A "SnapChat" for Parents

Parenting Children & Adolescents in a Digital Era

February 27, 2019

Presenting....

District 34

- Dr. Matt Silverman
  assistant superintendent of curriculum, assessment & instruction
- Brian Engle
  executive director of educational technology
- Katie Konieczka
  technology facilitator, pleasant ridge
- Jennifer Nelson
  technology facilitator, westbrook

Family Service Center

- Renee Dominguez, PhD
  executive director
- Robin Lake MA, LCSW
  therapist & outreach educator

Glenview Police Department

- Officer Joel Detloff
  community relations
- Investigator Jamie Medina
  internet crimes against children task force

What You'll Learn

The School Setting:
- How devices are an instructional resource for learning?
- What access do your children have while at school?
- What are your children learning in school about digital citizenship?

At Home:
- How can parents model good behavior?
- What do parents need to know about your child's digital experience?
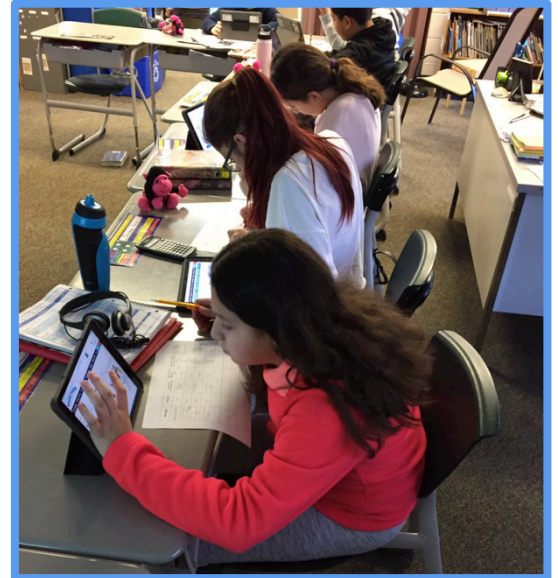- What tips can you take away to use at home immediately?

In the Community:
- How the GPD addresses issues
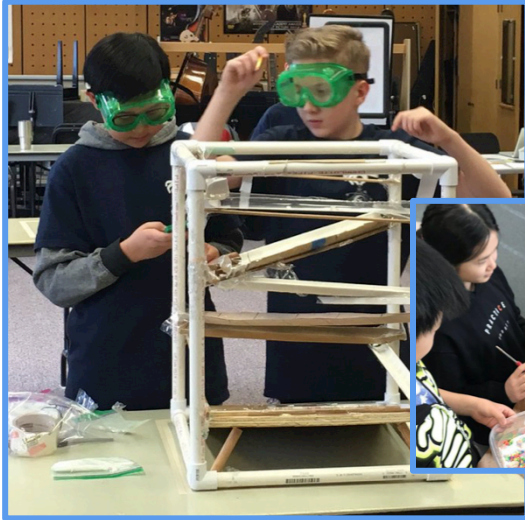- How the police can be a resource for parents?
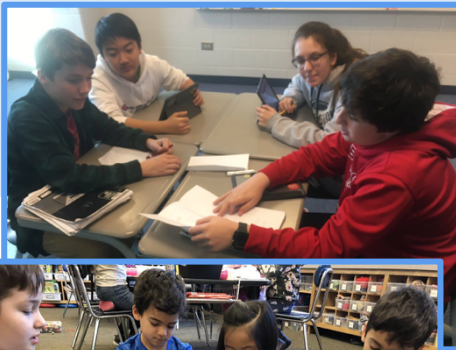
1:1 in D34

Students use iPads as an instructional tool

- Not on device all the time in school
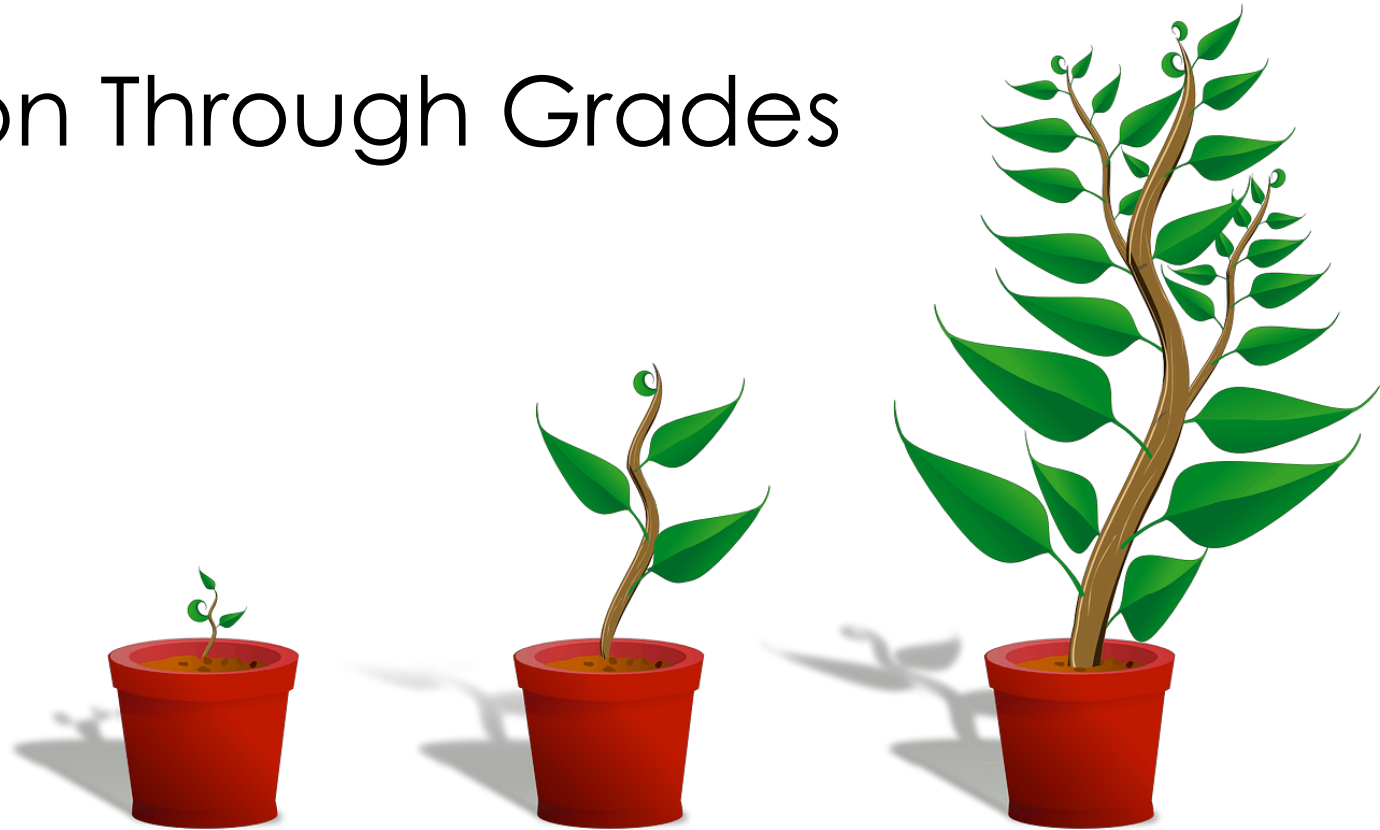- No gaming
- Network controls
- Digital citizenship

Balance

Age-Appropriate Use

Progression Through Grades

Partnership

We Need Each Other

Family Service Center (FSC)

Renee Dominguez, PhD
executive director

Robin Lake MA, LCSW
therapist & outreach educator

Isn't It Ironic?

https://youtu.be/6GVJpOmaDyU

sends you a facebook request

The most important digital literacy skills are social, emotional, and behavioral skills

Overview

- **<u>Current technology and social media landscape</u>**
- Impact on social and emotional development and functioning
- Practical considerations prior to introducing a smartphone
- Supporting your child's digital development through mentoring
- Considerations for parenting in the digital era

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Use of Technology

- Educational, Research, News
- Creating and Consuming Content
- Games
- Shopping
- Communicating
  ◦ Social Media
  ◦ Blogging
  ◦ Texting
  ◦ E-mail
  ◦ Calling
  ◦ Gaming

BEHOLD THE POWER

OF THE INTERNET

Variable Ratio Rewards

- Skinner

- Slot machines

Designed to "Hook"

Artificial Intelligence—harnessing the power of big data and sophisticated algorithms

- Precise and personal
- Social media has changed how we pay attention and relate to each other

Persuasive Technology Lab (Stanford)

- Teaches students and entrepreneurs everything behavioral science knows about deep-seated human needs, motivation, attention and social interaction
- In order to more intimately connect users with devices, games, platforms and apps.

Given the amazing, interesting, compelling, and powerful nature of the internet…

How might this play out at your home?

I'm impressed at the way you've raised your kids to occasionally look up from their phones.

someecards

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Here is what we would expect

- Kids having tantrums when pulled away from screens
- People compulsively checking phones
- Parents feeling overwhelmed, frustrated, and defeated. Going against your own values
- Kids giving up when something is hard or unpleasant
- People having to compete with a screen for connection and attention
- Inability to have unedited moments
- Disregard for concrete needs (Sleep, Food, Face to Face Human Connection, Exercise, etc.)

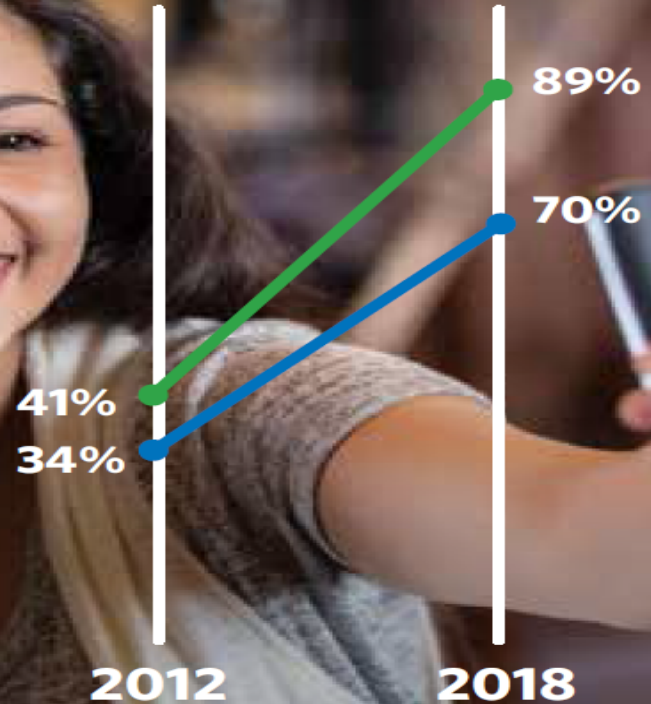Common Sense Media Survey of over 1000 adolescents. What did they tell us about their use.

This is the second survey of this kind done by Common Sense Media: 2012 & 2018

Social Media Use Among Teens Has Increased Dramatically

89%

70%

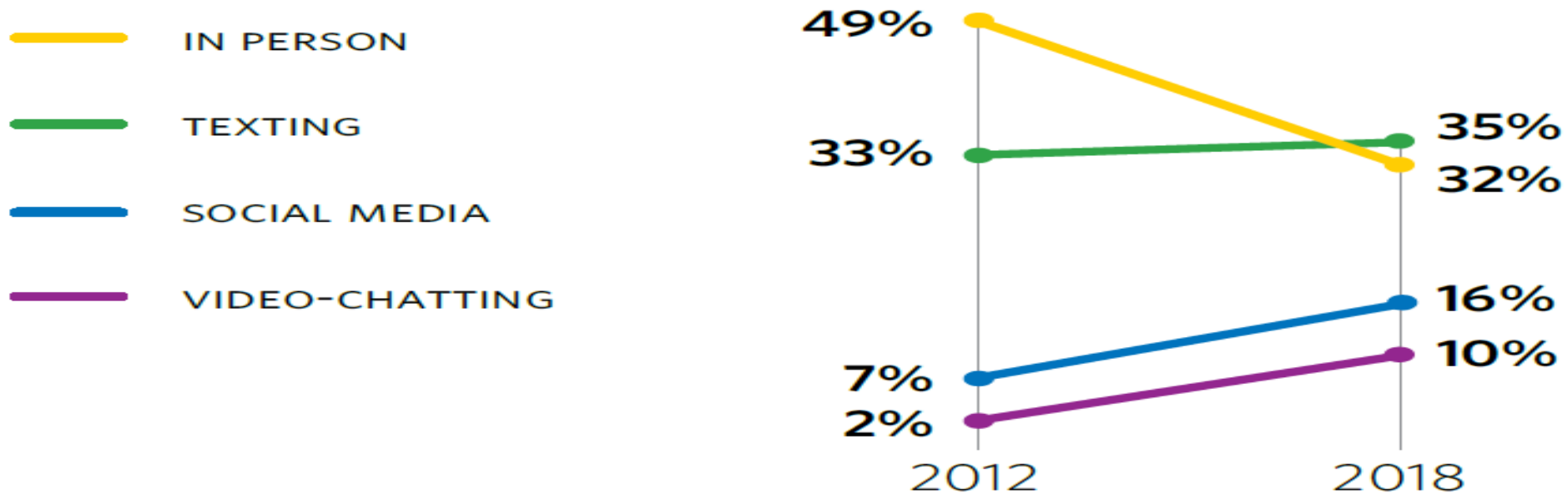41%

34%

% of teens with a smartphone

% of teens who use social media multiple times a day

2012

2018

Teens Don't Value Face To Face Communication With Friends Like They Used To

Teens favorite way of communicating, 2012 vs. 2018

IN PERSON

TEXTING

SOCIAL MEDIA

VIDEO-CHATTING

49%

33%

35%

32%

16%

7%

10%

2%

2012   2018

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Preferred Social Media Site
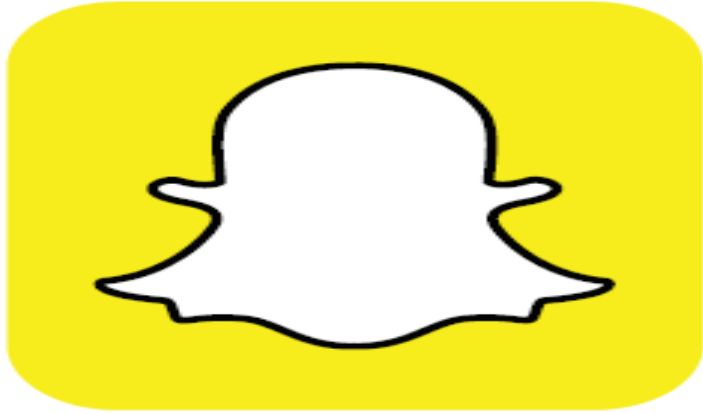
41%
Snapchat

22%
Instagram

15%
Facebook

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Based on Teen Report, Social Media Has A Heightened Role, Both Positive & Negative, When They Are More Vulnerable

Vulnerable Teens are More Likely to:

- ✓ Feel left out/excluded,
- ✓ Have deleted posts because they got too few "likes,"
- ✓ Feel badly about themselves if no one comments on their posts,
- ✓ Have been cyberbullied

Social media makes vulnerable teens feel:

- ✓ Less Lonely
- ✓ Less Depressed

Distraction From Homework and Being Present with Others

57%
of all teens agree that using social media often distracts them when they should be doing homework.

54%
of teen social media users agree that it often distracts them when they should be paying attention to the people they're with, **compared to 44% in 2012**.

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Distraction & Attention

- Switching tasks costs time
- People believe they are being more productive when they multitask, but research demonstrates they are not. Multitasking does not work
- Multitasking can reduce productivity by approximately 40%
- Willpower is a finite resource
- Distractions are habit-forming
- Time is our most precious non-renewable resource

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Additional Considerations

- Over the last 15 years, 40% fewer teenagers spend face-to-face time with their friends on a regular basis.

- Social media makes it easier to say things and do things that are more hurtful, than if they were face to face.

- Measured empathy in young adults has decreased 40% over a decade.

- Adolescents use social media to avoid uncomfortable feelings. It provides them an opportunity to avoid anxiety-provoking situations and interferes with skill building.

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Potential Skill Deficits

▸ **<u>Distress Tolerance</u>**: Children and adolescents use their devices to avoid feeling discomfort. It is a quick and easy fix.
- Anxiety
- Depression
- Boredom
- Frustration tolerance (i.e., immediate gratification)

Cell phone

(noun)

A device used for looking less alone while in public places by yourself.
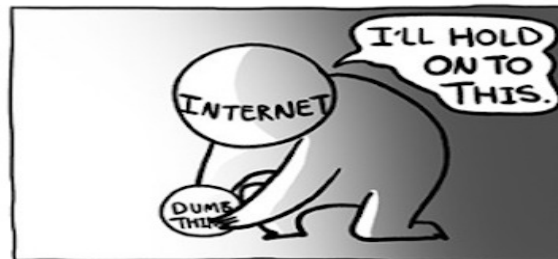
Potential Skill Deficits
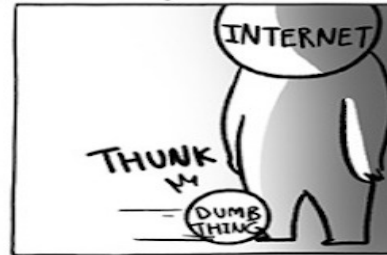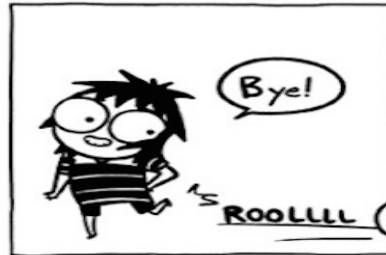
▸ **<u>Social Skills</u>**: Significant information is missing in non-face-to-face communication (e.g., facial expressions, tone, posture, physical space proximity).

▸ Difficulty with **<u>Concentrating</u>** and **<u>Focusing</u>**

Managing Digital Presence

- Fear of Missing Out (FOMO)
- Pressure to be available
  - Likes, Comments
  - Streaks
  - Responding to texts, Direct Messages
- Pressure to be relevant
  - If it isn't posted, it didn't happen
- Presentation Pressure
  - Pressure to show idealized version of self
- Difficulty reconciling "real" feelings with edited images

Mental Health Trends

- Among 14-17 year olds, high users were more than twice as likely to have been diagnosed with depression, anxiety, or a behavioral issue within the last 12 months (Twenge & Campbell, 2018)

- Adolescents who spent more time on new media were more likely to report mental health issues compared to those who spent more time on non-screen activities (in person social interaction, sports/exercise, homework, print media, attending religious services) (Twenge, Martin, & Campbell, 2018)

- Low in-person social interaction, and high social media use had highest level of reported depressive symptoms (Twenge, Martin, & Campbell, 2018)

- Limiting social media decreases loneliness and depression (Hunt, Marx, Lipson, & Yong 2018)

- Children improved in their ability to read non-verbal cues after five days of summer camp during which time they did not have access to their devices.
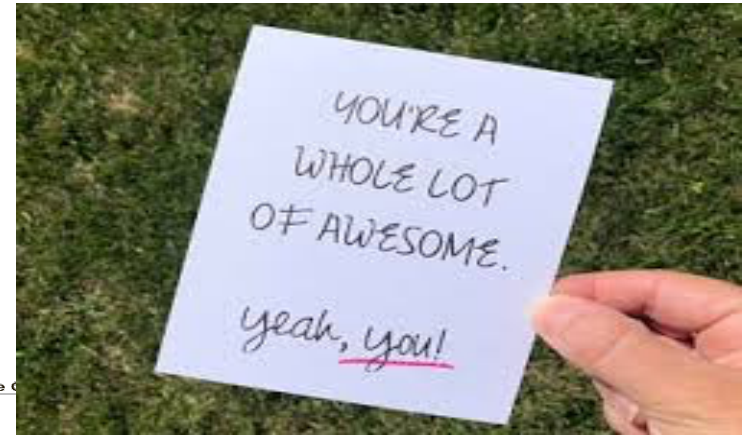
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Where to begin?

- Know your child
  - Peanuts
  - Dandelions and orchids
- Know yourself
- Protective Factors
  - Balance
  - Relationships
  - Non-Screen Time Activities
  - Attention to Basic Needs
  - Social Problem Solving Skills
  - Information, Conversation

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Practical Considerations: Introducing a Smart Phone

- Concrete Expectations, Co-Create a Contract (American Academy of Pediatrics)
  - Hours of use, designated unplugged time?
  - Texting rules (group chats? pictures? permission to share?)
  - Digital training wheels (share texts)
  - Types of use (Surfing the Web? Netflix? social media?)
  - Social Media (texting? Insta/Finsta? Snapchat? Twitter?)
  - Use with peers ("playdates?" sleepovers?)
  - Privacy expectations
  - Sexting & Pornography
  - Expectations for Balance/Non-Technology Expectations
  - Consequences if expectations not met

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Mentoring in the Digital Age
(Devorah Heitner, Ph.D.)

Mentoring involves purposefully communicating about social media issues, identifying specific problems, and co-creating solutions

- They may be tech savvy, but parents are wise
  - Have been through difficult social situations
  - Things last forever on internet
  - Know the value of privacy
- No app to raise our kids in digital age for us
- Be curious about what their challenges are
- Self Reflection (as the parent): Be curious about impact of technology on you and where your own challenges lie

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YOU'VE GOT

WHAT IT
TAKES

Empathy is the App
(Devorah Heitner, Ph.D., Tedx)

What problems do 10-12 year olds report that they experience with social media? What solutions did they generate?

1) If I text a friend and they don't text me back

2) Sending a text that may have been hurtful

*Perspective Taking
*Builds Empathy
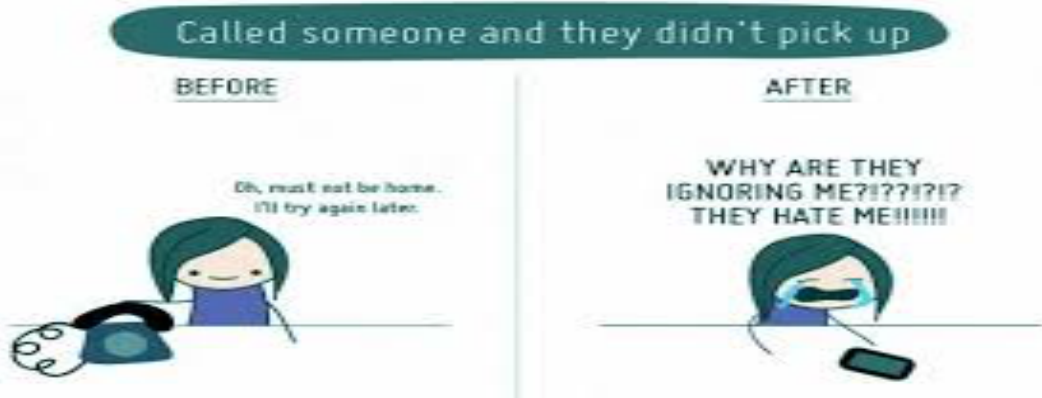
Called someone and they didn't pick up
BEFORE — Oh, must not be home. I'll try again later.
AFTER — WHY ARE THEY IGNORING ME?!??!?!? THEY HATE ME!!!!!!

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Keep in mind…

- Persuasive technology lab principles are being used to target your kids and you
- It is not your fault
- It is not your kid's fault
- You can have compassion for your kids and you
  - Predict the meltdown and prepare for it

Creating Balance in Your Family

- Prioritize connection and health
  - We all need to work, play, sleep, attend to concrete needs, give and receive love.
  - Help your child balance responsibilities, health and screen time
  - Mindfulness
- Know yourself and what works for you
- Know your child
- Take the long view
- Live in the moment

KEEP CALM YOU'VE GOT THIS

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The most important digital literacy skills are social, emotional, and behavioral skills

Promote Connection & Mental Wellness Considerations & Tips

- Prioritize face to face interactions for you and your child.
- Co-create a list of things that your child can do that don't involve a screen.
- Create consistent non-screen family time (e.g., meals, game night, short car rides, etc.).
- Create built in non-screen alone time. This is important for people of all ages.
- Create screen-free zones in your home.
- Prioritize basic needs (e.g., sleep, nutrition, exercise, etc.).
- Encourage wellness activities (e.g., mindfulness, meditation).
- Use technology to promote health and wellness (e.g., Calm, Headspace, etc.).
- Ensure that your child will not have to compete with a screen for your attention.
- Strive for <u>BALANCE.</u>

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Manage "The Hook"
Considerations & Tips

- Turn off notifications.
- Say "no" when Apps or websites request permission to send push notifications.
- Consider using "Airplane Mode" when you don't need to be immediately available.
- Turn off screens at least an hour before bedtime.
- Consider making your screen Black and White (Monochromatic).
- Consider doing a "Digital Detox."
- Consider using an App or device that helps reduce distractions and limits access to internet.
- Consider making your child's bedroom a screen-free zone.
- Use an alarm clock (i.e., not a phone as an alarm).

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Manage the Complexity of Integrating Technology into our Lives Considerations & Tips

▸ When you reach for your device, ask yourself, is this necessary?

▸ Support your child by providing digital mentoring.

▸ Create consistent messaging about technology between the adults in your child's life.

▸ Engage in purposeful, planned conversations about predictable technology challenges during calm times, not in the heat of the moment.

▸ Engage in ongoing conversations with your child about technology (e.g., Tech Talk Tuesdays). If they are not mature enough to tolerate a conversation about it, they are not ready to use it!

▸ Encourage privacy and discuss what is healthy to share with friends, and what might be unhealthy and overwhelming to peers.

▸ Be aware of any time that you are communicating to your children that they "should" be paying attention to their phone. Is it a good idea to text them when they are upstairs? Or, is it a good idea to text them (and expect a response) when they are in class?

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