and continue with the rest of the study.

Printed Name of Subject

Date

.....
Wichita State University | Fairmount College of Liberal Arts & Sciences | 1845 Fairmount Street | Wichita, Kansas 67260-0031
tele: (316) 978-3185 | fax: (316) 978-3006 | web: HYPERLINK "http://www.wichita.edu" www.wichita.edu

Appendix F
Demographic questions for grandparents

- 1) What is your age?
- 2) What race do you most identify with?
- 3) What is your marital status?
- 4) What is the highest level of education you've completed?
- 5) What is your annual household income?
- 6) How many grandchildren live in your home?
- 7) How many adults live in your home? Who are they?
- 8) How long have you been the primary caregiver for your grandchild(ren)?
- 9) How/why did you become a grandfamily?

Appendix G

Demographic questions for grandchildren

- 1) What is your age?
- 2) What grade are you in?
- 3) What race do you most identify with?
- 4) Who lives in your home?
- 5) How long have you lived with your grandparents?
- 6) When/why did you start living with your grandparent(s)?

Appendix H

Social media interview questions for grandparents

1. Do you use social media? If so, what types of social media do you use?
2. Do you know if your grandchild uses social media? If so, do you know what types they use?
3. On what types of electronic devices do your grandchildren use to access social media? (Examples could include: tablet, computer, cell phone, etc.)
4. Do you monitor your grandchild's social media use by setting restrictions?
5. Do you discuss or talk about what is appropriate and inappropriate on social media?
6. Do you ever get on social media with your grandchild? What was this experience like?
7. How often does your grandchild use social media on an 8 point scale? (1=never, 8=several times per day)
8. How do you control this (Time limits? Or time of day?)
9. How do you recognize appropriate content for your grandchild?
10. How do you control strangers reaching out to your grandchild?
11. How do you control what types of information your grandchild gives out to others? Examples could include using privacy settings, not filling out personal information on forms.
12. Do you do anything else to monitor or help control your grandchild's social media use?
13. What types of challenges have you run into when monitoring your child's social media?
14. Do you feel as though your age plays a role in your comfort or discomfort with technology?
15. Would you consider yourself the "Expert" in your family when it comes to social media? (For example, your grandchild is more proficient in social media than you.) If not, how do you maintain authority?
16. Have you ever received any type of support or training on social media?

Appendix I

Social media interview questions for grandchildren

1. Do you use social media? If so, what types?
2. Does your grandparent use social media? If so, what types?
3. How do you access social media? (cell phone, computer, etc.)
4. How much time do you spend on social media by ranking your use on an 8 point scale? (1=never, 8=several times per day)
5. Does your grandparent know that? Why or why not?
6. How do you deal with something that's inappropriate on social media? Did you tell your grandparent when that happened? Why or why not?
7. Has a stranger ever reached out to you? Did you tell your grandparent when that happened? Why or why not?
8. How private/not private do you have your social media accounts set up? Does your grandparent know that? Why or why not?
9. Overall, do you feel like your grandparent tries to monitor or limit your social media use? In what ways?
10. Are there any other general rules about using social media at your house?
11. Do you hide anything on your social media account that you don't want your grandparent to know? (Examples could be hiding things from view, having 2 accounts, etc.)
12. Do you consider yourself to be the "expert" in the family on social media? Why or why not? Has it ever caused problems or conflicts between you and your grandparent?

Appendix J

Proposed Timeline

Activity	Date
Deliver final prospectus to committee members (no later)	Sun., Nov. 15
Create powerpoint, prepare	Mon., Nov. 16-Fri., Nov. 20
Defend prospectus	Mon., Nov. 23
Make changes to prospectus, continue adding to literature review	Mon., Nov. 30- beginning of March
Begin cold calling, following up on leads	Mon., Nov. 30
Begin interview process (continue analyzing, writing)	All of Dec., part of January
Aim for five completed interviews	Mon., Jan. 11
Continue interview process (continue analyzing, writing)	Part of Jan., all of Feb.
Aim for remaining five completed interviews	Mon., Feb. 15
Completed project-Rough Draft	Mon., March 7
3 weeks for revisions	March 7-March 21
Approximately finished	March 28
Request to schedule oral defense (no later/no later than 2 weeks prior to defense date)	April 15
Deliver final transcript to committee members (no later than 2 weeks prior to defense date)	April 15
Oral defense (no later)	April 29
Graduation requirements completed	May 6
Graduation	May 14

Appendix K-Grandfamily Resource Sheet

Informative Websites

- **The Grandfamilies State Law and Policy Resource Center**
<http://www.grandfamilies.org/>
- **Grandfamilies of America**
<http://www.grandfamiliesofamerica.org>
- **The State of Grandfamilies in America: 2014**
<http://www.gu.org/RESOURCES/Publications/StateofGrandfamiliesinAmerica2014.aspx>
- **Generations United National Center on Grandfamilies**
<http://www.gu.org/ourwork/grandfamilies.aspx>

- **AARP “Grandfamilies Guide”**
<http://www.aarp.org/relationships/friends-family/info-08-2011/grandfamilies-guide-getting-started.html>

Resources in Kansas

- **Grandfacts Kansas:** Provides a listing of statewide resources compiled by AARP
<http://www.aarp.org/content/dam/aarp/relationships/friends-family/grandfacts/grandfacts-kansas.pdf>
- **Kansas Children’s Service League:** Provides assistance through outpatient mental health programs and their Kinship Navigator Program to grandparents and relatives in Sedgwick County who are raising children. ALL Kinship Navigator Program Services are FREE and confidential.

Website: <https://www.kcsl.org>

Counseling Services Website:
<https://www.kcsl.org/Counseling.aspx>

Counseling Services Phone:
 (877) 530-5275

Kinship Navigator Program Website:
<https://www.kcsl.org/KinshipNavigator.aspx>

Kinship Navigator Program Phone: (316) 942-4261

Email: ... Freeman at pfreeman@kcsl.org or Renee Barrett at rbarrett@kcsl.org.

- **Rainbows United (Wichita):** Directs families of children with special needs to community resources and customized services.

Website: <http://www.rainbowsunited.org>

Phone: (316) 267-5437

Email: info@rui.org

Address: 3223 North Oliver, Wichita, KS 67220

- **Kansas Department for Children and Families:** Provides protection to children, promotes healthy families and encourages personal responsibility.

Website: <http://www.dcf.ks.gov>

Grandparents as Caregivers Cash Assistance Program (GPCG): Provides cash benefits to grandparents or other relatives raising children.

GPCG Phone: 1-888-369-4777

GPCG Website:

<http://www.dcf.ks.gov/services/ees/Pages/Cash/GrandparentsasCaregivers.aspx>

- **KidzCope (Wichita):** Provides the opportunity for children, teens and their families to learn lifelong coping skills after the death of a loved one.

Website: <http://kidzcope.org>

Phone: (316) 263-3335

Email: program@kidzcope.org

- **Kansas Department for Aging and Disability Services (KDADS):** Fosters environment that fosters security, dignity and independence for all Kansas. KDADS empowers older adults and persons with disabilities to make choices about their lives.

Website: <http://www.kdads.ks.gov/>

Phone: (Main) 785-296-4986

Toll Free: 800-432-3535 (in Kansas only)

Email: wwwmail@kdads.ks.gov

KDADS Behavioral Health Services

Website: <http://www.kdads.ks.gov/commissions/csp/behavioral-health>

KDADS Mental Health Main Number (785) 296-3471

KDADS Mental Health Toll-Free Number: (888) 582-3759 (8 am -5 pm, M-F)

Appendix L-Transcribed Interviews

Grandparent Interview 1: Minnie and Dave/41:31

H: Are both of you settled?

M: Yes.

H: Okay. (Reads informed consent form).

H: Okay, so the first set of questions, they're mostly just demographic questions? So I will start with that. The first question, is what is your age?

D: 67.

M: We are both 67.

H: Okay. And what race do you identify with?

M: Um, ...wants you to know that I'm 6 weeks older than he is.

H: Oh! Ah. Hahaha.

M: He makes it very unpleasant every year.

H: Oh no. Well that just means, that just means you're mature, right?

M: Ah maybe, Hahaha.
H: Okay, so both 67. ... is a little bit older, but not by much.
M: Hahaha.
H: And what race do you identify with?
M: We are both Caucasians.
D: Humans.
M: Oh yeah. We're the human race.
H: I do too.
H: What gender do you most identify with?
M: Male and female.
D: I'm guessing if I'm not pregnant, that means I'm male.
H: Well, that might make sense, I don't know. Hahaha.
M: Hahaha.
H: What is your marital status?
M: Married. 47 years.
H: How long?
M: 47. Very happily.
H: That is lovely. I think actually my grandparents just celebrated uh, their 50th, maybe 3 years ago?
M: I know. Yeah. Nice.
H: Very nice. Um, what is the highest level of education you've completed?
M: We both have a master's.
D: She beat me out by .01 on the grade test.
H: Are you a little competitive?
M: Hahahahaha.
D: No, she just rubs it in.
H: Oh, I gotcha. Well if she has a pretty high good grade point average, that's something to brag about.
H: And just so both of you know, you can skip any question at any time just let me know. You don't have to answer any of these. You can just say "skip," or you can say, "I don't feel comfortable answering that." So, whatever you're comfortable with that's what we'll be. Okay, what is your annual household income.
M: We'll just say above 50. How about that?
H: Sure.
M: We're both retired on fixed income. Hahaha.
H: Okay. And, how many grandchildren live in your home?
M: 2.
H: And, how many adults live in your home?
M: 2.
D: Eh, depends on the day.
M: Yeah, make that, 3 kids and 1 grandma. Hahaha.
H: Hahaha. Yeah. For me, it depends on the day too. So.
M: Hahaha.
H: Um, and how long have you been the primary caregiver for your grandchildren?
M: Ten years.
H: Okay, can either of you tell me about how or why you became a grandfamily?

M: Yes. Very simply, we have 3 adopted children. We have twins adopted from the Philippines. And both of our girls are in a very abusive relationship, which breaks our heart. He was abusing the boys. And we don't want our name used in this, okay Hannah?

H: Oh, absolutely, the only reason I ask for names is just for this conversation? But um, for anything, like, if this gets published anywhere or in my thesis, no identifying information will be used whatsoever.

M: Thank you.

H: Alrighty, so let's go ahead and get started on social media monitoring. Okay, so I'm just gonna go through these questions and either one of you can chime in however you want to answer. So, the first question, do either of you use social media?

D: No.

M: I sorta signed up for Facebook, but I forgot my password.

H: Uh oh.

M: So. That's it.

H: Okay.

M: I use email, does that count?

H: For this study, no. But, um, I will make a note of that.

M: Just email.

H: Okay. And do you know if your grandchildren use social media?

M: They do.

H: Do both of them?

M: Yes.

H: Do you happen to know what types they use?

M: They use Facebook.

H: Any other ones that you know of?

M: No.

H: Okay. And um, how do your grandchildren access Facebook or social media?

M: They use a phone, a smartphone and a computer.

H: And do they both—

M: Probably the ipad too.

H: Okay. And do they both—

M: Oh, I guess not on the ipad.

H: Not on the ipad?

M/D: No.

H: Okay. And do they both use their smartphones?

D: Well they have one.

H: AH, okay.

M: They use mine, they steal mine. And they use it.

H: Oh, I know how that goes.

M: On their way to bed they grab my cell phone charging and have a lot of fun.

H: Okay. Okay. So um, next questions are kind of how you monitor what they do on social media? Um, and one example of monitoring is setting restrictions. And restrictions can be anything from the time that they're allowed to use social media how much time, the types, so what I'm wondering is, do either of you monitor your grandchild's social media by setting restrictions of that nature?

M: We try. We try to say, like an hour, or something, but then they, you know, ...got ahold of somebody else's extra smartphone. So we know that he uses in bed at night and...takes my smart phone up at night. But yet we try to keep it down, but yet we know that....

D: Limited success.

M: Limited success.

H: Okay. So, one way is time. Are there any other methods that you can think of that you currently use to limit their use of it?

D: Take away it, mainly. If we find there's been on a, if they've been going over the hour limit, well then we, sometimes we'll take away the phone.

M: And then sometimes we forget where we put it, and then they get really mad at us.

H: Oh no. Hahaha.

M: Hahah. Yeah.

H: Well, and if you don't use one all that often, you don't think about that.

M: Yeah we've gone away for something, ya know we can't find the phone, and that's mainly grandma's dementia, I guess. Hahaha.

H: Hahaha. Okay.

D: Remember, she's older than me.

M: Hahaha.

H: Hahaha. I guess she is, but that's okay. Okay, so, um, do you ever discuss or talk about what you feel like is appropriate or inappropriate on social media?

M: Oh, all the time. Ten years.

H: What are those conversations look like?

M: I will sometimes, when I see him using his cell phone, I'll just watch for a few minutes. And I just put my hand out, and he has to give it to me. And I go over it and I'm appalled at the horrible language that's on there. Same with..., he was on Facebook this morning for a while on the computer. And I just came over and said, "My turn," and I just sat and listened to it and he says, oh well I don't know that person. Well I don't care if you know that person or not, look at the language, it is disgusting. Look at the subject matter, a Christmas tree made out of boobs, I just can't believe what's on there. It's horrible. "But I don't know them grandma," that has nothing to do with it,.... It's disgusting and inappropriate.

H: Mmhmm.

M: What other conversations, what else is it, you mentioned language. What other things do you see that you feel like are inappropriate?

M: The images are horrible some of them.

H: Mmhmm. So when you have conversations about what you feel like is appropriate or inappropriate, um, do you feel like that's something that works for you?

M: No! No. Because, it's, they can get on it anytime and look at it. I tell them how bad I think it is. But I don't know, I don't know how to do any settings. And, maybe, can there be settings? Hannah, can there be settings on the computer or on the smartphone?

H: There can be.

M: We've got it on our TV. Okay, well we need to find that out. Can you tell us?

D: No, she can't tell us.

M: Oh. Well we'll find out.

H: Okay. Um, okay, so we kind of having already talked about this already, but I want to specifically ask a question about it, I was wondering do you, do either of you get on social media with your grandchildren?

M: Just with them watching over my shoulder while I'm scrolling through being appalled.

D: I do not.

H: Okay. Okay, um, and would you feel like, specifically, I guess this is more for you, just because you've gotten on their social media just with them right there, would you say that it's more of a positive experience or a negative experience?

M: Negative.

H: Okay.

M: I mean they're hearing me, but it's something they already know that I dislike.

H: Okay. So those kind of the mediation practices, So next we're gonna switch gears and talk about content? So things that you actually see on social media specifically. what you see on Facebook? So how do you recognize appropriate content?

M: How do you recognize it?

H: Uh-huh. So if you're just scrolling through, and I could even ask this the opposite way, how do you recognize inappropriate content? Like how do you know when you see something, and you automatically know, "Oh, I don't like that"? Or, yeah that's okay, that's something that's okay.

M: Well, anything with bad words. We don't use bad words in our home. And we did that with the boys, and they know we don't like it. If you hear it at school and social media and all, it's just easier for it to slip out. And we don't like it at all. Pictures this morning when I was going through ... stuff, there was a thing about nipple piercings,

H: Mmhmm.

M: Images that are suggestive. Images.

H: Sure. Um, another thing that I'm wondering that you worry about, or you've thought about is strangers on social media? Um, are there ways that you control how strangers reach out to your grandchildren and talk to them?

M: You know what, to the best of my knowledge, that has not happened. But that's just another reason that I look. But I know they can hide things too. And Hannah, it just occurred to me, did you hear about in Canyon City, Colorado, the sexting scandal at the high school?

H: I don't know that I did?

M: Well, it's horrible. About 100 kids in this high school were involved in it. Sending naked pictures to each other? And I mean I know those kids were terrified, it's been about a month ago since it's started, and they finally decided they were not going to press charges against those kids. But they could have. And in another school, in Colorado, and in New York. In other words, it happens all over, wherever they are, naked pictures of themselves.

D: Well, what they're using now is an app that uh when you're looking at the phone it looks like a calculator?

H: Ah, okay.

D: So I'm just doin my math, don't bother me. And then uh, you put in the passcode and all the sudden I get a picture of whomever and ya know they had 6 kids in Canyon City, that were kind of the ringleaders? They were considering filling-considering pressing

charges against the 6. But there were over 100 kids that had been involved. Ya know some kids said well, they sent it to me, but I never knew what it was, or anything I never opened it. Well, so, still there on your phone, still have the app—

H: Right

D: So now it looks like, you're trying to hide something. Transparency is not, uh, a real big value.

H: Uh-huh.

D: Lack of transparency is a big thing.

M: So many ways now that kids can get around that. That-

D: And even values-and even ya know even setting standards or even setting controls parental controls on things, um, with apps like this, ya know, it doesn't work.

H: Right, right.

M: In other words, I feel like, technology is changing so fast. I cannot keep up with it. I don't know how your generation can keep up with it, cus all of the sudden there's twitter and all kinds of things. And I think it's going to be hitting younger and younger kids. I am appalled that our 11 year old has seen some of things that I know he's seen or read, and it's just gonna be a huge issue and we are just going to have this ugliness, permeating our society. It's, it poisons the mind I believe.

D: Unfortunately it all is driven by the fact that to survive economically the family needs to have 2 incomes. And if mom and dad are working, and it's the cell phone, no matter what it is, it takes the cell phone-that's the link to the kid. To be able to check in with the kid, and to know where they are and so forth as much as you can.

H: Mhmm.

D: So it's almost a necessary evil. I mean being grandparents it's not, because we're here. After school, or needs to be picked up early, or whatever, we're available pretty much.

But, since you're focusing on grandparents so. Ya know, it's not quite the factor for us.

H: Okay. That makes sense. (22:25). Okay. Um, so, the next question is about um the type of information that your grandchild posts on their social media? So the other 2 questions were about content that they might see from others? But, um, how do you um, do you know how your grandchild that they give to others? Or is there anything that you try to communicate to them about the information they post?

M: That's a really good questions. And, not really. Um, that's something that we need to do.

D: I mean through general life we've tried to instill values, life values. And um, ya know we've encouraged the boys to uh, to take a higher road, and not be down, just because your friends all swear like whatever doesn't mean you need to. To us, or to uh, their friends or whatever. Um, we try, that's how we try to control it. Just, ya know.

M: But we do need to tell them, ya know even talking about stranger awareness to little children, we need to do that more. I guess we feel like we're pretty vigilant, but we absolutely obviously things slip by us with the cell phones.

D: And both the boys, okay both the boys are big into boy scouts. And part of scouting is um talks about bullying, cyberbullying, all the actions available in the cyberspace and uh, we, certainly have talked to them about, in that light, um, and so forth so.

H: Okay. Um, is there anything else that either of you do to either monitor or control their social media use?

M: No. Well, if we're mad at them, we take it away. But that's not controlling. That's just. Uh, no, we really don't know. We're doing everything we know to do.

H: So, kind of along that line of thought, what are some of the challenges specifically that you've run into when you've tried to watch over their social media use?

M: Basically you can't. One time I was on the computer, so my password was in there, and I let...sit down to do something. I don't remember what it was. Something for school. And I came back a few minutes later and it had what he had up on the screen, and he had visited a porn site. Yeah. It is so easy.

H: Mmmhmm.

M: And I know this is off the subject, but I'm a substitute teacher, I'm subbing in a multi-district class, they all have google chrome. Do you know what that is?

H: Yeah.

M: Okay, so. They all have that and the teacher said, walk around, monitor, and I did. But I noticed this one kid every time I'd come close, he'd tap something on the computer, and I know he was changing the screen and I kept trying to get around to see what in the world it was. I just left a note for the teacher. But I know he was watching me, and I'm sure it was something that was not appropriate. And I asked, and they said the school district has restrictions. And I know things can pop up.

H: Mmmhmm.

M: So, anyway.

H: Sure.

D: Ya know, setting controls on an electronic device, whether it's TV or phones, tablet or anything, there are ways around it no matter what you do nothing is one hundred percent. Part of that is changing technology. Technology responding to trying to control the media, so they say well, if somebody has done this, all you need to do is do this. And so the technology for some faction of technology is moving it around and trying to um, help the persons getting around controls. And so no matter what you do, at some point, someone will be able to um, basically, make the control ineffective.

H: Right, right. Any other challenges that you feel like you've run into?

D: Well, I mean, technology itself just continues to change and trying to keep up. I feel that social media is a something that we don't need. Um people talk about how they have a blog, and they tell people what they're doing right now or doing after dinner, and they have a picture of the plate on there? I'm sorry, I ask my wife if she enjoyed her meal, but other than that, I really don't want to read about what you had or what you're doing right now, or anything like that. If I was that interested in you, I'd be close to you. So. I don't understand the desire, I guess to uh, share that much information. There certainly isn't a need.

H: Sure, Okay. Um, so, I just have 2 more questions for you 2. This next question, would you consider yourself the expert in your family when it comes to social media? Really, are they more proficient than you?

M: Oh definitely, both of them. They're brilliant.

D: I just, I just haven't felt the need to learn anything about it. Because I feel it's an unnecessary evil in the world, so I haven't bothered to learn anything about it.

H: So, um, how would you two say you maintain authority on social media if your grandchildren are the experts? Are there ways that you do that?

D: Yeah, we take the phone away.

H: Yeah.

D: You know restricting access is about the only way that we can. No matter what, um, it will, read, whatever, whatever they want, um, and uh, you're only fooling yourself if you actually believe that you're going to put some kind of restriction on what they're doing.

M: I don't know if this came through, but neither one of our grandchildren have smartphones.

H: Right.

M: And now he'll grab my smartphone and take it up to bed if I've got it out charging, but he's learned how to do Facebook on the computer. And..., we have not given him a smartphone but he has one from a friend that's old and he didn't want it anymore. So he has it, so I don't know how that's working with bills, ya now, how can we control it if he's getting it at school, or if friends are sharing their smartphones, of course, they think they're the only two children on the planet that do not have smartphones. That's how mean they think we are. I will be more than happy to tell you all about it. But we feel powerless. We do.

D: Removing their, physically removing the phone from their possession is the only surefire way.

M: But then they get it at school. They'll borrow.

D: Yeah.

M: It's kind of embarrassing to me, because if something happens at school, ... will borrow the cell phone to call us, but, we just, we want so much for them to have a wholesome childhood. And this has just invaded our home. Ya know I try to keep up, I scroll through, but they've got, but I'm probably missing an awful lot.

D: Well unless we're sitting there looking over their shoulder all the time, it's impossible to um, relinquish control. It is invading our home and our values. It's uh, it's not something we would want or choose to have. But um, ya know, or, it doesn't matter, you'd have to watch the TV program so much, over the air TV because it's so uh, shall we say, inappropriate for viewing sometimes. And even during the family viewing time, stuff is, not preferred on TV. Obviously the, higher that allows in the home.

M: I wish that we could have something in our home that says nothing inappropriate. Ya know, an app that said nothing inappropriate on these phones, or these cell phones, or any of the phones they might borrow.

H: Right.

M: But of course, you can't control that. So, it's a quandary and I think it's terrible. I think a lot of parents would agree with us, so,

D: It seems to have grown into a, cell phones, or the need for cell phones, has come from the need for most parents to be working, and technology has just allowed the possessor of the phone, computer, tablet, whatever, access these things whether we want them or not. Think about all the pop up ads you get on your laptop. You sit there and think, "Really?" I can't tell you how many times I've decided no, I really don't want a Chinese, Japanese, or Russian bride. One is sufficient. Hahaha.

H: Hahaha. I bet so.

D: So again, it's even, even emails. Unwanted emails. I don't think I need to wear the, the zippy bra. I get emails all the time.

H: Oh, yep, I totally do too.

M: Hahaha.

D: Like is someone trying to tell me something? Haha. But uh, ya know, we don't even do anything, and it still invades our life. And uh, yeah, it would be nice if there was a way to restrict it. But then of course, you're talking about first amendment rights. I have the right to say whatever I want, do anything, do anything that's going to pose physical or emotional harm to somebody, then you might have the authorities. But I still have the right to put it out there. Ya know you just, to try to stop that, you can't.

H: Right, right.

D: So we're going to dig up all the original founding fathers and have them rethink that issue for us.

H: I know right, bring 'em back to life and have them see what it looks like now.

D: Well...was saying that, uh, the jobs, that uh, most people will have in 30 years haven't even be thought of yet Think about how fast technology is going, we used to be a country of—

M: Farming.

D:...farmers and ya know, manufacturing. Now we're pretty much basically air. Technology we're creating that we're so well known for, has replaced farming, manufacturing. And so we don't really manufacture anything anymore, it's just air. Social media, the internet, is just air that we're manufacturing, we're living off of nothing.

M: I will say this Hannah. I love emails, and um, being able to look information up in your own home. You don't even have to go to library anymore. That's wonderful.

H: Yeah.

M: Some very good things that have come out of Steve Jobs and Bill Gates. But there's, this is, we need to figure out what we can do to keep our children innocent as long as possible, I believe.

H: Well, my last question kind of ties into what you just said. Have either of you ever received any type of support or anything on social media? Like have you ever taken a class or anything?

M: No, just what our grandchildren teach us.

H: Okay.

M: Are there classes?

H: Ya know, I'm sure that there are? But I don't, I'm assuming you could probably take classes through technical colleges? And then, maybe Adult Ed. Classes, but honestly I'm not sure?

M: Well I think that might be good, to do it online, huh.

D: Hahaha.

M: Well there's none here, so.

H: Well, that's all I have for you two.

Grandchild Interview 1: Kevin/18:31

K: Hi, how are you.

H: I'm good, how are you doing? (18:49 left)

H: So, um, do you wanna do some kind of video chat? Do you have Skype or anything like that?

K: I have Facebook.
H: I don't know how, is there a video chat on there?
K: Yeah.
H: Okay, let me pull up my Facebook.
K: What's your name?
H: Hannah.
K: Hannah....?
H: Watkins is my last name. W-A-T-K-I-N-S.
K: Uh huh.
H: Did you find me?
K: Yeah, is your profile like, I mean, it's kind of like a whole bunch of girls on it?
H: Nope, that's not me.
K: Huh.
H: Let me type in your name and I'll see if I can find you. What's your last name? (17:53 left)
H: And what's your profile picture look like?
K: It has like a silver skull.
H: Haven't found you yet
K: What's your profile picture?
H: Um, I have blonde hair, and my fiancé is kind of hugging me? And it looks like my face is kind of down?
H: Ohhh, I think I might've found you. Is it like a bluish-black?
K: Um, yeah, kinda.
H: What is your cover photo?
K: It looks like a demonish skull type thing.
H: Is your cover photo... Ghost Recon Future Soldier?
K: Um, let me think. No.
H: No?
K: Nope.
H: Hmm.
K: Is your fiancé wearing like a bowtie?
H: No.
K: Are you in a striped shirt?
H: No. It's like a pink shirt. But he's in a striped shirt. I had no idea that Facebook has a video chat.
K: Yeah. You gotta become friends, and then you can talk and you can video chat.
H: Okay. Perfect. Hmmm.
K: Do you have any friends I can look up? There's a way I can do that.
H: Um, let's see. I'm trying to think of someone, I think you can look up? Try Tracy?
K: Yeah?
H: Wedel Hilker?
H: Maybe see if you can see her friends and then you can try to see me?
K: Yeah.
H: Okay, so ..., while you keep looking for me on Facebook. Um, I just wanna run through something really quickly with you.
K: Okay.

H: It's called a consent form? (Reads Grandchild Assent form)
K: Yeah.
H: Okay. Cool. Did you find me? On Facebook?
K: Okay I have one question.
H: Yeah?
K: Is your cover photo like a tree with orange leaves?
H: No.
K: Okay.
H: Do you, well, since we can't find each other do you just wanna talk on the phone instead?
K: Sure.
H: Okay. Otherwise, I have Skype if you have a Skype. But if you don't have an account we can just talk on the phone? It's up to you.
K: Uh-huh. Sure.
H: Okay, so the first few questions are just about you. And just so know, I'm gonna write a paper about this. So just so you know, no one will ever know that you talked to me if you don't wanna tell anybody.
K: Okay.
H: So the first question is, what is your age?
K: I am 11, about to turn 12.
H: Nice, when's your birthday?
K: January 2nd.
H: Nice, so you really are about to turn 12.
K: Mhmm.
H: And what grade is that?
K: Um, sixth.
H: And, what race do you identify with?
K: Say that again?
H: What race are you?
K: Oh... I am, German and Phillipino or something like that.
H: What gender are you?
K: Boy.
H: Um, who lives in your home?
K: My brother, my grandma and grandpa.
H: How long have you live with your grandparents?
K: Um, since I can remember.
H: Um, do you know why you started living with your grandparents?
K: Um, yeah.
H: You can tell me about that if you want to, but you don't have to.
K: Um, sure, I'll tell you.
H: okay.
K: Um, so, I was, my brother and I were both abused when we were young. And that's when we get transferred over to Tennessee and then we were transferred to here.
H: Okay, so next we're gonna talk about social media. Sound good?
K: Uh-huh.
H: Okay so do you use social media?

K: Social media? Do you mean like Facebook?

H: Yes.

K: Yeah.

H: Are there any other types of social media that you use? So social media is really anything that you talk to your friends on, or talk to your friends with? Some other examples could include Twitter, Instagram, Snapchat, stuff like that? Is there anything else you use besides Facebook?

K: Um, no.

H: Okay. Um, do you know if your grandparents use social media?

K: Um, I think my grandma has a Facebook.

H: Okay. Um, do you know if she has any other types? Instagram, Twitter, any of those, any of those other types?

K: Um, no.

H: Okay. And then, how do you get on social media? Like, I use an ipad and stuff like that. How do you get on social media?

K: Computer.

H: Through the computer?

K: Yeah.

H: Is there a computer at your house?

K: Mmhmm.

H: Is there any other way you get on social media?

K: Um, yeah. I also get on my brother's phone.

H: You get on your brother's phone. Do you have a phone?

K: No.

H: Okay. Um, how much time you say you spend on Facebook per day?

K: Possibly about 30 minutes.

H: And would you say that's every day?

K: Um, I would say like one time per week, maybe? Or something like that?

H: One time per week?

K: Yeah.

H: Sure. Does your grandma or grandpa know that? Like that you get on for 30 minutes? Like do they know you get on for the amount of time?

K: Yeah.

H: And just so you know, I'm not gonna give any information to your grandparents either, so. Anything you tell me it stops with me and nobody's going to know.

K: Okay.

H: Um, have you ever dealt with something that's inappropriate on social media?

K: Um, no.

H: Okay, so, things that are inappropriate might include like cuss words? Or maybe pictures your grandparents wouldn't approve of? Have you ever seen anything like that when you're on Facebook?

K: Yes.

H: Um, so then, when you see it, what do you do?

K: I either scroll past it, or tell my parents about it.

H: Sure. So, a lot of times, when you see something, you tell your grandparents about it? Or you just kind of ignore it?

K: I usually just ignore it.

H: Sure. And sometimes you tell your grandparents?

K: Yeah.

H: When you tell your grandparents about the inappropriate stuff, what makes you decide to do that?

K: Um, I don't really think it's okay for people to be doing stuff like that. So.. I... Yeah.

H: Sure. Okay.

H: Has a stranger ever reached out to you when you've been on Facebook? Or like added you as a friend, someone you didn't know?

K: Um,, No.

H: Okay. Um.. and I don't know if you'll know the answer to this question.. But, so, you have your Facebook account set up, do you know how privately you have it set up? Like do you have it to where people can see your pictures and your information? Or do you have it set up to where, I mean what are the settings you have set up?

K: I just have like the things that you can leave in and stuff like that, some funny things.

H: Okay, so that's how you have it set up for people you're not friends with?

K: Yeah.

H: Okay. Why do you have it set up like that?

K: I've learned that if you post some personal information on social media thing, um, you can like, um, um, get out personal information and then people can find out where you live, what your phone number is, and then people can find out like cyberbullies and stuff like that.

H: Ah, gotcha. Okay. That makes sense. Um, do your grandparents know that you have it set up like that?

K: Yes. I think.

H: Okay. Did you just tell them about it, or did they make you set it up like that?

K: They usually get onto my account if I let them, and they'll like check stuff.

H: Ah, gotcha. Okay, um, do you feel like either of your grandparents try to monitor to you, or watch over you, or try to limit your Facebook use?

K: Uh, yeah.

H: How do you feel like they do that?

K: Like, um, they'll, they'll, um, when I'm like on Facebook they'll like come over and see what I'm doing?

H: Do they just kinda watch over your shoulder?

K: Yeah sometimes.

H: Do they do anything else? To like monitor you? Or tell you what's appropriate or inappropriate?

K: Um, sometimes they will when I'm on FB they'll come over and see what I'm like looking at and stuff like that.

H: Are there any other rules about social media at your house?

K: Um, no.

H: Okay. Um, and again, if you don't wanna answer this next question you don't have to. But we only have 2 questions left. So we're almost done. Do you hide anything on your Facebook account that you don't want your grandparents to know? Um, some examples of this are maybe, if they walk up behind you and they hide something from view? Or if

you have two accounts set up that your grandparents don't know about? Is there anything you try to do to like hide stuff?

K: Um, no.

H: Okay. And last question, would you say that you are the expert in the family on Facebook?

K: Yes.

H: And why do you say that?

K: Um, because I think I spend a lot of time, a lot of time on electronics and that gives me really good electronics. If my grandma needs help with something, usually she'll call my grandpa or me up to help her out.

H: Okay. Has that ever caused like fights or arguments in your family? Like the fact that you know more about it than your grandparents do?

K: Mmhmm.

H: What is that like?

K: Um, I don't know.

H: That's okay. Let's just say a fight. Has your grandparents ever gotten upset at you because you know more than they do?

K: Um, no.

H: Okay.

K: They usually congratulate me that I know more than they do.

H: Ahh, gotcha. But you definitely feel like you're the expert?

K: Yeah.

H: You know more than they do?

K: Yeah.

H: Is there any other conflicts that have happened because you know more than they do?

K: Um, yes, actually.

H: Like what?

K: Like my brother, he was um, on Facebook. And then he couldn't send something he really wanted to send. And then he got mad at me because I showed him how.

H: Ahh. And I should have asked this to begin with, is your brother younger than you?

K: Um, no.

H: He's older than you?

K: Yeah.

H: ..., do you have any questions for me? About what I've asked?

K: Um, no.

H: Alright, well, if you don't have any other questions, that's all I have for you. Pretty easy, huh?

K: Mmhmm.

H: Well thank you for spending a couple minutes with you, it was nice meeting you.

K: It was nice meeting you.

Grandparent Interview 2: Chelsea/39:49

H: Okay. So, you are on speakerphone now. And I'm just gonna go through and just read this consent form. Um, since it's different from Dr. Bertapelle's study it is a different informed consent form. So (Reads Informed Consent Form).

K: Now, how do I get my grandchild to go to college? That's all I ask.

H: At Wichita State?

K: Yes! Hahaha.

H: There's actually some good really opportunities. Um, and I couldn't tell you as far as undergraduates go? I went to Southwestern College. I don't know if you know where Winfield is?

K: Oh Yeah.

H: Oh, okay. I went to SC. Down there. And that's where I graduated from. And then I came up here to get my Master's. And they are paying me to teach and then paying for my college.

K: Wow!

H: Yeah, they're actually taking-they're taking really good care of me. So, maybe they have some opportunities like that for your grandchild?

K: Um, my oldest, and what I keep pushing, is that education will get you much farther than who you hang out with or hangin' out on the computer or texting-

H: Sure.

K: So, keep your nose in a book.

H: Right

K: And you'll learn later on, yeah, it might have been boring at this time, in your life, but later and it'll benefit you, so-

H: Mmhmm

K: Right now, right now she wants to be an oncologist.

H: I gotcha. Well that's awesome.

K: Well, she's striving high

H: Right

K: But those things change.

H: Right. Yeah, no. I totally understand.

H: Um, okay, so, if you don't mind, can we go ahead and jump into questions?

K: yes, yes, absolutely

H: Okay, sounds good. So, first of all, can you just, and I don't have any background information from Jessica, just so you know. Can you just tell me about the nature of how you became a grandfamily?

K: Oh boy. I can try to without getting in a lot of detail, there was an incident that occurred in the mother's home involving um drugs and uh the neighbors had complained that the girls had been left alone. Um, there was guns involved and um my oldest grandchild called me hiding in a closet hysterical that there was blood everywhere. And I immediately dropped the phone and headed over to the house uh fire trucks, ambulance was there prior to me. So one of the neighbors must've called it in. Um, so at that time I walked up in the front yard and talked to the chief of police and I said walk in the house and see if you don't see or smell marijuana-

H: Mmhmm

K: Or any drug paraphernalia. It's not, it cannot be a good place to be raising these kids from what I've seen and heard from the girls.

H: Mmhmm.

K: At that time he did. He says, “they’ve gotta go to foster care.” I says, “They are not gonna go to foster care. Do not put them”-I fought him, “Do not put them in the foster care system. They can come with me.” -he says “Ma’am” It was a hundred and ten degrees that day. “Take all three kids with you. And I says, “I just need some clothes.” And Susan, uh, she just grabbed the first thing she could, that’s my daughter, course there was nothing that they actually needed. Of course it was a pair of sweat in 110 degree weather, which you don’t need sweats.

H: Wow, mmhmm.

K: Anyway, that’s how I first got involved in this mess. And because I was suspicious for many years that things weren’t right. And I could never prove it to confront my daughter what was going on. It was those little snippets I had on weekend stayovers with the girls.

H: Mmhmm.

K: And um uh so I could not prove it. And then when this incident happened, I had to speak up for-on the girl’s behalf. I did, and that’s how they came to live with me—

H: Mmhmm.

K: The chief of police said SRS will be in touch with you and went from there. And um uh and they came here and inspected my home-

H: Mmhmm.

K: If it was okay, that, if I had room for em to live here and blah blah blah. Never at that time did I think they would end up with me for three. Solid. Years.

H: Wow. Uhhuh.

K: And um, so, uh that’s how they uh—I uh asked questions and I obtained help, um, through the various agencies, um, that the state of Kansas has and uh, there’s, unknown to me, grandparent grants that would help with assistance as far as uh um ya know it’s a very small amount for three kids.

H: mmhmm.

K: Um because I was on my retirement days uh I hadn’t even begun my retirement because I’d been in Iowa taking care of my mother who was dying of cancer.

H: mmhmm.

K: So I hadn’t really begun the fun days of retirement when all this happened. So, uh, really uh I’m just getting started. Hahaha.

H: Right, no, yeah.

K: To retire because you can’t go on trips and uh you can’t even think about taking a cruise when you got three kids, at my age and so it was a matter of, it was hell for three years. And uh-but we uh-we got things straightened up and smoothed out, but that’s how it originated.

H: Gotcha, okay. Um, so just now that I have a little bit of background, do you personally use social media?

K: As far as social media I consider facebook social media. Do I use it? Yeah to keep in touch with family. (Cough). A little sentimental. Ya know a jokes back and forth or latest picture of their grandchild or graduation or that sort of thing.

H: Okay, um, and do you know if any of your grandchildren use social media? Or-

K: They live on it!

H: Ah, okay. (10:23)

H: Do you know what types they use?

K: Um, I'm not certain because some of their things. They've learned, they're very savvy at the age of 16 and 14 they know the ins and outs of these apps and things and they download more than I do-

H: Mhmm.

K: Because number one, I'm not aware of them, nor do I have an interest in them. So every know and then something will pop up on my facebook page that one of the twins, which is not under my thumb, and I'm thinking, "My goodness! Do you not realize how that reflects on you as the person who person forwarded-"

H: Right

K: "Not, not your word, but to me, just reading it, without reading it, without, without reading that it was forwarded. It sounds like you sent it."

H: Right.

K: And I, but she, she's the one that has a learning disability so that it could be that she doesn't even think of it.

H: Right, okay. Um, do you know on what types of devices your grandchildren use to access their Facebooks or-?

K: Cell phones.

H: Cell phones. K. Is there any kind of like desktop computer, or a tablet?

K: Well they have um laptops that are issued from the school and whether um they know a trick to go into to other social medias, I don't know.

H: Right. Gotcha.

K: I mean they could tell me um I could be fixing dinner, and they could be sitting there with their laptop and uh unless I visually look at it they could tell me they're doing their homework online and that's it.

H: Gotcha. That makes sense. Um, so, I guess kind of, what you just said, do you monitor your grandchild's Facebook use by setting restrictions? So, an example of a restriction could be time of day, like you're only allowed to use it during this time of day, or you're only allowed to use it for 30 minutes, you can only use Facebook, etc. etc.

K: Uh, no. Namely because, like I said, I don't have all three, the one that I do have um um all of her um schoolwork is online. They don't have books anymore. They just don't. So unless she is sitting with me 24/7, I don't have a clue-

H: Right

K: I just don't have time to do that. When she has the weekend visits with parents, do they watch-do they pay attention? I don't think so.

H: Yeah. Okay. Um, do you ever talk about with your grandchild what is appropriate or inappropriate when it comes to social media?

K: Absolutely. Absolutely.

H: What do those conversations look like?

K: Um, for instance, this actually occurred, there was a photo one had taken of the other in the bathroom getting out of a shower and posted a picture and the discussion went from how wrong this is to display a naked body number 2 there are predators out there that look for that very sort of thing and how dangerous it can be. Number 3, your address can be followed. It can be pinpointed, exactly where you are and followed home or watched from a distance to where they currently are. Uh, just about anything that's ever said negatively on-

H: Mhmm.

K: uh social media online I probably preach to them when they were under my thumb.
H: Right. Yeah. Okay. Um, have you ever gotten on Facebook with your grandchild?
K: Uh, well, only when I screw up. "How do I get out of this?"
H: Ah, okay. Um, um do you know how often your grandchild uses social media?
K: Probably a lot more than I know. Daily for sure. That's how they communicate. I says, "Why can't you pick up the friggin' phone?"
H: Hahaha, right, right.
K: And just call your friends?
K: Uh, I says, "When I was a teenager, um, if it was just gotta talk right now or communicate, I'd go the corner phone booth."
H: Mmhmm.
K: We don't have one now. They don't, well I had to explain to them what a phone booth was.
H: Oh wow!
K: Well, it was, it is an archaic thing. But I says nothing is that emergent with your age group that you have to put words, tapped out by your thumbs, right now. You wait to get home. Definitely, of course they don't have a car, but you definitely don't text and drive.
H: Right
K: Focus on one thing, and right now, you're focusing on that dadgum phone in your hand instead of listening to what I'm preaching about.
H: Mmhmm. Yeah absolutely.
K: And of course, that's another thing. There's a basket I keep, at the hall table, and when they do come over, they know they put that phone in the basket and they can retrieve it when they leave.
H: Oh wow, okay.
K: When you are here, your time and your attention is focused to spend with your grandmother.
H: Wow.
K: You can talk to your friends any other time. You're just here right now, grandma might die tomorrow, your friends will still be here.
H: Yeah. Wow. And that could, that's a restriction. So is that when, when the twins come over, they have to put the phone away?
K: The twins, I'd even do it to my son, 47 years old. Hahaha. Number 1, I'm the matriarch here you listen to me you're under my roof,
H: Sure,
K: If you're here, if you're here, you shouldn't mentally be someplace else. Or focused on something else. So, maybe that's jealousy? Hahaha.
H: No, that's so interesting.
K: Maybe that's, uh, me being the center of attention. I don't care how they misconstrue it, put the phone away.
H: Right. Absolutely. Um, so, when your grandchild is using social media how do you recognize when things are appropriate or inappropriate? What's kind of those red flags that you've noticed, hey that's not okay.
K: Um, talking about other people. Uh, negatively. Um, like, um, my oldest grandchild was hurt deeply by uh, something was said about her. She was overweight, and uh, to

which she is, and uh, but there was a big argument. Oh gosh, that was so long ago, that even a mother got involved and she said negative things.

H: Oh wow.

K: And I said, "See how hurtful that can be? And how you can misconstrue the attention of just one word, and now it's all blown out of proportion?"

H: Mmhmm

K: You feel like you're alone, you don't have friends? That is bullying. Um, you've got to recognize that your words can be hurtful and not what you really intended to say. That's why you should pick up the phone and talk directly. Don't be tapping it out with your thumbs.

H: Gotcha. Absolutely. So it was kind of like

K: And like a picture of somebody, like posting a picture of somebody that they took without asking, "Hey, is it- is it okay that I go ahead and post this?"

H: Gotcha, okay, so getting permission to post stuff like that.

K: mmhmm.

H: That makes sense. Um, do you have any ways, because I know it is a concern, and you kind of alluded to it earlier, but do you have ways that or a way to control when strangers reach out to your grandchild, using like Facebook?

K: Um, let's see there was one incident, oh yeah it was um-I think it was one of the twins?-it matters not. One of the girls um was just tickled pink that uh somebody uh El Salvador? It was a foreign country. Was um commenting on her picture and uh how pretty she was, and all that. And I said, "You don't reply to that. Do not have anything to do with it." She was bragging to me, and that's how I knew about it, but, I just set her down, and if you want to call it control, I just set her down and gave her the speech of how dangerous that can be. To be talking to strangers.

H: Mmhmm. So what does that-what did that speech involve?

K: Oh my, uh, how do I, well basically what I've said. That you don't know if-that they can pin point you, I says it, sends out a signal, and there's people that are smarter than you that know how to use GPS singling and they can pinpoint you through your correspondence exactly where you are. And maybe this guy is saying how pretty you are from El Salvador, but he is reporting back to somebody right here in Wichita, KS, and before you know it, they'll find you.

H: Mmhmm.

K: That was, I tried to put a scare in her, a scare tactic is what it was.

H: Yeah, sure, absolutely. Um, so we kinda talked about strangers reaching out to your grandchildren, what about um, have you found anything or felt anything about information your grandchild gives out? So that might mean, maybe they have their profile set up to where other people can see them, or filling out personal information. Do you have ways that you talk about that? Or try to control what kind of information they're giving out?

K: I go in, and well, they-they've blocked me. The twins have blocked me, I can't see their profile. That's thanks to their father.

H: oh okay.

K: Well, actually, I'm getting my conversations mixed up. The previous person, um, she's aware that the twins have been taught by their father to hate me.

H: Oh wow.

K: So there's no communication, there's nothing there. Okay, so there's just the oldest, the 16 year old. And I can look at her profile and I caught where she's got it set on public. And I says, "No. Don't do that." Make it customized, to where only certain people can see you.

H: So did you have to have that conversation with her?

K: Oh yeah. Long time ago.

H: What was that like?

K: She just wasn't paying any attention. She didn't realize that you could customize it, that uh, uh, it was it was wise to not share everything about yourself to the whole wide world. I says "that's how you get these marketers calling my number." And uh, and I wonder how do they get my phone number? Well you put it out there, and someone has picked up where you are, and they connect the dots, and that's how they find out.

H: Mhmm.

K: That was an example I gave her. And anything you click on, your information gets sold to somebody else. Even though they may declare, on the page you're at, um, that your information will not be used by them, blah blah blah. Well that doesn't mean they won't sell it to somebody else.

H: Right.

K: So that was part of the discussion.

H: Yeah. Um, is there anything else that you use to either monitor or control your grandchild's use of Facebook or social media?

K: Um, trying to think. Not really? It's it's a trust, I guess? That we've been over it so many times. Um, I've made her aware of the dangers of it, that it's kind of a trust? But she also at an age where um they uh, they, meaning that age group, will uh try your patience and it's kinda like a dare. I wonder what's so bad about this if Grandma says I shouldn't do?

H: Mhmm.

K: Or she'll see something online, and yeah, uh, I says, you don't have money for that. "Well it's free!" No, I don't care if it's free, that's how they get your address, stop it.

H: Mhmm. So just those kind of constant conversations...

K: Uh-huh.

H: I gotcha. Um, would you say that you have any challenges-

K: Ha!

H:-when you are attempting to monitor her Facebook?

K: Oh yeah, oh yeah.

H: Like what are some challenges?

K: Well, her fight back is that, "Well, it's my private information." And uhm, I will say, back to her, number 1 you've got an attitude, number 2, it is my whole mission right now to protect you. Not just to love you, but to protect you. And there are evil things out in this world that I do not want you to be exposed to or ever have to go through and social media is one link, one step away, from those things. And of course, she's one of those that's so inquisitive. "Well, like what?" and I have to give examples, and uh, on and on and on. So what she does with it, I hope I've gotten my point across but uh, who knows?

H: Right.

K: Unless, ya know, you take the device away, you can't control it. Cus they're pretty-- they know more about it than I do.

H: Yeah, k.

K: They tell each other, too.

H: So that's kind of the next question, can you speak a little bit more about, do you feel like she's the expert in the family about social media?

K: More so than I am.

H: Mmhm. And you kind of alluded that they share information about it? To each other?

K: Oh I'm sure. I know um, one of my rules is that I know who her friends are that she brings them to the house so that I can meet them. So yes, in other words I, I judge them. Um, just by having a conversation, not by their appearance or what they're wearing, because I don't approve of anything they wear now. Haha.

H: Right.

K: I mean I grew up with saddle shoes and poodle skirts, so, um, yeah, I wouldn't approve of anything. So it's not how they look it's just their general actions, conversations, and I find, this is the interesting part, because she's had a horrible life, she is attracted to those type of children, or young teens that have hell at home as well. Every one of her friends, their mother is an alcoholic, their dad beats up on their mom. One, um, their dad committed suicide, they all ban together because it's a commonality among them. And uh it is amazing um, one of the girls, um, a new friend, um, she brought her home, and now she loves to come here, because she can talk to me.

H: Gotcha.

K: And she would like to move in my house.

H: Wow.

K: And um when her mother caught wind of that and uh I don't know whether-I guess she got in an argument and said, I'm going to go live with her and her grandma. And she-she-she um, she wants to actually live here. But, um, I listen to them, and I said I understand your problems. I understand where you're coming from. But when you come to visit her in my home, this is my rule. And ya know, if I had caught a situation that I disapprove of.

H: Right, absolutely. Um, So, if you feel like, um,... is maybe the expert on social media? How do you maintain authority? What does that look like?

K: Uh, usually it's an argumentative, or a confrontation when I uh catch something. Um, but, you really, a parent/grandparent doesn't really have that much authority over that. Unless you catch it in the act. If you're scrolling through, every little, I mean all it takes is for her to create another account. That I'm blocked from, for her to be spewing out stuff. And she has three accounts. 1, we communicate with, and the other 2 I have no clue who she's talking to. And uh, yeah, uh, I don't know how to stop that.

H: Right. Have you ever considered, or have you ever found anything, like any type of support for you?

K: I have googled that. Um, by just typing in, "how can you control what your child does on Facebook?" And there's a bazillion buttons, a bazillion places, but then when Facebook will go and change-they recently changed their whole set up, that null and voids every stopping thing that I had. So then I have to go back and relearn everything all over again, what's the latest and greatest? And it's quite annoying. So have I done that? No. but there is help out there, if you're willing to take the time and um, learn, what you

can do um to create um a monitor system over what your child is doing and using on social media.

H: Right.

K: And I can look, too, at the data plan. I can get reports from like, Verizon, which tells me how she's spending your time. I personally don't do that, but I know I could if I wanted to.

K: It's not that it's not existent, it's just, like, are you, the person, going to take the time?

H: Gotcha. Yeah.

K: Because it is very involved, I myself just recently went from work computer, to a dell, I mean like a dell computer to a mac setup software and it's driving me nuts.

H: Even that, yeah. It's a huge difference. Everything changes. Yeah.

K: So, I'm still learning the mac software. So have I taken the time to set up everything that I had before, no I haven't. It's based on trust.

H: Yeah. Yeah. Okay so Connie I just have one more question, for you, um, and my question is, do you think that as a grandfamily you have more challenges than a traditional family has?

K: Definitely.

H: And-definitely?

K: Yes. It takes away your life.

H: Why do you think that is? Why do you think grandfamilies have more difficulty than the traditional family unit?

K: Number one, you've already been through raising children once. You've been there, done that, so you know the signs of what to look for if they're going astray. And, it's like, I told Logan, I says, everybody has choices in life, you're walking down the road, and it comes to a Y, you can go left, you can go right. One is a good choice one is a bad choice. And that's how grandma keeps you on the straight and narrow. Come back to me, and you talk to me if you are uncertain and we'll figure out.

H: Right.

K: Communication is the key to the modern day and age teenager. And a lot of them won't talk. You've got to get that communication line open from the get-go, from the minute the grandparent receives their grandchild to raise, you've got to have an open line of communication with them. Otherwise you're headed for so much trouble. Because teenagers nowadays, there's too much out there. I wouldn't myself want to be a teenager. They are they are exposed to so much peer pressure, so many bad elements. Um, are, just right, just thrown at them. And um, they might not go to the bad side of life, but something triggered to, um, what do I want to say? Make it, um, uh, appear to be a good thing. And then once they get involved in it, Whoops! I'm in too deep, how do I get out.

H: Right.

K: Then it's too late. They don't know. They don't have the mindset, uh, not the mindset, not the word, the maturity to make some choices so it all goes back to communication. Straightforward. From one face to the other. One mouth to the other. Not texting. Not uh writing a note, no, talk to each other. And that, people don't do that anymore! Because the young families, they're too busy holding down 2, 3, jobs that all they've got time to do is come in and unload a bucket of chicken and feed the kids, and uh, go to bed!

H: Right.

K: No. sit down and talk to the kids. What'd you do today? Did you turn in your papers? Your homework? Uh, got any homework toight. I'm here if you need any help.

H: Right.

K: A lot of times, they're ignored, because the parents are exhausted. No, and uh, a grandmother, I'm uh, I feel cheated in my retirement life, my social life, because I'm now in with that young family raising teenagers! But I'm older, more mature than they are. So, maybe Logan's friends they get to do something because they're, that other person's parents, are younger, and they don't see the danger involved that I do. So there's that struggle of her, understanding, why you cannot go with that person, to that place, or that part of town.

H: mmhmm.

K: So, it's uh, it's a matter of, yeah. It's uh, I feel, uh, I feel unappreciated that they don't realize what grandma's given up for them.

H: Right. Right. Yeah. Okay, Connie.

Grandparent Interview 3: Rachel/30:02

H: Well, first of all, I just wanted to say thank you for taking the time to do this today. I know that being interviewed can be kind of exhausting, so, I just, I really, really appreciate it.

E: Oh, no problem.

H: Okay, so, I will go ahead and read you the informed consent form? Um, if we were meeting in person obviously I'd have you sign it? But, we can't do that today, so (Reads informed consent form)

H: Okay, so let's just start, a little bit, um, I was given your contact information by Dr. Bertapelle, but she didn't tell me anything about you, she didn't tell me anything about your family. So we're just gonna start with just some general demographics? So, first of all, um, what is your age?

E: 52.

H: Okay. And, what is your marital status?

E: Married.

H: Okay. What race do you identify with?

E: Caucasian.

H: And then, what is the level of education that you have completed?

E: Some college.

H: Okay. What is your annual household income?

E: Umm, probably right around 50,000.

H: K. How many grandchildren live in your home?

E: 3 currently.

H: And then how many adults live in your home?

E: 2.

H: And that would include yourself and your husband?

E: Yes.

H: Okay. Um, how long have you been the primary caregiver for your grandchildren?

E: Um, for at least 3, almost 6 years.

H: Is that, um, because you've had-some-one or two longer than another?

E: Um, I have an older grandson we raised. He'll be-he'll be 21 here in a couple days.

H: Oh, okay.

H: Um, and so, again, if at any time you feel uncomfortable, just skip it. Can you tell me about how you became a grandfamily? Or kind of the nature of the circumstances?

E: Uh, children were removed by DCS from biological parents for neglect and abuse.

H: K. Um, so let's switch gears and talk about social media? Um, so, just starting off with your experience with social media, do you use any type of social media? So that could include things like Facebook or Twitter? Any kind of website you use to connect with other people.

E: Yes.

H: What types do you use?

E: Uh, Facebook, Instagram and Twitter.

H: Okay. Um, do you know if your grandchild or any of your grandchildren use social media?

E: They do.

H: Do you know what types they use?

E: Uh, well, those three plus snapchat and there's some... Oh, Kikk.

H: Okay.

E: And there may be one or two other ones. I don't know, they seem to pop up with new ones every month.

H: Oh my gosh I know.

E: Hahah.

H: Okay, and so when they're using Facebook or Snapchat or any of those types of online services what are they using it on? So are they using like a desktop computer?

E: No, usually their tablet or their phone.

H: Oh okay. Do each of them have a cell phone?

E: They do.

H: Okay and then do each of them have a tablet?

E: They do.

H: Okay. Um, okay, so, one way that some families monitor their child's social media use is by setting restrictions? And what that could mean is anything from amount of time they're allowed to get on social media? Time of day, different types that they're allowed to use. Do you have any restrictions in your household?

E: Um, well, when it's bedtime of course, everything gets, all the phones get taken to charge to one central station in the kitchen.

H: Oh, okay.

E: Ya know everything gets put on a charger at night. Um, they do take their phones to school. 'Course they're not supposed to use them at school but ya know they probably do.

H: Mhmm. Right.

E: And uh, no, other than that, they're not like, ya know, totally crazy. My kids like sports and they're in drama clubs and all kind of crap. So they don't they're not like you know attached to the hip with it.

H: Right.

E: But no, I guess I don't really have any restrictions because I haven't really had any reason to have to.

H: Mmhm.

E: Put any in place. As far as time limitations.

H: Okay, so, does bedtime mean like a certain, everybody goes to bed at a certain time of night?

E: Um, the two younger ones go to bed at 8:30 and then the oldest one goes to bed at 9:30.

H: Okay. Um, another way that some families monitor social media is to talk about things that are happening on social media. So that could mean conversations about what's appropriate and what's inappropriate. Do you ever have any conversations like that? Or have you had any?

E: We have. We have. We had a uh incident just about a month ago where one of my grands was looking at things he wasn't supposed to be lookin at on the, I guess it was, Instagram, yeah.

H: Uh-huh.

E: And uh of course they're not much more savvy at it than I am because he clicks that he likes these videos that he has been looking at and so within 5 minutes I had about 5 moms texting me saying oh my gosh, you'd better get on his phone!

H: Oh?

E: Hahaha,

H: I gotcha.

E: So that's the first and only so far, problem, we've had so far with it.

H: Okay.

H: What was that conversation like? Was it um, "Don't do that again?" Or...

E: Well, no, because we've had that conversation before. He actually, uh, same one, gosh I'm gonna have to kind of go into a detailed story to get to it?

H: That's okay. Whatever you feel comfortable with.

(Hang up).

E: Actually, we had a problem about 2 and a half years ago, that, they were having some visitation with biological father. And his new wife and it was not good visitation. At one point when they were over there, the wife had basically tackled and choked my oldest grandson and took his phone. And she found an inappropriate video on there.

H: Okay.

E: SO, it's not actually the first time. So at that point, it ended up, they took it to court... They tried to get DCS to get involved, tried to say that he was being molested, that children at 11 years old don't look at such things, and

H: Gotcha.

E: So he knew, he knows ya know that there's some pretty big repercussions that could come out of that

H: Right

E: But uh, still he did it again. And his answer was, "well, I mean I thought you guys said that is what teenagers are supposed to do??" Hahah.

H: Oh.

E: Because that was kind of our defense, ya know, what planet are you from that you think a teenage kid is not lookin' at porn? Hahaha.

H: Right.

E: But uh ya know so then we kinda had to go over it again and say I'm not saying that you should be, I'm not saying you aren't going to, I'm not saying that you are going to, but in my experience, most children do.

H: Right

E: But, ya know, ya know find a magazine. Don't put it on the internet, where everybody and their brother can see you're out here lookin' at that. Hahaha.

H: Gotcha. Okay. Makes sense. Um, well, thank you for sharing that with me. Um, okay, so one other way that some families monitor social media is by actually getting on different sites with their children or grandchildren? Have you ever done anything like that?

E: What like make a joint account or something?

H: Um, that could be one example? But I know another example that I've heard is, they might get on it, on the tablet, and dad says, "Oh well, I'm gonna sit next to you and just watch you."

E: No.

H: So kinda like looking over their shoulder?

E: Mmm. No, I can't say that I do that.

H: K. Okay, um,

E: Now, I do know their passwords and everything, and I do go through their stuff almost every night.

H: Oh, okay.

E: So you have passwords to all of their accounts?

E: Yes.

H: And you typically, um, go and check and see what's on there?

E: I do.

H: And you'd say that's every day?

E: Oh about every other day. Usually it's every night. That's kinda what I do in the evenings hahaha. Everybody goes to bed, I go through phones.

H: Yeah, sure, absolutely. Okay, um, so, how often would you say grandchild uses social media?

E: I would say daily. Of some sort, ya know, if it's not they're using it, they're checking to see what time a game is, or they use it a lot. I mean we all do.

H: Um, how do you control this? I mean, I guess we kind of talked about earlier, you don't have too much of a problem, because they don't seem to be attached to it, they don't seem to be obsessed with it?

E: No, not like a lot of kids. I mean like, they would never dream of picking their phone up while we're eating dinner. Ya know, or just something like, ya know, they'll come home from other kid's houses and say "They don't care if their kid uses phone during dinner." Well, sorry, I do.

H: Right. Okay. Um, how do you recognize appropriate content for your grandchild?

Like are there certain things that are just no-nos? Like absolutely not okay?

E: Well, sure, a lot of things would be not okay. I mean, like I'm not quite sure what you mean? Like the porn thing?

H: That's one example.

E: I mean it's not okay, but, am I delusional and think they're never going to look at it?
No.

H: Right. Are there any other examples that you can think of? Like, I know one example that I've heard is like, cussing?

E: Oh, yeah, I've busted them cussing on there, and I've busted other kids cussing on there. So, yeah, they're not supposed to do that. Um, one of broke up with his girlfriend in a rather unfriendly manner, on Facebook, now that was not acceptable. So,

H: So,

E: I mean basically, when I see anything on there, I tell them, you should not putting anything on there that you would not say to someone if they were standing right in front of you.

H: Okay,

E: If you would say it to them if they were standing right in front of you, then, ya know, I mean, whatever it is, and also, we go on the premise, if you don't have anything nice to say don't say it at all. Ya know, and that includes on Facebook, or on Instagram, or whatever

H: Uhhuh,

E: So those are the guidelines that we have in place. And, uh, the only one I've had to deal with being broken is the porn thing so far. And the cussing. So, I don't know, I just, I guess I just deal with it as it comes along.

H: Right.

E: And also too, I have the benefit to, of, we live in a small town and we are a village. Ya know, hahaha.

H: Uh huh, sure.

E: I'm friends with most of their friends on Instagram, their friends moms are friends with my kids on there, and we know, we all try to watch it.

H: Gotcha. Makes sense.

E: If there's somebody new that pops on there, then ya know, within 20 minutes, somebody's textin somebody who is this? Ya know, why is, why is this person on here?

H: Wow. Absoltuely.

E: Because, ya know, we, they're not allowed to accept friend requests from people they don't know. Ya know and things like that.

H: Okay, so that was kind of my next question, was how do you control when strangers reach out to your child? So that's one thing. They're not allowed to request or they're not allowed to accept friend requests from people they don't know?

E: Right. And if it's an adult, they usually run it by me and say, ya know hey isn't this so and so? And I'll say yes it is or no it isn't. But, really, the most problem that we have with them getting friend requests is usually people with pictures of what looks like teenage girls. Hahahaha.

H: Oh, yeah? Gotcha.

E: But, like I tell them, you don't know if that's who that is or not. Ya know it could be some crazy person out there who stole her picture and is trying to get you to friend with it.

H: Yep.

E: So if they don't know them personally, and I call that a guideline, if I don't know them personally, don't accept them or interact with them.

H: Okay, um, this is kind of a different example, how do you control, or do you control what types of information your grandchildren give out to others? We talked about people that they don't know reaching out to them, but what about like, mm, things like filling in personal information or sensitive information? Have you had any experience with that?

E: I don't.

H: Okay.

E: To my knowledge, there's nothing, ya know, like, I set up their accounts, so anything that went in there, I would have put in and like, they ain't really old enough to shop online or anything, so no, I haven't really had any experience with that.

H: Okay. So, did you say that you set up their accounts?

E: Yes.

H: Does that include, um, the Facebook, Twitter, Instagram, all those?

E: Yep, yep, yep.

H: So, um, do you expect or would you imagine that your grandchildren, quote, "Know better" than to give out their information? Or is that something that has ever been a conversation?

E: It has. It has not really proved through social media. Maybe through watching a TV show or whatever where that's where that happened, and then the child gets kidnapped or whatever. Ya know, we've talked about that. Yes.

H: Okay. Um, I just have a few more questions left. Is there anything else, and you've kinda touched on a few of them, so if there's anything else that you can think of, um, that you do to help you monitor, or kind of help you control, what your child is doing on social media?

E: I mean as much as I can, ya know. Like I said, I go through their phones, I mean, I pay the bill, so I see what goes for each month as far as who their texting and talking to, and as far as the social media goes I just monitor it is all I know to do. I mean if they go to the trouble of setting up a fake account? And doing something that way? Ya know, I'm sure they would still get caught, it just may not be immediate. Hahah.

H: Right. Maybe going back to that kind of village you have built?

E: Right. Exactly.

H: That makes sense. Um, have you run into any challenges so far?

E: Everyday is a challenge, what do you mean? Hahah.

H: I guess I mean just in relation to their using social media? And you kind of alluded to one earlier, but I guess, have there been any other challenges that have happened since your grandchildren have been set up with social media accounts?

E: No, no, knock on wood. So far so good.

H: Awesome. Um, would you consider yourself the expert in the family when it comes to social media?

E: Hahah, yes I would.

H: Awesome.

H: Um, and then, have you ever received any type of support or training on social media?

E: No.

H: Okay, and then, this is just our final question, do you think that, comparing, yourself to maybe a traditional family unit, that as a grandfamily you have more challenges as opposed to a traditional family? Or do you feel like it's the same, or it would be the same?

E: I think for us, it's probably the same, I mean, a lot of grandparents are a lot older than me, ya know.

H: Right.

E: SO, they may have more challenges.

H: Mmhhh. That makes sense. Okay.

Grandparent Interview 4: Karen/31:51

H: Can you hear me?

K: I can.

H: Alright. So, I am going to go ahead and read you the informed consent form?

K: Okay.

H: And then, after we've kind of had a chance to talk through that we can um, just jump right into it.

H: (reads informed consent form)

H: Okay, so I have a series of about 9 demographic questions. I don't know anything about you, Dr. Bertapelle didn't share any information with me.

K: Okay.

H: So, again, if any of the demographic questions make you feel uncomfortable, you're absolutely welcome to skip them. So I'll go through these demographic questions and then we can just get started on the few questions that I have about social media.

K: Sure.

H: Okay, so the first question is, what is your age?

K: I am 64.

H: Okay. What race do you identify with?

K: Caucasian.

H: What is your marital status?

K: Married.

H: Um, what is the highest level of education you've completed?

K: Um, nursing school. Um, not a college-type school, but a nursing school. And then two years of college.

H: Okay. Um, what is your annual household income?

K: 80-90 thousand dollars

H: Okay. Um, how many grandchildren live in your home?

K: One.

H: How many adults live in the home?

K: Three.

H: So that would be... Yourself, your husband,

K: My son

K: and ..., my granddaughter. I guess she'd be an adult, she's 18.

H: Yeah, so,

K: So maybe 4? I guess?

H: Okay, so do 2 grandchildren currently live with you?

K: No. My son, and my granddaughter.

H: Your son. I gotcha.

K: Yea.
H: Yeah, yeah that is kinda funky. So did she just turn 18?
K: Okay.
H: Okay.
K: Well. Well, you said just turned. I guess maybe not. She turned 18 last March. So she-
H: She's almost 19.
K: Yeah.
H: Okay. When is her birthday? I'm only asking because my birthday is in March.
K: Hers is the 23rd
H: Ah! Mine is the 21st. How funny.
K: Oh my gosh! Hahaha. Were, are you a spring break kid?
H: Yes!
K: Birthday always on spring break.
H: Always, we were always going somewhere for spring break on birthday. Which, of course, we weren't traveling for my birthday, but traveling on my birthday. So I always got to say, Oh yeah, we were in Mexico for my birthday.
K: Yeah, exactly, exactly.
H: That's so funny.
H: Um, okay, the next question is, how long have you been the primary care giver for your grandchild?
K: Oh, uhm, since age three.
H: Okay.
K: Before that, I shared custody with her grandfather, but he moved out of state.
H: Okay.
H: Um, how and why did you become a grandfamily?
K: Um. My daughter was, 17 when she had ... she was 16 when she got pregnant. Um, her father uh, is, uh, was at the time in the Insane Krypt Gang. Um, and my daughter was, very rebellious. She met him at a--at a local shopping mall. Refused to stay home. Refused to you know stay with us. We had quite a bit of difficulty just trying to keep in her school and just trying to keep her away from these people. Um, and ended up not being able to. She left the home at, uh, age, 16 for good. And uh, when, after ... was born, um, there was a problem with the families wanting to have these babies for the income they provided through the state. And, we just, I, my, uh ex-husband and I we just couldn't let that happen.
H: Mmmhmm.
K: My daughter wouldn't stay home. And we just ask her, and kind of pressured her, but she did agree, for us to have, joint custody ofat about 2 months of age.
H: Okay. Um, just as a follow up question, is there still joint custody, or was there when ... was not 18?
K: Um, uh, we still had joint custody but he moved out of state. So,'s grandpa, my daughter's father and I were not married at the time. But he left the state, so it was difficult for him to share custody of her on a regular basis, although he did visit from time to time.
H: Gotcha. Okay. Okay. Alrighty, so let's go ahead and jump into um, the social media questions.
K: Can I ask, can I add one more thing?

H: Absolutely.

K: My husband, my current husband and I married when ...was a year old, so. He, he has been involved in her life since she was very very young.

H: Gotcha. So when this kind of, towards the beginning, you were not with your daughter's father?

K: No, I was single.

H: Gotcha. So your current husband, who you're married to now, has pretty much been in the picture for's entire life?

K: Just shy of, just shy of, 17 years.

H: Okay. Yep, that's, I will put that down as well.

H: Okay. Um, do you personally use social media?

K: No. I don't.

H: Do you know if um ... uses social media?

K: Yes she does.

H: Do you know what kinds or types she might use?

K: Um, she uses Facebook mostly now. Um, back when she first started using, there was Myspace I guess, she's done, I don't know, Snapchat? And Meet Me? And things like that.

H: Mmhmm. Okay.

K: Mostly now though, it's just Facebook.

H: Okay. Okay. Um, where does she use it? So...

K: On her..

H: On like a device?

K: No, like on her phone, her smartphone.

H: Is there anywhere else that you've noticed that she accesses it?

K: Not that, not that I, I mean we have a computer in the home and she doesn't use it. At all. Hardly.

H: Okay, do you ever, and this can mean, or used to, or at this current time, do you ever monitor, ...'s social media use by setting restrictions? So, a restriction could mean anything from, from like a time restriction, time of day, um, the types they're allowed to use. Do you have any rules about, in your house about that?

K: Well. Um, we, most of the time depended on her honesty and her um you know, um, forthrightness. We had times where we restricted her phone from 9 p.m. until time for school in the morning. Um, things like that. But as far as actually like getting on and checking and things like that we never have done that.

H: Okay. Um, do you ever, or have you ever had any conversations about what is appropriate or inappropriate on social media?

K: Several hundred.

H: Yeah?

K: conversations

K: Yeah. We were just very straightforward with her. You know let her know that, the danger, what, that the what, and that it's FOREVER, that if you put something up on Facebook or someplace you can never ever can never get away from it. It's always there and um just the danger of meeting people that your grandparents don't know and approve of and you know things like that.

H: Okay.

K: Um, seriously several hundred conversations probably from when the time she was 12 or 13 and onward.

H: Okay, so did those conversations arise because something happened? Or was it more warning about dangers that could happen?

K: Both.

H: Okay. Okay, um, do you ever get on Facebook, or have you ever gotten on Facebook, or any other types of social media, with your grandchild?

K: I, I, just, but most of worklife is on the computer, so when I come home, I don't, I just have no interest in communicating that way. Um, my family for the most part communicate by email. Although, my sisters are doing Facebook. And they, and so is ...'s mom. And they all are a part of her contact list on Facebook. They all, you know watch, a lot of what she does and says.

H: Yeah.

L: In the last few years, certainly.

H: Makes sense. Okay, um, how often would you say ... uses social media?

L: Daily.

H: Okay. Um, do you ever try to control that? Or have you ever tried to change that?

L: Oh, early on, we tried, and there were, there was a couple of incidents that um, kind of raised some red flags for us. And there was, we intervened. One was, um, she kept asking us if she could go to Arizona. Like what are you talking about,

H: Right,

L: Arizona? And it went on for a couple months and we found out that she had been talking online with some-somebody from Arizona. So, that resulted in several really in depth conversations about ya know what was going to happen to her phone if she continued doing stuff like that.

H: MMhmm.

L: And, that, that made an impression. And she did stop.

H: Okay.

L: With that particular person anyway.

H: Okay. So, um, the conversations about, kind of, getting on Facebook, is about... Like, uh, you know, if this happens, the phone is going to be taken away? Type?

L: Yeah. Um, but it's just my sisters and my daughter, her mom, pretty much know what she's doing. I kind of let them, especially in the last two or three years. Kind of left it to my daughter, her mother, to monitor that, and to speak to situations that bothered her, or ya know, things that that she felt were inappropriate.

H: yeah, okay. How do you recognize what is appropriate or inappropriate?

L: I..

H: So this could include things like what are some big no-no's? What is not okay to do on Facebook?

L: Uh, post pictures of herself other than fully clothed. Talking to men that we don't know. Um, pretty much that's it. And that doesn't happen much at all anymore.

H: Mmhmm.

L: But did, it did for a time.

H: Okay. Um, how do you control that? Like when people reach out to ...? Or how did you control it?

L: Well, um, we had a lot of conversations about, oh, things like, why would, why would someone you don't know tell you the truth about themselves?

H: Mhmm.

L: And, why, why would you not wonder if-if he says, this and this and this, you know how do you know that's the truth? Ya know. How do you know that that's not meant to, to entice you or to, make you, you know, enter into a situation that isn't safe or appropriate?

H: Uhhuhh.

L: And, and honestly, she's a Christian girl. And she saw what happened to her mom, with, with her-her father, whom she has never met by the way.

H: Mmmhmm.

L: And, uh, and just, you know, just kinda took a little bit of that into her own situation. She did not want to be like her mom. She did not want to end up like her mom. She doesn't want to run away from home, she doesn't want to be with people we don't know, and approve of, um, uh, ya know, that and some counseling...

H: Mmmhmm,

L: And she's been through several rounds of counseling, for, for you know, anger, and um, anxiety separation issues, things like that. So, she's just a pretty, she's not a devious person at all. Ya know. Her mom can particularly tell when she's not being truthful. I have a little harder time, I don't know, something with my character or something, I just don't suspect people, um, we, um, there were several things that came up in the news. One of which was about the young girl, who was meeting, um, an older man on the side. And she was, uh, she was very young 13 or 14 and was murdered because she was pregnant with this 21 year old man's child.

H: Mmmhmmmm.

L: Um, we told ..., I mean we read newspaper articles to her, and showed her on television what happened to this girl, was strangled, you know, to death, when she was just about to deliver their child, or the child of this, of this older man.

H: Mmmhmm.

K: Very, very, close to where we live. It was out in the country, out on a road that we pass by every day.

H: Wow.

L: Yeah, so that, that really struck a chord for her. And we told her, you know, if you put yourself in a situation like that, we don't know where you are, and how can we help you if you're in trouble?

H: Mmhhmm.

L: So, so, made a lot of sense to her I think. I think it really, uh, kind of, touched a chord. So, so, and we don't. Ya know, I don't know everything that she does or says.

H: Mmhhmm.

L: But she, does, she and her mom, her mom has monitored the things that she does and says and the people that she talks to.

H: Yeah. Okay.

L: Her mom, who is now mainstream, and has another child, and works every day for a living...

H: Right

K: Finally.

H: Yeah.

K: She's got it figured out.

H: Okay. Um, so we kinda talked about when worries, or things that you do, or when strangers reach out to What about information that ... gives out? So I'm thinking specifically about privacy settings? Ya know, um, are there ever conversations about how open ... is about her personal information to others?

L: I don't recall specifically that we talked about that? Um, I, it, it hasn't come up. But like I say, I don't, ever recall specifically ever talking to her about that. Other than, ya know, hmm. You're making me think, and I'm having a hard time remembering

H: No, that's okay.

L: And I'm having a hard time remembering that conversation. Or any conversations like that, so...

H: Sure.

L: Yeah.

H: Okay.

L: Yeah, I don't remember there ever, having an issue of her telling someone where we live. Or, that we didn't know anything like that.

H: Okay. Okay. Um, do you do anything else that you can think of to monitor or kinda help control ...'s social media use? Is there anything else that we didn't talk about?

L: Mmmm, other than just bringing up cases where, where young women have gotten into trouble.

H: Okay.

L: Something like that. If we see it, we tell her. Haha.

H: Mhmm.

L: Um, but she, she's, she has settled down quite a bit. She had one relationship for several years, um, that I mean we knew the young man. So she was pretty steadily occupied for several years. So after that she, for the last year has been with another young man, that you know, is the father of her child, by the way. But

H: Mhmm.

L: She doesn't date a lot and doesn't go out alone a lot at all. So, um, no, I don't think there's other things.

H: Okay. Um, what types of challenges do you feel like you've run into, um, when it comes to, kind of helping ... understand, I mean, I'm sure that, like you said, maybe not during this time period, but when she was first getting on social media, what challenges did you run into?

L: Well, the, the, part where her, where she wasn't allowed to do things here, where she wasn't allowed to go on MySpace and get on the computer and things like that, but, um, she did have, she has had a phone since... middle school?

H: Mhmm.

L: But it didn't have a lot of capability on it. But, um, she would go to a cousin's house or a friend's house or something like that, and go on social media..

H: Ah, mmhmm

L: Something we didn't know about. And then we would find out later, and uh, and we, knew the parents of her friends, because if she was staying the night somewhere we always knew those people. And she had come to an agreement about kids staying there and stuff. You know we did the best we could, but you know, of course they do, they do,

what do you call it? Sneak around. And then when we would find out, and it would be like, I saw ... on Facebook, and we'd be like WHAT?

H: Right, haha.

L: So then, you know, then we'd have to have a conversation about that and generally, as, you know, as far as I can remember, there were series where about 13 14 and we did have you know, issues with her you know just having to talk about it and keep open and honest and you know if we hear about this again, this is what's going to happen.

H: Right.

L: And she didn't like it very much but she didn't like a lot of things, hahaha.

H: Yeah.

L: At that age.

H: I'm sure yeah. At 13 and 14, I didn't like a lot of things I didn't like.

L: Oh gosh, it's a tough age.

H: It's a tough age.

H: Okay, um, would you consider yourself the expert in your family when it comes to social media?

L: No.

H: Would you say, that uh, ... is the expert?

L: Probably.

H: How do you maintain authority? How does that, how does that work for you?

L: Well, it's, it's it's a long process of ya know respecting and demanding respect. And um it starts at a young age and you just have to reinforce and um when something happens that disrespectful, which, ya know, doing things we asked her not to do, then, there has to be a consequence.

H: Mmmhmm.

L: I'm sorry you, Sorry you chose to do that but the consequence is you lose your phone, um, the consequence is, you're grounded. You know things like that, So,

H: Mmmhmm.

L: She, she's not a person that you can yell at, at all. It turns her off completely she can't even, can't even hear you so.

H: Mmmhmm.

L: It's much better to state your case, and ya know, just let her know what the consequences are and then after that you know um, that, you just, you just enforce the consequences and then start over, when the consequence time is over.

H: Mmmhmm. Okay.

L: Okay. She might have a different story for you, haha,

H: Yeah, maybe,

L: Ya know, I don't I don't know, ya know, we don't, other than ya know going to the phone company and getting records, or getting on the computer and getting records I don't know how else, how else we would do it.

H: MMhmm,

L: But, ya know, we just, we have never done that.

H: Yeah.

H: Okay, so just two more questions, so thank you for hanging in here with me.

L: Sure.

L: Oh, yeah, no problem

H: Have you ever received any type of support or training on social media?

L: Over my time, ya know, I just, the stupidity of the, like, why would, no, I never did receive support, nor did I ask for it.

H: Right, Okay,

L: How would you go about doin' that? Would you take a class? Or something

H: Um, well, I'm trying to figure out if there's some kind of support system? So like, is there, like a place online that you've gone, you know, where you've found some different ideas about how to-

L: No.

H: Help? Okay.

L: No. Not at all. I'm sure-

H: Okay.

L: One of my sibilings or one of my children could show me more, But it, it ya know, I'm a, I like to read books, I like to garden, I like to be outside, ya know things like that. I don't like to, i don't like to be on the computer.

H: Okay. Yep. Okay, and then one final question,

L: Sure.

H: Do you think, I know this is kind of hard to answer, do you think that you, as a grandfamily, have more challenges monitoring social media, as compared to like a traditional family unit?

L: Oh yeah.

H: Or do you think it would be the same?

L: No, I think it's very difficult, especially as, now, ya know, I mean, next generation coming up, maybe not,

H: Mmhmm,

L: But for me, definitely, I, like I said, I didn't ever make a real, real, I never really wanted to, and had things been a little more difficult with ..., I might have had to learn. But, uh, and I'm sure we've missed some things, I wouldn't doubt it at all, but um, she she's come to realize, how, she doesn't want to be lied to. I think she, she's come to realize that that's very easy to do online. If you want a real relationship, you have to talk to real people.

H: Right.

L: So,

H: Okay.

L: I guess that's the answer to that.

H: Sure.

Grandchild Interview 4: Lauren/20:07

H: Hello?

L: Hi! Hey.

H: My name is Hannah. Spoke with your grandma earlier this afternoon. How are you?

L: Um. Tired. Um, I'm okay.

H: Yeah. You must be exhausted, haha. I really want to thank you for taking the time to talk to me today. Your grandma told me you were sleepi-

L: Yeah, I feel better. I'm just like so tired.

H: Oh, yeah. I can image, like I bet your body is just like, I want sleep! Haha.
L: Haha.
L: Well. So,
H: Yeah, so if you don't mind we can just jump in?
L: Yeah, that sounds good
H: Okay. Well, I just wanted to say, to start off, I wanted to just quickly go over the informed consent form.
L: Sounds good. Okay.
H: (Reads informed consent form for grandchildren)
H: Does that sounds okay?
L: Yeah, that's good.
H: Well, to start off. Well, I'd like to just start with a quick background?
L: Okay.
H: So, can you tell me, just a little about the nature of how you came to be in a grandfam-
L: Yeah. Well. It's kind of a long story. But well, when I was two I was living with my mom? And my mom, like was living with my grandparents. Well, and I guess you could....
H: It's okay. You can share however, much or, not as much as you want. Like, just, whatever you want to tell me?
L: Where my mom, she was living with us, where she was going was not safe for me? I guess you could say. So my grandparents raised me since I was two. They were really the ones who took over responsibility for me. So, yeah, you could say they raised me.
H: Okay. I see. So you were a baby?
L: Yeah. Like, really young.
H: Who else lives with you? Your grandma and...
L: Yeah. My grandma. Me. And my grandpa and my uncle.
H: Your uncle?
L: That's my mom's brother.
H: Oh, okay. So there's four of you?
L: Yeah.
H: Well, if you don't, if you don't mind, can we switch gears into talking about social media?
L: Okay.
H: I don't have a whole bunch of questions, you know. If you want, you can, you can ask me to skip a question. You don't have to answer all of them? So...
L: Okay.
H: Okay, so let's kind of switch gears? The first question is, do you use social media?
L: Y-
H: When I say social media, I mean, like, any kind of website you can connect with other people on. It could include, like, Facebook is an example. Kikk. Instagram. Those are all types.
L: Yes.
H: Yes you do?
L: Yeah.
H: What type of social media do you use?

L: I mostly use Facebook. Some Instagram. I used to have a Snapchat but I don't use that anymore. I mostly like seeing pictures so I like using Facebook and Instagram. Like, those are my only accounts.

H: Okay, I see. Yeah. So, does your grandma, do either of your grandparents use social media?

L: Mmmm, no. Not really.

H: Okay.

L: Well, I mean I guess kind of.

H: What do you mean?

L: Well my Grandma tried to use Facebook. But she works three days a week on her computer. When she, she gets home she doesn't really want to get on her computer? So she like doesn't use Facebook. Like she spends all day on a computer so when she gets home, she just likes not being on the computer anymore.

H: Okay.

H: Well, okay, my next question is, how do you access social media?

L: Like...

H: So, do you use like a desktop computer at home? Or like do you use a tablet?

L: Oh, like to get on it.

H: Yeah.

L: Oh well I use my phone.

H: Do you have a smart phone?

L: Mmmm, yeah. A smartphone.

H: Okay.

L: It's like a Galaxy S4? I think

H: Okay, okay I see.

H: Okay, so I am wondering, how much time do you spend on social media?

L: Like... Do you mean in a day?

H: Sure. Or like if only, if you only use it a couple times a week? Or...

L: No. Okay. I use it once a day. Like I try not to spend much time on there. Like it could be anywhere from 20 minutes to an hour? Almost every day. But only if I feel like dealing with people that day?

H: Okay, so,

L: Like sometimes I get annoyed when I get on Facebook. So if I feel like dealing with that then yeah I'll get on Facebook?

H: When you get annoyed...

L: Like, I see things, like, I wanna be like, why are you even on here?

H: Oh, yeah.

L: So, like, if I'm like, I don't really care about their life, then I get annoyed.

H: Okay. So, do you think you grandma, or maybe, like your grandparents know that? Like do they know how much time you spend?

L: Oh. Yeah.

H: Okay, okay. I gotcha.

H: So, kind of switching gears again. Here's kind of a different question for you. Like how do you recognize when things are appropriate or inappropriate?

L: Like...?

H: So, like, when you're on Facebook, do you, like, see things that you feel like are inappropriate?

L: Mm, sometimes?

H: Like what would an example be?

L: Some of the ways, like, that people talk? Like I see things, and I'm like, this makes no sense. Like why are you even on here? Like people, people don't need to know that kind of stuff about your life. I'm friends with all sorts of people, I mean like from, oh, middle school aged? To like 50 year olds. Like my mom's friends. And my grandma's friends? So like, people are watching you, you know? Why would you put that out there? When you put it on Facebook, it never goes away. It will follow you around. Um, I look at what they post sometimes, but then I just have to blow it off? Because I get annoyed. I don't want to associate with people like that.

H: Okay,

L: Yeah, I used to be friends with people who would, like, make bad choices, then like brag on Facebook? But it's not good. Like those people, like when you hang out with those people, like your other friends might think you are like them? You know?

H: Yeah. So, so, let's say, if you see people bragging about things, or posting those inappropriate things? Do you tell your grandma?

L: I usually tell my grandma. I just like, tell her, like how it's disturbing. And she tells me, like I shouldn't associate myself with them. Because other people can see me hanging out with them, and they'll think I am like that too. Or I might be making bad choices.

H: Okay, so when you tell her that?

L: She just, will, like, tell me to take myself out of the situation? I don't want that kind of drama, those people, don't need to be in my life? Like I'm going to be a mom?

H: Yeah...

L: And, like, I know that kind of stuff happens. Like, I've seen that stuff. So, I hope that my kid might come talk to me about it? So, so, it's like I can't pretend like nothing is happening. Like maybe if my daughter tells me about it, I can tell her, like to take a break from Facebook? Or try to limit her friends.

H: Is that what your grandma tells you?

L: Yeah. She just tells me, like, she reminds me, once it's out there, it can never go away. Even if you delete it? It can never go away.

H: Okay. Yeah.

H: Okay, so we talked about, um, inappropriate stuff? That might happen. So, how do you, or, have you ever had a stranger reach out to you?

L: Oh, like if someone I don't know tries to add me?

H: Yeah, has that ever happened?

L: Yeah, that's happened.

H: What did you do?

L: Well, people try to add me. So, like some people do this thing, like, they make up fake profiles. It has fake pictures? And all their stuff isn't real.

H: Yeah...

L: So, this guy messaged me. And, I looked at his stuff. And I didn't know who it was. Like I couldn't tell from the pictures. And we literally had no mutual friends, so I'm like weird? So I just ignored it.

H: Mmhmm.

L: It didn't cross my mind to try to talk to them. If I added them, they might get my personal information? And I don't want people like that, to like, know where I live because I don't know what they want from me.

H: Yeah. That makes sense.

L: Like, you just have to watch out if weird people try to add you. Because if they find stuff, like if they find your address, they could use that information.

H: Mmhmm. Yeah.

H: So, like, when this person you didn't know, the one that messaged you, what did they say?

L: Oh, it was just like, Hey, What's up?

H: I see. So, like, when they sent you that... Did you, did you tell your grandma? Or your grandparents?

L: Um, no.

H: Why not?

L: Well, usually I tell my grandma..

H: So, like, what was different this time?

L: Like?

H: What made this time different? Like, okay, like, if you usually tell your grandma, why not this last time?

L: Um, I guess I just, like didn't think, like I didn't even give it a second thought? You know.

H: Mmhmm,

L: So, like in the past, I have told my grandma when I get a weird message? Or sometimes a friend request? Like I'll be like, "Do you know them?" And she'll be like, "Oh that's, so and so." And then it makes sense? But I just know better? Like I know it was weird, but I just ignored it. I don't try to contact them. I'm older now,

H: Yeah.

L: So, I am reassured that I know what to do.

H: So, have your grandparents ever talked about that with you?

L: Yeah. We've talked about, like, if someone you don't know reaches out, like to ask them...

H: Your grandparents?

L: Yeah. So if we don't know them, I just delete it. Like, I don't want people knowing my personal information.

H: Okay. Yeah. I got that.

L: Yeah.

H: So, we've talked about things, that, well, you know that are concerning to some grandparents? But, like, we've talked about how when strangers reach out to you?

L: Yeah.

H: What about your profile? Like how private or not private do you have your accounts set up?

L: Oh. Umm, okay. Like, only friends of friends? Okay. What is it? It's like, mine is set up so friends, and friends of friends can add me?

H: Oh?

L: No, it's like, people can find me? But only friends and friends of friends can see my posts, and like my pictures.

H: Yeah...

L: So, like if they search, you know, for me? They can't see my stuff. I don't know.

H: No. Yeah. That makes sense.

L: Yeah, so, I don't have very many friends on Facebook?

H: Oh?

L: Yeah, like I just let people add me that I know.

H: Yeah.

L: So, if I post a picture or something, they only people that are my friends and their friends can see it.

H: Oh, yeah. Do you know if your grandparents know that?

L: Like if my profile is like that?

H: Yeah.

L: Yeah. MMM, they know my profile is set up like that. I think, it was like 16 or 17? I became friends with my mom.

H: On Facebook?

L: Yeah. So, my mom, like, got on my Facebook. And she saw something.

H: Oh?

L: So, I didn't know this. Okay, like, at the time, when I set up my Facebook...

H: When was that?

L: I think I was 13. Or 14.

H: Okay...

L: So, I set up my Facebook on my phone. Like, Facebook, if you do that, it like, takes your phone number?

H: Oh, yeah.

L: So, I had my Facebook set up through my phone...

H: It had posted your phone number, yeah?

L: Yeah. So I didn't know? Like I just didn't really know that. And my mom, she told my grandma, that, I was giving out my phone number on Facebook.

H: Oh...

L: So I had to ask my mom, how to get it off? And she showed me, and I set up a different account. I reset everything on my Facebook.

H: Yeah.

L: After that, I, after that, well I just was looking more into Facebook, like, technology? Because I didn't know that my Facebook took my number and had it out there. So I was more careful when that happened.

H: Mmmm

L: So I just looked into Facebook more to be more private.

H: Okay. Yeah. That makes sense.

L: Yeah.

H: Okay. So we've kind of, well, we've kind of talked about some things that might worry your grandparents?

L: Yeah.

H: So, is there anything, like can you think of any examples, do your grandparents do anything to like... Oh, monitor you? Or like, try to control your social media?

L: Hmm.

L: Well, no. I don't really feel like that? I pretty much, well, I like monitor my own stuff?

H: Yeah?

L: I'm an adult now.

H: Okay. Yeah. That makes sense.

H: What about, like, even, in the past? Like, maybe not right...

L: Like, maybe if I think,

H: Yeah, so if not right now, maybe a few years ago, or?

L: Yeah. I mean, like, they gave me a cell phone...

H: Mmm?

L: Yeah?

H: How old were you when they gave you a cell phone?

L: Oh. I think like 13 or 14?

H: So, yeah. Like, the same time you set up your Facebook?

L: Yeah. Mmm, yeah that's right.

H: Yeah.

L: So, when they gave me a cell phone, like they were trusting me. And they trust me.

H: Mmm.

H: So like it's really based on trust?

L: Yeah. Like, they trust me to be responsible when I'm uploading pictures or something. Like I show them everything.

H: Oh, like Instagram?

L: Yeah. Like, if I post a picture, I'll just show it to them.

H: Mmm.

L: I really try-

H: Yeah?

L: Like I try to limit myself on my phone. I've just decided... Well, I've decided like, it's time to spend time with my family? Like, I've decided that it's my time with them? You know?

H: Mmm.

L: So like, I've just realized, and like, having my baby in a few days, they only live so long. Like I only get so much time with them.

H: Yeah?

L: When I'm by myself? Like if I'm just in my room? Or maybe if I'm bored, I'll use it. Or if I'm going to sleep, I'll have it in my bed with me?

H: Okay,

L: But, when I'm with my family, like that's who I want to be with? I get really annoyed on Facebook. It's my family that I'm with at that minute.

H: Yeah,

L: So, I want to be in the minute when I'm with them.

H: Ahh. Yeah. That makes sense.

L: Like, maybe if I'm driving in the car? Or maybe if I'm waiting on them, I'll use it.

But, when we are out, and like if we are shopping or if we're eating together, I just put it away. I want to, I want to be with them. I just know-

H: Mm?

L: Like I know they won't be here forever.

H: Okay. Yeah.

L: Yeah.

H: So, okay, we talked about if they try to monitor you.

L: Yeah.

H: So, do they have any rules? Like, when you're at your house with your grandparents... Do they, do they have any rules? About social media? Or...

L: Um....

L: I'm, well. I'm thinking.

H: It's okay.

L: Yeah. Well, I can't really think of anything?

H: Yeah?

L: I mean. I guess.... Like some things we've talked about that you don't do.

H: Like what?

L: Like what we've talked about?

H: Yeah, sure.

L: Okay. Like, the no adding people you don't know?

H: Kind of like, kind of what we talked about earlier?

L: Yeah. So, I ask if someone adds me that I don't recognize. And if they don't know that person, I just won't add them. Or won't message them?

H: Mmmm.

L: Like, in messages, we talked about not sharing information. About yourself. Like, we talk about anything that could identify? You.

H: Oh.

L: And then, just like, we talked about, no giving out your phone number.

H: Because it could be unsafe?

L: Yeah.

H: Okay. I got it.

H: So, what about, do you ever, try to hide anything from your grandparents?

L: Like...?

H: Okay, so like, is there anything on your social media that maybe, if your grandparents saw it, you wouldn't want them to know?

L: Ummm....?

H: So, I have seen, or like I saw somewhere, that some people have two Facebook profiles. As an example. So, they had one, where, it was like, for family. They had their family on it. But, then, they would set up a different profile? And that was really where they put all of their stuff. You know?

L: Oh. Okay.

L: I mean, I show them everything. Like, if I post a picture on Instagram, I always show it to them when I upload it.

H: On Facebook?

L: Facebook, too. I'm open with them.

H: Okay, okay.

L: If they see something, or like, so my mom, is my friend on Facebook.

H: Mmmm.

L: So she will tell my grandma. But if she sees something, my grandma will just tell me to take it down. I mean, sometimes, even I'm like, this isn't that big of a deal? That's kind of annoying. But if they really, truly, if they really don't like it, I will take it down.

H: Yeah.

L: I show them, at least, a lot of pictures and I show them people I'm friends with.

H: Like their pictures?

L: Or like their-

H: Yeah?

L: Posts. Or stuff they share.

H: Mmm.

L: They know all that about me. Like they will be with me when I take a picture and then I just upload it right then. I'm open with them.

H: So, like, we talked about, based on trust.

L: Yeah, they trust me.

H: That makes sense.

L: I don't have two accounts, or something. I don't try to hide it. Well...

H: Yeah?

L: Well. Okay. Like, I do have two accounts?

H: Oh?

L: Yeah, but it's like. Okay, like I set up this account? But, I was using this guy's phone.

H: Okay...

L: It was my ex-boyfriend. That I dated for a few years. And, well, I used his phone. So, I can't shut it down, because it's like....

H: Oh.

L: It's like, set up with his phone. So it's stupid. Like, I can't get it down.

H: Oh, yeah, like you don't have control of the account?

L: Yeah. It's his phone number. But it doesn't have anything on it.

H: Mmmm.

L: So, I guess I kind of have two accounts? But like, I just use one. The other one I just can't figure out how to shut down...

H: So, you have two accounts. But, it's, well, it's not because you're hiding stuff?

L: Yeah, it's-

H: It's just you can't get it down.

L: Yeah.

H: Okay. Yeah. That makes sense.

H: Okay. So, I just have one more question for you? Well,

L: Okay.

H: It's like, a few questions in one?

L: Okay.

H: So, do you feel like you are the expert in your family-

L: No.

H: About social media?

L: Well, yeah, no.

H: No?

L: Like, my uncle, he knows all the stuff, about how to like, set stuff up. How to have an account.

H: Your uncle?
L: Yeah, he knows how to, like, be safe.
H: On social media?
L: Like, he tells me what to look out for. Like, if someone acts weird, he knows.
H: Yeah.
L: Yeah, so-
H: So, would you say, your uncle...
L: I'm an expert, too. It's just different?
H: Okay.
L: So, like, they know about how to be safe. They know about, like things?
H: Yeah
L: Like about safe things. But, I'm probably a different expert.
H: Oh?
L: Like, I know how to set stuff up. I can set up an account.
H: Okay,
L: So, they would warn me about something, because they've seen more than I have.
H: But you know...
L: I know, like, about the technology. I know about setting stuff up.
H: So, has that ever caused problems? Or tension? If your uncle...
L: Um, no.
H: So, even if you know about the technology...
L: Yeah. But they know about different things-
H: And no problems?
L: Yeah, like, that hasn't ever been a problem.
H: Yeah. Okay.

Grandparent Interview 5: Jennifer/21:29

H: Okay, so my first question is, what is your age?
J: My age?
H: Mmhmm.
J: 61.
H: Is uh, what race do you most identify with?
J: Caucasian.
H: What is your marital status?
J: Separated.
H: Can you say that again?
J: Separated.
H: Separated? Okay. What is the highest level of education you've completed?
J: Some college, but no degree.
H: Okay. What is your annual household income?
J: Oh, about 12 thousand dollars. Oh, 14 thousand dollars.
H: Okay, how many grandchildren live in your home?
J: 1
H: Okay how many adults live in your home?

J: 1

H: Okay, how long have you been the primary caregiver for your grandchild?

J: 12 years.

H: Could you tell me a little bit about the nature of how you became a grandfamily?

J: Yes. My son and his girlfriend had decided to split up and they had asked that his kid sister and myself each take one of their two children under their care temporarily while they each got on their feet. And it was supposed to be for a period of one year or less, and they never came back for their kids. So, I am raising one, and my daughter is raising her niece.

H: Okay. Do you use social media?

J: Yes.

H: What types of social media do you use?

J: I use several things on social media. I use Facebook, I use Twitter, although not very much, um, messaging service, that kind of thing.

H: Do you know if your grandchild uses social media?

J: Um, not much. I mean she has a Facebook account. But she has never used it really.

H: And to your knowledge, you don't know of any other kinds that she uses?

J: Well, there's a couple other online games that she plays that she can converse with other people on? I don't know if that's considered social media or not? But she doesn't have any other social media accounts?

H: Do you know on what types of devices she accesses her Facebook account?

J: Um, on her phone or tablet. Kindle.

H: Oh, she has a kindle?

J: Mmhmm.

H: And does she have a smartphone?

J: Yes.

H: Okay, have you ever attempted to monitor her social media use by setting any kind of restriction?

J: Yes. She has restrictions on internet use in general.

H: Can you tell me a little bit about that?

J: Okay, number 1, she is required, anything that she gets on that requires an account, I have to have her account name and password. Um, she is only allowed online one hour on school nights total and three hours on non school days total, and not for more than an hour at a time. And that includes any online access, not just social media.

H: So anything that she does online?

J: Yep. And her smartphone is password protected, and I have the password for that.

H: Okay. Do you ever, or have you ever had any conversations about what is appropriate and inappropriate on social media?

J: Yes.

H: What have those conversations been like?

J: Um, she and I have a very open relationship and we've talked in the past about what is appropriate and inappropriate in general. Once she got into middle school she started coming home and reporting what some kids say at school and she didn't know what it meant. So I had to tell her what that phrase or word meant.. So that evolved into discussion about online, if anybody ever uses any of this kind of language online, she needs to let me know right away.

H: Okay. So it was, um, you would say a lot about language? Like inappropriate language?

J: Yeah, kids nowadays start using inappropriate language at an earlier and earlier age. And so when she got into middle school she started hearing things that she didn't know what it meant, because we don't use that kind of language at home. And she didn't hear it in elementary school. So she'd come home and say, "What does such-and-such mean?" And I would explain it to her, and I'd tell her it's not the right thing to say, but this is what it means. And she would just make a face and say, "Uhhgh mmm.."

H: Gotcha. Okay, um, have you ever gotten on Facebook with your grandchild?

J: With her?

H: Yeah, so like um, if she got on Facebook or something and you would be sitting next to her and watch her? Have you ever done anything like that?

J: No. But like I say, I don't think she really uses her Facebook account. I'll look at her page once in awhile and the only stuff that's on there is, the only friends she has on Facebook is family. She doesn't have any of her personal school friends on there at all. So the only thing she has on her Facebook page is someone saying like, "Congratulations on making all A's," or "Happy Birthday," or something. So she really doesn't use it. She's never posted an updated status or something. She doesn't use it.

H: Gotcha, okay. Um, so, how often would you say, and we can, we can, count you know any of those websites you were talking about that she does games on? So like the, the places she might communicate with people?

J: So when you are saying social media, are you saying any website that allows for interaction?

H: Um, I have defined social media as anything people use to connect with others? So,

J: Okay. Because I don't really consider the games social media? Although she can communicate with people, and people can communicate with her. But I don't think of that as social media. So I want to make sure I understand what your definition of social media is.

H: I will, let me give you a couple of examples and we can see if that rings a bell, and decide if she has one of those? Have you ever heard of anything called Kikk?

J: Yes. She does not have a Kikk account.

H: Other things that I can think of, would be like Snapchat. Pinterest can count as one. There is vine, Instagram, are you aware of-?

J: She has seen vine videos, I guess those are videos? Because she'll see them on Youtube. She gets on Youtube and looks at that, she'll watch games on Youtube. I guess that's a big thing now. People will record themselves playing a game and put that on Youtube?

H: Yeah I've seen that.

J: So she does that, and she has a Youtube account. She'll get on Youtube account and sometimes make a comment on some of these games.

H: Okay. Youtube can also be considered a social media, so let's um, when I ask you these questions, I guess just think about her time connecting with other people online. So if it's through Youtube, or the occasional Facebook post that someone else posts on her wall, we can count that too.

J: Okay.

H: And we kind of have already talked about this, but, um, my next question is, how often does your grandchild use social media?

J: She probably gets on Youtube almost every day.

H: Okay, and then the way you control this, or one of the ways you talked about is that she only gets an hour on school days?

J: Right. Three hours not on school days, and I am subscribed to her Youtube content. So anytime she leaves a comment, somebody responds to a comment, I get an email.

H: Oh okay.

J: So I monitor it that way.

H: I gotcha. Okay. Is there any rules about um the time of day? So like does she have to put it away at a certain time?

J: Yes.

H: What time is that?

J: She cannot use any electronics an hour before bedtime, even if she hasn't used up her whole hour for that day. And that's so that she can wind down without being online without looking at all that. And that's all electronics, so she can't have a Gameboy or anything like that.

H: Okay. How do you recognize, um, you know when she's on Youtube, what's appropriate?

J: How do I recognize what's appropriate?

H: Like, are there, and you kind of talked about earlier the language thing, is there anything else you've noticed that you're not okay with?

J: Well, I'm not okay with bullying so anything where anybody is harassing somebody else, definitely not.

H: Mhmm.

J: Any kind of inappropriate language or sexual language, of course. Those are the two main things I can think of. Um, inappropriate language of any kind or any kind of harassment.

H: Okay. Gotcha.

J: If somebody is on a forum that she's on, like on Youtube or something, I make her unsubscribe because of what's in comments. It used to be, I didn't even let her read the comments, I disabled the comments, but now I tell her, okay, I'm not going to restrict you from viewing the comments, but if I see a lot of stuff, what she's comments on, I don't know exactly everything that she looks at but I know what kind of stuff she looks at. And anytime she makes a comment, I can see how other people are talking. And there's been times where I've made her get off and unsubscribe to somebody on youtube because, not necessarily what they are doing, but the level of the comments, I'm not happy with it.

H: Oh okay. That makes sense. Have you ever had a situation with her where somebody that you didn't know or she didn't know reached out to her?

J: No.

H: Okay.

J: But I believe she would tell me.

H: Okay. You think she would tell you?

J: I think she would, yes.

H: Okay. Have you ever had a situation where she gave out private information about herself?

J: No, she has not. She doesn't use her real name on anything other than Facebook. She uses a username.

H: Okay. Is there anything else that you can think of, that we haven't talked about, that you do to help control what she's doing online?

J: Well, I'll ask her. You know we, we regularly have conversations about what she's looking at and what kind of things she's hearing and seeing. For two reasons, number 1, I want to know what she's seeing online, and number 2, I want to keep up with what, ya know, um, slang evolves constantly. And I want to be aware of what they're using as slang so I can be aware when I hear it or see it with anything involved with her.

H: Okay, so having conversations about—

J: We have very open conversations about what's not appropriate. And she understands, and she's come to me and says, I can't watch this particular thing anymore. And I'll say why not? And she'll say the comments, the comments are inappropriate. She knows exactly what's appropriate and not appropriate. Sometimes she comes to me, and she's come to me with a book too, if she sees something inappropriate, she'll say well I can't finish reading this book because it has inappropriate language in it. I know, she's like one in a million.

H: Yeah.

J: But what I tell her, I try to be frank with her, I tell her, you're going to see these things online, and people are going to try to pretend that they're kids your age, and use the kind of language kids use. And that's why you never ever tell somebody your real age, or what state you live in, or anything, because, it can, we just have frank discussions about online predators and how they pretend to be your age.

H: Mhmm.

J: So, she's well aware of the risks, and, I think if anyone did try to get too personal with her, she would let me know.

H: Yeah. Okay. Um, are there any challenges that you've run into when it comes to trying to monitor what she's doing?

J: Well, the challenge is to monitor and to not be intrusive. I don't want to be the kind of parent that's going through her phone and looking at every single text she has. Um, right now, I know who her friends are and who she's texting, so I don't need to do that. But, I don't want to be that parent that's constantly not letting her test some boundaries on her own.

H: Mhmm.

J: So the challenge is that balance where you know what's going on with her in the online world, but I'm not hovering over her watching her do everything either. There's gotta be some level of trust there.

H: Right.

J: So that's the biggest challenge. Is to not be too intrusive but to still monitor her what she's doing, but she can't do anything while I'm looking over her shoulder. I want her to know that I trust her but I still want to know what's going on. There could be situations that might not look right.

H: Right. Would you consider—

J: I suppose it's only going to get more challenging, too.

H: Like when she gets older?

J: I tell her all the time, all this stuff that you hear in middle school, it's going to get worse as you go through high school and then into college.

H: Yeah.

J: Many people don't have the compass you do.

H: Mmhhh. Okay, um, would you consider yourself the expert in the family when it comes to being online or having social media?

J: An expert?

H: Like do you think that you know more about it than she does? Or do you feel like she knows more about it than you do?

J: I know more about it than she does. Yeah. I think I know more about it than she does. But she's still, she's still getting her feet wet in the social media world. And she's not on all these things like on Twitter, and Snapchat, and Kikk. She doesn't have all these accounts. Because she's not interested in it. You know I told her, if you want to have a Twitter account, you're old enough now to have one. And then I'll just follow you to make sure no one is putting inappropriate stuff, ya know.

H: Mmhhh.

J: Not so anyone can contact her anyhow. That's how I have it on her Facebook. I have it locked down to where only friends of people friending her can request her on Facebook, which pretty much means only family.

H: Right.

J: She doesn't have any other kids her age on her Facebook.

H: Gotcha.

J: But I don't think kids her age really use Facebook. They're using all these other little things, so I don't think kids her age are really using Facebook.

H: Yeah. Okay.

J: But she doesn't really have the interest in getting on all these little things. She's not that overly social that she wants to get on them yet.

H: Okay. I have one more question for you.

J: Okay.

H: Do you think that as a grandfamily you have more challenges monitoring online activity, as opposed to a traditional family unit?

J: Not in my case, no. Because I have an IT background and I'm very computer literate. So, I kinda know as much or more as your average parent. About internet in general and how people tend to manipulate things online.

H: Okay.

Grandparent Interview 6: Greg and Penny/53:31

H: Okay, the first question, and either of you can jump in whenever you want to, this first set of questions is demographic, so I guess both of you will probably have to answer, and the next questions are social media. So jump in whenever you feel like you have an answer, it's just kind of up to you.

P: We are both 60, uh 3.

H: Race? What race do you identify with?

P: Caucasian

H: K. Marital status?
P: Married.
G: Hahaha. Happily.
H: Excellent. What is the highest level of education you've completed?
P: Um, I have some college. And uh,
G: I just have technical and high school
P: High school.
H: Okay. Annual household income?
P: Around 100,000.
H: Okay, how many grandchildren currently live in your home?
P: One.
H: And that's ...?
P: Mmhmm.
H: Uhm, and then how many adults live in your home?
P: Just the two of us.
H: How long have you been the primary caregiver for your grandchild?
G: Seven, seven years.
P: Yeah, seven and a half yeah. She'll be uh, in August it'll be eight.
H: Okay.
G: Yeah, we put in her first grade, and now we are putting her in seventh and it's halfway through the that.
H: Okay.
P: But we had her, we had her a lot before then.
G: Yeah, it was in and out. Actually, we had guardianship for 7 and a half years.
P: But she was here quite a bit before that.
H: Okay. Um, how or why did you become a grandfamily?
P: Um, her, we adopted her mother when her mother was five, which is ironic, the same exact month and date we got
H: Wow, really?
P: Kinda spooky. That's a, that's a whole scenario on it's own. And her mom, has uh, mental and physical health issues that makes it difficult for her to be a caregiver, a parent.
H: Mmhmm. Okay. Um, anything else you want to add for demographics? Any questions about any of this?
G: Nope, I don't think so.
H: Alrighty, let's talk about social media. Do either of you use social media?
P: Mmhmm.
H: You do?
P: We're both on Facebook. Um, that's about, as far as social, we aren't on anything else like Twitter or anything like that.
H: Okay.
P: He's actually a stalker on my account.
H: Oh okay, so it's like, the account is in your name, but you sometimes use it?
G: I just like to look through it.
P: He just stalks.
G: See what her friends are doing.
H: Yeah, my fiancé does the same thing.

P: Exactly, like sometimes my nieces or nephews husbands get on and write like, uh, my husband is the most ya know, wonderful... and it's really them that's writing it. It's really hysterical.

H: Oh, gotcha.

P: It's really funny.

G: I might add my wife doesn't put very much on, but we read...

P: We glean..

G: We read everybody's, and we...

P: We're gleaners really.

G: Ehh, it can go too far. Honestly.

P: We like to watch our children. We have a lot of friends who, and we like to watch the grandkids grow up. So just to watch that whole process, and seeing how the kids are, and even family relatives that are far away, we like to see like, what's happening. A lot times like, one of my girlfriends will call me and say, "Such and such is pregnant." And I'll say, "I already know, I saw that on Facebook."

H: Oh, gotcha, so kind of as a way to keep up?

P: Yeah, just kind of as a way to keep up.

G: Yeah.

H: Makes sense. And then you mentioned you only use Facebook?

P: We don't do Twitter or anything.

H: No Twitter, or Instagram, or anything like that?

P: No, no, no.

H: Do you know if ... uses social media?

P: Yes, she does.

G: Hahah, she'll use everything she can. Hahaha.

P: She actually just informed me that she gave up Instagram and Snapchat for lent. We aren't Catholic, so we don't really give up stuff. But she's from a Catholic comm-she goes to school in kind of a primarily Catholic community, and so she, and I say, "Well why would you do that?" And she says, "They're just too much trouble."

H: Ah, okay.

P: But, she, it's funny that you ask this. Because of all, of all the problems, of the whole 8 and a half, 8 years, uh, our lack of knowledge of media has probably been the biggest hurdle of the whole thing.

G: Right.

P: Because we are, we're not educated.

G: We can't keep up with her.

H: Mhmm.

G: And as you know, there's so much trouble young girls can get into it...

P: So we have, our spies who look at her accounts.

G: So we have people kinda lookin at things and lookin at her accounts. Ya know, in the meantime, we try to straighten it out, or try to curtail it.

P: Yeah, yeah, she's naïve enough that she, when her aunt, or our best friend, her best friend's mother, uh ask to be friends, she allows them to.

H: Mhmm.

P: So she's not quite old enough to understand that maybe if she wants to keep any secrets.. Hahah.

H: So when you say spies, you kinda have...

P: Oh, yeah. We have a couple people keeping an eye on her.

H: Couple family members? Couple good friends?

G: Yeah, yeah.

P: Yeah. And she's very limited. We're very very strict on what she can and cannot do. And we've had all kinds of conversations about, we have a list, we actually have a whole list that of things that she, that are the rules of social media.

H: Okay. Well, I have a couple of specific questions, so maybe we might hit on—

P: We're pretty strict, yeah.

H: Some of those, we can come back to that list.

P: It's pretty funny. Because it is something that we were not equipped to handle. I would have to say, because we know nothing about it.

G: ...in our day... Hahahaha.

H: Right. No yeah.

P: So, it's an interesting, now that she's a teenager and social media, it's really kinda gotten to where it's. However, we kinda went through about a 6 month period of time, and now it's leveled out again. (6:23) So I don't think it's quite as... The newness?

G: Part of it's maturity.

P: Yeah. The newness of it, it was so much fun at first and now ya know, they've moved on to something else.

G: Maybe wasn't worth the fight.

P: I have to hope so.

H: I gotcha okay. Can you tell me, um, what ... uses social media on? What kind of device?

P: She uses an ipod. And when I bought it, I thought I was buying it for music. I had no idea that it could text.

H: That it had those capabilities?

P: No idea. That was, strike 1.

G: It has more capabilities than we want.

P: Strike 1 is that we should've done a little research on that.

H: Okay, okay.

P: No idea that an ipod could text and do Instagram and all that stuff. That she could communicate I guess is the word with it. Didn't know, didn't know that.

H: Okay, do you monitor ...'s social media use by setting restrictions?

P: We don't on the ipod, but we're spending a lot of time, where, she doesn't have a phone because she's failed so miserably on her ipod. She was gonna get a phone at 13 and now we have not, we've decided against it, because she didn't show very good restraint at first. So we didn't, we decided, we have not, we have not, we are still talking about a phone. As you know, a lot of kids are getting a phone at 7, 7 and 8, ..., we just don't. So, we're kinda watching it, seeing. And that's kind of part of the turnaround about the behavior is knowing everything hinges upon her figuring out a way to navigate, this, um, for both of us to agree.

H: Okay, okay. So kinda going back to those rules that you mentioned earlier, restrictions, can mean, I've done a little bit of research, and restrictions can mean anything from the time of day that she's allowed to get on, to the amount of time...

G: She has both of those.

P: Oh yeah, both of those.

H: Okay so those are two examples, anything else?

P: She has one hour a day. Uh, and 2 hours on the weekends. She uh cannot communicate with anyone who is not in her circle. Her school circle or church circle.

G: No strangers.

H: Ah okay.

P: And she can't communicate, she's not allowed to uh send pictures of herself. No matter, you know, of what, where, she just can't, she should not send pictures to boys, any kind of pictures. Ya know, uh, these kind of things. And she doesn't communicate with any people that we don't have some kind of connection with. Whether it be through school, or church, or uh ya know, friends.

G: Friends, yeah.

P: But she can't communicate with any kind of strangers.

G: We got a little bit nervous a while back, we had some friends that had allowed their child to take uh, an ipod to school and somebody took a picture of somebody

P: In a locker room.

G: In a locker room. And that's fine, except over her shoulder, there was somebody that wasn't quite completely...Dressed

P: Dressed.

G: Dressed. And that can turn out to be ugly.

H: Gotcha.

G: So the school...

P: So the school cracked down on that pretty hard.

G: The school cracked down, but we got the coach out there allows them to have the music. So then I think it can get a little bit abusive.

H: Mmm, okay.

G: Or can get abusive.

P: Yeah, because they're taking pictures.

G: Yeah, we just feel like, for us, that's, so we just kinda...

P: Yeah, that's not... that came about.

G: Put the hammer down.

P: Nope.

G: You can't do it. Maybe your friends can do it, but we are not your parent's friends.

P: Mmhmm. She had it for six months, and probably had it in her possession less than 2 months.

G: Yeah.

P: Because she couldn't contain herself.

G: Grounded.

P: Couldn't contain herself. And so we roughly, it'll be a year October since she's had this silly thing. I keep swearing I'm gonna run over it with a car.

G: Hahahah, thought about it. Accidentally of course.

P: Hahaha. And she's been getting to get it. I made her sit down and watch a couple of lifetime movies with me, where this has been an issue.

H: Oh, okay.

P: That girls have met some man of their dreams that ends up being a 55 year old pedophile. Ya know, we've had a lot of discussion about that. And strangers. So we've used that kind of thing.

G: That's the thing is you never know who you're talking to with that kind of thing.

P: And we've been very, very, we're all over that.

H: Okay. Um, okay, so do you ever discuss or have conversations about what you feel like is appropriate or inappropriate on social media?

P: Sure, sure.

H: What do some of those conversations look like?

P: Well we talk about um, if it comes up, we talk about bullying, we talk about, in her case, it's all pretty innocent, but still, where someone's being left out. Like if you're having a party and you've got these girls posting pictures, and yet, ya know, those kids haven't been invited, and those kids haven't been invited...

G: Leaving certain people out.

P: Uh, and so, ya know, how that, how hurtful that is. Ya know just the fact that we don't, you know we are not, we're not hateful period. More of less on a device like that. You should always be kind, and ya know...

G: Kind of along that same line, several years ago there was several groups of kids as you know, that can happen. But several girls that called themselves the popular group and then there was other groups. Well we have convinced ... that you don't pick one group. Ya have to be nice to even the kids that aren't so nice. And ya know also, the popular group, you can be nice to them, but you don't necessarily have to, you gain nothing, by being in their circle if they're so mean, or bullying.

P: And these are, these are girls who kinda, reach out.

G: And that's kind of paid off for us in the fact that we get really good, uh, reports from the teachers and stuff at the conferences. Which was just last...

P: Week.

G: Friday. Uh, we get back reports, and she's very likeable in all groups.

P: And a role model.

G: So ya know, she's not a follower. But yet I don't think she's a real aggressive leader either.

P: Well this was, this started in first and second grade, sadly. Where there were the popular girls, and they were, in this small community. And all these parents went to school together so they're all friends. Ya know, and so, ... just started her own group. And I said, "Well who's in your group?" And she said everybody else.

G: Hahaha.

H: That's wonderful.

G: Oh yeah.

P: And so I said, "Okay!" that was ...'s group.

G: Yeah, so we've been real proud of her.

P: But all of that's transitioning. Ya know, as you head towards middle school, all that's transitioning into what sport they play, or academics. This is all going to separate itself out eventually as she moves forward. And so like, now, she plays volleyball so she has her volleyball friends...

G: We've been fortunate that, uh, obviously when we were in school, ya know you had your nerds, and all that, but we've enforced that you still need to be friendly and kind to

them and all that because they may be your boss someday, and most of them are going to be a whole lot more successful...

P: Than some of these mean kids.

G: And so it doesn't make a whole lot of difference, I know sometimes it's devastating for younger kids to think, "Oh, I'm not in that group, so I'm worthless," and ya know one thing you don't want to be is get into some groove that lowers your self esteem and all that.

P: Well, and I've talked to her, now that she's getting older, we've visited about, mentioned, these kinds of things can lead to someone ending their life, or something. And just because they're so cruel, and you just never want to be involved in anything that's just so hurtful. And uh she knows that, but we saw five of the teachers, and my last shots are, ya know, if you see her being disrespectful, you need to contact us immediately, and, three of the five go, "oh that will never happen." And the other one, younger, said, "Oh I'll just give her attitude right back." Which she would. But I mean, everybody, she just wouldn't do that. That's just not who she is. She's really nice, I mean we see a bit of attitude around here since she hit puberty but I guess,

G: Hahaha.

P: I guess,

H: It's just different perspectives?

P: We're just not, and that was the way, that was the way our boys were, and they have acted a certain way at home, but they knew how to act at school.

G: We had two natural boys.

P: Natural, and one adopted.

G: One adopted girl.

P: I guess they just knew, I guess, that we expected them to be respectful to their teachers. And other kids. But she's really been, she's pretty tough skinned, as well. She doesn't let a lot get to her. She's not fragile, at all.

G: Just a real quick little bit of background, from her mother. Her, being adopted. Her mother was a hard case from the state of Kansas. So she had quite a few difficult problems. In a sense, uh, with ... losing her mother in the same way her mother sort of abandoned her, and then, the father isn't even the picture. Some of the things that have happened to her, mirrored her mother. And her mother didn't accept them, but, ... hasn't had the sexual abuse that her mother had, which I'm sure is a bruise too. But ... has a heart, her mother didn't, because it had been broke too many times. So in that respect, we are very fortunate...

P: She's just a different person.

H: Right.

G: That uh, she doesn't have the complexes or the, uh...

P: She's just a different person. Because her mother had eating disorders, she had uh attachment disorders,

G: Felical syndrome

P: Felical. Didn't have any understanding of cause and effect. If I don't do this, this will happen.

H: Gotcha.

P: I mean she would leave her at 2 or 3 to go get cigarettes and leave her in the house by herself.

H: Right, right.

P: I mean she just doesn't think sometimes. ...'s nothing like that.

G: No, yeah.

P: She's very responsible. A different person. And I know some of that's genetics and some of that's the way she's accepted the transition.

G: And well, we drug her out of some of that.

P: Yeah, but she,

G: I know the first three years they claim a child's personality is formed. But I think we had enough influence in the first three,

P: I think so too.

G: That we made a difference. With her mother we had no influence with her mother until five...

P: It was too late.

G: You couldn't go back.

H: Right.

G: Couldn't go back.

P: But yeah, really the social media part, we're working on, we're talking about, if there's, she actually was on Facebook, uhm, and she's not on Facebook, she's on Instagram, she'll tell you, but there was a couple of the kids, a lot of her communications are, she communicates with her youth leader, the kids in her youth group, she's gonna, our kids were never academic. The boys were kind of fine art, our son is a high school band director, and so we've never had a kid go to an academic bowl before. Well, ... is gonna go to an academic bowl tomorrow, at 7 o'clock.

H: Ah!

G: We're tickled.

P: And we're tickled, and so, she will have, um, uh, pick somebody that's going, and so I'm gonna check to see if somebody's going and ask to see if we're supposed to bring our book bag, and our stuff, or if we just leave it at home, because I don't think we're gonna be in school all day. So, that's fine, ya know check it out, and see what you're supposed to do.

G: She got, uh, all A's and one B+

H: Wow.

P: 87.

G: So we're pretty proud.

P: And she's in the high group.

G: Our natural kids were never that good.

P: We never had a kid that was into academics, hahaha.

G: Yeah...

P: So we're pretty excited.

H: Hahaha.

G: They got by fine, but...

P: We never had a kid with A's.

G: Our other son is getting his Master's so he's doing fine, but uh..

P: Hahaha. This one, she uh, she always hangs on her A's and B's, and then she got down to 4 A's and 3 B's, and she had a D in P.E. when I looked at progress reports. Which you

can do online now, and uh, two weeks ago, that's what she had. And I went to conferences on Thursday, and she had all A's, two of them were A+'s.

H: Wow.

P: The D went to an A+, which is not even feasible, not even possible.

H: Huh, I wonder how she did that?

P: She wrote papers to her P.E. teachers. Because PE is not her thing, she's not a jock at all. But, and she had an 87 percent in her roughest subject. Which, that teacher saw, and she circled it, and she said, "That's a very good grade in this class." And I didn't say it wasn't, I'm just...

G: But the teachers did ask, what happened two weeks ago?

P: Two weeks ago. Well, we have this brand new young, young teacher.

G: Lit the fire, ya know.

P: And she says, "What happened?" Cus she'll just talk to you, and she's so cute. And she uh, she said what happened? Well, we offered, at the end of the year, and we never pay for grades.

G: Never pay.

P: Never have. But we're offering 100 dollars for straight A's, because she's so close. And so that's what she's working on now.

H: That's awesome.

P: But we'd never do that if we didn't think she could do it,

H: I gotcha.

P: But obviously, she can. Otherwise we wouldn't expect that. We didn't expect our natural kids to get straight A's. You kind of, push where they have their strengths, that's the way we've always done it.

H: Yeah, absolutely. Okay. Okay, um, my next question that I have is, do you ever get on social media with ...?

P: Huh-uh (no). Well, we'll go through Facebook together. If it's something I think she's interested in, or something comes up, ya know those kids that post, my mom and I have a conversation of how far this will go, cus you see a lot of those on Facebook now, and ya know, so we talk, yeah, we go through Facebook if I think it's of any interest to her, but she's not a Facebooker, ya know.

H: Right.

P: And yeah, if her phone's laying around I'll pick it up and scroll through and see. And she has to write her passwords down, so I can get into all of her stuff. And if she changes a password, and I'm not notified then she has to um, then she loses her device.

H: Oh okay.

P: However, I started, in that, uh, hyper controlled situation. And then I decided that maybe I needed to loosen up a bit. So now, I have the password, but I don't, I don't rarely will look.

G: In a way, it's almost like getting in a diary. We're just a little uncomfortable.

P: There comes a time...

H: I gotcha, so kinda that boundary?

P: Yeah,

G: So it's real hard to draw a line, it's a fine line.

P: But I still have, I still have friends on there that would tell me something bad. But as far as reading...

H: Gotcha.

P: All of her, her, her bestfriend's mother reads everything. So you'll see Hannah post, remember my mom's reading all of this. Well to me, that would drive her into a site that her mother isn't on. So I decided not to go there. If I wanted to, I could. We have a password thing that she has to write it down. And I just have all the passwords. But, I, we've kind of loosened up, now that we're getting more familiar.

H: Mmhmm.

P: And now that she's really kind of,

G: Matured.

P: Well, and it was all so fun,

H: It's just there?

G: It's not as...

P: It's kind of like Facebook, now has gone to Twitter, now has gone to, you know more than I do. It's all kind of fallen off. And now grandma's are on Facebook and they're clear over in like the sixth thing over now.

H: So it's not as fun anymore?

P: It's not. And now, is it, Snapchat?

H: Mmhmm.

P: We didn't like that purely because the uh, they would zing these zingers and then they would erase them. And so my best friend, her best friend's mother, would screen print them. Which, then, but the kids are given notice that someone has printed their thing.

H: Yep.

P: So then that causes.. So now they've moved off of that, because that causes, ... was printing their little messages.

H: Gotcha, yeah.

P: And her friend Hannah is having a lot more trouble because she's more fragile. We, ... is more like water off a duck's back. We, she just doesn't really...

G: She's like, she can't get away with it, well I'll move onto something else.

P: And well, she doesn't really, it doesn't hurt her. I just don't think she allows people to, she doesn't take things so personal. So.

H: Gotcha, okay,

P: And she has a very immature circle of friends I may say, too.

H: Haha. Well, I mean, middle school? I'm, I was pretty immature in middle school too.

P: Yeah but some, well we put her in Maize, we've had her in Colwich all these years and we put her in Colwich for two weeks. And Maize was in school for two weeks prior, and that's where our kids went to school. That's their district, and then her friend Hannah was going to go there. And we made it for two weeks, we said, "You try it for two weeks, and if you don't like it we'll move you back," she was miserable.

G: She about cried every night.

P: And she never cries. She was just unhappy. And true to our word, we let her move back. And I couldn't believe the difference it made, cus this is a K-8 building, and that's middle school.

G: There's like 400 in the whole school.. And she had like 400 in her grade.

P: She had 27 in her class, and it's split in half. So she has like 13 kids in her class. And Maize has like...

H: Oh, wow, yeah that's a big difference.

P: 500. So then there was goth and all this stuff over here that we hadn't even come to terms with in middle school. And so we moved her back and so we figured we'll deal with the rest of this when we get there, at the end of 8th grade.

G: Out there is so one-on-one that there's only 15 to a whole class, and there was only two classes.

P: It's fantastic.

H: Right, right.

P: But, they are immature.

G: It's a little bit more personal.

P: And so we kinda are a little concerned with what will happen when ninth grade will hit us in the face. We'll cross that bridge when we come to it. And she's so happy here, and to us that's more important than trying to integrate her at a time when maybe it's not the best time.

H: I gotcha.

P: We tried, it didn't work.

H: Well, what can you do. Um, do you know how often ... uses social media? (25:29)

P: I'd say she, she probably uses it, uh, every day.

H: Is there...

P: When she has her hour. But, so much of the stuff, she also has a Nexbook. And she has that because of the uh homework. Now she's doing reports and stuff.

H: Is that one of those, like tablet things?

P: It's like a little tablet with a keyboard.

H: Okay that's what I thought.

P: It's windows. And so, and she got that for Christmas. That's mostly for, but she got that, she has to do papers and she has to write a lot of stuff now. And so she has a Nexbook. And her hour is included in homework and all.

H: Oh, okay.

P: And we time her. We have a timer. I know it seems a little bit... We're just not gonna let her have free reign. Our biggest concern is, we see kids who are staying up all night who are playing with their phones and stuff. So her phone is supposed to be up here, plugged in at 9:30.

H: 9:30 is the time?

G: It's because we've been strict enough, I think that she abides pretty well by the rules...

P: She knows there's consequences

G: I was outside today, and she was at work and her phone was here. And she called me and says, "Can I turn on the wifi?"

P: "Can I have my wifi time," she'll say. Yeah.

G: So she's pretty good about. She knows if she gets caught she'll be in pretty big trouble.

P: Well, there's consequences. She understands there's consequences to her actions. And if we find out, yeah, you can get away with it...

G: We'll run over it with a truck, hahaha.

P: But you're gonna have to worry about the consequence when you don't.

G: Right.

P: We're not one of these parents that think she can't live without it. Because she can.

H: Uh huh, right.

P: And she will, if it ever, ever gets that way.

G: And she has.

P: And she has.

H: Mmhmm.

P: That's right, she has. But like it was dead all weekend and she didn't, it didn't bother her.

G: That's right.

H: So when you say, just to confirm, wifi time, so that includes any homework and getting on any Facebook, Instagram, all that?

P: Mmhmm. One hour. If she needs more, she can tell us, but it hasn't really...

G: Especially with homework.

P: There's a lot of...

G: We're not going to limit...

P: They have, uh, I'd say, talking to her friends, she probably spends less than 20 minutes a day. Her thing more is now, communicating with other people I bet she doesn't spend 15 or 20 minutes. Her thing is music, she loves music and she downloads music. Everybody gives her cards, gifts now for music. And then she got frustrated with her social media and all these people. So now she's getting rid of like, Snapchat, and she's started adding games back in. Which is almost a reversal?

H: Right.

P: So I don't know if socially, it was just too much for her to handle? Or if she just did it to herself, or if it just became boring? But for some reason, it's shifted into music and finding games and stuff, and like she'll take her time in her space to download her cousin's games. So when they come over, she has games for them on her ipod.

H: Gotcha.

P: Which is kinda sweet.

G: They are four and seven.

H: Oh, okay.

P: Kinda sweet. So she's...

G: She's pretty close to her cousins.

P: So just, just pure communicating with other people, now doesn't seem to be as important as it was 9 months ago. I don't know why. Unless the novelty has worn off, that's the only thing I can think of.

H: Okay. Um, how do you recognize appropriate content for ...?

G: How do you recognize, what? I'm sorry.

H: Appropriate content? We kinda talked about recognizing appropriate content with bullying, is there anything else that is like a no go?

P: Well, we don't allow pictures, or any kind of photos. Taken and sent, especially, well her friends and her take pictures of each other. We have a real thing about boy-girl contact of any kind. Um, ya know, and one of the things she got in trouble, was when I was stalking her account, some boy that we didn't know, he was from Andale, we hadn't met him, she thought he was in her circle, uh, and her generic circle, and he says, "I love you," Well I don't know that she's ever, even seen this kid. I think this was all an internet thing. So I said, so I got on her and I understand that maybe this is old fashioned, but some boy that you've, I mean I love you? Really? So we talked a little bit about love, and

what true love was, and uh, I even got a little bit about boys and how they're dogs sometimes, hahaha.

H: Mmhhh.

G: Thanks, haha.

P: I said boys I didn't say men!

G: I was one once.

H: Hahaha.

P: And you know you have to watch them! And I, there was a big scandal with the football players at Maize, and they were taking pictures of their, getting their girlfriends to send them pictures of themselves, and they were spreading it all over. And there were all kinds of trouble, and I mentioned that, "I'm sure that girl that sent that picture to her boyfriend thought it was going to be his exclusively," and it wasn't. You cannot trust that that media is going to be used the way you intended it to be used.

H: Right.

P: So we talk a lot, so that kind of stuff is really important to me that she understands. And no, of course, we don't allow any e-music or stuff like that. And we just, we don't, she can't get on sites that she can't, actually, we don't even let her look at YouTube, more than anything because it takes up a lot of our data that, and it just streaming stuff, she doesn't get to go and just do whatever she wants to do.

H: Mmhhh.

P: That kind of stuff kind of has to be... and if our wifi spikes, we try to figure out what it is that's spiking it. So we watch it pretty close.

H: That makes sense okay. How do you control when strangers reach out to ... on social media?

P: Hmm.

H: We kinda talked about, you have a certain group that you allow her to add.

P: Well, she doesn't get to go into chat rooms or anything having to do with stranger contact at all. And uh, that would be, uh if we found that to be the case, she'd lose her device period. Because we've made that very very clear, that there will be no chatrooms or anywhere that you can reach out and talk to people that are unknown to you. She has to stay in her circle.

H: Mmhhh.

P: And she knows what that circle is. It'll be interesting to see what she says about all this.

H: Hahaha, yeah it is, always interesting.

P: The reverse. Well, they're kids.

H: It's just the differences in perspective is pretty amazing.

P: Mmhhh, I know that.

H: Um, so, if someone added ... and she didn't know who they were, would she go to you and ask, "Can I add this person?"

P: No, she just wouldn't.

H: She just wouldn't?

P: No I don't think so.

H: Okay.

P: Now, if someone, cus she'll kinda say now, "blah blah blah this is, blah blah blah" she'll explain to me. So like she'll say well, "Ethan," Well, I don't know who Ethan is. Well you know, "He's blah blah blah,"

H: Ah, gotcha, so you'll ask questions, or if you see something...

P: So like, if I say "Who's Tyson," well you know, "Tyson is the big tall kid at church, blah blah blah."

H: Okay, gotcha.

P: So that I understand. He's from church, okay, alright. But she has a circle, and she's not supposed to step out of the circle.

H: Okay.

P: Now, sometimes she steps out, see now, it's all perspective like you said, but for example, she'll say, she was talking with this kid that's a Maize kid, that she met when she was going to school there for 2 weeks. Well she was in her school for 2 weeks, well now is he an acquaintance? So we had a little talk about that. I think she finally ended up dumping him because he ended up bothering her. But we had a little discussion about the fact that technically he's not in your circle anymore because he's not in your school.

H: Mmm. So what is it, is there like a defined, "What in the circle means?"

P: It has to be somebody that is in her school district, that she goes to school with, or somebody that she knows from a school activity.

G: Or church.

P: Or her church. MYF, her youth group, she get, that's the only time she really has contact with any kids over her age. And then, you know, we kinda know who they are. But she has kind of a handful of those. But she doesn't circle back to people that are a lot older than her anyway. But ya know, she understands that it has to be, like she had a guy, they were chatting back and forth and he was from Andover, and I can't remember, oh I, she was in on those, she had met through field trips.

G: Field trips. (34:59)

P: She considered him a friend, so we discussed it and he seemed harmless. See I've got friends that are...

G: Come to find out he was somebody we knew...

P: Well, actually it was a friend of mine's kid, I just didn't know that.

H: Ohh, okay.

P: It's a really small community.

G: We didn't know it yet.

P: So I said, "What's his last name?" And, ohhh, nevermind. Cus he's like this big, and he's really harmless.

G: And she ended up moving on.

P: Yeah, yeah, yeah.

H: But you had that conversation? About, "I don't know who this is..."

P: Yeah, who is that? Why is that? Is he in your circle? Well, don't you remember, mom, he was on the field trip? Ya know, blah blah blah, and then, "what's his last name?" Oh, yeah, okay. I know his dad, yeah it's good.

H: Okay, um, so, we kinda talked about when people reach out to ...?

P: Mmhm.

H: Have you ever had to have any conversations about her giving out personal or sensitive information?

P: No, but we did, we did have the conversations about the pictures. Because you see friends of hers, like they're going together. So like, send me a picture? And that's one of the biggest troubles she got into. It's really from here up (motions to neck and above head), she's not supposed to be sending any kind of pictures, to boys. Because then the next thing they're gonna ask for is a picture a little lower, you know. And then, lower, and ya know, we're just not gonna get into that. "Where is the line we're not going to send pictures?" So we just didn't like that at all. Because sending pictures is just...

G: Grandma and grandpa are old fashioned.

P: Well, it's just hard. You have to be careful.

H: You're parents, you know?

P: We've got a teenager. And we're old.

G: My two sons told me, "Dad, you're spoiling her bad." And I said, "Yeah, we probably are." But you've gotta understand, she is our granddaughter. Not our daughter.

P: I don't think she's spoiled anymore than they are.

G: Well, to an extent. On certain things.

P: She's the only one here.

H: MMhmm.

G: Ya know, and so, it's hard to draw a line, this is child, this is grandchild.

P: But we can be pretty strict. It'll be interesting when they have their kids...

G: We were fortunate, several years ago she came to us and said she wanted to call us mom and dad, "Is that okay?" And we said, "Well you have a mom and dad?" And she was going to call you, mom, but her mother, mommy. And she doesn't have a father to speak of, because she was going to call me dad. Well, she called me dad more than she calls you mom.

P: She goes back and forth.

G: But she's just a little bit, apprehensive about calling you mom when she has a mom.

P: Sure.

G: But you go to a restaurant and it was kinda weird, because she'd say, "Hey dad" and then she'd say, "Hey grandma" and then the waitress would be like, "What? What's going on here?" Ya know, and it wasn't embarrassing to us, because we knew the story, but it was one of those things where the waitress didn't know whether to high five me or,

P: But she, uh, she it depends. She's an interesting case.

G: She's pretty..

P: We let her do whatever she's comfortable with. Regarding that. We don't let her do whatever she's comfortable with regarding everything, but...

H: Right. Okay, um, is there anything, else, I guess kind of going back to the rule list?

P: Well I think, I would just say, this is difficult. If you're talking about grandparents, who, I mean, our kids know more than we did, and even they're gonna be left in the dust, I think. When it comes to all this new stuff because for her, for her aunt is 26, no she just turned 30. And she, she is a middle school teacher. So she's all in, and she understands all this, well we don't, I didn't even know what a Snapchat and Instagram account was! And you find out that these Aunts are on it. So then that was helpful, because then they're going to follow her, and ... will tell you that we have spies everywhere. Which is true. "You guys have spies everywhere."

H: Yeah.

P: Well we had them for our kids too. So grandkids? Yeah. I wonder if I threw that list away? Appropriate conversations was one of them, where, oh! She had to be honest, where she'd get online and she'd just say stuff that just wasn't true.

H: AH.

P: Lots, and so we'd, they'd have to be honest and they'd have to be appropriate. And the language. Because even she'll say, watch out, my grandmother's reading this, back in that day. So language, um,

G: Kind of big brother like, "Grandma's watching."

P: Yeah. But uh, and it was uh, content of music, was another one. Um, but, yeah.

G: And our rule was that it had to be upstairs and plugged in at 9 o'clock. No ipod after 9 pm and it was supposed to be up here and plugged in. Sometimes better about it than others.

H: Okay.

G: We haven't had to rely much on the list.

H: Would you say that there any other challenges that you've run into?

P: Regarding social media?

H: Yeah, any other thing that we haven't talked about?

P: Well I think uh, uh, kids having, ya know, we don't, but a lot of our friends have like total, unlimited access to like Netflix and all this stuff. Well where's the oversight in that? We don't have that. We feel like our direct TV has a hundred and some channels. I mean if you can't find something to watch on that? And we were pretty strict about the PG and the PG-13 stuff. I think sometimes parents and grandparents sometimes don't pay a lot of attention to what they're watching. Ya know, in some of the cases. And with Netflix and all this media out there for the taking, I think sometimes that's overlooked in that, I don't know what they're watching, but they may not be watching something that they might not think is appropriate. Same with books, and stuff with that. There might be something you may not want them to be reading.

H: Right.

P: So there's a lot of control, that needs to be, um, I just think it's so different than it used to be. The internet has opened up a whole big problem with anyone trying to raise kids.

H: Okay, I just have a couple more questions. Would you, would either of you consider yourself the expert in the family when it comes to social media?

P: No.

G: No.

P: Oh, in the family?

H: Yeah.

P: I suppose then that would be,

G: You.

P: Well, yeah, but then I would say

G: Well, she would be.

P: ... knows more about social media than we do.

G: She does.

P: But I don't go to her and ask her questions, I'd go to our sons. I don't go to her.

H: Okay, so you would say ... knows more than you do?

P: Oh yeah.

G: Yeah.

H: How do you maintain authority? What does that look like for you?

P: To me it's just like parenting. Your kid can sneak out of the house, they can drink when you're not around, they can smoke when you're not around, they can fail,

G: But you make consequences.

P: They may fail, their classes, but it can only last so long. And to us, our kids always knew, they could get away with it but if they were ever caught there would be consequences. And they wouldn't like them.

G: And it wouldn't be worth a good time for a little bit.

P: ... knows she knows for a fact, and this is probably not true of any other kid of any other parent she knows. But she knows for a fact we would have no problem taking it away from her permanently. If it came to that. We don't think she's entitled to a phone.

Or to the internet. It's a luxury.

G: It's a privilege you have to earn.

P: It's a privilege. And because of that she knows we would have no problem banning it all the way out. And so, if the risk is worth it to you, take it. But you better be willing to accept the consequences. Because there would be. We are disciplinarians. And we have been with her. And we're just not gonna let it slide. And she found that out pretty quick right off. I mean, this has been a fight. The biggest fight we've had, other than eye makeup. Latley.

G: We like to think we're fairly strict but it's easier to be a little tight and then back off later ya know when you find out you need to, than it is to try to get it back after you've given it away. And so, we, always raising kids, we learned you're never gonna start something that you're not going to complete.

H: Follow through?

P: And ours, ours all knew that. And we're not, ya know, you're grounded for a week? You're grounded for a week. You're not going to get it back in three days or the next day.

G: Right.

P: Uh, this device has been taken away. She, first six months, we had the device more than she did because there were rules that she was not willing to adhere to. And I think...

G: We also put the hammer down and said, "If we take this away one more time, for whatever reason, it will be permanent."

P: Gone for a year.

H: Mmm, okay.

G: And so, it made a pretty fine line, made her walk a straight line.

P: Now we're not naïve enough to think that's not happening. We're not stupid, uh ya know to think that somehow our authority. All we know, is that like with everything else in life, if we find out, there will be consequences.

G: Kinda like driving a car, don't give her the keys, and it's hard to drive.

P: And we oversee as much as we can, but our friends, our first problem with this was actually at school. We never allowed her to have her own, internet, um, an email address.

(45:48)

G: Yeah.

P: We didn't allow it.

G: And the school does.

P: And in the sixth grade, they give them one. And then they, and then she started communicating with her mother, which we don't allow. And that wasn't even our decision? We were never given that...

H: Mhmm.

P: And it should have, it should have been blocked but not, she should not be able to communicate with anyone outside of that school. So we called the principal and just expressed our concerns. Just not only that, her, but what about these younger 8th grade girls, if you're not monitoring them, or blocking it outside of the school? Then I understand what this is supposed to be for, but you guys aren't locking it down very tight.

H: Right, right.

P: We had a conversation about that. She still doesn't have an email address. Well, she has the one for, you know you have to have it for certain things.

G: That first thing on my phone, read that. (Shows Hannah phone, it reads, "Account Action Required: Notification pending from ...@usd...")

H: Ah.

P: See she has her...

G: It comes to me, and I gotta approve it, now from school.

H: Okay, so is that, when you had that conversation with the school, is that what happened?

G: It says account action required. And so...

P: Because that's just not...

G: She can't login in until,

P: But once again, you've got kids smarter than teachers.

H: Right.

P: In this situation, it's scary. And you get a smart enough kid, it could be really scary.

H: Yeah.

P: And you know...

G: And just to show you, I got a four year old grandson that can take my phone and get to his things easier than I can find them for him. And I guess, these kids nowadays are so electronic nuts, compared to us, because we didn't grow up with it, they did.

P: But we have addressed predators, ya know sneaking out of the house to meet strangers that you might meet somehow. We've talked about all the perils that I can see, the bullying, the pictures getting into the wrong hands, even if they're friends of yours. We've talked about all that and how with it's positives, these are just a few of the negatives that are out there.

G: Ya know, we're not immune from it. But hopefully we've kept planting the seed, ya know,

P: She lives pretty sheltered.

G: She'll say hey, probably this is alright.

P: She lives in a very sheltered world, and I even see her now, where if a boy comes off a little too strong, like the, "I love you honey," uh she breaks up with them pretty quick. She's not ready for any kind of physical relationship, so it's kind of cute. But even that, and that's gonna happen. And we're kind have to kind of figure out, it all, get it all worked out. Ya know, there's always been something that kids could do once they leave your home. Now of course, they can do it and they don't even have to leave your home.

But there's always been an element of trust, that you have to instill consequences boundaries and then pray that they do the right thing when they're faced with it.

H: Okay. Um, have either of you received any type of support or training on social media?

P: No.

G: No.

H: Um, the one thing I noticed that you said, that you just ask, if you have questions you just ask one of your sons?

P: Mmhmm.

H: Okay.

P: About how to do something, and then if it has to do with social media, of course I have to ask a female. Because our boys are not on any social media, either one of them. Um, they don't do that.

G: She has a girl that works in her office.

P: My office manager,

G: Lives right down the street but also,

P: Is my best friend's, so

G: Her daughter is our daughter's

P: So if they're talking, the five of them are talking,

G: So she keeps an eye on it, working with her everyday.

P: So she sees everything.

G: They can say, "Hey, by the way,"

P: She sees what's going on if she thinks it's bad enough, she'll say something. And like I said, her Aunt Jenny was her friend on Instagram and several other sites, and Amanda, I mean ... let her.

G: Yeah I was gonna say, we're fortunate enough...

P: That she's kind of naïve. She goes well, who are my spies? And I'm like, you've got your Aunt Jenny and ... on there, what do you mean who are your spies?

H: I gotcha.

P: It wouldn't have been hard to figure out if I were here.

H: Yeah, maybe. Okay. I have just one more question for you. Um, do you think that as a grandfamily, you have more challenges with monitoring social media as opposed to a traditional family unit?

P: Absolutely.

H: You think so?

G: I'd say so.

P: Well, I think so. It depends on the parent and how, I guess that's unfair,

G: Well, it's the parents,

P: It depends on,

G: Nowadays, there's 7, 8 year old kids...

P: But think of Brian?

G: But we would never do that. She's 13, 14, and she still doesn't!

P: But think of Brian. He doesn't know any of this himself, so how adept is he going to be at handling?

G: Well... When Jenny speaks up and says, "Well, we need to get Cooper a phone," and they'll get him a phone. But, I don't think they'll wait till he's 14 or 15 to get him a phone, I really don't.

P: Mmhmm.

G: I think parents nowadays will do it quicker than old fashioned people.

P: Oh yeah. She's got kids that, our whole thing about a phone, is social media. It has nothing to do with the telephone. It has to do with what that telephone can do, which is really scary.

G: Telephone is a complete luxury. To us.

P: But not to...

G: Now to this new generation, I don't think it is. It's a way of living.

P: I think there's always going to be a, in thinking about that, I think there's always going to be a learning curve. Until technology levels out, I think there's going to be a learning curve. I think that kids will always be smarter than the parents. I don't think you can stop that. Because I've got a computer engineer friend of mine, and I bet he has no idea what's going on in the Instagram, Twitter,

G: Well from what I understand now, you can get on, you can hide and get on a different app something that doesn't show up when you look through an ipod.

P: Well she can, she can decide to move to some other form of chatting. She can do...

G: And we'd never find it because it'd take an expert to get into that. Because you can go through her social media and find another app and I understand that's out there but we don't worry about that.

P: Yeah. But she kinda, she kinda has peaked, and has now kinda fallen off. Like I said, she gave up Instagram and Snapchat. I think it was Instagram and Snapchat? One of the two, she gave up her two favorite devices for lent. Now we'll see how long it last, I don't know if it was getting to complicated? Or if somebody made her mad. We'll find out, we'll find out in just a minute. Why don't you ask her why she gave them up for lent? Hahaha. Ah, that's something I think is really funny.

G: Hahaha.

P: No she's uh, she's uh, for all of her bravado, she's pretty naïve.

G: Are you doing this for a class or for a paper?

H: I am a Master's student at Wichita State and I'm writing my thesis on how they communicate and navigate challenges in social media. So, yeah.

P: How about navigate challenges period? Boy, do we have a book for that.

H: Okay.

Grandchild Interview 6: Ashley/9:22

H: Alrighty, so let's start off with some demographic questions. What grade are you in?

A: I am in seventh.

H: What race do you identify with?

A: Female.

...: Race.

A: Wait, what?

...: Caucasian.

A: Oh, right.

...: Race, hahaha.
H: Who lives in your home?
A: My grandparents.
H: Anybody else?
A: No.
H: How long have you lived with your grandparents?
A: About seven years now.
H: Okay. When or why did you start living with your grandparents?
A: Um, my mother had some illnesses so she couldn't take care of me.
H: Okay, let's switch into social media. Do you use any social media?
A: Yes I do.
H: What do you use?
A: I use Snapchat, Instagram, uh, Twitter, and Kikk.
...: Kikk, that's right.
H: Um, do you know if either of your grandparents use social media?
A: Uh, just Facebook.
H: So you don't use Facebook?
A: No.
H: Okay. Um, how do you get on social media? Like...
A: Uh, I have an ipod.
H: I should've asked, what kind of ipod is it?
A: Uh, the fifth generation.
H: Okay I think I know which one that is. Uh, how much time would you say you spend on social media?
A: Uh, probably about an hour maybe two a day.
H: Okay.
...: Well an hour during the weekend days and two hours during the weekends.
H: Okay, and would you say your grandparents are pretty aware of that?
A: Yeah.
H: Why would you say that they are? Like how do they know that?
A: Um, because they can, they can control the wifi and how much I use a day. So...
H: Okay. Um, how do you deal with something, like if something pops up on your Instagram feed and it's inappropriate, how do you deal with that?
A: I don't really pay attention to it? I just try to put it aside. If it's bad, I will let my grandparents know. But it hasn't happened often.
H: Okay. But if something were to pop up, you'd probably just keep going and...?
A: Probably.
H: Okay. Has a stranger ever reached out to you on any social media sites?
A: Um, there has been a couple and I've just blocked them.
H: Okay and when that happened did you tell your grandparents?
A: No.
H: Why not?
A: I guess I just didn't really think about anything. Since I blocked them, they couldn't get ahold of me or anything or any of my information.
H: So you just took care of it yourself, and, yeah? Makes sense. Okay. How private or not private do you have your accounts set up?

A: Um, my Instagram account is private, so...

H: They have to request and then you accept them?

A: Yeah.

H: And then they can see your pictures?

A: Yeah.

H: What about the other ones?

A: Um Kikk I don't really get any requests to chat. I just have my friends that are local. Um, Snapchat, um, I normally get it by oral, um, they tell me um, like...

H: Oh what their name is?

A: Yeah.

H: Okay. Um, and, do either of your grandparents know that your accounts are set up like that?

A: Um, I think so? (Looks at grandmother, mouths, "Do you?" ... nods.)

H: How did, was that a conversation that you had with them? Or did they ask you? Do you know?

A: Um, I really can't remember.

...: Didn't we have ... set those up?

A: No, I set up my Instagram. She set up my icloud.

...: Yeah, your icloud.

A: Yeah.

H: Okay. Um, do you feel, and this is just kind of speaking kind of generally, do you feel like your grandparents try to monitor or limit your social media use?

A: Yes.

H: In what ways?

A: Um, they, it's hard to explain. Um, like, they have they can, they know what I'm posting and saying and doing. So, I try and like, not do something that they will not approve of.

H: So kind of thinking, okay I know that they're gonna see this? So... I'm gonna do this or not do this? Thinking in that way?

A: (Nods)

H: Okay. Do you know how they, um, see the things that you post?

A: Um, well my friend Hannah has an Instagram, and her mom looks over and her mom also has an Instagram and her mom and my grandma work together, so...

H: Gotcha. Okay, um, are there any other rules about social media in your house that we haven't talked about?

A: Mmmm. Just don't talk to strangers, no pictures to guys, um, just, be careful I guess?

H: Yeah. Okay. Um, would you say that you have ever, and this can be current or in the past. Has there ever been anything that you've attempted to hide on your social media and got found out about?

A: Yeah.

H: And if you want to, you can give me examples. If you don't want to, you don't have to give me examples.

A: Um, my mom dated a guy, I considered him as a father, and I posted it and said, "Wish you were here." And that was disrespectful to my grandfather because he is my father now. And it was disrespectful. And grandma found out. So...

H: Gotcha. Was it that, when she found out about it, was it a conversation about delete it? Or was the other consequences that came because of it?

A: I had to delete my account. And I did have to delete the post. And um I did get grounded from my ipod, and social media, and any wifi related um for awhile until grandma, I think that she could trust me with it.

H: Mmhm. Any other examples that you can think of or make sense to talk about?

A: Mmm, no. Just that one.

H: Okay. Do you consider yourself to be the expert in the family on social media?

A: In a way, yes.

...: That's what we said, too.

H: Okay. Why?

A: Because I've had more experience with the internet and...

H: With the internet, and just with social media in general?

A: Yeah.

H: Okay. Has that ever caused any problems or conflicts for you?

A: It has. I've been tempted way too much, and for lent this year, I've just completely stopped social media. It just causes too much problems.

H: Okay. So, um, kind of going back to what you said about the conflicts. You said you've been tempted, is that because you can feel like you can get away with more stuff because you know more about it than they do?

A: Yeah.

H: Okay is there anything else you want to add?

A: Nope.

H: Okay. That's all I have.

Grandparent Interview 7: Erica/14:50

H: Okay. So,

E: Oh and ... just got here, so.

H: Oh okay. Um, so let's start with your questions first? And then once we get through your information, we can go over the information for, or ...'s information as well.

E: Okay.

H: So the first question is what is your age?

E: Um, I'm 62.

H: Okay. What race do you most identify with?

E: Uhh, Caucasian?

H: What is your marital status?

E: Uh, married.

H: Okay. What is the highest level of education you've completed?

E: Uh, I have my Master's degree.

H: Okay And what is your annual household income?

E: What—is—our? Um, 93,000.

H: How many grandchildren live in your home?

E: Just one.

H: How many adults live in your home?

E: Mmm... Three right now.

H: Who are they?

E: Um, my husband and my son.

H: And then yourself?

E: Right, and me, right, and

H: And ... is...? Because I guess he is technically an adult, right, because he's 18?

E: Right. He just turned 18 January 31!

H: Oh, very nice. Okay. Um, can you tell me a little bit about the nature of how you became a grandfamily?

E: Um, ... had been with his mom in Minnesota, and he had gotten in trouble there. So he went to live with his dad in Washington state and he was there probably 2 years and got in a lot of trouble there. So they just sent out a call, "Would somebody please take" So my husband said yes, and we took him at that point and now we've had him a little over a year.

H: Okay, okay. Um, so kind of switching gears. We're gonna talk about social media now.

E: Okay.

H: Do you personally use social media?

E: Uh, yes I do.

H: Can you tell me what types you use?

E: Um, I have Facebook and Twitter. Um, that's probably it I guess. I've done other things but those are the two main, mostly Facebook though.

H: Um, have you tried other social media sites?

E: Um, no.

H: Okay.

E: Like Instagram and Tumblr?

H: Yeah.

E: No.

H: Okay.

E: We did do... Oh, go ahead.

H: No, no, go ahead.

E: I'm trying to think of the one that was like 30 second videos?

H: Snapchat?

E: No. What's it called.

H: Vine?

E: Vine, vine, yes. I've looked at Vine. But I work in a library. So that, ya know, we try to keep up with everything.

H: Okay. Um, do you know if ... uses social media?

E: I know he uses Facebook and Instagram. (Speaking to ...) Yeah, what else do you use? Facebook. (Speaking to ...) Snapchat? Yeah, Snapchat.

H: Okay.

E: Hahahaha.

H: Um, do you know on what types of electronic devices he accesses social media?

E: Um well he has um his cell phone and then he has a laptop tablet. Probably a computer or laptop. So, I think that's about it.

H: Okay. Um, one way that some families monitor social media use is by setting restrictions? Do you have any restrictions in your household?

E: Um, no I don't. Um, I haven't done that yet. I thought about it. Like with Netflix, but I didn't.

H: Okay. Um, have you ever had conversations with ... about what is appropriate or inappropriate on social media?

E: Um, yes.

H: Can you tell me a little bit about those conversations?

E: Um, I just tell him that isn't something that you should be putting on your Facebook. So, that's it. He just kinda, "Uh, whatever grandma."

H: Uh-huh.

E: So, um, yeah. Yes. I know, I don't know, it's a different time ya know with kids, so. Yeah.

H: Have you ever gotten on social media with ...? Like sitting next to each other and maybe something like, you looking over his shoulder? Or watching what he's doing?

E: Yes, and then sometimes he'll just show me what he's doing. Like if it's something funny or something, he'll share it with me and say, "Oh, look at this." So.

H: Uh-huh. Okay.

E: Kinda being nosy maybe? Hahahaha.

H: No, sure.

E: Hahaha. "What are you doing??" No, hahaha.

H: Haha. So, okay. Um, how often would you say ... uses social media?

E: I think he probably uses it quite a bit. I mean that's how, um, young people today maybe communicate is social media. More than maybe calling people or, um talking.

H: Would you say it's like, every day or every other day?

E: It's probably every day, I'm sure.

H: Okay. Um, have you ever tried to control that?

E: Um, no I have not. But I think because of his age. He was 16 when he came and turned 17?

H: Right.

E: So if he was younger, I probably would have watched it a little bit closer. I mean I can see his Facebook so I know what he does. So.

H: Mhmm. Sure. How do you recognize what's appropriate or inappropriate.

E: Um, well, um, sexual content is obviously not appropriate. So, and that's, just like, you know, no, um, like, issues, like he lived in Washington? Where things are legal and they're not here?

H: Oh, okay.

E: And, so yeah, I think that's an issue too.

H: Okay.

E: Do you understand what I'm saying?

H: I do.

E: Okay. Yeah.

H: Is there anything else you can think of that's inappropriate? Like anything else that you can think of that you would not be okay with?

E: Um, probably, yeah. Those are probably the 2 big ones. The sexual, and the... Yeah.

H: Okay. Um, have you ever had any problems with people you don't know, or strangers, I guess reaching out to ...?

E: Ahhh, I don't think so? I think he's pretty knowledgeable about that. I think he would be wary if somebody, like a stalker was after him, or somebody. I think he would know, he's pretty knowledgeable on that kind of thing.

H: Okay.

E: I hope. No, hahaha.

H: Okay.

E: You can talk to him. Hahaha.

H: Sure, sure.

E: Like, he hasn't told me he wants to meet some person ya know from Oklahoma yet, or something hahaha.

H: Right, that might be a red flag?

E: I think that would put up an alarm. I'd say, "Oh wait a minute," You know.

H: Yeah, that makes sense. Okay, um, let's see here. Have you ever had a situation with ... where he's given out information to people? So like private or kind of sensitive information?

E: Um, let me think. Mmmm... No, I don't know. I mean, I know sometimes there's issues between his mom and dad? Ya know, that "he said/she said" type of thing? But he has to kind of walk that line. So that puts him in a bad place. Because he can't say, you know, and so that makes it bad.

H: Yeah. Okay. Um, is there anything else that you can think of that you do to monitor ...'s social media usage?

E: Mmm, no. Just, you know kind of seeing what he does. And I can look at it. I don't look at his Snapchat, unless he says, "Oh, look at this," hahaha. But as far as Facebook, that's pretty out there so I can see it.

H: So are you, um, friends with him on Facebook?

E: Yes.

H: Okay.

E: Unless he has one I don't know about. Hahaha. Which, could happen, but I don't know.

H: True.

E: No, he says he doesn't. I could look him up though, hahaha.

H: You probably could. Okay. Have you ever had any challenges with ... when you're trying to monitor or kind of control social media?

E: Um, well, as far as with social media? Probably not really any challenges I don't think. I think he listens to what I say and um, he decides I guess for himself whether he wants to do what I say or not, I suppose.

H: Right. Okay.

E: But I do put it out there. You know I give my opinion. If anything, maybe he'll at least think about it.

H: And then make the choice for himself?

E: Yeah.

H: Okay. Um, would you consider yourself the expert in your family on social media?

E: Compared to my husband and I? Is that what you're saying?

H: That, or um, compared to Like who would you say knows the most about social media in your house?

E: Probably him.

H: Okay. Has that ever caused any problems? The fact that he knows more than you do?

E: No, no.

H: Do you feel like you've ever had difficulty maintaining authority?

E: About social media?

H: Yes.

E: Um, well, prob—well, maybe. Um, yeah. Trying to think. I mean I think if it really came down to it, he would do what I say. Yeah.

H: Okay.

E: Hahaha. He said he would take it off or just delete his Facebook. You can talk to him about this.

H: Yeah, I'll...

E: I can leave the room so he can be honest, hahaha.

H: Okay I just have two more questions for you.

E: Okay.

H: Have you ever received any type of support or training on social media?

E: No. Well, maybe some. Maybe I did two conferences where they've talked about it? The different, you know, they started out with MySpace, and then Facebook. So um, I guess I have some kind of training. As far as parental control about Facebook? Or, no, I have not had any training on that. Except for maybe just what I hear. But probably nothing official, no.

H: If you have a question about something who do you go to, like who do you ask?

E: About social media?

H: Yeah. Like if you're trying to figure out how to do something or you want to know how to do something?

E: Google.

H: Google?

E: Hahaha, Dr. Google. No, Mr. Google, hahaha. I think I've asked ... two or three times about how to do something. Or we just look it up on Google. Or YouTube.

H: Okay. Um, do you think that as a grandfamily you have more challenges monitoring social media than a traditional family, or do you think it's the same?

E: I think that a traditional family would be more strict than a grandparent. I think a mom and dad would be more strict whereas grandparents are maybe a little more laid back about stuff.

H: Gotcha. Okay.

Grandchild Interview 7: Bryce/9:52

B: Hello?

H: Hey. So, what, grade are you currently in?

B: Um, I'm currently in the GED program.

H: Okay.

B: I finished 10th grade and then I started to go into my junior year and I lasted three days.

H: Gotcha. And was that in, would that have been in Washington?

B: Yes.

H: Okay. So, are you, how old are you?

B: I am 18 years old.
H: What race do you identify with?
B: Uhm, that like I hang out with? Like with my friends?
H: No, like, would you say that you're Hispanic? Or Caucasian?
B: Oh, oh, oh, oh, I am white.
H: Okay. Who lives in the home that you live in?
B: Um, my grandparents. And then my uncle, their son, and then me.
H: Okay. So is your mom or your dad related to this set of grandparents?
B: Uh. Yes. My father.
H: Okay, how long have you been living with your grandparents?
B: Um, a little over a year, I would say. Uh, I got here on January 1, 2015.
H: Okay. And, why, yes, why did you start living with your grandparents?
B: I got in trouble in Seattle.
H: Okay.
B: And, got sent here.
H: Okay, so let's switch gears. And talk about social media.
B: Alright.
H: And that can mean, that can mean any kind of website that you use to connect with people you know...
B: Like other people? Yeah.
H: Yeah. So do you use social media?
B: Uh, yeah, I use Snapchat and Facebook, mostly. Like those are the only two I really use.
H: Do you have any accounts set up on any other platforms?
B: Um, I think I have one set up on Twitter, um, maybe Instagram? I'm not sure. And then I think I have one from Myspace, too, but that was a like a long, long, long time ago.
H: Okay, so mostly just Snapchat and Facebook?
B: Yeah, those are the two general ones like that I use on the daily.
H: Okay. Um, does your, do either of you grandparents use social media?
B: Uh, yes my grandfather he just started using Facebook, but he does not use anything else but Facebook. And my grandma? I'm not really sure. I know she uses Facebook, Twitter, maybe I think Instagram? I'm not sure. But I know she uses Facebook and Twitter a lot.
H: Okay. How do you access social media?
B: Um, maybe cell phone, my laptop. Um, not a tablet really. Ipods, computers, like whenever I just go out. And I use my friends phone or something like that.
H: Okay. Uh, do you know how much time you spend on social media?
B: Uh, um, like in a 24-hour radius?
H: Sure.
B: Okay, um, I would probably 8-10 hours a day.
H: Okay, and would you say that's every day?
B: That's probably everyday, sometimes, it's not, unless I lose my phone.
H: Okay. Does your, do your grandparents know that?
B: Uh, yes.
H: Okay. Um, do they just know because they notice you using it? Or...
B: Yeah probably just me using it.

H: Okay. Have you ever had to deal with something that pops up on your newsfeed that's like, inappropriate?

B: Uh, yeah. Maybe once or twice.

H: Did you tell either of your grandparents about it?

B: No, not when I actually did it, no. But, I know they can see it. Like I know they can go right in and see it because they add me and stuff and send me messages.

H: So if someone posts something that like you know your grandparents wouldn't be okay with do you just kind of keep scrolling? Or do you, like do you do anything about it?

B: Um, well, no not really. But now that you're saying it I feel like I should?

H: Oh, no no no. I'm just wondering. You don't have to, you don't have to tell me answers that you know, you want me to here? I just want...

B: No, yeah yeah yeah, I got you.

H: Okay. So, um, sometimes you see stuff that's inappropriate, and usually, you don't tell your grandparents about it?

B: Uh no, I just keep scrolling.

H: Okay. Um, has anybody ever reached out to you or add you that you don't know?

B: Uh, well yeah I think. But I just kinda like, delete the request. Like from it.

H: Um, have you ever told anyone when someone added you?

B: Yeah. I usually tell my friends, to find out who it is. And if they don't know, I just like, delete it.

H: Oh, okay. So you try to figure out, if you don't know them somehow then you just delete it?

B: Right. Or I'll go look at mutual friends on Facebook? Because they show you like, who is friends with who? And I'll go look at that person and see, like, if there's no mutual friends, I just delete it because nobody knows them.

H: Oh, okay. Gotcha. Okay, um, have you ever told either of your grandparents when someone you didn't know added you?

B: Um, I don't think so, no.

H: Okay. Do you have accounts set up private or not private?

B: Uh, I'm not too sure. Like some things on there, like I customizably did it? Like some things on there on my account are private but some things are not?

H: Mmhmm.

B: Yeah, like that.

H: So would you say. Are your like, photos, other people can see? Like what's private and what's not private?

B: Um, like, everything, like, about me is private, but my photos, are the only thing, and my timeline is the only thing that you can see. Like my date of birth and my phone number and stuff like that is all like, blocked.

H: Okay.

B: But everything else, like general, that you just go on Facebook is not blocked.

H: Okay. Do you know if, do your grandparents know that?

B: Uh, yeah, I'm pretty sure.

H: Um, do you, how do you think they know that? Did you talk about it, or did they just see it?

B: Yeah I'm pretty sure I bring it up around her, my grandma.

H: Okay. Um, do you feel like either of your grandparents try to monitor or limit you on social media?

B: Mmm, no? No, not really anyone has. Like anyone. Period.

H: Okay. Are there any general rules at your grandparents house about using social media?

B: Mmm, not that I think of, no.

H: Okay. Have you ever tried to hide anything on your social media account that you didn't want your grandparents to know?

B: Uh, no.

H: Okay. And then just one more question for you.

B: Yeah, that's fine.

H: Do you consider yourself to be the expert in your family on social media?

B: I want to say... Well, maybe, honestly. I probably know a lot more than everybody else in my family, yeah.

H: Has that ever caused problems?

B: Uh, no, because I have, like if they need something happened on their phone, I can always get something. Like I can always get into anything they need.

H: So if they run into a problem, they can usually go to you, to like fix it? Or try to set up their profiles and stuff?

B: Um, yeah. Sometimes. Unless like, everyone in my family have boyfriends and girlfriends, and they just ask their partner to do it, but if their partner isn't around usually they come asking me or my grandma.

H: Okay. So it hasn't caused any problems, but it's almost been, almost a good thing?

B: Yeah, yeah.

Grandparent 8: Bob/28:09

H: Can you hear me?

B: Yes, uh-huh.

H: Okay, so let's just start off, what is your age?

B: Uh I am 58 and June first is my birthday, I turn 59. So,

H: Oh gotcha. And then...?

Br.: I'm 55.

H: 55?

Br.: 55.

H: Okay, and what race do you most identify with?

B: African American.

H: What is your marital status?

B: Uh, 30, uh we're married 33 years. July 2nd is our 34th.

H: Congratulations.

B: Thanks.

H: What is the highest level of education that you've completed?

B: Uh, I have a B.A. in education, a B.S.W. in social work. And my wife has some college, but a cosmetology degree that she got in Topeka, KS.

H: What is your annual household income?

B: Uh, about 40.

H: Okay, and how many grandchildren live in your home?

B: Four.

H: How many adults live in your home?

B: Me and my wife, and then my oldest grandson just turned 18, even though he's in his last year of high school.

H: Okay. And how long have you been the caregiver for your four grandchildren?

B: We actually uh, got them in 2006 of April. We've been raising them, kind of adopted them in 2010. But we've had them with us in 2006 in April.

H: Okay. Can you give me a little bit of background about how or why you became a grandfamily?

B: Our grandkids came into foster care. So uh, when they came into foster care, you are given a choice to uh let them stay with you or let them stay in foster care, uh possibly, the rights and everything, they'll be placed with another family and may never have them in your life. So uh in November of 2005 they came into custody. We made the decision that day when we got the phone call from the Department of Child Service that we want to. But it took us moving from Kansas, I mean Wichita to, I mean from Topeka to Wichita, and placed to get them with us. Ours was really voluntary but involuntary you could say.

H: Okay. So let's switch gears and we're going to talk about social media. Do either of you use social media?

B: Yes I do quite a bit. My wife does some.

H: Can you tell me about what kinds of social media you use?

B: Uh, Facebook, Twitter, LinkedIn, uh, I'm trying to think uh, of course we use email we both use that.

H: What was the third one that you said? You said Facebook, Twitter,?

B: Uh, LinkedIn, L-I-N-K-E-D-I-N?

H: LinkedIn. Gotcha

B: Which is supposed to be like professional, like websites.

H: Okay. Any other kinds that you can think of?

B: Uh those are the main things with the email and stuff like that. I don't do Snapchat or, or, I did have, I'm trying to think, I had a MySpace a loooooong time ago.

H: Right, I did too. Hahaha.

B: Hahaha

H: Yep. Okay, do you know if any of your grandchildren use social media?

B: Yes.

H: Do all of them use it?

B: Uh, ... doesn't use... Well, no. Well, ... and Uh the other kids like play like video games and those types of things but they don't have Facebook and all that other stuff.

H: So are ... and ... your two oldest ones?

B: Yes.

H: Okay. And do you know what kind ... and ... use?

B: Snapchat is one. I'm trying to think of uh... Kikk. And, uh, I think those are the two main ones that we know of. Uh, ... does have a uh, Twitter account and a Facebook account.

H: Okay. But he primarily uses Snapchat and Kikk?

B: Yeah those are the two that he's on the most.
H: Okay. Do you know on what types of devices your grandchildren use to access their accounts?
B: Cell phones and a tablet once in a while. But mainly cell phones.
H: Do they each have a cell phone?
B: Uh, well ...'s cell phone is broke. Hahaha.
H: Okay.
B: And uh ... is uh, has an iphone 5. But he can only use it when he's on the internet because his service is shut off.
H: Oh, okay. So did you cut off his service?
B: We got uh, economically challenged taking him to all the A.U. games, and can't afford the service. So, hahaha.
H: Okay. So when he has wifi that's when he can get on it?
B: Yeah.
H: Oh, okay I see.
B: Which that's, school of course, and here.
H: School and home.
B: Anywhere else they go with wifi. Everywhere.
H: Do you ever, or have you ever monitored what they do on social media by setting restrictions?
B: Uh, no, we uh, we restrict the phones, yes by like, TraNae at 9 o'clock, she cannot get on. Can you hold on a second, I think it's a grandson. So can you hold on just a second?
(Paused recording)
H: So, you said that, um at 9 o'clock they can't get on their cell phones?
B: Well, TraNae. ... can.
H: Oh okay.
B: Because he's 18. So we don't stop him.
H: Are there any other restrictions in your household?
B: Well, as long as their grades are up, we don't. But if they're failing, we take the phones. So.
H: Mhmm. Okay. Do you ever have conversations about what is appropriate or inappropriate on social media websites?
B: Um, we've had those things from, from, before they even got phones. And with ... and ... both in sports, even their coaches talk about that as well.
H: Mhmm.
B: Um, how it affects them and their scholarships, things of that sort.
H: Can you tell me a little bit about those conversations?
B: It's mainly, anything you put uh, that's inappropriate and like uh, what I tell like with ..., being so careful, especially with a young lady anything with uh, nudity or any of that stuff can get you into be registered as a sex offender, especially as old as you are and as young as she is, even if it's a year difference. And then on top of that anything you say, whether it's the person or bullying the person, which they don't, but any of that kind of stuff can get you in trouble as well. It's just the fact, you gotta be uh, you know, people monitor and it's just the fact that nothing can ever disappear. Everything you say is on there.
H: Right.

B: Even, he got mad at his mom when the kids came in custody he was using social media and saying profanity. Uh, my daughter's on there and that's another way we monitor my daughter. Our oldest girl.

H: Okay.

B: They look at it a lot more than we do. My daughter's on Snapchat and all that, and she's 30 and she monitors a lot of what's going on. They all kinda, the other thing that, they have to be connected to family. Like with uh, like they may not want to be connected with us, but they have to be connected with at least ...

H: Oh okay. So if they have a profile or something set up, they have to be friends with other family members?

B: Yeah. And it's not... mainly with ... She's our more social person that's on all that stuff.

H: Your daughter, okay.

B: Yeah.

H: And that's your oldest daughter that you were talking about earlier?

B: What's that again?

H: Is that your daughter that you just mentioned earlier? Your oldest?

B: Uh, she's not the oldest. She's uh, she's 33, so yeah. She's second, no, she's third to the oldest. We have four daughters.

H: Oh, okay.

B: ... does it too. They're on Facebook and stuff. ... is my oldest girl, she's 38. And of course, their cousin ..., they're all on there too. All their cousins, and ... just got a cell phone too.

H: So you kinda use those people to help you see what they might be doing and kinda monitor?

B: Yeah, yeah. To monitor if they're saying things or doing things that's inappropriate. But there's also a level of trust until we find something different.

H: Right.

B: If they're behaviors, or nothing's going on, or their grades are maintained then we uh, we don't, we don't pry and say, "What are you doing, let me see your Facebook. Ya know, Let me know your passwords" and stuff.

H: Okay, have you ever...

B: We have...

H: Sorry go ahead.

B: Sorry go ahead.

H: No you go ahead, I just had another question, but you go first.

B: Okay. I was just gonna say, it's not that we wouldn't ask for their passwords if things were going on.

H: Oh, okay. So it's more of, you trust them, they're getting their stuff done, so there isn't a need right at this moment.

B: Right. Yeah.

H: Okay, have you ever gotten on social media with any of your grandkids?

B: Uh, yeah.

H: What was that experience like?

B: Oh, it was, ya know, especially Facebook, it's fine because you get to see family.

H: Mhmm.

B: So we really, and then they, I don't really, I can't remember Twitter or not, but I show them my tweets. I put things on Twitter, which goes right to Facebook, too.

H: Okay. Do you know how often ... and ... are on social media?

B: Well, at school, they shouldn't be, hardly. Hahaha.

H: Right.

B: But I substitute teach and I know better.

H: Right.

B: But at home uh ... likes too.. It's a bit... .. doesn't come home until late, later because of Track. So she has track practice, so she'll get home at 6:30, and she's gotta do her homework first, and then at 9:00 she's got to be off. Now, ... comes home early and sometimes just goes in his room. That's all I think he wants to do is social media.

H: Mmhm. Okay, do you ever, or have you ever tried to control this by setting, like time limits?

B: Like I said, with ..., we do time limits. But with ..., we'll tell him, if it's past ya know, you up there at 11:00, and especially if you're not getting any work done. I've already taken his phone a couple of times. So I have done that when he wasn't, not doing what he's supposed to do. Cus like I tell him, I pay for it.

H: Right. Okay.

B: We had a, we had an issue not too long ago. Where I told him I wanted his cell phone, he told me no. And, yeah, uh, that kinda got a little... I mean we didn't yell or anything like that, but, I was ready to tell him, "You're 18, you're ready to leave if you can't follow rules." And then we, grades were falling, he wasn't doing what he's supposed to, "I ain't got time for this."

H: Right.

B: And so he ended up, we talked to a counselor at school and stuff like that. And, he came and wrote a letter that was real appropriate about.. Ya know, the, the thing, because he had to move from Kansas to here and stuff. And like I told him, I understand ya know, fear and all this other things, but I can't have you not following the rules, too. And I said I know you need, I know you want your phone, but you gotta make sure you're doing this in order to keep it. Otherwise, uh, ya know, he can find a place to live because you're 18. Hahaha.

H: Okay, um...

B: And then with the other things, that's where we are kinda with that.

H: Okay, yeah. Sure. How do you recognize what's appropriate and inappropriate on social media?

B: Well it's hard to recognize on social media. What we do try to recognize is their behavior.

H: Okay.

B: And if things start being, like with, if ... starts getting like, wanting to stay in his room, then I tell him like, you're spending too much time playing video games and stuff like that. And then I know there's now studies about that, studies uh, that talks about kids can't function without it. And it's like any addictions, it has the same patterns, uh, so, uh, with that we monitor real close and let him know, ya know, there's stuff I see. So if you can't do the things... Of course at church, they're not allowed to have use of their cell phones while they're in service.

H: Is there any other behaviors that you've noticed, so like with ..., staying in his room for long periods of time, have there been any other behaviors that have been red flags with you?

B: No, uh, he's been respectful, ya know, he knows we, he doesn't use a fact with us, nor does he tell us, ya know he's very amiable. The thing he did right, he expresses himself much more written than he does verbal. So. (15:59)

H: Uh-huh.

B: I told him he needs to write, he needs to be able to do this. But, ya know, I also say that our goal is that you get through high school and get to college. And you have, you know, a thing that you like and you you don't wanna do college, and you got a job or something, you want to do that, and they pay you where you can live, ya know, not a minimum wage job.

H: Uh-huh.

B: Then that's another thing.

H: Mmk.

B: So. So anyway, uh, that's kinda where we are with him. ... has, she likes the phone, but she hasn't really complained about it.

H: Yeah.

B: Okay. Now it's broke, but she doesn't need to be withdrawing too much. Like I said, with track, she's real busy with track.

H: Right. And the phone kind of is that, provides a distraction?

B: And my wife pointed out, we take her phone more. So.

H: Okay.

B: Two months, ya know and I understand where kids are, like we used to be with regular phones back in my day, which, many moons ago, hahaha.

H: Yeah. Haha. Okay. Okay, um, how do you control when strangers or people that you don't know reach out to your grandkids on social media?

B: Uh, as far as we know, there has not been any of that that we've been aware of. And we've always talked about that. Ya know, strangers. When there's something in the news about a young person getting, uh, uh, seduced and you know, and doing this thing, we discuss all these things.

H: Uh-huh.

B: And so uh, I mean because face it, social media, we're all strangers. We really don't know who...

H: That's very true:

B: who's behind the profile or who's texting on the phone.

H: Mmhmm.

B: But ... has met his girlfriend through Snapchat.

H: Okay.

B: Hah, and one of our things is, if you're really serious about them, we need to meet their parents before we say you can go and do this and do that with them.

H: Oh, okay. So, making sure you have a personal connection with them?

B: We... Yeah, probably. My daughter's trying to call us, that's probably why.

H: Mm.

B: But, she can wait.

H: Gotcha.

B: Can you hear me better now?

H: Yeah. Did you have a call you need to take or something?

B: Well, uh, she's probably calling us about ..., but we're already going to get him, so.

H: Okay. So, if it's okay, we can keep going, but if you have to hang up at any time, let me know.

B: Alright, will do.

H: Um, so we talked to people reaching out to your grandchildren. Have you ever had to have any conversations about personal information that they give out? So like private information?

B: Well, we talk about that all the time. Uh, we talk about, uh, a lot of these apps give your location. I listen to Kim Commando, I don't know if you've ever heard of her?

H: Huh-uh?

B: She calls herself the Gadget.. Guru? Gadget Goddess, the Gadget Goddess.

H: Oh?

B: But, it's really interesting to uh, see what's going on. And then we watch CSI, uh, Cyber.

H: Yeah?

B: And the kids watch that, and though it's heightened, it tells a lot of truth about what people can do, and what they can do with your information and all that stuff. So when the kids are watching it, we point all that out.

H: Gotcha.

B: So we use the media a lot. And then other thing—and then a lot of these kids do know that, a lot of times they just get careless.

H: Okay. Can you think of any other rules in your household that you help to control or monitor their social media use?

B: Well, I just think, I just emphasize just really knowing and spending time with your kids and we, oh, one of the rules, like with ..., she has to use it in the front room. So she can't use her cell phone or be on social media in her bedroom.

H: Oh, okay.

B: Now ... we don't have that same standard. Because like I said, he's 18 and he's more familiar. He knows everything about the rules, and what we expect, and the things that we uh, ya know, let him, and know what we're willing to accept and not accept. Because he doesn't have a job to pay for his own phone.

H: Right, that makes sense. Um, have there been any challenges along the way that you've run into when it comes to monitoring their social media?

B: Uh, like I said, it's nothing that we know, they haven't voice anything? Nothing about bullying, nothing about this, nothing about that, or, those kind of things. It's just mainly, they've got to make good choices. And as you know, no matter where they go, look at all the cell phones. Friends have phones, this has phones, so there's so many things they have to learn on their own, because our kids are older and like with our other kids, they don't have phones. ..., in 8th grade, he doesn't have a phone. ..., ..., I mean, in 6th grade doesn't have a phone. So we're not looking to go and buy them phones to really start worrying about what they're doing. We don't feel like there's a need right at this time to even have one.

H: Okay.

B: Uh, but when ... goes to high school, we'll look at that. When he's playing sports, so he can contact us but.

H: Gotcha, okay.

B: But ...'s into computer games and all that stuff, and so is They're not into, worrying about who they can talk to and stuff.

H: Oh, okay, makes sense. Um, would you consider yourself the expert in the family when it comes to social media?

B: I would consider myself really knowledgeable? I go to experts when I need help.

H: Who are your experts?

B: Well, really, it's a, I listen to Kim Commando, and I watch the different cyberspace... I listen to other young people who uh, when I substitute teach. Uh, talk about what they do. And then I try to formulate everything together, as far as, to see there's enough consistency with what they're saying to see if I believe what they're telling me.

H: Oh, okay.

B: And then there has been a lot of news things on it, quite a bit right now where they talked about kids using it, to make crimes. Ya know, flash beatings and all this other things.

H: Okay, so using like, programming?

B: Yes, uh-huh.

H: So would you say you know more about social media than either of your grandkids that use social media?

B: I would say that, but they would tell you, especially ..., they would say no. I know nothing of social media the way he does. Haha. I use a different social media, and when I use social media, I think of it more as an advertising, being able to, you know, get a message out. Ya know I got 5,000 friends on one Facebook. And 1,000, over 1,000 friends on Twitter,

H: Mmmhmm.

B: And close to 1,000 on LinkedIn. So,

H: Oh, that's pretty impressive.

B: I know how to use social media in a way that's positive for me. But when they, and, I don't believe any of the stuff they use is that complicated, whether it's used for deviant stuff as well as good stuff.

H: Okay.

B: I try to get my kids to be intending to be using it for good, and not be evil.

H: Okay. Have you ever received any type of support or training on social media?

B: I actually just gave a webinar on using social media, haha.

H: Did you really?

B: Yeah, haha.

H: Who was your... Like, who was your audience?

B: It was uh, through a circle of family, when I was with them. It was like people who are working with kinship, and stuff like that. So it's uh, and it's of course, all positive. I gave some of the risks, and stuff, but it wasn't really.. Of course Kikk wasn't in at that time and a few other things weren't like it is now.

H: Uh-huh.

B: And...

H: So what did you talk about?

B: Oh, go ahead, I didn't...

H: Oh, I was just gonna ask you, what did you talk about?

B: Oh, how to use social media, how to go find resources so you can learn to use social media. At that time, what is it, senior citizens, we were teaching seniors how to use computers and different things. Kinda like the fear I was also talking about how to use social media for agencies to get the word out. How to get their message, how to get to the young people and on things.. And how to use a different thing besides print, flyers, like we used to go to and all the other things.

H: Mmhm. That's awesome. Have you ever...

B: Well I like technology.

H: You just have a general interest in it?

B: Oh yeah. If I could have all the gidgets and gadgets, I mean...

H: Haha, yeah.

B: I mean my wife would, I would have them all. I can't afford them, but I would have them all.

H: That's funny. Right, no, yeah, you're preaching to the choir there.

B: Hahahaha.

H: Okay, I just have one more question for you. Do you think that you, as a grandfamily, have more challenges as opposed to a traditional family unit as it comes to social media?

B: I think most grandparents do, yes. Uh, I think for us, there's always a challenge but it's not too, cus the kids grew up knowing they're not going to have a right to certain things. So we're not going through a lot of little aspects of it. But I talk to a lot of grandparents, and I was the kinship coordinator at Kansas Children's Service League, so we.. talked about stuff.

H: Oh, okay.

B: And a lot of things for them, ya know, a lot of things were challenged by it. And then it really kinda depends, at least for some of us, how much contact birth parents have on that, that's where the real big challenge comes for a lot of us.

H: Yeah?

B: Because then it becomes hard to monitor what's going on and what's being said, and you try to protect your kids, and you can't always do that. So you gotta teach them how to protect themselves.

H: Right. Okay.

Grandparent Interview 9: Katie/17:30

H: What is your age?

K: 53.

H: What race do you most identify with?

K: Caucasian.

H: What is your marital status?

K: Married.

H: What's the highest level of education that you've completed?

K: Master's degree.

H: What is your annual household income?

K: About... Somewhere around 100,000.

H: How many grandchildren live in your home?

K: Four.

H: And how many adults live in your home?

K: Well, myself and my husband. So two.

H: How long have you been the primary caregiver for your four grandchildren?

K: Uh, we started with one back in 2010. Got another one in 2011. And two more in 2013? Yep.

H: Okay. Can you tell me a little bit about how you became a grandfamily or why you became a grandfamily?

K: I can. Um, we initially became a grandfamily when we got ..., who is now 9. ...'s, uh, baby brother passed away. He died of a head injury and it was considered a homicide by child abuse. And uh, ... ended up in the foster system for four months before we were able to get her and so we got her, and that was in 2009, so in 2010 uhm we got her in February and we adopted her in October.

H: Okay.

K: And then we um, my daughter, who is ...'s mother and her boyfriend, um, had another child in 2011 and 2 weeks before they had him, they were notified that because Evan's death, the other grandchild, was still an unsolved homicide, they would take that child so we brought him home from the hospital after he was born and we adopted him about 6 or 7 months later. And then the other 2 grandchildren we ended up with. So, they're, they're, they're different sibling groups.

H: Okay.

K: The other two, their mother, and their father, who were divorced, both got involved with meth. Lost their jobs, lost their, where they were living. Ended up on the street and uh, my mother was helping to take care of those two girls and she was diagnosed with cancer, so I brought them to Wichita and they've been here for three years.

H: Okay. And ... is one of those girls?

K: Yes.

H: And her sister...

K:

H:

K: Yep. And she's 11.

H: Um...

K: Yeah, it's confusing, hahaha.

H: So is ... is your daughter?

K: Legally?

H: Yes.

K: Legally, she's my daughter.

H: Okay.

K: Because we adopted her and So ... is 9, ... is 5. And they're siblings. We've adopted both of them. The other two I just have, I have guardianship of. The younger 2 are adopted.

H: Okay. And then, and in the first situation, with ... and

K: Mmhmm?

H: Is that your, um, daughter or your son?

K: Daughter.
H: And then in the second situation, daughter or son?
K: Daughter.
H: Daughter. Okay. Gotcha. So we're gonna switch gears a little bit, now that I have some background...
K: Okay.
H: And talk about social media. Can you, first of all, can you tell me, do you use social media yourself?
K: Avidly.
H: And what types do you use?
K: Um, I use Facebook. I use Twitter some. Um, I use Foursquare some. That's probably... Well I use LinkedIn. Avidly. So, that's about it.
H: Mmhhh. Mmmhhh. Primarily you'd say your on Facebook?
K: Yeah I'm on Facebook a lot.
H: Facebook and LinkedIn?
K: Yeah.
H: Okay. Do you know if any of your grandchildren use social media?
K: Yes.
H: Can you tell me which ones use social media?
K: Um, ... uses Facebook. Um, ... uses Facebook some. ... uses Facebook, Twitter, and Snapchat, all the time, hahaha.
H: Snapchat, yep.
K: Yep.
H: And then ... is the oldest one?
K: Yep.
H: Okay. And do you know, how do they access their social media accounts?
K: Um, ... accesses hers generally through her iphone. The other two girls will access theirs through their kindles.
H: Do they have those um, Kindle Fires?
K: Yep.
H: Okay. Um do you have any monitoring that goes on in your family by setting restrictions?
K: Not really? Other than that setting up, ya know, the privacy settings on the younger two girls. And giving them guidelines about, ya know, "Don't friend anybody you don't absolutely know," Like not a relative or somebody you go to school with, just don't do it.
H: Mmhhh.
K: And with ..., um, since she accesses by her phone. I really, really don't. I can't say that I'm good at tracking but I trust, I have a lot of trust for her, so...
H: Mmhhh. So when it comes to maybe like, restrictions on time or restrictions on time of day, ... doesn't have restrictions like that?
K: No.
H: Okay.
K: Other than, I mean, I ask her not to, ya know bedtime is 10:30. I ask her not to lay in bed and... But I can't guarantee that she doesn't do it though. Hahah.
H: Okay.
K: She's a good kid, so.

H: Okay. Do you ever have discussions about what's appropriate and not appropriate on social media with any of your grandkids?

K: I have.

H: What, can you tell me a little bit about those conversations?

K: Um, well, ya know, I've talked to them about what things to not put on social media. Is that what you're talking about?

H: Mmhmm.

K: Sorry, piece of coconut from a cookie I ate.

H: No, you're okay.

K: Just came up in my mouth. Um, so I've talked to them about, what they put out on social media, stays there on social media, or can be found, even if they think they delete it.

H: Mmhmm.

K: And how they need to be very careful about uh things that they put out about themselves, things they put out about where they live, where they attend school, even to the people they're friends with.

H: Mmhmm.

K: Simply because there are ways for people, to potentially access that information.

H: Kind of more about, even though they think they've deleted it, it could still be out there?

K: Right.

H: And kind of strangers and privacy concerns?

K: Yes. Yes.

H: Okay. Have you ever gotten on social media with any of your grandkids? Like if they're sitting right there?

K: Yes.

H: Can you tell me about that experience?

K: Um, I don't know. We just kind of look at Facebook together or whatever, and just kind of go through posts and stuff.

H: Is it, used as a monitoring tool? Or more of a, "Hey this is cool, come look at this?"

K: Yeah. More that. Not so much as monitoring.

H: Okay.

K: Although I might, occasionally, like if I happen to have ...'s or ...'s kindle, I might happen to go through their Facebook, to just kind of peruse through to see if there's anything that, ya know, stands out to me, or if there's anything I should be concerned about. Especially because they're so young.

H: Are you friends with them on Facebook? Is that how you can do that?

K: Yes, I can do that too. Hahahaha.

H: Okay, gotcha. Um, how often would you say your grandchildren are on social media, like in a day?

K: The younger, ... and ..., they probably aren't even on there every day. They might be on there once a week. Once every couple of weeks. ...? Every day.

H: Do you know approximately how much time she spends on there?

K: Um, I wouldn't say that, I wouldn't say that she spends more than an hour a day total? Again, because she's doing things like Snapchat. Now I don't know how much time she spends on Snapchat because she's constantly taking pictures. Selfies, selfies, selfies.

H: Gotcha, haha, okay. Um, and then like we kinda talked about earlier, with ..., you don't have to control as much, because the trust is there?

K: Right.

H: Okay, um, how do you recognize, kind of going back to appropriateness, how do you recognize what's appropriate? So is there anything, anything on social media that's a red flag for you?

K: You mean just on social media in general?

H: Mmhmm.

K: Yeah. I mean, language people use that I think is inappropriate, unnecessary. Um, potential, ya know, poses, throwing gang signs, or acting like a gangster, I think that's inappropriate. Um, the way that some people dress I think is inappropriate.

H: Okay.

K: Wild party pictures, inappropriate.

H: How do you, have you ever had a situation with ..., posting those things? And you've had to step in?

K: No. And I'm friends with her on Facebook as well. So,

H: You'd be able to see it anyway?

K: Yep, yep, hahaha.

H: Okay. Um, have you ever had a situation where people you didn't know reached out to ...? Or any of your grandkids on social media?

K: Um, not that I can think of.

H: Have you ever had conversations about it?

K: I, well, as far, as somebody reaching out to them?

H: Mmhmm.

K: ... and I have had conversations a few times. She might come to me and say, oh, somebody, ya know, asked to be my friend. We might have conversations about somebody did the same with me, or whatever. So we converse about that from time to time

H: Right. Um, would you say, if somebody adds her, she knows what to do?

K: Yes.

H: I mean, okay. Um, so, kinda the flip side of that, people reaching out to ... or your other grandchildren, have you ever had any problems with any of them giving out private information about themselves?

K: Not that I'm aware of.

H: Have you ever had conversations about it? Talking about what you can put on social media and what you can't put on social media when it comes to privacy?

K: We, we have. And they know of I'm, because of the situations they've come out of, they know that I'm pretty, that I would be pretty picky about, that type of, what they put out there, what kind of information and that kind of stuff.

H: Okay.

K: They've been exposed to a lot in their lives, and it's been kind of up to me to draw that back in, when it comes to understanding what's appropriate and what's not.

H: Right. Okay. Um, do you have any other general rules or anything else that you use to try to monitor or try to control their social media use?

K: Not really rules, that are like, set in stone or anything. Um, when ya know, I have, I just have like rules overall, about like, when ... and ..., who are younger, excuse me, have

access to their kindle fires, they're limited on how many hours a day overall, and on school days, that's two hours, on the weekend that's four hours. So they might be watching TV on it. And I can assure you they're watching stuff on Netflix more than on social media.

H: Social media.

K: Yep.

H: But it's all within that time limit? They get this amount of time, and whatever they do with that time, is,

K: Yep. Yep.

H: Um, okay. Is there anything, um, I guess I should also ask, did you set up their profiles for them?

K: I set up ...'s profile with her. And um, ...'s profile was set up with her mother, when she was still with her mother.

H: Okay. And then did ... just set up her own?

K: Yes.

H: Okay. Have you had any challenges when you've tried to monitor their social media use? Is there anything that you've run into?

K: No.

H: Okay. Would you consider yourself the expert in your family when it comes to social media?

K: Probably.

H: Okay.

K: I don't know about social media expert.

H: Okay. You know just as much or more, would you say?

K: I do. Because I run several social media pages, Facebook pages for organizations. That's part of my business, and part of it is volunteer.

H: Gotcha, so you have a lot of experience with it?

K: Yep.

H: Makes sense. Have you ever received any type of support or training on social media? Or have you ever given any type of support or training?

K: Both.

H: Both? Can you tell me a little bit about both of those things?

K: Um, I've done some sessions, like for the chamber, for the chamber of commerce. I do LinkedIn sessions occasionally for different organizations. I do um, at least a couple of times a year, for dress for success? I do a couple of presentations on social media networking with social media and um, making sure, people have appropriate profiles, making sure they have it, what they post out there and stuff.

H: Mmhmm. And then on the flip side, you've also attended sessions like that?

K: I have.

H: And those are more in-person sessions, not necessarily online?

K: Right.

H: Do you think that grandfamilies, and this I guess could go for grandfamilies in general? Or just for yours, um, do you think that you have more challenges with social media as opposed to a traditional family unit?

K: Um, no I really don't think so. I think for us, for my husband and I, the biggest challenge with the social media, just in general, is the fact that, ya know, when we raised six kids the first time, social media wasn't an issue.

H: Right.

K: Ya know, the Internet wasn't really an issue.

H: Right.

K: And so it's trying to adapt ourselves, this time around, is ya know, it's different.

H: Mmhmm. Do you use any family members to assist you in monitoring social media?

K: I wouldn't say that I use any family members. But I do have an aunt that's on social media a lot, on Facebook a lot, and so she's the kind of person that, and she's always looking at everybody's... That's what she does.

H: Gotcha. Yeah.

K: So I, ya know, if there was any concern, um, she would express. Yeah.

H: Gotcha.

K: I haven't given her that role.

H: But she's taken it?

K: She's taken it.

H: Gotcha, okay. Okay.

Grandchild Interview 9: Haley/9:06

HW: What grade are you in?

H: I'm in ninth grade.

HW: What age is that?

H: Um, 15.

HW: Where do you go to school at?

H: Campus high school.

H: Yep.

HW: Okay. What race do you most identify with?

H: Umm.....?

HW: Like, skin color?

H: Oh, white.

HW: Okay.

H: Yeah.

HW: Who lives in your home with you?

H: Um, well I live with my grandma and grandpa. And I have a sister who lives with me and two cousins.

HW: Okay. How long have you lived with your grandparents?

H: Um, about 3 years.

HW: Can you tell me a little bit about um, why you started living with your grandparents?

H: Yeah. Um, so I lived in Oklahoma with my mom and dad, like I would switch back and forth but like, they started using drugs and stuff like that? So..

HW: Mmhmm.

H: All of that got out of hand. So I mean like they were basically in the condition where they couldn't take care of my sister or I? And um, so, we basically were... Like at this point, my dad lived in my mom's house, but they were divorced.

HW: Oh.

H: Like he couldn't support, like he didn't have enough to live in his own place. And he lived with my mom, but they were divorced. But it came to the point where, they were using so badly... Like I don't know if that makes sense?

HW: Yeah.

H: But, like, they, just, like couldn't support us anymore. So my grandma and grandpa stepped in and took us. So.

HW: And, the sister that you said lives with you, is she younger than you?

H: Yeah.

HW: Okay. Let's switch gears, and we're gonna talk about social media.

H: Okay.

HW: And social media can mean anything that you use, any websites that you use to connect with your friends?

H: Yeah.

HW: So do you use any social media websites?

H: Yeah, I use Instagram, Facebook, Twitter, Snapchat. That's about it.

HW: Do you use like, Kikk?

H: Oh, yeah.

HW: Yikk Yakk?

H: Hmm, no. Haha.

HW: No? Have you ever heard of that one? Hahaha.

H: No.

HW: Okay. Do you know if either of your grandparents use social media?

H: Yes. They use Facebook. I'm pretty sure my grandma has a Twitter, but she doesn't use that anymore, haha, so.

HW: Okay.

H: Yeah.

HW: So mostly she stays just kind of on Facebook?

H: Hahaha, yeah.

HW: How do you get on your social media accounts?

H: Uhh....?

HW: Like what kind of device do you use?

H: Oh, I use my, I use my phone. Yeah.

HW: Do you access your accounts on anything else?

H: Um, no, not really.

HW: Okay. How much time do you say that you spend on social media a day?

H: Oh gosh. I don't know, haha. Um... Well when I'm at school, I'm not really on it, because it's school. But when I'm at home and yeah, I'll admit I'm on it a lot.

HW: Would you say, I mean I know it's kind of hard to put a number to it? Because you probably, check your Snapchat, but that only takes a couple of minutes...

H: Yeah.

HW: Would you say, an hour, 30 minutes? 3 hours?

H: Probably, an hour or so?

HW: An hour? About, a day?

H: Yeah.

HW: And does your school let you get on social media?

H: Um, they let us, like at lunch and stuff? But not in class.
HW: Not during class.
H: Yeah.
HW: Um do you know if your grandparents know that you spend that much time on social media?
H: Yeah they do.
HW: Is it something where they see you on it? Or have you had conversations about it?
H: Um, well, haha, they always tell me to get off my phone, haha.
HW: Okay.
H: So that it explains it I guess.
HW: Um, how do you deal with something that you see that's inappropriate on social media?
H: Um, like get away from it, like as soon as I can.
HW: Like you just keep scrolling?
H: Yeah.
HW: Do you ever tell your grandparents when you see something?
H: No. I mean I don't see anything like that very often. So, no.
HW: Okay. Has anyone ever tried to add you that you don't know? Like add you on Facebook or Instagram or something?
H: Yeah, I'll get like occasional friend requests on like, Facebook, that have no mutual friends. So, I'm just like, uh, no.
HW: Do you like block them? Or do you just deny it?
H: I just deny it. I delete it.
HW: Do you ever tell your grandparents when that happens?
H: Yeah. Because they get it too so I'm just like, yeah that happened to me as well.
HW: Oh, so they'll get like a friend request from the same person you mean?
H: No, not the same person. Like they get friend requests from people like, they have no idea who they are. No mutual friends or anything. So they'll bring that up, and I'll be like, "Oh yeah, me too." Ya know?
HW: Mmhmm. So it's not so much like, "Oh my gosh this person I don't know added me on Facebook," It's more like, "That's weird"?
H: Yeah, yeah.
HW: Someone added you too. Okay. How private do you have your accounts set up?
H: Um, they're all on private. So I mean, I don't want any creepy people looking at my stuff. Unless I know them.
HW: Okay. Do you know if your grandparents have them all set up private?
H: Um, I don't know if they do or not? Yeah. I don't know.
HW: Did you set up all your accounts yourself? Or did they set them up for you?
H: Well, my grandma actually set up my Facebook account when I was like, 8.
HW: Oh really?
H: Yeah. I don't know why, but, she's a little bit weird, hahaha.
HW: Okay, hahaha.
H: So she did that one for me, but I set up the other ones myself.
HW: Did you ever tell them when you created a new account? Or did you just hear about a new social media site and figured it out yourself?
H: Yeah, I did more of that.

HW: Do you feel like, um, that your grandparents try to monitor you, or limit you in any way?

H: Yeah.

HW: Like in what ways do they try to do that?

H: Like, um, like, if I'm, I don't know if this is what you mean, like if I'm spending too much time on my phone, they'll tell me to put it up or like, um, if I need to, if I didn't do something that I was supposed to do?

HW: Mmhmm,

H: Like chores or something? I immediately have to do that, and not be on my phone or anything like that.

HW: Mmhmm.

H: They're pretty good at that. Telling me to not be on it. Haha.

HW: Okay. Are there any other rules about social media at your house?

H: Mmm, nope.

HW: Okay. Do you have you ever, or do you currently try to hide anything on your accounts that you wouldn't want your grandparents to know?

H: No.

HW: And one more question for you, do you consider yourself to be the expert in your family about social media?

H: Haha, probably.

HW: Okay. Do you feel like you know more than they do?

H: Well, I don't know. My grandma pretty much, my grandma knows some stuff.... So I don't know. I don't know? My grandma may know more than I do.

HW: But it's pretty close?

H: Yeah.

HW: What about like, does she know about like Snapchat and Kikk and all those ones?

H: Yeah. Yeah.

HW: Um, so would you say, like you said that, um, you might be the expert. Would you say it's more even, then between you and your grandma, about knowing the most?

H: Ummmm.... I'm not real sure...About, I don't know. I'm not sure. I mean because she knows a lot about websites and stuff like that.

HW: Mmmhmm.

H: I mean I don't know everything, but I know some stuff.

HW: Okay.