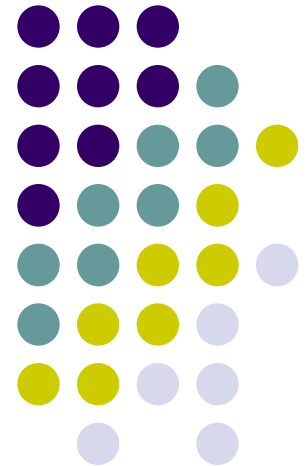
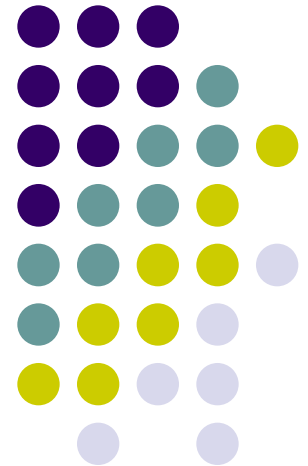


SOCIAL MEDIA AND DIGITAL CHALLENGES

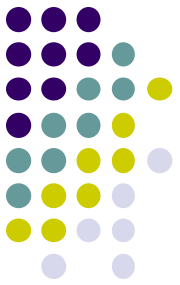


WE DON'T KNOW WHAT WE DON'T KNOW

SUBTLE OFTEN
UNCONSCIOUS IMPACT OF
DIGITAL TECHNOLOGY

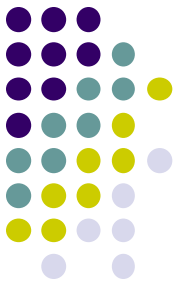


THE IMPACT OF A “STILL FACE:



- In one of the most replicated experiments in the field of child psychology, University of Massachusetts professor Ed Tronick asked **mothers to deliberately be unresponsive to their infants for three minutes** sandwiched by periods of warm interaction. The infants respond to their mother's prolonged presentation of a “still face” by first actively trying every trick in their repertoire to regain their mother's attention. When these efforts failed, the infants responded **with increasingly intense signs of withdrawal, tears and ultimately hopelessness.**

STILL FACE EXPERIMENT VIDEO



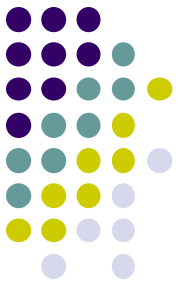
- <https://youtu.be/apzXGEbZht0>

People Underestimate the Checking of Cell Phones

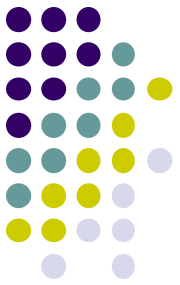


- Participants in 2015 study estimated average use of their cell phones as 37 uses throughout the day– the actual number was 85
- Average person checked phone once every 11 minutes
- even the presence of a cell phone that is shut off on your desk leads to impairment in attention and a perception on the part of the person who you are speaking with that the conversation is less meaningful and the interaction marked by less empathy than when there is no evidence of a cell phone during the conversation.

The Presence of a Cell Phone

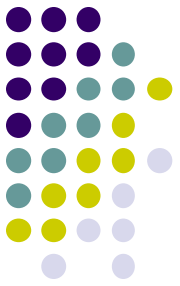


- even the presence of a cell phone that is shut off on your desk leads to impairment in attention and a perception on the part of the person who you are speaking with that the conversation is less meaningful and the interaction marked by less empathy than when there is no evidence of a cell phone during the conversation.
- Thornton, B. Faires, A. & Robbins, M. (2014) The mere presence of a cell phone may be distracting: Implications for attention and task performance. *Social Psychology*, 45(6) 479-488
- Misra, S, Cheng, L. & Genevieve, J. (2014) The iPhone Effect: The Quality of In-Person Social Interactions in the Presence of Mobile Devices, *Environment and Behavior* 0013916514539755v1-13916514539755

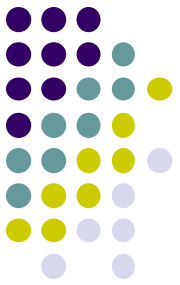


Multitasking Cost

- 2012 global work force study of 32,000 employees- 66% aren't able to focus on one thing at a time
- With higher focus employees are less stressed and get more work done in less time
- In their 2012 National survey the Pew Foundation found that 90% of teachers believe that digital media are creating a generation with short-attention spans. Pew Research Center (2012) How teens do research in the digital world.



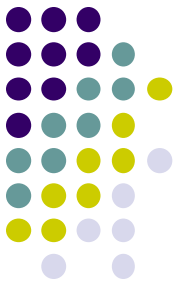
- Students who text more during class had:
 - Higher levels of anxiety
 - Lower GPA's
 - Were less satisfied with their lives



WHY DO WE MULTI-TASK?

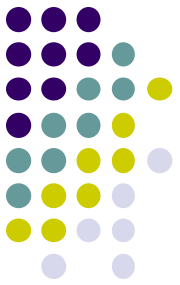
- More fun— people report enjoying what they are doing more when they are able to multitask
- Novelty is associated with reward processing in our brains
- We have an innate drive to seek new information

WHAT'S WORSE THAN BEING IN JAIL OR HAVING A ROOT CANAL?



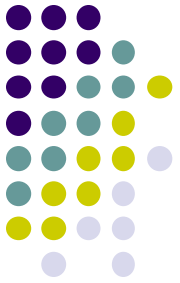
- 54% of young adults would rather spend the night in jail, sit in traffic for four hours or have a root canal before giving up their social media accounts

NOMOPHOBIA



- AN ABNORMAL IRRATIONAL FEAR OF BEING WITHOUT ONE'S MOBILE DEVICE OR OF BEING UNABLE TO COMMUNICATE USING ONE'S MOBILE DEVICE

NOMOPHOBIA TEST



- <http://www.nomophobia.com/nomo-test0914>

DYADIC COMMUNICATION

The Conversational Duet



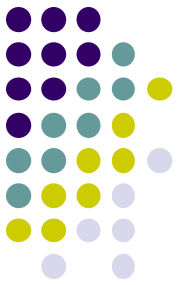
- Serve and return style of parent child communication described by Dr. Shonkoff of Harvard's Center on the Developing Child
- In talking to infants and toddlers we use:
 - high pitched tones
 - Simplified grammar
 - Exaggerated enthusiasm
- Language is the single best predictor of academic success:
- Infants exposed to such conversational styles at 11 months and 14 months know twice as many words at age 2 as ones not exposed
- Teach 2 year old two new words “blicking” (bouncing) “frapping” (shaking) when mothers interrupted by a call children did not learn the word otherwise they did

Learning on Hold: Cell Phones Sidetrack Parent-Child Interactions

June 2017 Developmental Psychology 53(8)Reed, J., Hirsch-Pasek, K.

Plugging Into Word Learning: The Role of Electronic Toys and Digital Media in Language Development

December 2017, Cognitive Development in Digital Contexts

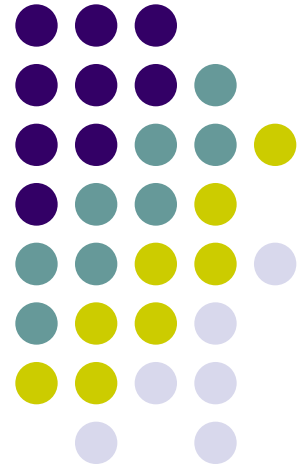


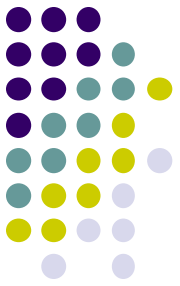
PART TWO: INTERVENTION

- **I Impact: Important to understand for “metacognition” component of facilitating disconnections** Animal and preschool studies plus social media
- **2: Hergel clouding *hakoras hachayt*** (wwII vs Vietnam and **Fortnight**)
- **3. Onooh , online disinhibition** and reunion story
- **4. Being in a hurry and empathy**— being versus doing
 - shock study 67% shocked rather than be alone with thoughts and being : answer to Yaakov’s three questions-- veavadetem mehayro
- **5. Specific recommendations**— no technology at night, or during family meals. kids want limits, listen when have input logical, calm, and short— MUST- Mothers united to stall technology
- **6. Berocho in Auschwitz**

SOCIAL MEDIA AND DIGITAL CHALLENGES

IMPACT



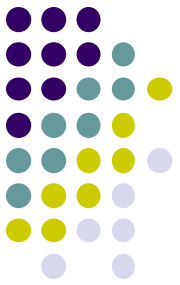


**The average American kid spends
a total of six years during childhood
in front of screens**



**This is 8 hours per day - theoretically
enough time to visit a second school!**

BlitzResults.com/en/media



Screen Time by the Numbers

In North America,
children spend about

3 hours/day
watching
television

and another **2-4 hours**
on other screens.

That's a total of

5-7 hours/day
engrossed in screens

Children between **3-5 years of age**
spend approximately



2 hours/day
in front of screens

In the US, **2-4 year olds** who have used a
mobile device for media activity increased from



39% to 80%
between
2011 and 2013

Children between

8 months &
years of age

are exposed to nearly **4 hours**
of background TV daily

Children in Canada

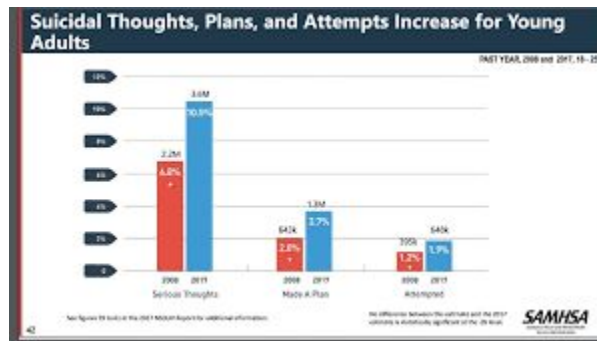
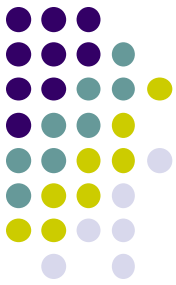
should
be getting
at least

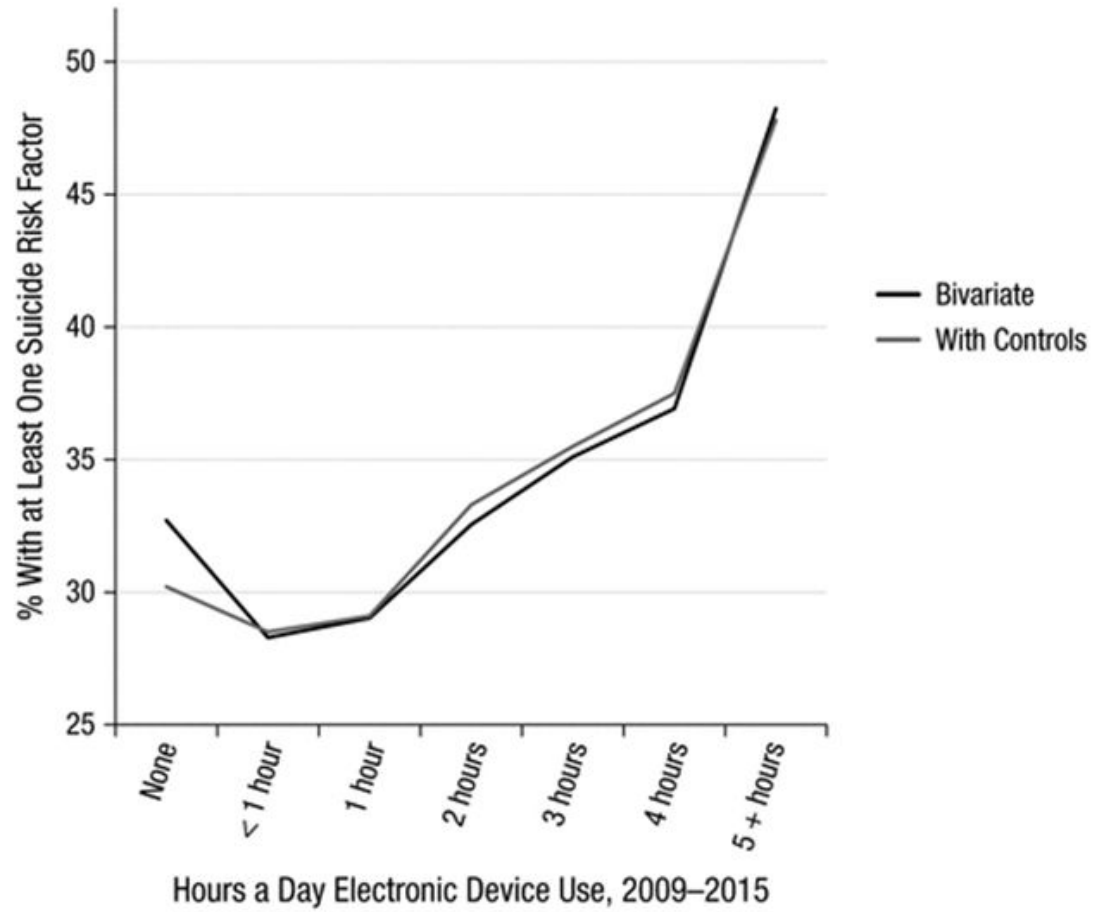
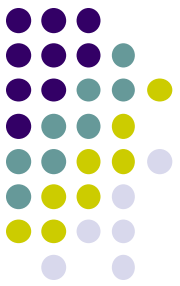
60 min

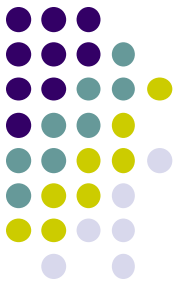
of daily
physical
activity

9%

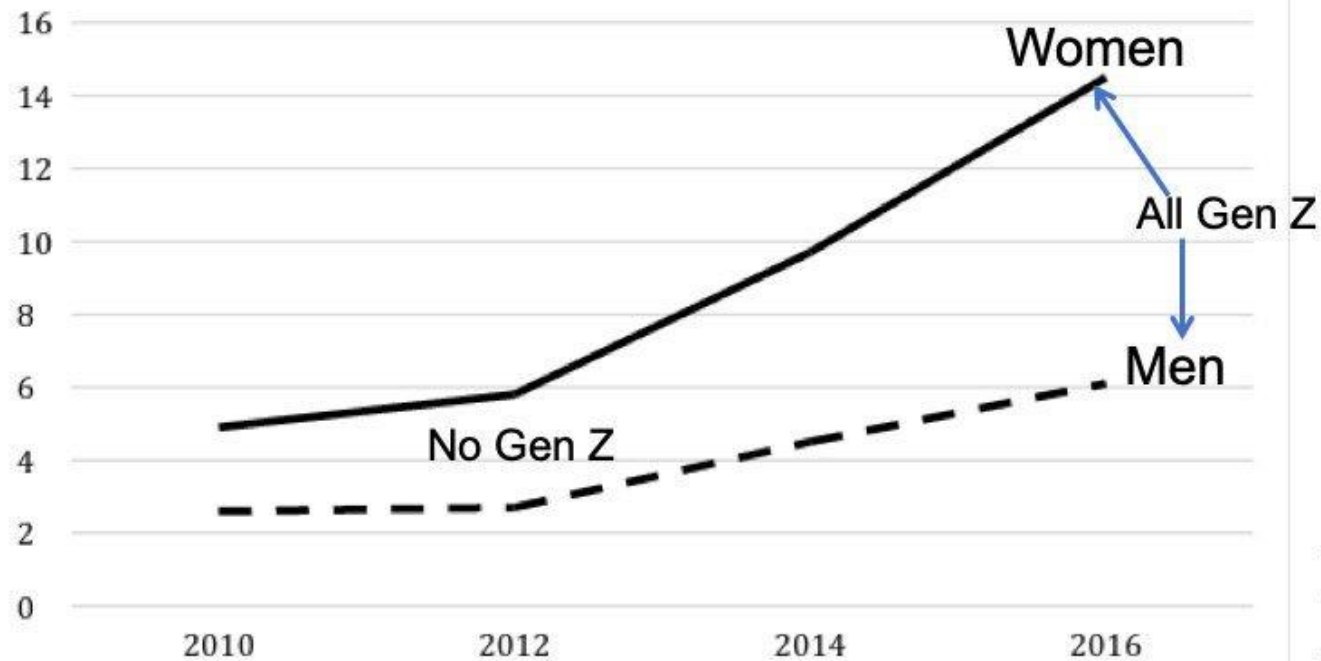
of **5-17** year olds are
meeting that target



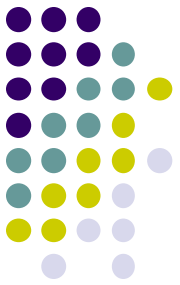




Do you have a Psychological Disorder
(Depression, etc.)? (% of students indicating
"yes")

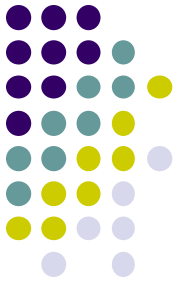


*Data from Higher
Education
Research Institute*



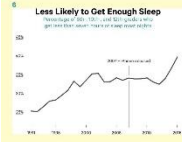
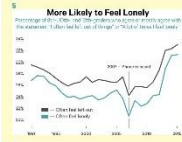
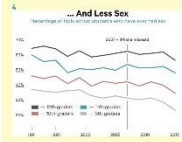
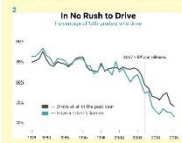
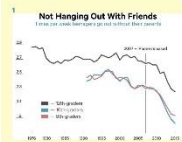
Suicide: Worrying Trends

- The suicide rate increased 33 percent from 1999 through 2017
- Other countries have seen rates fall during that same period (Japan, China, Russia and most of Western Europe)
- deaths from suicide, drugs and alcohol have risen steeply among **white, middle-aged Americans** since 2000 (*PNAS*, Vol. 112, No. 49, 2015). Case & Wheaton posit that these “deaths of despair” are linked to a deterioration of economic and social well-being among the **white working class** (*Mortality and Morbidity in the 21st Century*, Brookings Papers on Economic Activity, Spring 2017).
- Suicides have increased most sharply in rural communities, where loss of farming and manufacturing jobs has led to economic declines over the past quarter century.

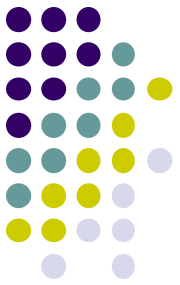


THE SMARTPHONE GENERATION: A STATISTICAL PORTRAIT

The constant presence of the internet, particularly social media, is changing the behavior and attitudes of today's teens.

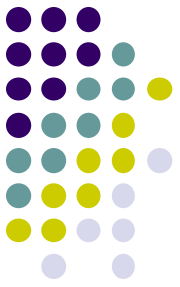


U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES, NATIONAL INSTITUTE OF MEDICINE, NATIONAL ACADEMY OF MEDICINE

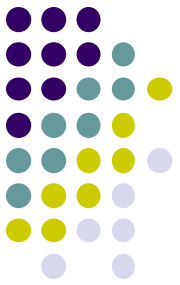


- The average child in America spends more time consuming electronic media than going to school,
- Parents aren't necessarily being good role models. A British study showed that while six in 10 parents worried that their children spend too much time in front of a screen, seven in 10 children worry that their parents are the ones who are plugged in and tuned out.

Animal Studies: Uniquely Damaging to Young Children

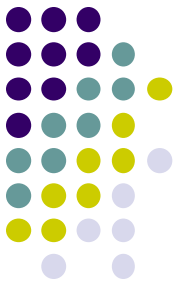


- In the first study, scientists found that when young mice are repeatedly exposed to flashing sounds and lights that mimic screen time, **they develop fewer nerve cells in the parts of the brain that control learning and memory.** The same stimulus **doesn't affect brains of adult mice.** There's something unique about the way screen time impacts the developing brain.



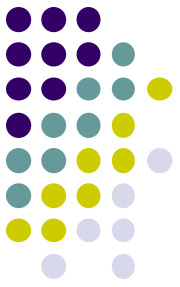
- In the other study with preschoolers, researchers divided 60 kids into two groups.
- Half watched fast-paced images on screens for about 10 minutes,
- while the other half drew with crayons in another room. Then all the kids took the same test of cognitive skills. The kids who were exposed to the screens did significantly worse on the exams.

Frontal Cortex Not Fully Developed until 20s



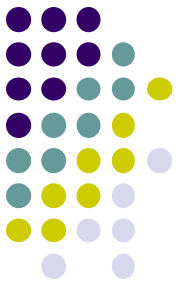
I want every parent to know two main scientific facts: The first is that the part of the brain responsible for things such as planning, decision-making and impulse control (the frontal cortex) grows slowly over the teen years and is not fully developed until our 20s.

Dopamine Uniquely Impactful in Adolescence



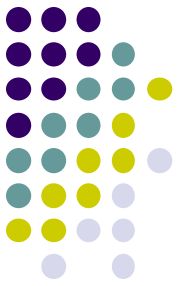
- The second is that screen time releases the chemical dopamine in the reward centers of the brain, and there is no other time in life when you're as susceptible to that pleasure-producing chemical than in adolescence.
- Story of facebook executive

RIGHT AGE FOR SMARTPHONE?



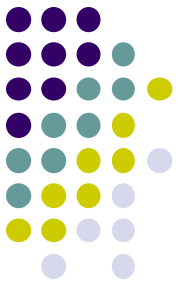
- Common Sense Media polled 1,240 parents and children and found **50 percent of the children admitted that they were addicted to their smartphones.** It also found that **66 percent of parents felt their children used mobile devices too much,** and **52 percent of children agreed.** About **36 percent of parents said they argued with their children daily about device use.**

Adolescent Brain not “online”



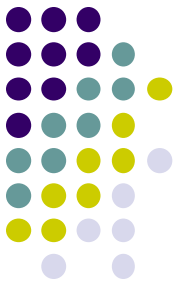
- There is also biology to consider. The prefrontal cortex, a part of the brain that controls impulse, finishes developing in the mid-20s. In other words, parents should not be surprised if younger children with smartphones lack impulse control.

Children Born Between 1995 and 2012 Do not Remember a Time Before the Internet

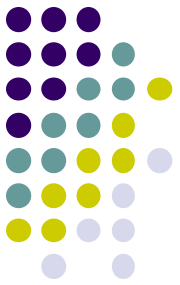


- 2017- three out of four adolescents own an iPhone
- Rates of teen depression and suicide have skyrocketed since 2011

SOCIAL MEDIA



- Fantasize about fame versus who are you , where are you going?, what are you going to do with what you have?
- Teens who spend more time than average on screen activities are **more likely to be unhappy**- non-screen activities tied to more happiness
- Higher levels of **loneliness**
- **Social exclusion** especially in girls
- Online disinhibition



PRESCHOOLERS

- Today's preschoolers spend more than four hours a day facing a screen
- Since 1970 the average age of regular screen use has gone from age four to four months

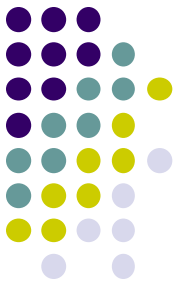
Empirical Studies of Benefit of Mindfulness in Schools



- Studies of the impact of mindfulness program in schools find sustained improvement in:
- classroom behavior
- paying attention
- self-control
- caring/respect for others

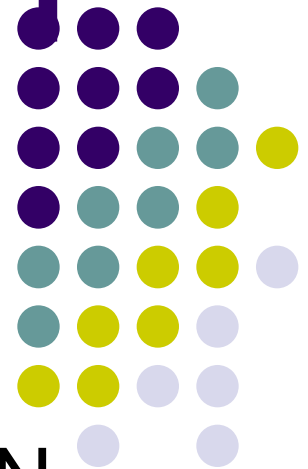
- Black, D. & Fernando, R. (2014) Mindfulness Training and Classroom Behavior Among Lower-Income and Ethnic Minority Elementary School ChildrenJ Child Fam Stud (2014) 23:1242–1246

Benefits of Cultivating Awareness

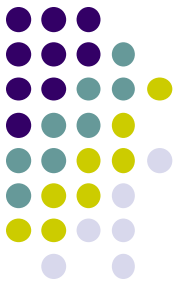


- Slowing down, being aware and mindful can give clients more information & facilitate active, adaptive coping
- Can help to address problems with
 - Dysregulation & impulsivity
 - Attention & dissociation
 - Self-concept
 - Rated as most helpful

FORTNIGHT

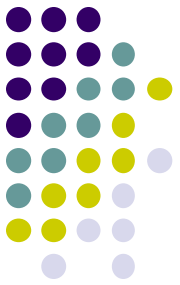


2) HERGEL: HABITUATION

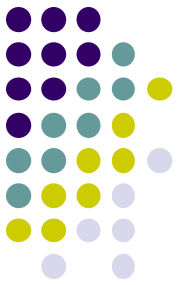


General Considerations

- 35% of students who play fortnight have skipped school to play it (DMR Video game statistics)
- 20% of fortnight players who work have stayed home to work to play
- First shooter game with goal to shoot it out with 100 people --- compare to world war two versus Vietnam stats

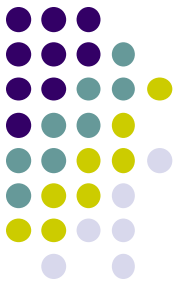


- Eighty percent of video games have violent content. With these games, the data shows an increased risk in aggressive thoughts and actions.
- It is not surprising that these games are **not** increasing thoughts of empathy and generosity — the traits that I would hope as a society we would want to promote.



- Listen to the voice communications of almost any popular online first-person shooter game and you will hear players constantly using a variety of slurs.
- Make a mistake in just about any team-based combat game and it won't be long before one of your teammates chastises you with some vile epithet.

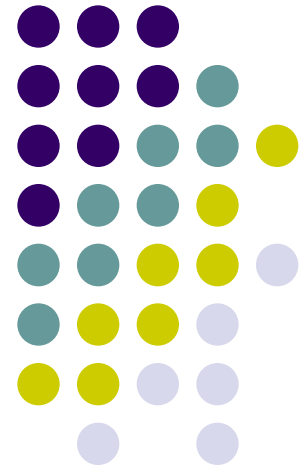
Cost of first Shooter Game: Hegel to Violence

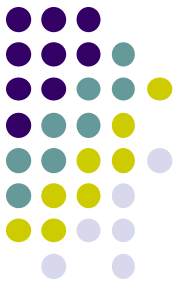


- WORLD WAR TWO VERSUS VIETNAM
 - One out of four men couldn't kill first time in combat in the second world war versus Vietnam

3: Onoas Devorim

Online Disinhibition Effect

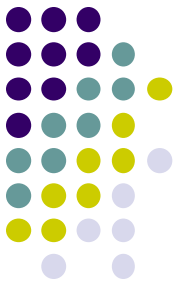




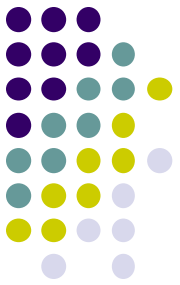
Online Disinhibition

- Easier to be cruel when you don't see the hurt look on other person's face
- Example of head of CIA – Petraus– ruined his life by texting his mistress when he was world's leading expert on internet security
- 25th year reunion story

Online Disinhibition is Fueled by Lack of Eye Contact



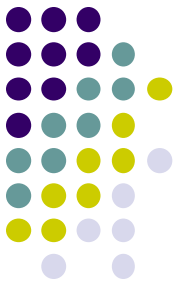
- Israeli study found that lack of eye contact is active ingredient behind the online disinhibition effect – not anonymity or feeling invisible



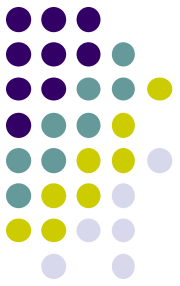
Deindividuation

When an individual's self-awareness is blocked or seriously reduced by environmental conditions (e.g., such as darkness, presence of large numbers of other people), deindividuation can occur

Some Of The Outcomes Produced By Deindividuation



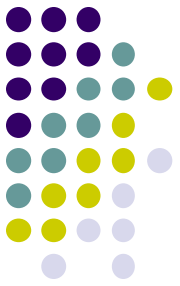
- A weakened ability for an individual to regulate his or her own behavior
- Reduced ability to engage in rational, long-term planning
- A tendency to react to immediate cues based largely on his or her current emotional state.
- Less likely to care what others think
- These effects can culminate in impulsive and disinhibited behaviors



Hurtful Texts

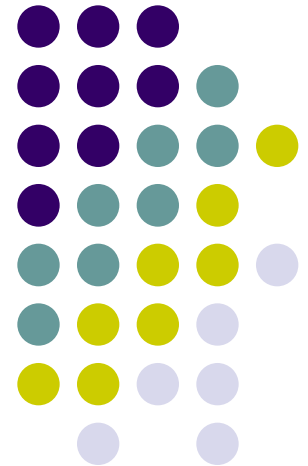
- Understanding online disinhibition
- Rabbeinu Yonah on lack of hakaras hachayt in halbanas ponim
- Calm discussion regarding response strategies

The Online Disinhibition Effect

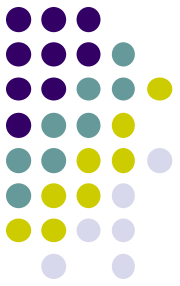


- You don't know me
- You can't see me
- See you later
- It's all in my head
- It's just a game
- We're equals

4: Being Versus Doing: Stillness

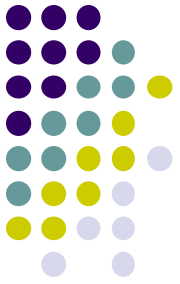


The Value of Taking a Break: The Default Network, Stillness, and Open Awareness

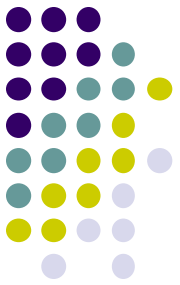


- Rav Zerah's three pronged approach to “*cholash migirsay*”
- Story of Rav Yaakov Kaminetsky's visit to my grandfather
- About half of our thoughts are daydreams crucial to creativity, problem-solving and insight- including:
 - Scenarios for the future
 - Self-reflection
 - Navigating social dilemmas
 - Mulling over life

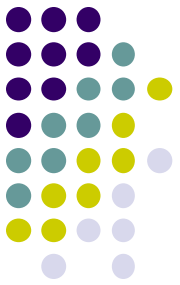
ATTENTION RESTORATION THEORY



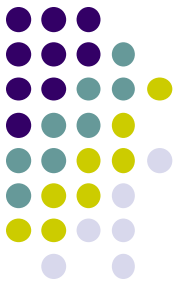
- Spending time in nature can improve your ability to concentrate
- One's attention (measured by a reverse digit span test) improves after a walk on a wooded path



- **Cognitive empathy** is related to the deliberate process that takes place when we use our prefrontal cortex to deliberately engage in perspective taking, arriving at a conscious understanding of other's emotional pain while managing our own emotional response to the stress of feeling and “carrying” the pain of others. This is described as “top-down” because it is a process that is driven by our conscious, mindful , part of our brain that is what essentially makes us human.
- Top-down– shel rosh

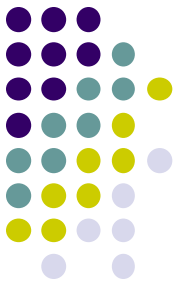


- **Emotional empathy** in contrast, is bottom up and automatic. Imagine your reaction to seeing a car door smash somebody's fingers. One's reaction would be visceral and automatic.
- When I show audiences a PowerPoint slide depicting this painful scene – the whole audience collectively winces. This is automatic, reflecting how the default setting is for empathy in the face of another's pain. We are hard wired to feel the physical pain of others. Interestingly, if we witness the emotional pain of others, for example a child being socially excluded by peers, the empathy is not automatic. It requires the deliberate, mindful focus that is top-down.



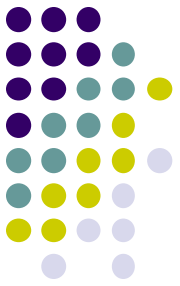
- **Empathic Concern:** is when feelings of empathy are translated into action. This can take the form of various types of *chesed* where feeling the suffering of others is responded to with active efforts to help or with signs of solidarity- of *emo anochi batzoro*. A famous example of this is the Chofetz Chaim sleeping on the floor rather than on a bed during times of war.
- Chofetz Chaim sleeping on floor during time of war

The Power of Stories and of “Being There”: *imo anochi b’tzara*



- Brain studies show that listener’s brain patterns echo those of the storyteller , the greater the overlap, the greater the engagement and understanding—
 - Those fully focused actually anticipate the storyteller by a few seconds!! (Stephens, G., PANAS, 107932) 2010, 14425-14430.)
- The presence of a loved family member is an analgesic--- the more empathic the family member the greater the calming effect (Chiara Sambo, ***Pain*** 151(3) 2010, 687-693

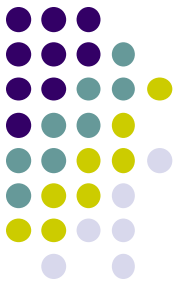
Being in a Hurry and Empathy



- Princeton seminary student on way to practice sermon – either on topic of helping stranger in need by side of road or other topic– best predictors who actually stopped to help man bent over and moaning who they encountered on way to practice session wasn't the sermon topic – but how much of a hurry they thought they were in
- Story of noticing man slumped on steps of NYC subway

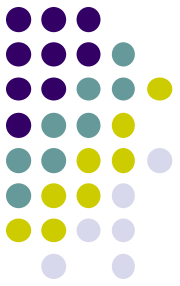
Daniel Goleman, TED talk, Why aren't we more compassionate?

Empathy Requires “Being”



- Antonio Damasio, one of the leading researchers on emotions, writes:
- **"Empathy as well as deep thought depends on neural processes that are inherently slow. "**
- Finally French Philosopher Blaise Pascal has the following to say on the cost of distraction::
- **“Distraction is the only thing that consoles us for our miseries , and yet is it itself the greatest of our miseries”**
17th century French philosopher Blaise Pascal

Being Alone



- 83% of American adults reported that they spent no time whatsoever “relaxing or thinking” in the previous 24 hours (American Time Use Survey, Bureau of Labor Statistics, 2012)
- 11 studies found that most people did not enjoy spending 6 to 15 minutes in a room by themselves with nothing to do but think
- 67% of men (25% of women) preferred to deliver electric shocks to themselves instead of being left alone with their thoughts

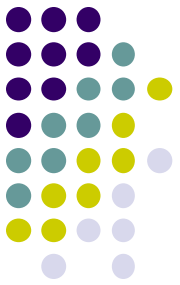
“Being” Promotes Empathy and Creativity



- **Not giving yourself time to reflect impairs your ability to empathize with other. “The more in touch with my own feelings and experiences, the richer and more accurate are my guesses of what passes through another person’s mind” (G. Dimaggio, Center for Metacognitive Interpersonal Therapy, Rome)**
- **Daydreaming encourages creativity and problem solving**

Depth of Thought

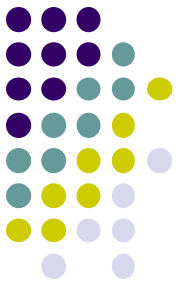




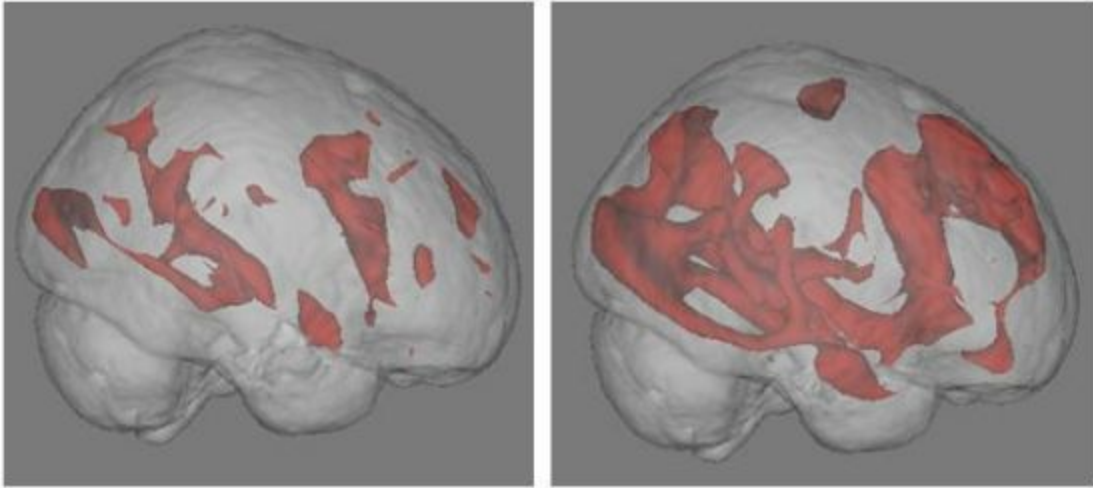
Pizur Hanefesh

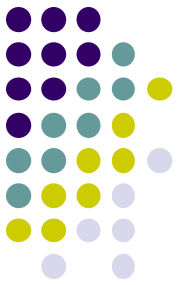
- Emotional state of mind characterized by:
 - Fragmentation
 - Confusion
 - Insecurity
 - A sense of internal chaos
 - **VEAVADETEM MEHAYRO**

Multitasking: More Stressful, Superficial and Less Efficient



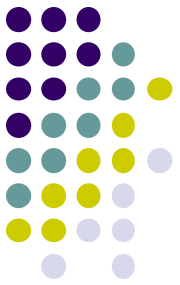
- Empirical research has documented how those who multitask complete what they are doing less efficiently and more superficially.
- In one study, after 20 minutes of work being interrupted by a typical barrage of cell phone calls or checking for e-mail workers reported significantly higher stress, frustration, workload, effort and pressure than those who work without such interruptions
- Mark, G. (2006) The Cost of Interrupted Work: More Speed and Stress, University of California, Irvine, Department of Informatics





Deep versus Shallow

- “It is the very fact that book reading “understimulates the senses” that makes the activity so intellectually rewarding. By allowing us to filter out distractions, to quiet the problem-solving functions of the frontal lobes, deep reading becomes a form of deep thinking. The mind of the experienced book reader is a calm mind, not a buzzing one.



- People read a printed page differently than they read a page on a monitor– thinking becomes more intentional, linear, and more concerned with how different pieces of data fit together

“On Call” Leading to Exhaustion



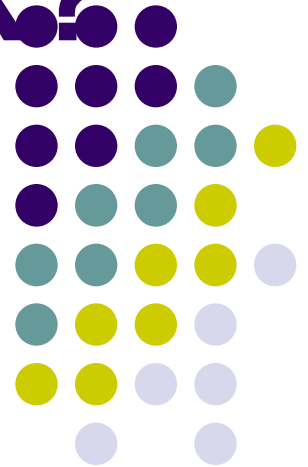
- This semi-sleep is being dubbed "on call" by teens
- Children's Hospital in Boston, reports seeing an alarming number of exhausted children admitted for evaluation.
 - adolescents texting so often they're actually disrupting Stage 4 REM sleep. This is the same stage of sleep that's important for processing the day's learning experiences



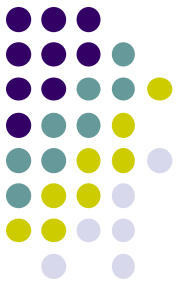
In Their Own Words

- Brookline 10th-grader Ashley Olafsson sleeps with her cellphone under her pillow so she doesn't miss "emergency" texts - "like if a friend broke up with her boyfriend." Stephanie Kimball of Waltham, 14, is also available for urgent overnight correspondence, such as, "Hey, seeing if you're awake." Dedham ninth-grader Courtney Johnson gets as many as 100 texts while in bed. "I just don't feel like myself if I don't have my phone near me "

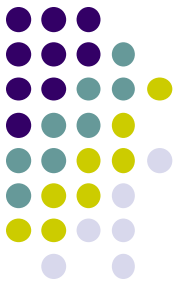
Pornography: ARE WE AT GREATER RISK?



More credit card subscriptions

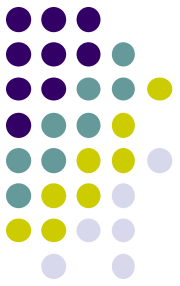


- Edelman (2009) analyzed state level correlates of credit card subscriptions to a leading pornographic website, finding that subscriptions were more prevalent in states with larger proportions of religious conservatives



Google trend data

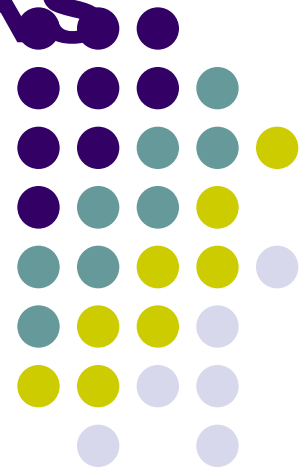
- In studies analyzing Google trends data, MacInnis and Hodson (2015) reported that terms like “sex” were more often searched for in states with higher aggregated religiosity.



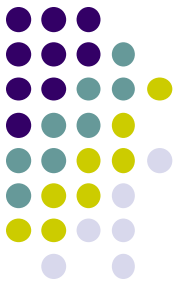
Google searches for porn

- Whitehead and Perry (2017) found that higher percentages of evangelical Protestants, theists, and biblical literalists in a state predicted more Google searches for the terms “porn,” “sex tape,” “lesbian porn,” “amateur porn,” and “free porn,” as did high rates of religious service attendance.

Dealing with Setbacks

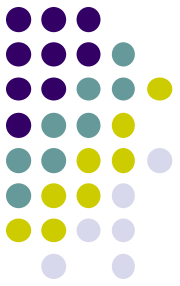


Response Focused Strategies



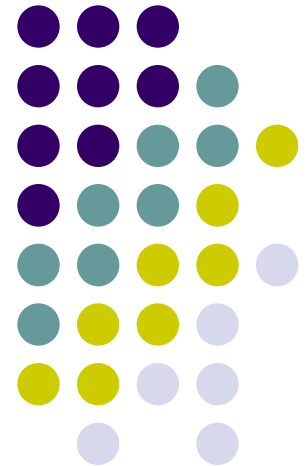
- Actively changing an emotional response after the undesired behavior has occurred
 - From setback to feedback
 - From threat to challenge
 - From “characterological” self-blame to behavioral self-blame

Mistakes as Learning Experience



- What does this failure teach about future coping plan?
- Neurosurgeon study

5. Guidelines for Facilitating Mindful Disconnection

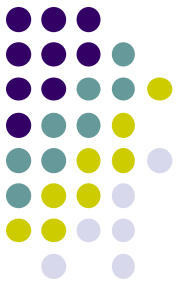


Strategies for Uninterrupted Socializing



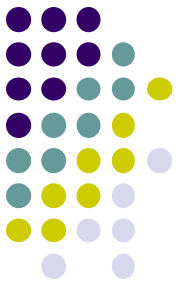
- **Goal:** Keep phone in pocket when in one-on-one conversation with another person
- **Clarity** as to why important: (Metacognition): Recognize that mobile phones can reduce our own empathy and our perception of how empathic others are to us (Chambliss, *International J. of Virtual Worlds and Human Computer Interaction*, 3(2015)2368-6103)
- **Accessibility** *Ideally remove all phones from area of interaction*
 - ***Can set tech breaks for checking phone every 15 minutes***
 - Families can have tech free zones e.g. bedroom at night, family meals (can have one minute tech break gradually faded out)

STRATEGIES FOR SOCIAL DISCONNECTION (Continued)



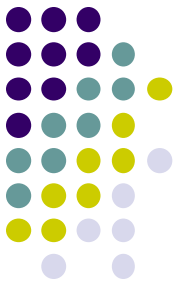
- **Boredom:** counter automatic habit of reaching for phone in social situations that are boring or uninteresting, need to build up muscle of comfort with slow or extended conversations or discomfort with conversations.
 - Turkle's book "Reclaiming Conversations" on high levels of social discomfort in adolescents and young adults with participating in extended conversations "flight from conversation"— needs to be addressed with basic social skill training
- **Anxiety:** regarding FOMO power of setting expectations with friends regarding when you are temporarily unavailable,
 - Need strategies for cultural change that educated that one isn't always "on call" to answer texts immediately
 - if friend is going through crisis can set do not disturb iphone function to accept calls from that friend

Distracted Parenting and Accidents



- Rise in children's injuries as cell phones became more prevalent
- AT&T offered cell service over a period of time in different parts of the country – as smart phone adoption rose, childhood ER visits increased

Distracted Driving and Car Accidents



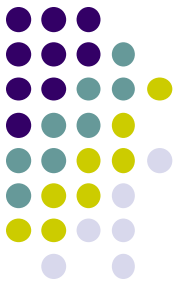
- the NSC estimates that **cell phone use alone accounted for 27% of 2015 car crashes.** NSC
- **The fatal crash rate for teens is 3 times greater than for drivers age 20 and over** (IIHS)
- **Driver distraction is responsible for more than 58% of teen crashes.** AAA Foundation for Traffic Safety
- **80% of teens viewed app use while driving as “not distracting.”** Liberty Mutual Research Institute for Safety

STRATEGIES FOR DISCONNECTION: SAFE DRIVING



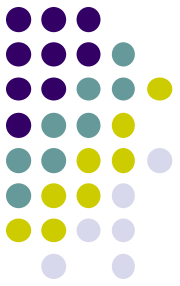
- **Clarity:** texting while driving increases risk for a crash 23 times worse than focused driving. As dangerous as being legally drunk
 - **Keep in mind** that handsfree phone use also increases accident risk
- **Accessibility** put phone in trunk, use app like DriveMode that blocks text when driving beyond a certain speed
 - Adolescents who are driving with friends in the car are far more likely to get into a crash
- Safe walking also issue AT&T study on rise in pedestrian accidents as phones were gradually introduced around country

DISCONNECTING FOR SAFE DRIVING (Continued)



- **Boredom:** prevent boredom by using audiobooks, podcasts, or music or passenger who won't encourage reckless driving
- **Anxiety** combat FOMO by letting friends know your parents monitor phone use while driving , use auto responses for text and email

WORKING WITH PARENTS: OVERVIEW



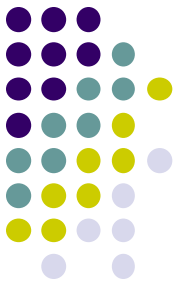
- LA study- kids want limits
- Kaiser- rules work
- Balance- authoritative style
- Be reasonable- child wanting to come to you

Infancy

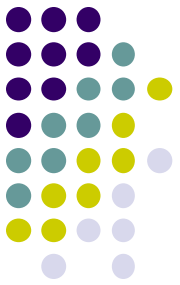


- Even infants are impacted by what their parents' pay attention to. If a mother's gaze is turned to her smart phone her baby will intrinsically focus on the phone as an object of importance. As Yale psychiatrist, Bruce Wexler notes:
- "If an infant is given a choice of playing with an object being handled by an adult or with an identical copy of the object that is closer, the infant will reach past the copy to play with the one the adult has."
- Wexler, B (2006). Brain and Culture: Neurobiology Ideology, and Social Change. Cambridge, MA, MIT Press
- Steiner Adair, C. (2013) The big disconnect: Protecting childhood and family relationships in the digital age. New York, New York, Harper-Collins, page 72

Infants: Not Folding Laundry

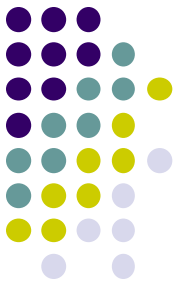


- As Steiner-Adair notes, in her analysis of how even newborns are profoundly impacted by a parent frequently and mindlessly being pulled into their digital devices – paying attention to one’s smart phone is qualitatively different than folding laundry or engaging in other superficial tasks.



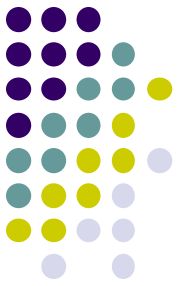
- Parents become so engrossed in checking their phones for texts and Facebook updates that they are not psychologically present for their infant or toddlers whose minds and emotions are being shaped by a constant checking and interaction with their parents. As Steiner-Adair writes: “From birth to two they rely on us completely and they need our engaged presence during these connecting interactions. They can tell when we are distracted. We can’t fool them.”

Arugas Habosem כאיש אחד

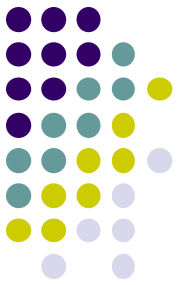


- Internal unity -- one with family (rabbi simon)
- Discussion with adolescents a few weeks ago—resenting parents prioritizing devices over direct interaction
- Connection between time and internalizing values-

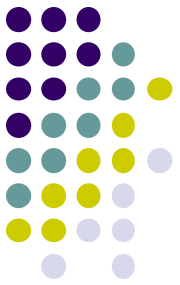
(Gold, Screen-Smart Parenting, 2015)



- * Keep technology out of the bedroom as much as possible.
- * Don't let children sleep with technology.
- * Teach your children to ask permission to use technology.
- * Limit weekday technology (this will vary from family to family).
- * Download/buy games and apps yourself, don't let your children do so.
- * Oversee YouTube.



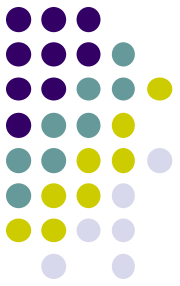
- * Tell your children to report inappropriate games/sites/social networks to you.
- * Don't permit technology use during meals.
- * Designate screen-free times for the entire family.
- * Make technology a privilege, not a right.



Preschool (3-5): Digitods

- Children born after 2007- have no pre-iPhone, iPad memory-
- from 2011 and 2013 the number of children under 8 who used an app had tripled (16% to 50%)
- Can move fluidly between digital and real world- can swipe tap and pinch much earlier than they can manage a mouse)
- “Digitods are extremely enthusiastic about learning, They are training themselves to learn at a very early age because they can learn without pressure.” a device like the iPad doesn’t care *when* you get the right answer. Instead, a child receives praise *whenever* he or she gets the right answer.” (Patti Summers, Toddlers on Technology)

Recommendations for Preschoolers (Summers)

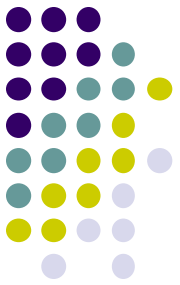


- 1. Plan a time in the day for tablet use. Let your child know that there is time in the morning and/or time in the afternoon for digital entertainment.
- 2. Tell your child how much time she will be spending on any digital device. While they don't understand time in the same way older children do, they do understand that there will be a time limit. If you need to, use a timer and give a two-minute warning.
- 3. For the rest of the day, make sure you include active play like going to a playground, social time with other children, and time to use their imagination by playing with other toys and games.

Mixing “Passive” with “Active”

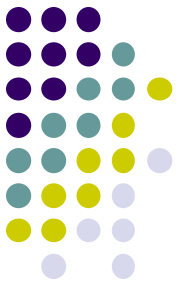


- See-saw activities (Summers)-
complementing what was learned on digital device with real world activities
 - E.g. go from “wheels on the bus” on ipad- to imaginative play using blocks and figures to make a bus ... etc.



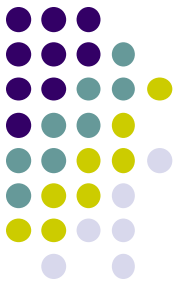
Clarity : Rules and Access

- Need clear rules for technology use – otherwise preschooler's default setting will be to choose the sedentary over physical activity
- Turn off devices at least half hour before bedtime
 - Late night technology and background blue light can disrupt sleep
- No TV or digital devices in bedroom- makes enforcing rules much easier (more than one third of children between 2 and 5 have a TV in their bedroom)
- Don't leave TV on when no one is watching



Modeling

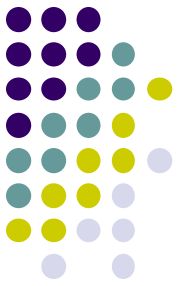
- Spend 20-30 minute intervals without getting on your phone or handing your phone to your preschooler
- Model being “present” , engaged and technology free



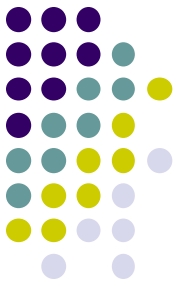
Content

- Be guided by “common sense media”
- Be wary of TV programming that you don’t vet unless it’s delivered by PBS (Sprout) or Nick Jr.)
- Apps should have easy to follow rules, high levels of repetition, design for small hands, interactive, focus on toddler themes (family, animals, preschool, counting colors, letters sounds)

Contract for Grades 2-5 (Gold) When

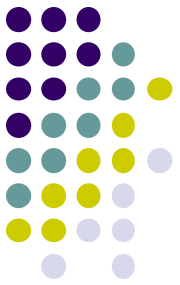


- Mornings only after child has
 - Dressed, brushed teeth, eat breakfast
- After school
 - After homework and chores complete
 - Play date monitoring of technology use
- No technology after 8pm school nights 9pm weekend nights



Where (grades 2-5)

- Public areas of the house (kitchen, basement, den)
- Online homework must be done in common area
- In car only for trips longer than 30 minutes



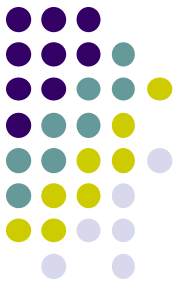
What

- Occasionally show parents I do online
- Password shared only with parents
- No sharing of personal info like address, bithdate
- Aim for sites that promote learning
- I can't believe everything I read online



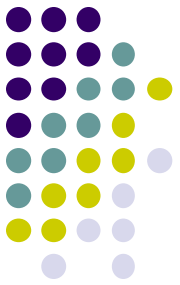
Etiquette

- I agree to be kind online and tell my parents if somebody is mean to me
- I will tell my parents if anything makes me feel uncomfortable
- I will not take credit for work of others
- I will not be a bystander if witnessing cyberbullying



Consequences

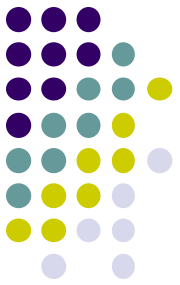
- Violating contract will result in loss of technology for half a day in that week
- Second offense whole day



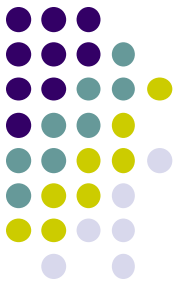
My Parents Agree

- To listen to my concerns before setting limits and guidelines
- In helping me learn from my mistakes
- Not to criticize or punish me when I go to them in need
- To give me more freedom and responsibility with continued safe use

Contract for Adolescents (Gold) When

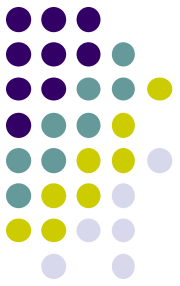


- Phone given to an adult when I'm doing homework
- Agree to uni-tasking during homework (no web surfing, following pop-ups, texts)
- I will aim for balance and try to not allow technology use to interfere with reading, and/or time with friends, or family
- I will turn off technology by x time on school nights, and by x time on weekend nights



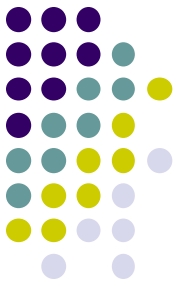
Where

- I will not use technology in my bedroom
- I will use technology as much as possible in common areas of the house
- I will charge my phone in the bedroom at night
- I will not text while driving
- I will use a headset if I have to talk while driving, will use car GPS not phone GPS



What

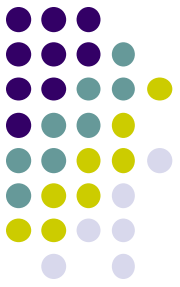
- My parents will occasionally check my texts and internet history
- Occasionally I will share my online activities with my parents
- I must share passwords with my parents and not anybody else
- I will make my parents aware of all of my active social media sites



Adolescents

- Between 40 and 60% of high school students admit to not telling their parents what they do online
- One in five high school students admit to having met someone offline that they did not know before meeting them online
- 55% of high school juniors admit to having posted their photograph with someone online

Parents as Models: Impact on Parental Availability



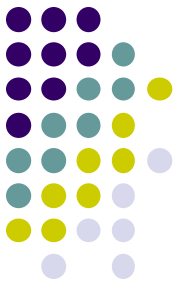
- Recent studies on how parental cell phone and internet use impacts on parental “full” attention
- Literature on time as key correlate associated with instilling values in children
- California yeshiva survey found that adolescents crave more adult limit setting regarding internet use

The Internet and Disciplinary Styles



- Authoritative style in dealing with internet use is more likely to use in responsible attitude towards pornographic sites even when parents are not watching

Parents And Media Rules: Kaiser Family Foundation 2010



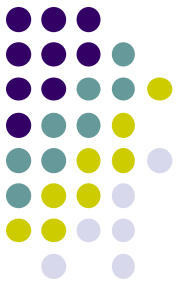
- Only about three in ten young people say they have rules about how much time they can spend watching TV (28%) or playing video games (30%), and 36% say the same about using the computer.
- When parents *do* set limits, children spend less time with media: those with *any* media rules consume nearly 3 hours less media per day (2:52) than those with no rules.

Guidelines for Teachers and Parents



- **Be reasonable and set reasonable expectations.** Try to understand their needs, interests, and curiosity. Remember what it was like when you were their age.

Make Them Want to Come to You with Problems they Encounter



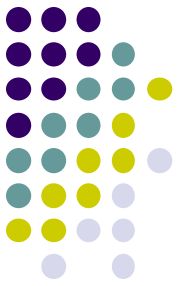
- **Be Open with Your Teens and Encourage Them to Come to You if They Encounter a Problem Online**
- If they tell you about someone or something they encountered, your first response should not be to blame them or take away their Internet privileges. Work with them to help avoid problems in the future, and remember – your response will determine whether they confide you the next time they encounter a problem and they learn to deal with problems on their own.



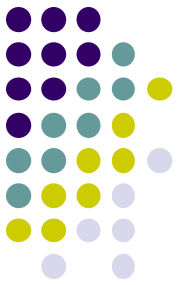
Approaches to Multitasking

- Give adolescents the facts about research on multitasking and discuss strategies
- Hear them out on their perception of benefits and encourage that they consider undertaking a search for relative costs versus benefits
- Encourage experimentation with doing work with and without multitasking
- Encourage building a contemplative cell phone/internet free environment for part of every day

KIDS UP LATE TEXTING

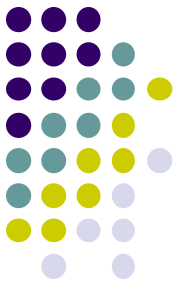


- Conversation setting limits
 - To be understood understand- don't lecture hear their point of view
 - They don't have to like it- just have to do it
 - Perspective on adults looking back on adolescent anger at parental limit setting



Hurtful Texts

- Understanding online disinhibition
- Rabbeinu Yonah on lack of hakaras hachayt in halbanas ponim
- Calm discussion regarding response strategies



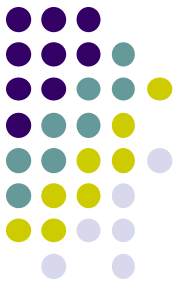
Meetings With Friends

- Parents need to know the following regarding their teen's whereabouts:
 - Who are they with?
 - Where?
 - When are they coming home
- Monitoring in context of good relationship

Peer Pressure Regarding Rules



- Discuss with other parents and school
- Sibling rank
- Mishlei “el hameeso”
- PARENTS AFRAID OF LIMITS



העבר - אך זכרונות
העתיד - דמיונות
ההווה - ,
ראה בו להיבנות
חייך הוא
(הרב אליהו דסלר)