Media Influences on Physical, Mental and Social Health:

Recognizing Challenges and Optimizing Wellness in the Age of Constant Connection

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There are no relevant financial relationships to disclose

Increasing Use

FIGURE A. Total entertainment screen use among tweens and teens, per day, 2015 to 2021

Tweens (8- to 12-year-olds)
- 2015: 4:36
- 2019: 4:44
- 2021: 5:33

Teens (13- to 18-year-olds)
- 2015: 6:40
- 2019: 7:22
- 2021: 8:39

Legend: 2015 | 2019 | 2021
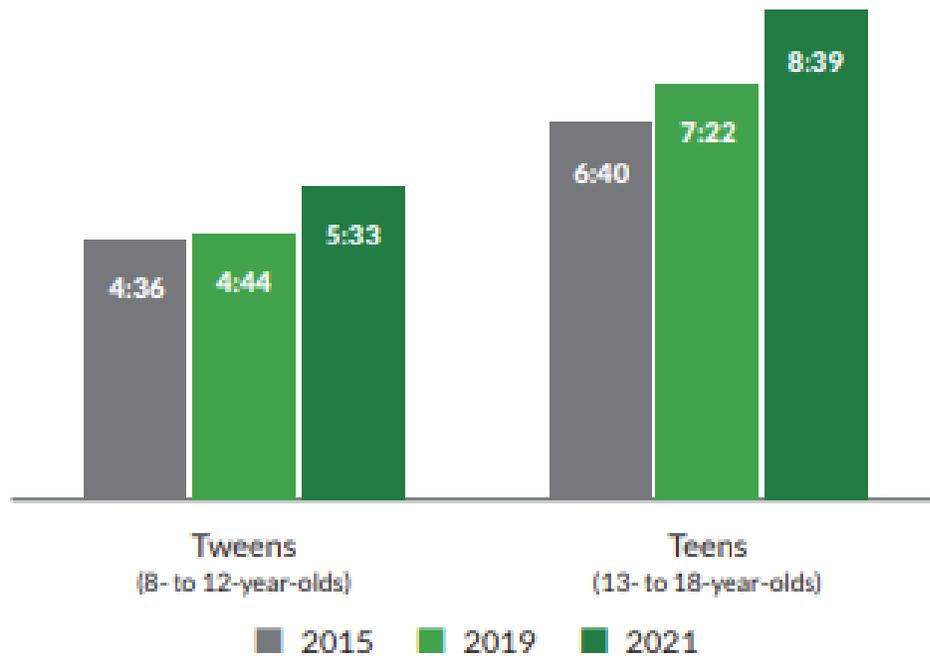
FIGURE F. Average daily entertainment screen use among 8- to 12-year-olds, by demographics, 2021

Gender
Girls	4:55[a]
Boys	6:11[b]

Race/Ethnicity
White	4:29[a]
Black	6:26[b]
Hispanic/Latino	7:00[b]

Family income
|	
Higher	4:21[a]
Middle	5:47[b]
Lower	7:32[c]
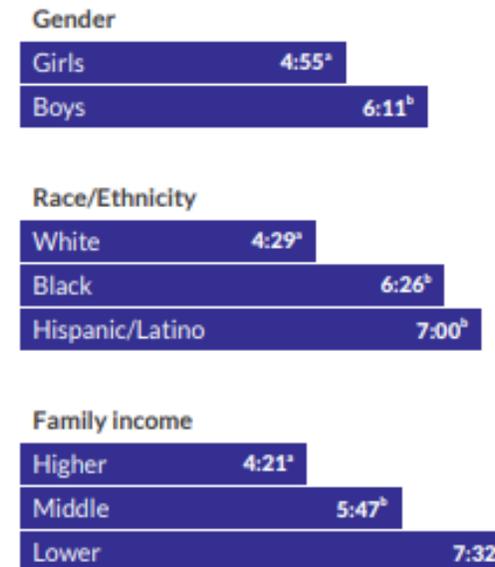
Notes: Lower income is <$35,000; middle is $35,000 to 99,999; and higher is $100,000 or more. Items with different superscripts (a, b, c) differ significantly (p < .05).

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Cell Phone Ownership

- Over 50% at 11-12
- Over 90% at 14
- 8yo increased 60%

FIGURE 4. Smartphone ownership, by individual age, 2015 to 2021

Percent of 8- to 18-year-olds who have their own smartphone

AGE, IN YEARS

— 2015 — 2019 — 2021
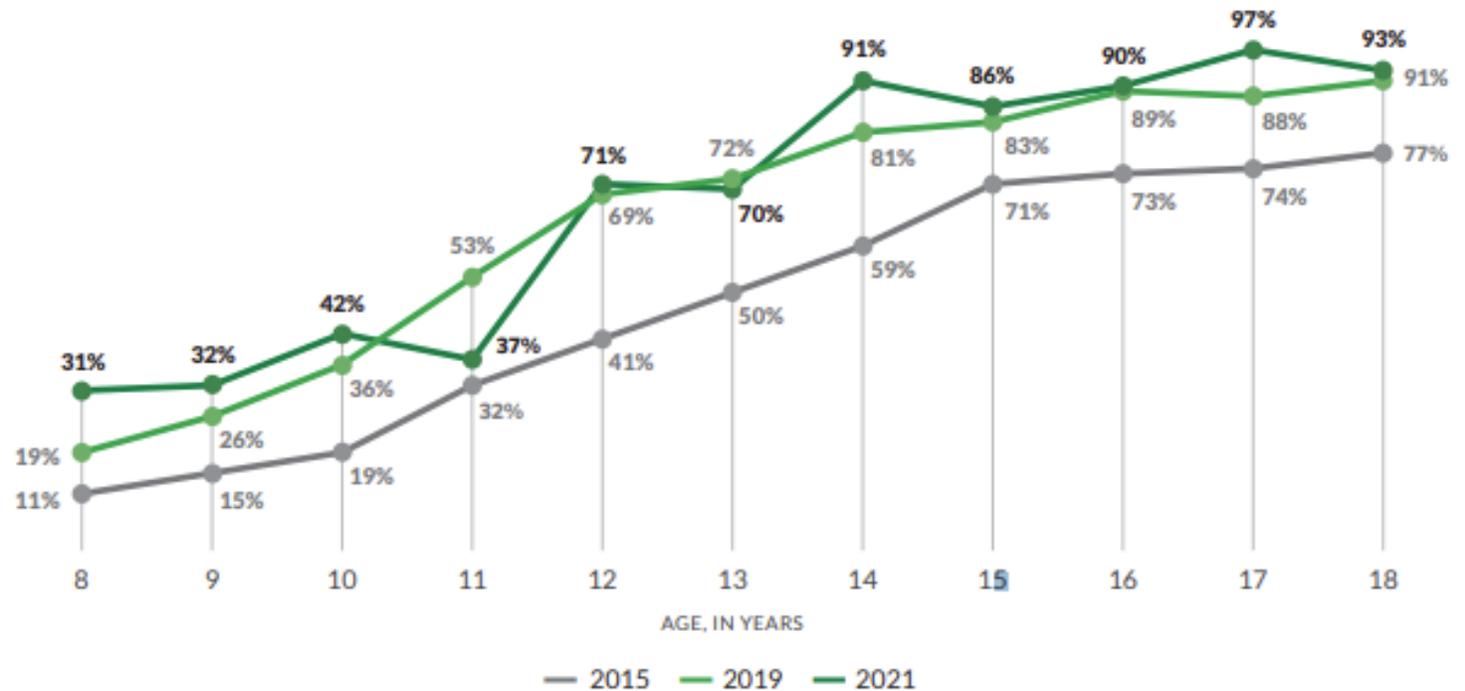
Teens' Are Connected Constantly

Nearly half of teens now say they use the internet 'almost constantly'

% of U.S. teens who say they use the internet …

Almost constantly — 24 (2014-15), 46 (2022)

Several times a day — 56 (2014-15), 48 (2022)

About once a day — 12 (2014-15), 3 (2022)

NET Several times a week or less often — 8 (2014-15), 3 (2022)

92 (2014-15), 97 **NET Daily** (2022)
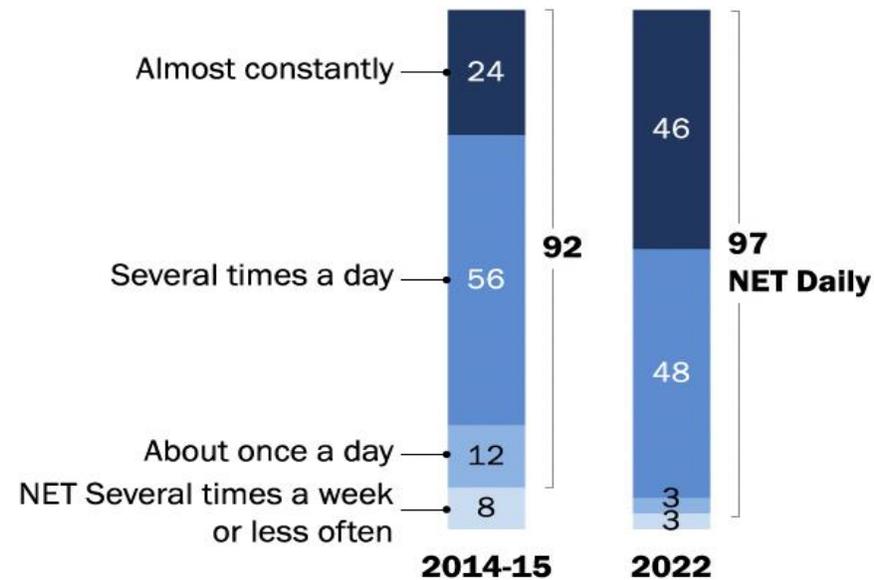
Note: Teens refer to those ages 13 to 17. Figures may not add up to the NET values due to rounding. Those who did not give an answer are not shown.

Source: Survey conducted April 14-May 4, 2022.

"Teens, Social Media and Technology 2022"

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More Girls and Black and Hispanic

Black, Hispanic teens more likely than White teens to say they are online almost constantly

% of U.S. teens who say they use the internet almost constantly either on a computer or a cellphone

U.S. teens	46
Boys	43
Girls	48
White	37
Black	56
Hispanic	55

Ages 13-14	36
15-17	52
Urban	53
Suburban	44
Rural	43
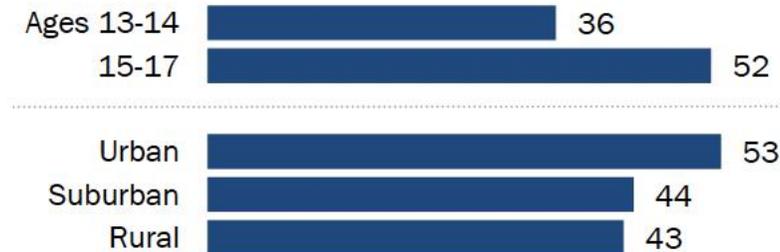
Note: Teens refer to those ages 13 to 17. White and Black teens include those who report being only one race and are not Hispanic. Hispanic teens are of any race. Those who did not give an answer or gave other responses are not shown.
Source: Survey conducted April 14-May 4, 2022.
"Teens, Social Media and Technology 2022"

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Frequent Checking and Late-night Use

About how frequently do you check your phone (not counting when asleep or in school)?

| Frequency	Percentage
Every 5 minutes <	16%
Every 6-15 minutes	31%
Every half an hour	23%
Every hour	14%
Every 2 hours	7%
Every 3-4 hours	3%
Every 5-6 hours	2%
Every 7-8 hours	1%
Every 8 hours +	3%
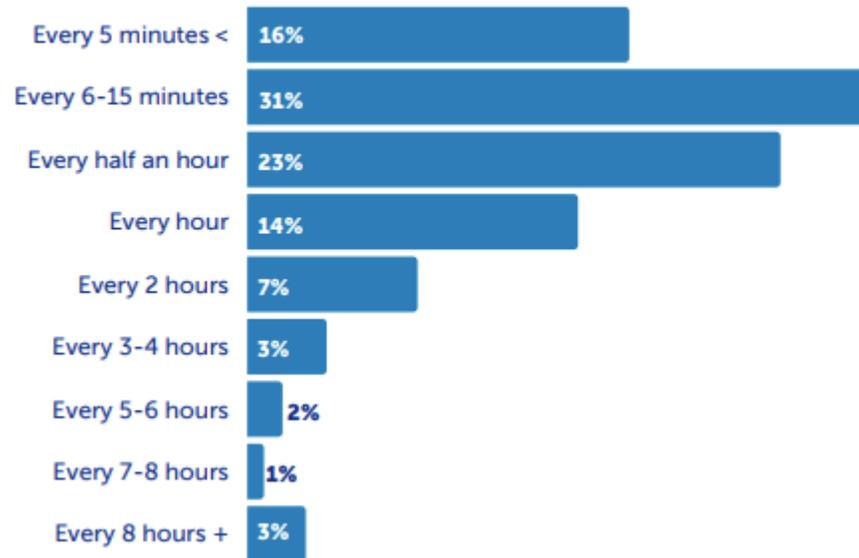
On a typical weekday, about what time do you stop using media for the night?

Time	Percentage
< 6:00 PM	1%
6:00 PM	2%
7:00 PM	3%
8:00 PM	5%
9:00 PM	15%
10:00 PM	24%
11:00 PM	20%
12:00 AM	12%
1:00 AM	7%
2:00 AM	5%
3:00 AM	3%
4:00 AM	0.8%
> 4:00 AM	4%

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7
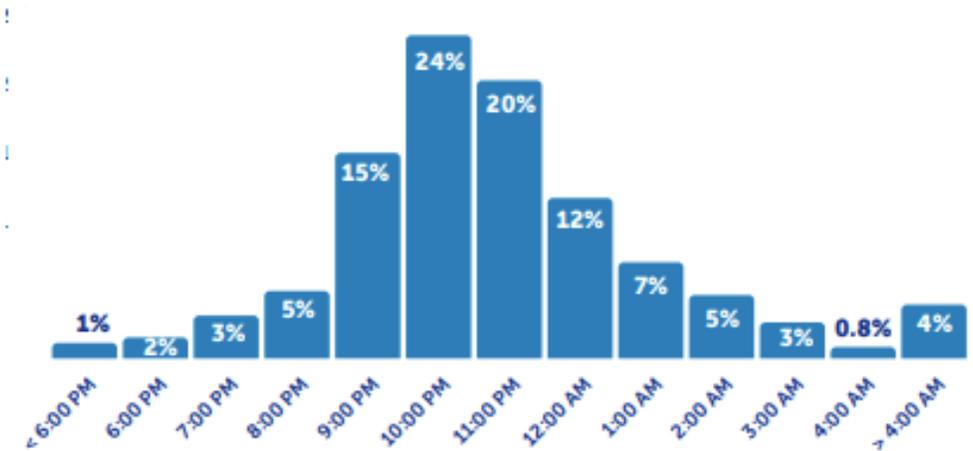
Teens' Cell phone and social media use

About one-in-five teens visit or use YouTube 'almost constantly'
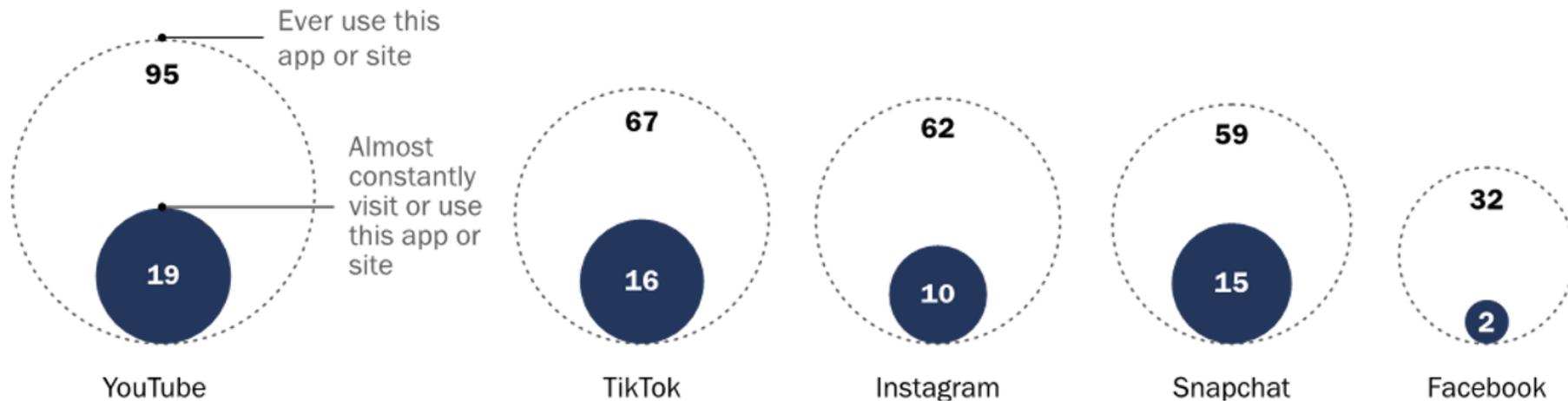
% of U.S. teens who say they …

Ever use this app or site

95

Almost constantly visit or use this app or site

19

YouTube

67

16

TikTok

62

10

Instagram

59

15

Snapchat

32

2

Facebook

Note: Teens refer to those ages 13 to 17. Those who did not give an answer or gave other responses are not shown.
Source: Survey conducted April 14-May 4, 2022.
"Teens, Social Media and Technology 2022"

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Video Viewing and Gaming are Top Activities

- Social media 4X more in teens

Average daily entertainment screen use, by activity and age, 2021

- TV/VIDEOS — Tweens: 2:40, Teens: 3:16
- GAMING — Tweens: 1:27, Teens: 1:46
- BROWSING WEBSITES — Tweens: 0:24, Teens: 0:51
- SOCIAL MEDIA — Tweens: 0:18, Teens: 1:27
- CONTENT CREATION — Tweens: 0:08, Teens: 0:14
- VIDEO-CHATTING — Tweens: 0:12, Teens: 0:20
- E-READING — Tweens: 0:09, Teens: 0:15
- OTHER — Tweens: 0:15, Teens: 0:29
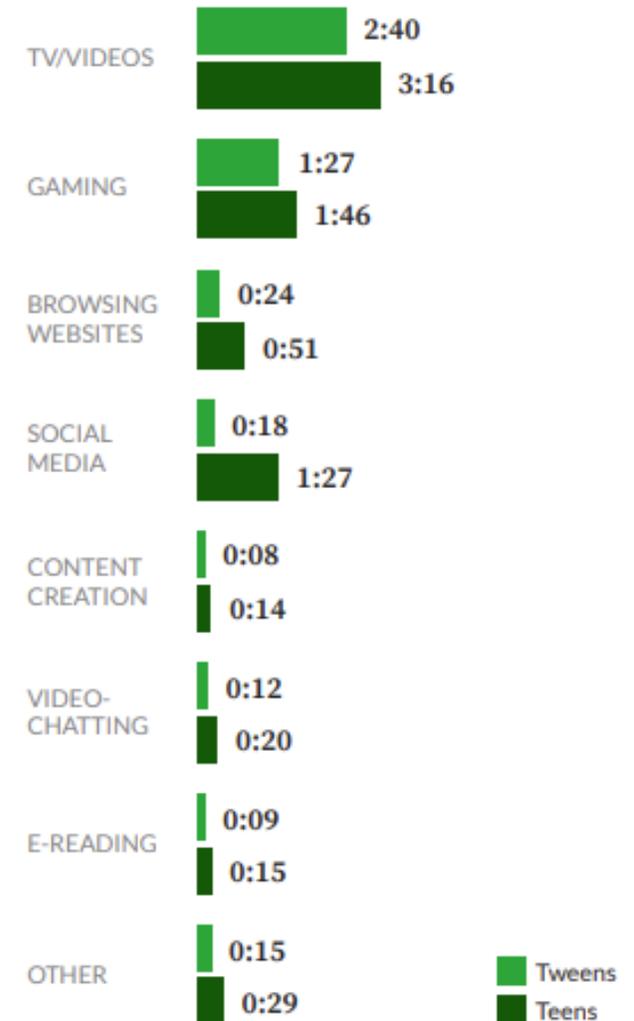
E-reading includes ebooks and online reading (articles, stories, news, etc.)

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Use of Social Media Has Changed

Majority of teens use YouTube, TikTok, Instagram, Snapchat; share of teens who use Facebook dropped sharply from 2014-15 to now

% of U.S. teens who say they ever use each of the following apps or sites
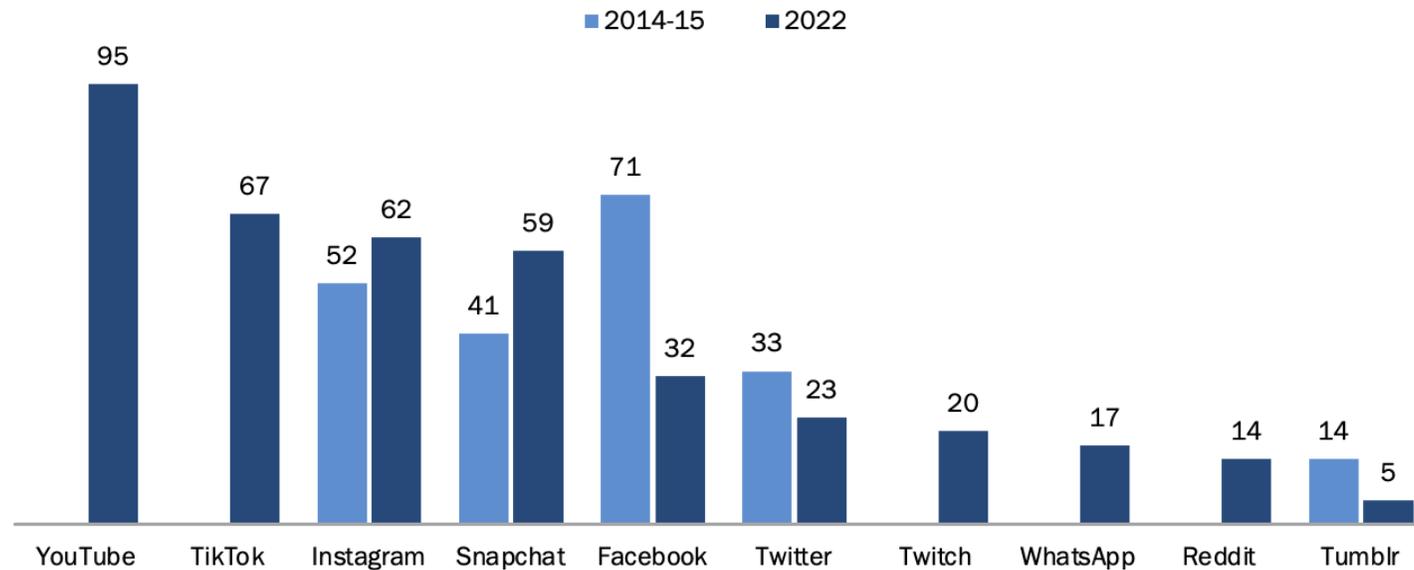
Note: Teens refer to those ages 13 to 17. Those who did not give an answer or gave other responses are not shown. The 2014-15 survey did not ask about YouTube, WhatsApp, Twitch and Reddit. TikTok debuted globally in 2018.
Source: Survey conducted April 14-May 4, 2022.
"Teens, Social Media and Technology 2022"

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# Most Think Their Use is About Right

36% of teens say they spend too much time on social media; teen girls are more likely than boys to say this

% of U.S. teens who say the amount of time they spend on social media is …

	Too much	About right	Too little
U.S. teens	36	55	8
Boys	31	61	8
Girls	41	50	8
White	34	59	6
Black	39	54	7
Hispanic	38	49	13
Ages 13-14	28	63	9
15-17	42	50	8
Urban	42	44	14
Suburban	34	58	7
Rural	36	57	7

Household income

	Too much	About right	Too little
< $30,000	35	51	13
$30K-$74,999	37	55	7
$75,000+	36	56	7
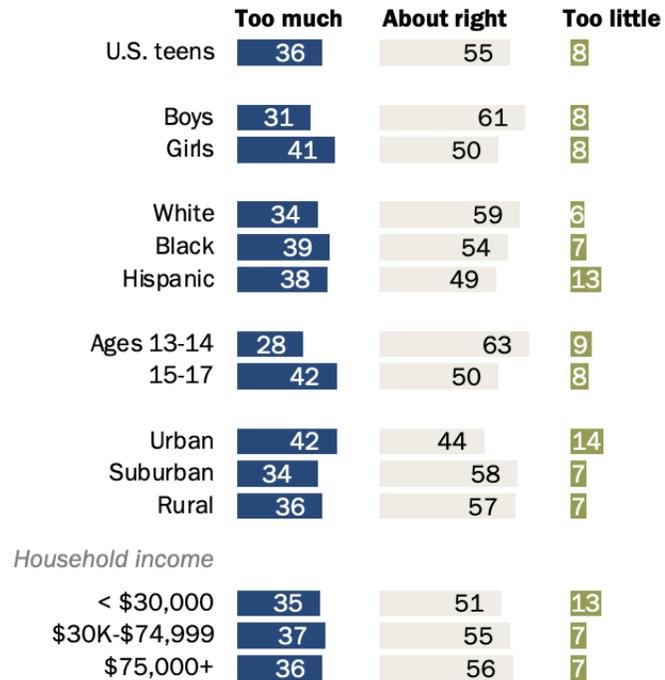
How do you feel about the amount of time you spend using screen media?

Way too much	13%
A little too much	44%
Just the right amount	35%
Not quite enough	5%
Nowhere near enough	3%
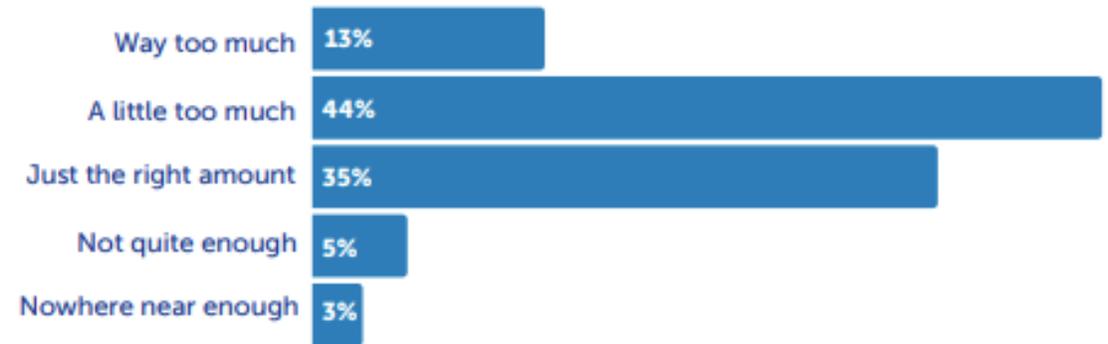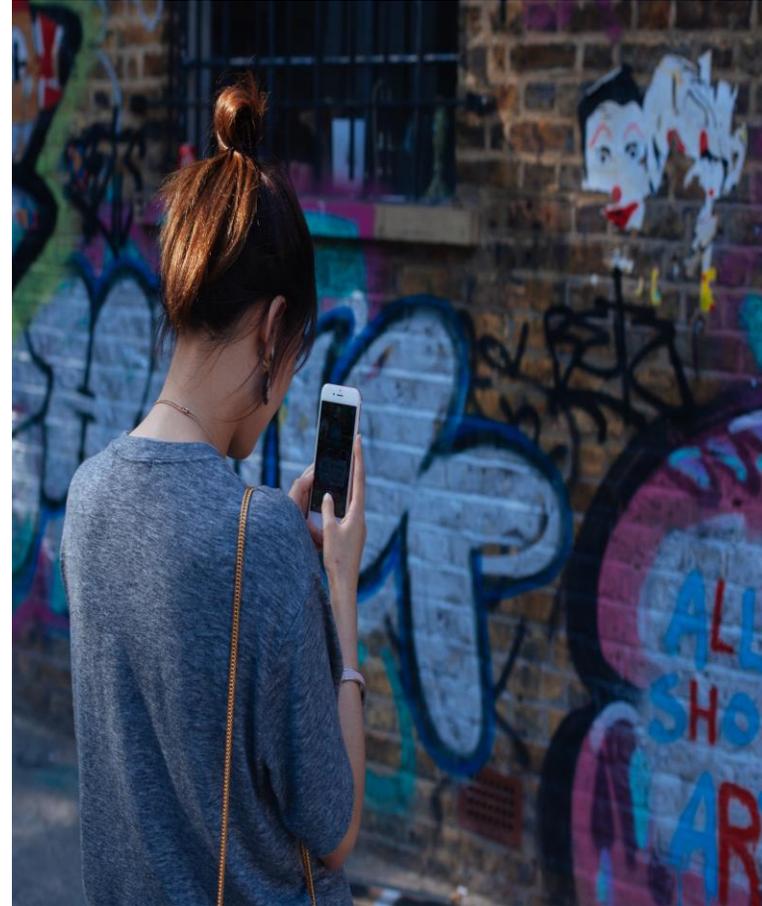
Media provide the tools to perfectly match the primary developmental needs of adolescents

Learn about themselves and their role in society

Place to meet (with) friends, share ideas, test out identities, and generally connect

Place to relax, be entertained, and master an activity that their parents can not

Health and Development Influences

The media environment helps shape the cognitive, social, and physical development of young people.

Key Concerns and What We Can Do

- Brain Development
- Depression
- Cyberbullying
- Sexual abuse/Sextortion
- Problematic Interactive Media Use

Does Media Use Rewire Children's Brains?

YES (so does everything)

- Environment wires and rewires brains
- That's how brain development works
  - Connections between neurons that are used are strengthened and maintained
  - Those that are not are pruned
    - Practice speaking another language and your brain gets rewired
    - Practice a musical instrument and your brain gets rewired
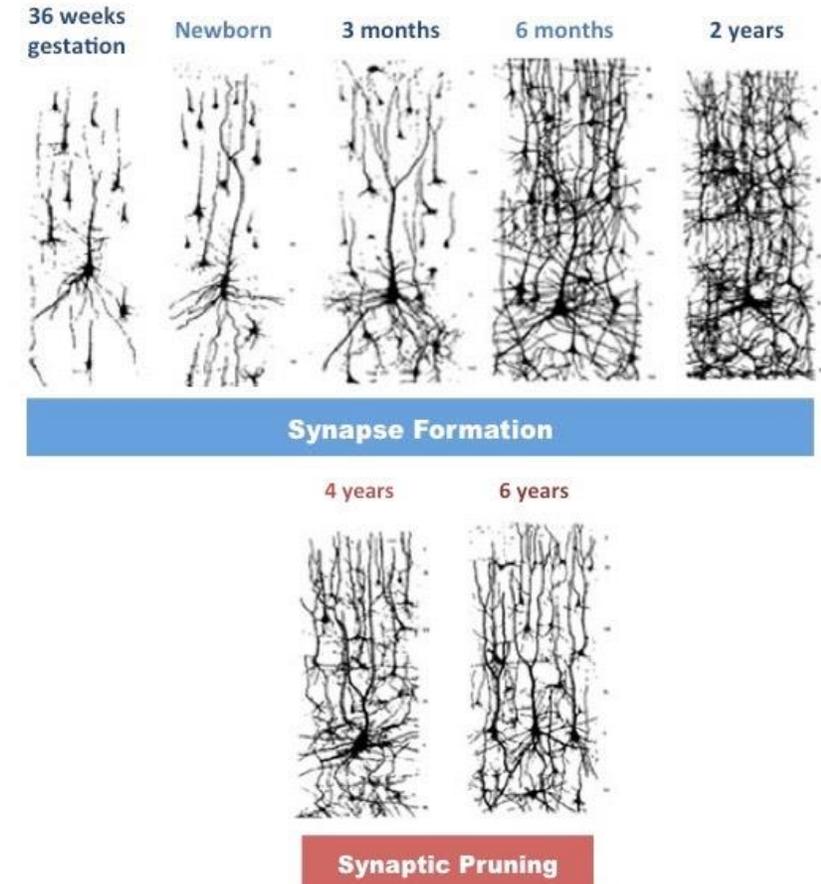
Reframe the Question

Is the brain you get when you grow up using a lot media developed in a way that makes you less likely to grow into a successful, well-functioning adult?

Probably not, but there are some risks that need to be considered.

- What aren't they doing?

- Will shutting off media actually encourage it?

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Background TV

- When 3-year-olds play with the TV on in the background:
  - Their play sessions are shorter (34 sec; 72 vs 106).
  - Their parents talk to them less (12 wpm; 24 vs 36).

Immediate effects
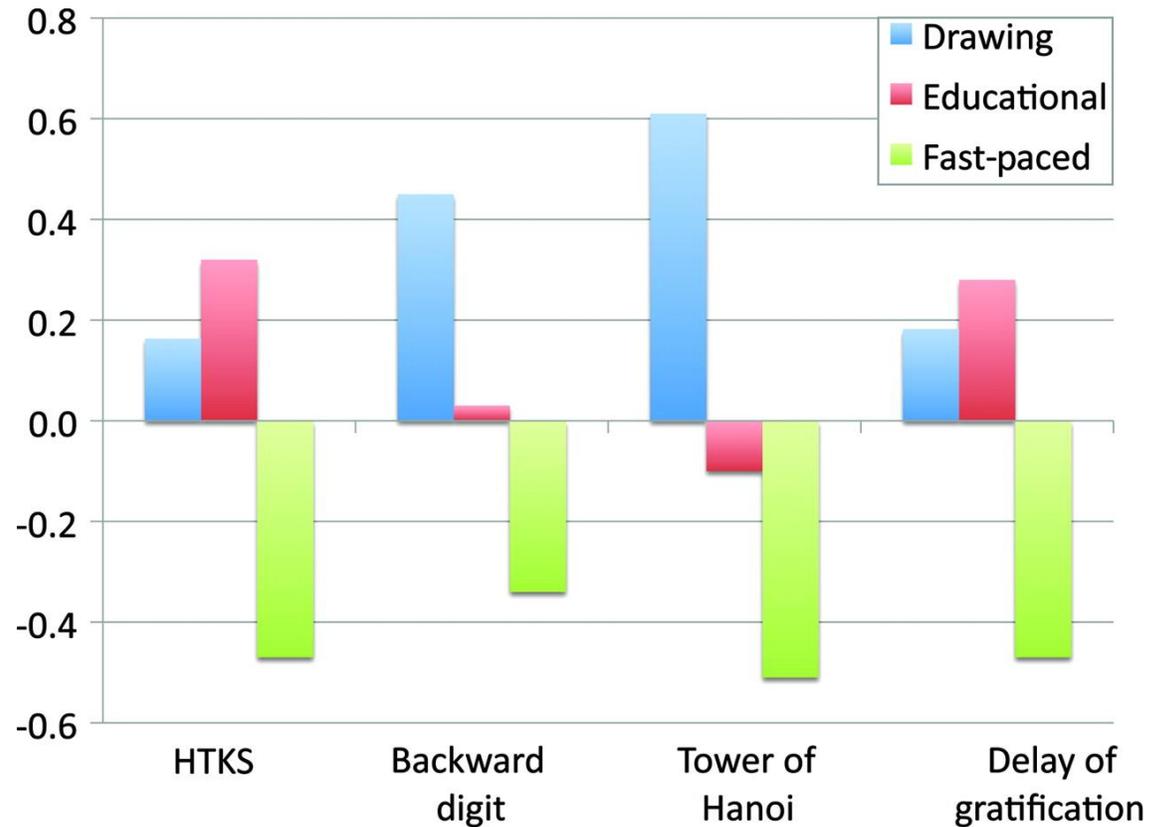
- After watching SpongeBob, 4 year olds were worse at executive functioning tasks.

TV and Cognitive Development

- Watching educational TV in preschool predicts higher grades in high school and more creative thinking.

Opportunity of Phones

- Phones have immense potential for educational content
  - YouTube can convey information
  - Apps can provide interactive educational activities
- However, much harder to curate and oversee
- Quality content is mixed with unresearched material
- Advertising integrated into content

Young Children and Cell Phones

- When parents use cell phones
  - They interact with their children less
  - Verbally and non-verbally
- Can interrupt the essential serve and response
  - Critical to effective brain development

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Early Development: What to do

- Provide tech free time (parents and children)

  – The environment & activities determine a child's future strengths

- Choose educational opportunities

  – Be choosey; high quality programming is available

  – Seek out known creators like Sesame Workshop, Mister Rogers Neighborhood, etc.

  – Examine and choose the apps yourself

  – Avoid having them drive the device (Shut off autoplay if you can)

Mass Media Effects

Mass Media often present traditional gender roles, underrepresent or misrepresent minority races, glorify violence, romanticize sex, make smoking look healthy, and normalize thin/muscular ideal.

Consistent with beliefs → ← Counter to family norms

Beliefs & behaviors consistent with these presentations

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SOCIAL MEDIA AND DEPRESSION
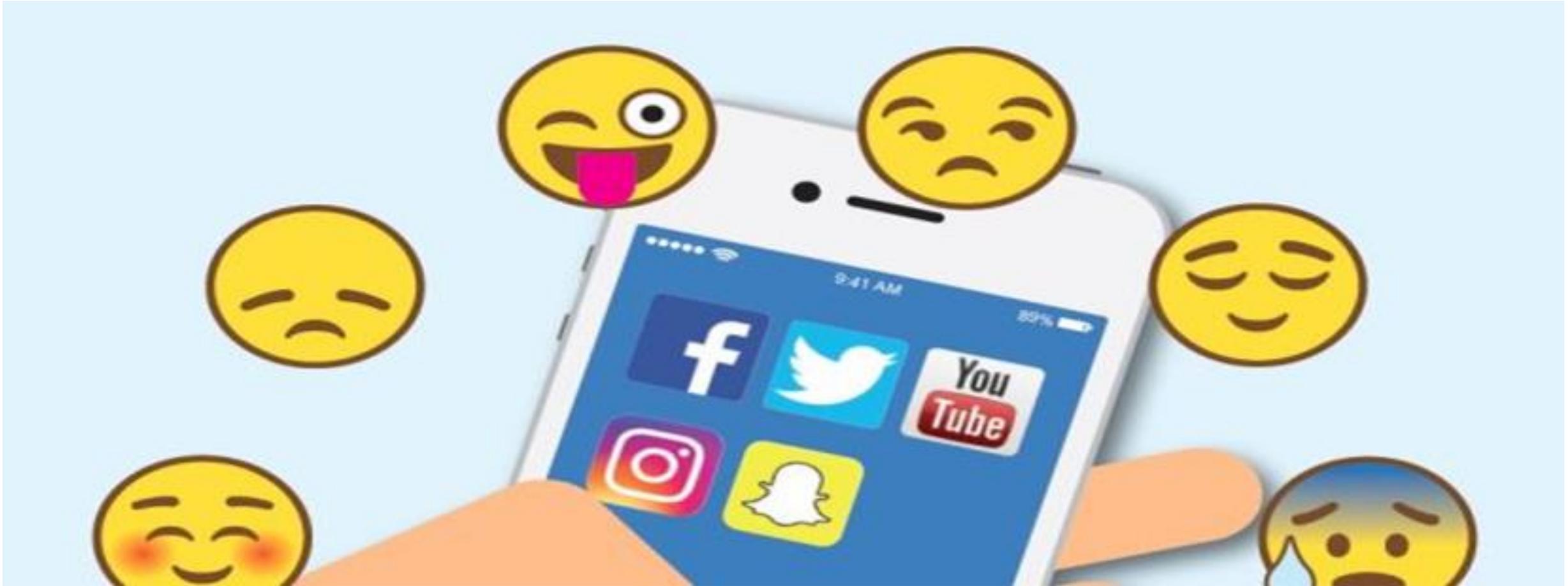
# Percentage of Adolescents with Major Depressive Episodes
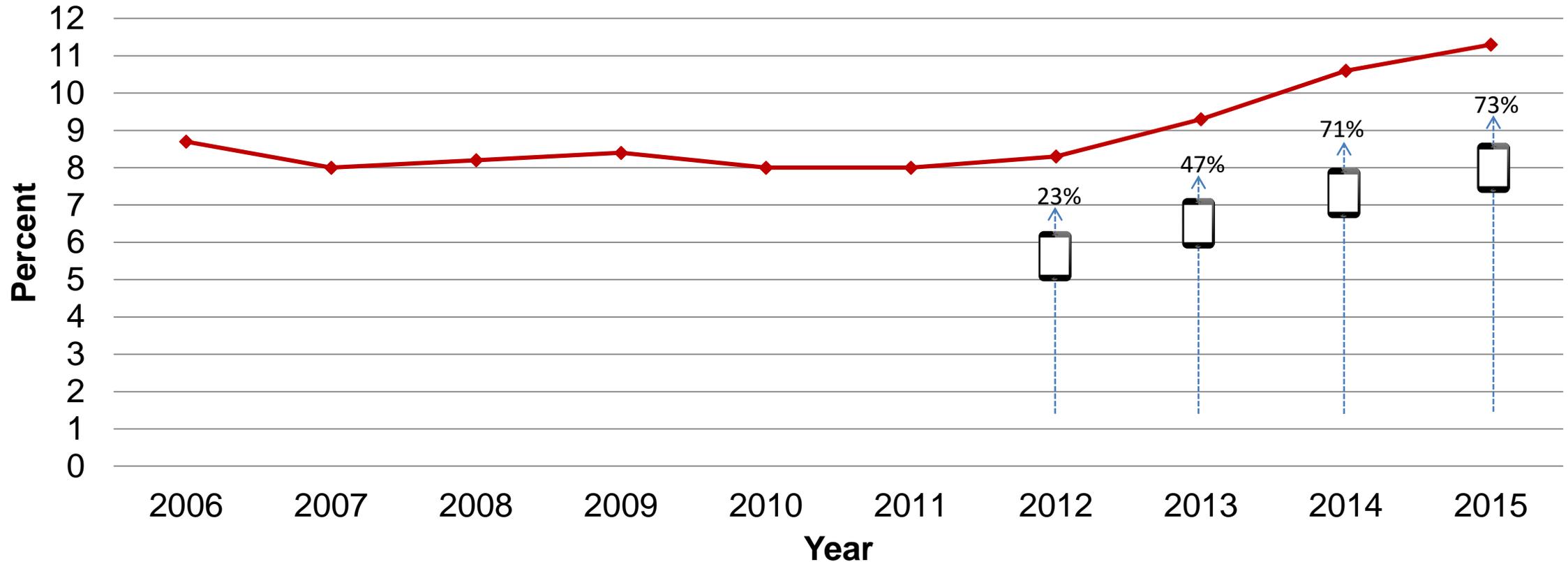
Is it Social Media Use?

- Correlation does not prove causation
  - BUT Correlation is necessary for causation
- Longitudinal
- Experimental studies
- Meta-analyses

Is It Social Media Use?

- 1-year longitudinal survey study of 477 (Yoo & Jeong, 2017)
- Self-report SNS use → ~2.5 hours a day
- Internet social capital: access to online social resources

| SNS Use T1 (Low Internet Social Capital) | → | Increased Depression T2 (b = .041) |
| SNS Use T1 (HIGH Internet Social Capital) | → | DECREASED Loneliness T2 (b = -.042) |
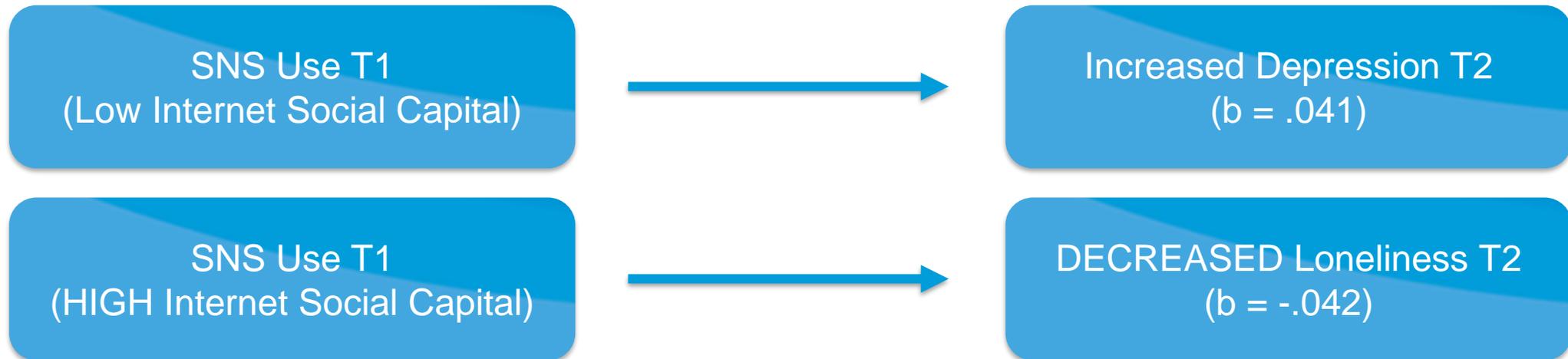
SNS Use and Depression Meta-Analysis

- Meta Analysis of 55 studies;
  N = 80,533 (Vahedi & Zanella, 2019)

- Effect size of r = .165 Small
  but significant
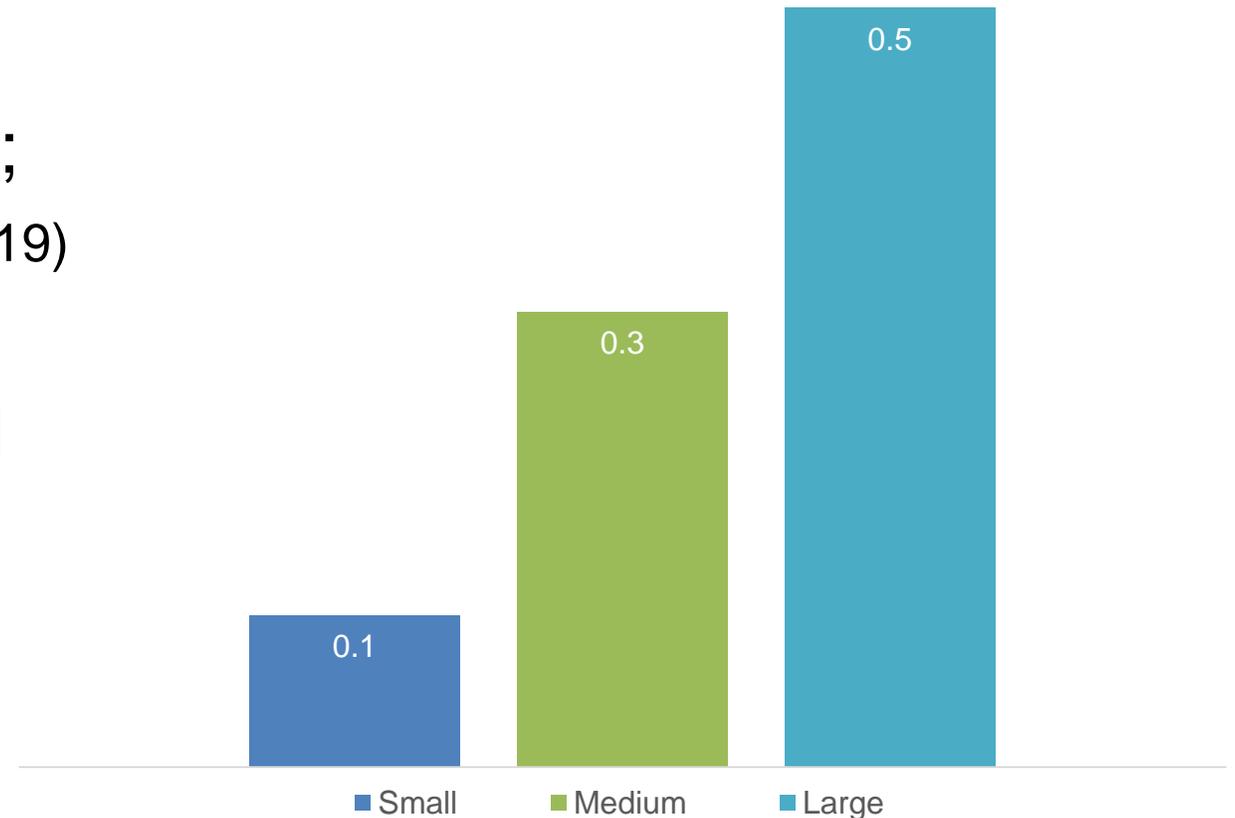
How might social media use increase depression?

The Curated life

- Comparing our real life to someone else's curated life
- Such social comparison can increase depression

The Curated life

- Comparing our real life to someone else's curated life
- Such social comparison can increase depression
- Diary study of 180 undergraduates (Steers et al., 2014)

Facebook use → Social Comparison → Depression
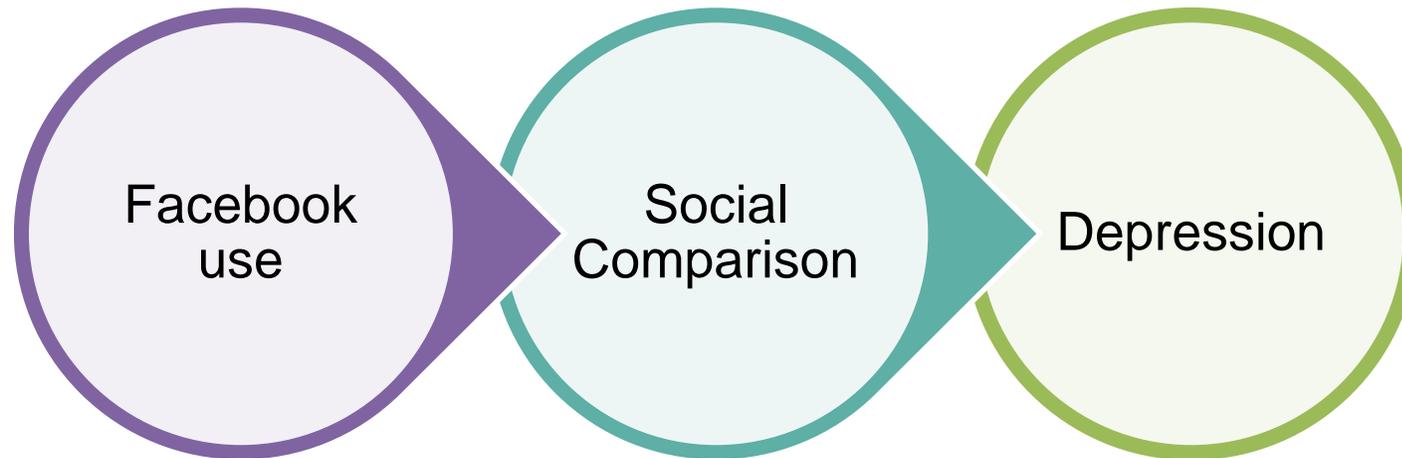
*"People feel depressed after spending a great deal of time on Facebook because they feel badly when comparing themselves to others."*

Social Ties

- Online relationships may not provide the strong social ties that protect against depression
  - In a 3-wave longitudinal study (Shakya & Christakis, 2017)
  - Facebook behaviors decreased mental health
  - Closeness to offline friends increased mental health
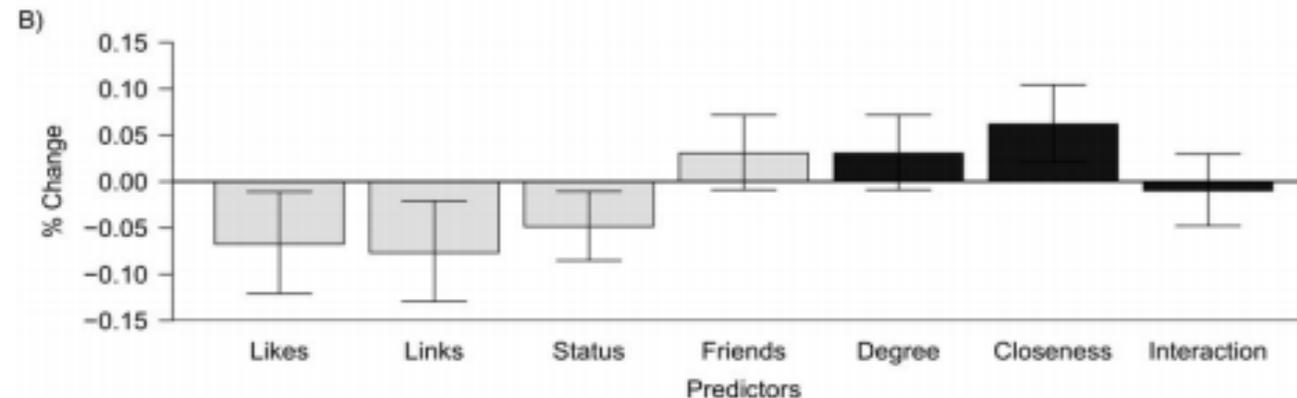
Mediated VS Real World Friends

- 55 adolescents with low levels of depression (Bickham et al., 2019)
- Reported behaviors and affect 5X a day
- More positive during face-to-face

Mean Affect for Face-to-face and Social Media
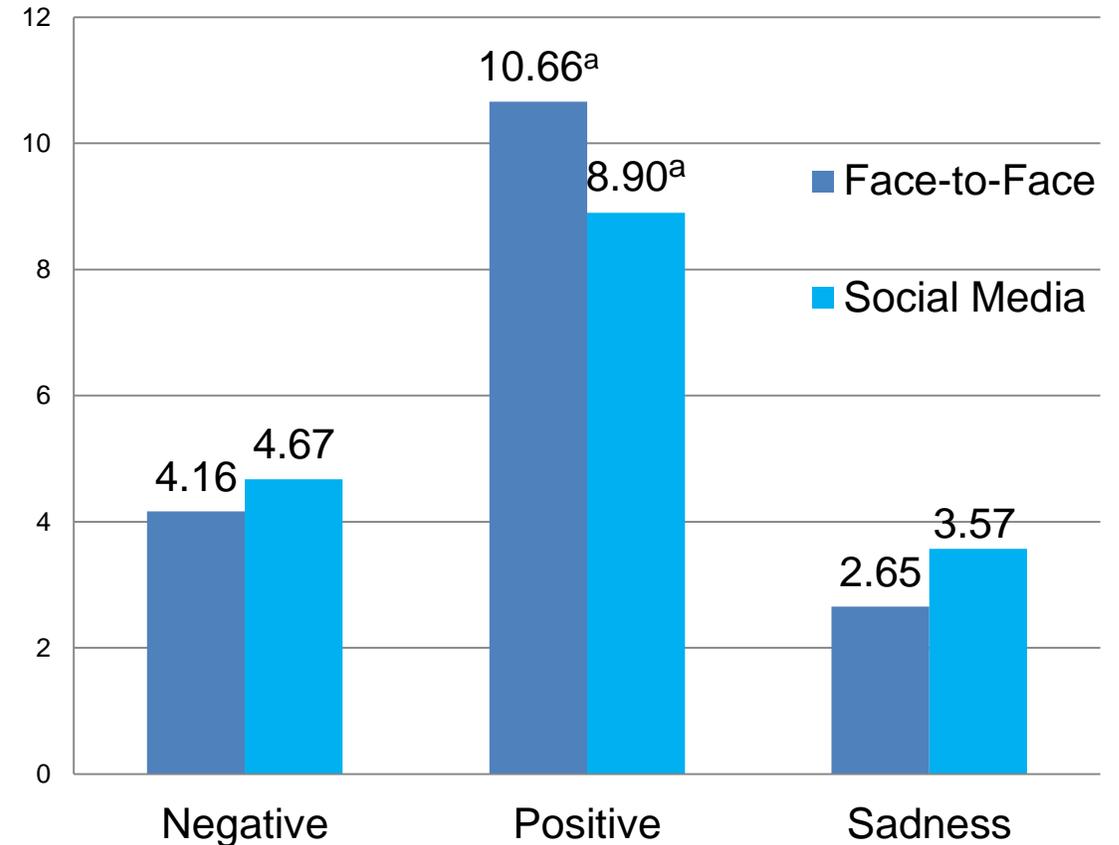
How did SNS use make you feel?

Worse

Same

Better

26.6%

Percent of times adolescents said they felt **better** after using a social networking site

66.2%

Percent of times adolescents said they felt the **same** after using a social networking site

7.2%

Percent of times adolescents said they felt **worse** after using a social networking site
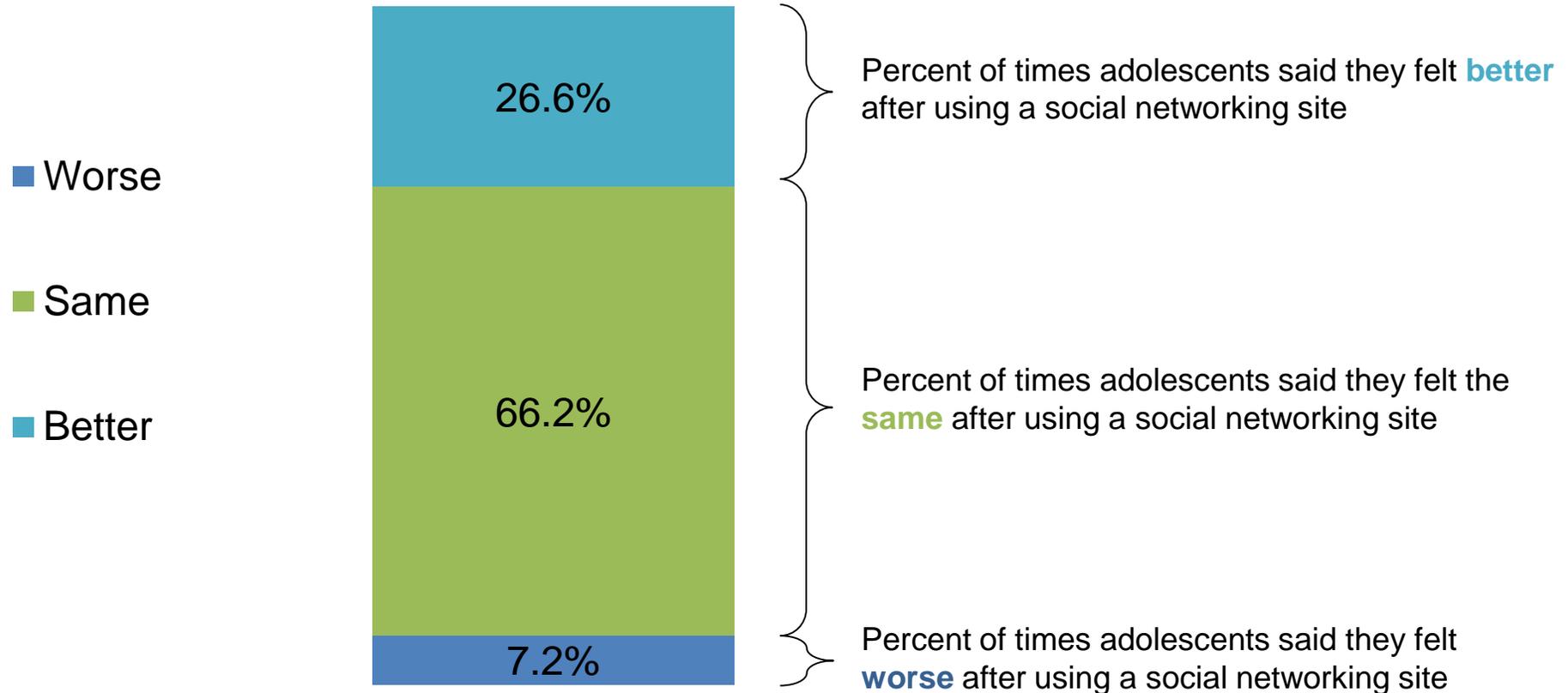
Causal Relationship Unknown

- Review of Review concluded (Odgers & Jensen, 2020):

> "The most recent and rigorous large-scale preregistered studies report small associations between the amount of daily digital technology usage and adolescents' well-being that do not offer a way of distinguishing cause from effect and, as estimated, are unlikely to be of clinical or practical significance."

It's More Than Just Time

- Critical aspects of social media use that determine outcome
- Overall effects likely mask differences in:

  1. Nature of online interactions

  2. Types of use

  3. Effect by individual

Nature of Interactions: Cyberbullying

The use of technology to repeatedly and intentionally harass, hurt, embarrass, humiliate, or intimidate another person

- Limited social repercussions
  - Difficult for schools to manage
- Internet only or extending and amplifying offline aggression
- Anonymity opens it up to other kids
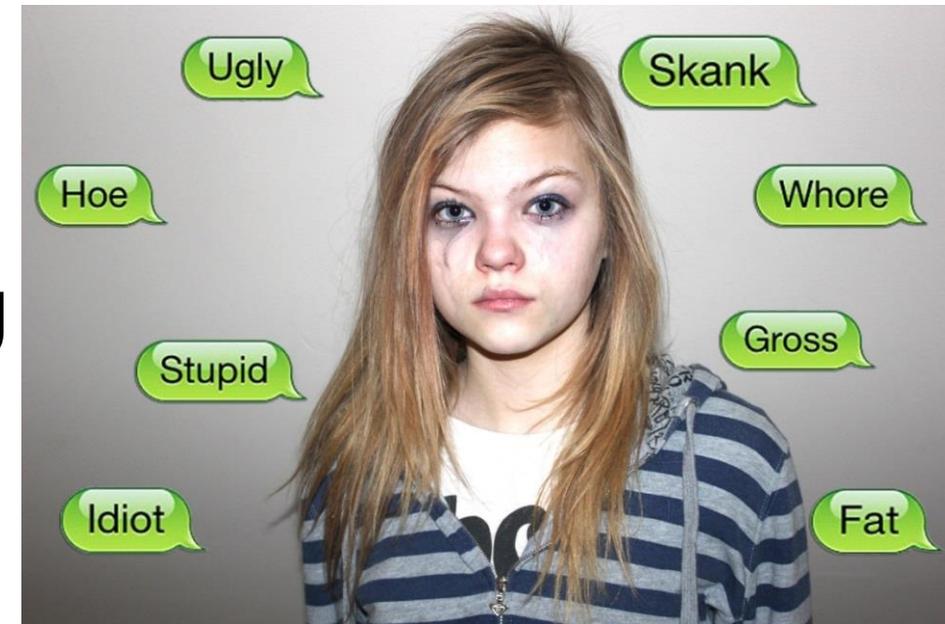
Cyberbullying Prevalence

- 59% of teens have experienced some form of cyberbullying
 - Pew Research from 2018
- Boys and girls experience same rates
  - Girls more likely to have false rumors spread about them (39% vs 26%)
- Lower income youth at higher risk
  - 24% of teens < $30,000 a year
  - 12% of teens > $75,000 a year

A majority of teens have been the target of cyberbullying, with name-calling and rumor-spreading being the most common forms of harassment

% of U.S. teens who say they have experienced __ online or on their cellphone

Any type of cyber-bullying listed below	59
Offensive name-calling	42
Spreading of false rumors	32
Receiving explicit images they didn't ask for	25
Constant asking of where they are, what they're doing, who they're with, by someone other than a parent	21
Physical threats	16
Having explicit images of them shared without their consent	7

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It Isn't Just Drama

- Longitudinal study (6 months), cyberbullying (victimization) linked to later depression (Gamez-Guadix et al., 2013)
  - Above and beyond effect of traditional bullying
- Increased school absences
- 4X more likely suicidal thoughts or attempts (Arnon et al., 2022)
- Adverse SNS experiences (Landoll et al., 2013)
  - Getting a mean text message
  - Being excluded from a party
  - More depression and anxiety

Cyberbullying: What To Do

- ## Be an advocate for the child
  - Messaging says "talk to an adult"

- ## Document events but DO NOT retaliate
  - Victim can be considered bully

- ## Unfollow bully and notify platform
  - https://about.instagram.com/community/parents

- ## Activate your schools anti-bullying plan
  - Many districts are required to have a bullying response plan

A Parent's Guide to Instagram

"One of the best ways to help your child online is to be proactive and make sure that your child is very careful about privacy. Research privacy settings with them and make sure they understand when something is public or private — or somewhere in the middle — and how that should affect what they post. As a general rule, they shouldn't share anything online that they wouldn't be comfortable with the entire world reading. Including their grandmother."

– Dave Anderson, PhD, Clinical Psychologist, VP of School & Community Programs, Child Mind Institute

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Types of Use: Active/Passive

- Effects depend on level of activity
  - Active: chatting, sharing photos, updating status
  - Passive: browsing, scrolling, looking at other's content

- Study of 10,000+ Islandic adolescents (Thorisdottir et al., 2019)
  - Passive Use → More depression and anxiety
  - Active Use → Less depression and anxiety
  - Direction of effect still unknown.

Effects by Individual

- Current work is revealing that SNS effects likely differ across individuals

- Passive Use → Well-being
  - Was different by person when measured multiple times
  - Positive, negative, or non-existent
    (Beyens et. al., 2020)
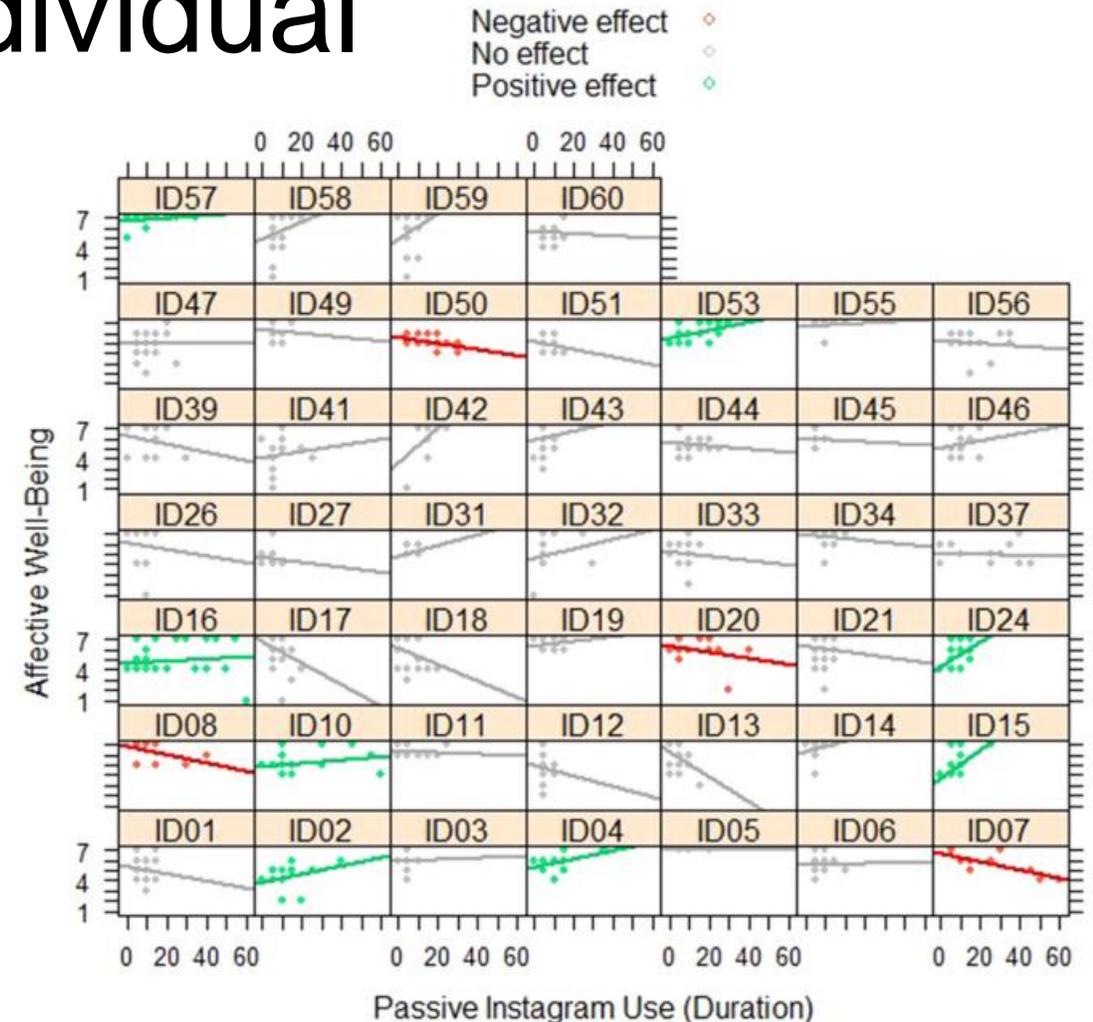
Effects by Individual

- ## What individual factors alter impact? (Neriem, Bickham & Rich, 2022)
  - Measured SNS using Ecological Momentary Assessment
  - Compared affect during use by race/ethnicity

Effects by Individual

- White participants→ experienced less positive affect during passive social media use.

- Black participants → experienced more negative affect during active social media use.

Average of Momentary Positive Affect Scores by Race/Ethnicity			
Race/Ethnicity	All moments	'Active' social media	'Passive' social media
White, non-Hispanic	9.3	8.7	5.9* (*β=-0.457, p=.001)
Black, non-Hispanic	7.8	5.3	7.7
Hispanic	9.2	9.2	7.3

Average of Momentary Negative Affect Scores by Race/Ethnicity			
Race/Ethnicity	All moments	'Active' social media	'Passive' social media
White, non-Hispanic	5.5	6.3	6.5
Black, non-Hispanic	3.9	5.2* (*β=.136, p=.008)	4.3
Hispanic	2.0	3.2	0.6

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What does this mean?

- The effects of social media are likely dictated by:
    - The type of experiences with other people
    - How it is used
    - Who the user is

Depression: What To Do

- Ask about online life
  - Not just time but the quality of interactions and much more

- Counsel youth to be intentional users
  - What are you accomplishing when you lurk?

- Seek out positive and avoid negative interactions
  - Trim your friends list to exclude negative influences

ONLINE SEXUAL ASSAULT
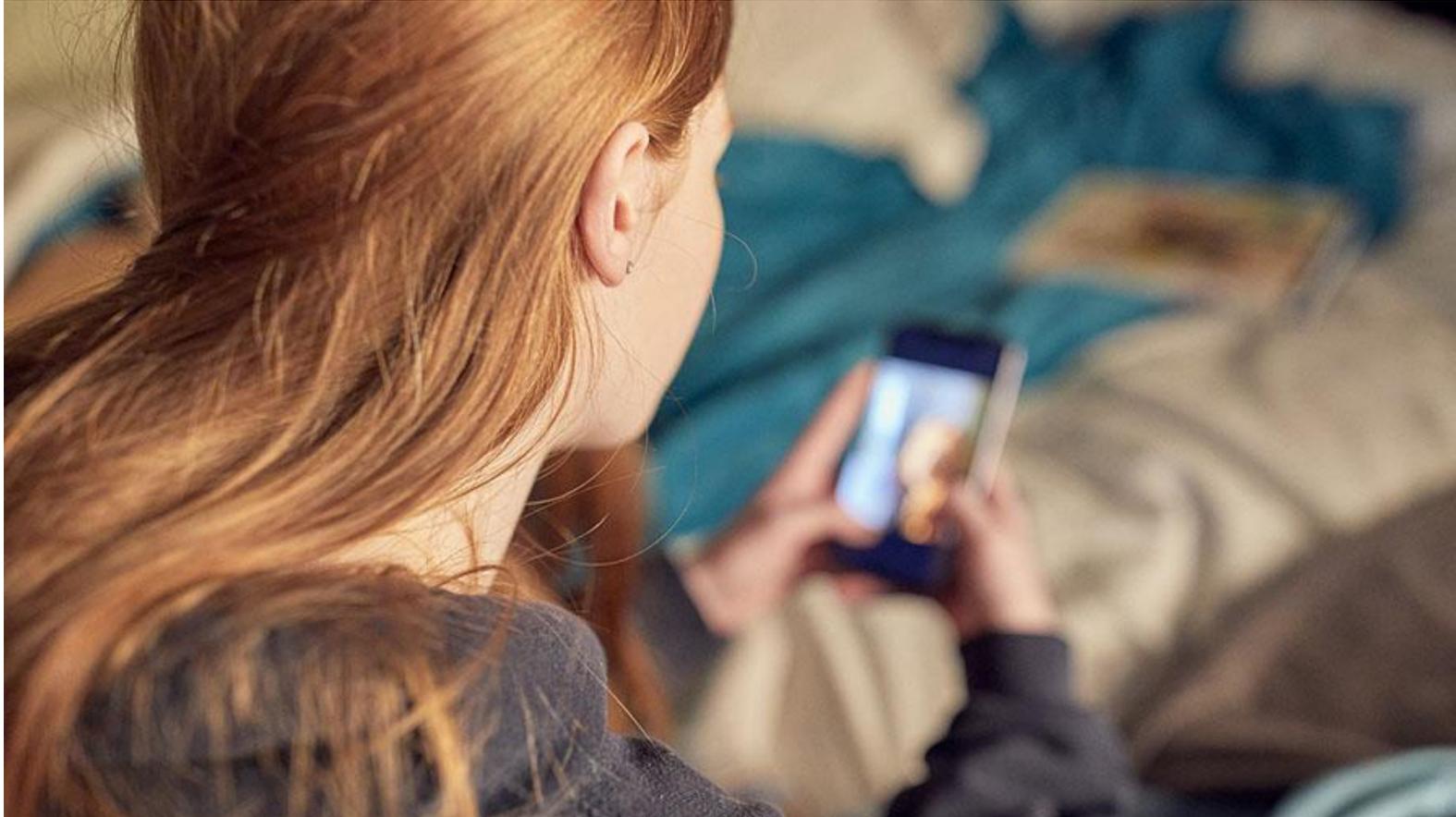
Prevalence and Risk Factors

- 48% of girls and 18% of boys (14-15 year-olds) (Jonsson 2019)
  - Contacted by unknown adults for sexual purposes
- 5.8% got to know a person online for a sexual experience
  - 9.7% (32 of 5175) of these youth felt persuade, pressed or coerced
    - 5X times more likely to have history of sexual abuse
    - Had lower quality relationships with parents, lower self esteem, higher anxiety, higher depression
    - More common for girls (12.8%) than boys (7.2%)
- ↑Risk: chat room, sex behavior online, share personal information, sensation seeking, low level of life satisfaction

Online sexual abuse

- **Grooming:** perpetrator builds a relationship, trust and emotional connection with a young person so they can manipulate, exploit and abuse them.
  - Sexual offenders prime victims for attack by sexualizing conversations and promoting silence.
  - Target isolated or lonely youth and use flattery, attention, and gifts to build connection.

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Online sexual abuse

- Child is unlikely to know the grooming has happened
    - Are tricked into seeing it as an intimate and loving relationship
- Communication can start on major social media or gaming platform
    - Moves to private messages (2/3 of the time) or less moderated online platforms
- Victim often meets with perpetrator multiple times
- Strangers or people they know

Sextortion

- The threat to distribute intimate, sexual materials unless a victim complies with certain demands
- Perpetrator uses lies, flattery, bribes, threats, theft to obtain initial photo
  - May pretend to be a peer
- 1.5% to 32% of adolescents have had an intimate image shared without consent
- In US ~ 5% of teens victim of sextortion and 3% perpetrated it (substantial overlap)

WHAT IS SEXTORTION?
SEXTORTION DESCRIBES A CRIME THAT HAPPENS ONLINE WHEN AN ADULT CONVINCES A PERSON WHO IS YOUNGER THAN 18 TO SHARE SEXUAL PICTURES OR PERFORM SEXUAL ACTS ON A WEBCAM.

#STOPSEXTORTION
1-800-CALL-FBI
TIPS.FBI.GOV

FBI FEDERAL BUREAU OF INVESTIGATION

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What to do: Sexual Abuse Online

- Recognize the risk factors
  - Offline victimization
  - Risky and sexualized online behaviors
  - Loneliness and isolation
- Develop and maintain a dialogue with children about online safety
  - Be genuinely interested in what they do online
  - Ask about who they talk with and remind them about strangers
- Watch for:
  - Secretive use, talking about older boy/girlfriend, new or developmentally inappropriate sexualized talk or behaviors, being withdrawn or upset
- Don't engage with perpetrator
  - Contact police and relevant platforms

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Just send a naked mole rat!

https://dontgetsextorted.ca/

PROBLEMATIC INTERACTIVE MEDIA USE

Terminology

- Lack of clinical consensus on terms, descriptions, and diagnostic criteria
  - Internet Gaming Disorder (Condition for Further Study in the DSM-5)
  - Gaming Disorder (included in World Health Organization's 11th revision of the International Classification of Diseases, ICD-11)
  - Problematic Interactive Media Use
    - Captures a broader scope of behaviors without being tied to a specific screen activity

What is It?

- Overused or obsessively used media and social media that causes extreme complications in daily life and greatly reduces functioning
- Problems can include:
  - Poor school performance
  - Aggression and conflicts with family
  - Insufficient sleep
  - Withdrawal from other activities
  - Social isolation
  - Variety of physical and mental health concerns
- Impaired functioning, not necessarily the use, that is the problem

Prevalence of IGD vs Internet Addiction

- 133 publications between 1996 – 2018 (Pan et al., 2020)
- Generalized internet addiction: 7.02%
- Internet Gaming Disorder: 2.47%

Generalized Internet Addiction and Internet Gaming Disorder Prevalence by Geographic Region, Measures, and Sample Representativeness.

Subgroups[a]	Categories	k	Prevalence (%)	95 % CI (%)	I^2	Q	p-value[a]
GIA		116	7.02	6.09–8.08	99.60 %	28760.22	< .001
Geographic region	East	73	8.90	7.46–10.59	99.67 %	22086.54	< .001
	West	43	4.60	3.47–6.08	99.36 %	6571.47	< .001
Measures	YDQ	34	5.06	4.35–5.87	97.78 %	1488.67	< .001
	IAT	51	8.51	6.95–10.39	99.41 %	8409.09	< .001
	CIAS	13	16.00	13.40–18.99	98.59 %	852.85	< .001
	Other	18	4.17	2.49–6.90	99.84 %	10493.12	< .001
Representative sample	Yes	86	6.06	5.14–7.14	99.66 %	24674.31	< .001
	No	30	10.63	8.32–13.49	98.86 %	2532.85	< .001
IGD		17	2.47	1.46–4.16	98.94 %	1512.96	< .001
Geographic region	East	6	3.10	1.54–6.16	98.98 %	492.13	< .001
	West	11	2.19	1.06–4.46	98.32 %	594.56	<. 001
Representative sample	Yes	10	3.38	2.18–5.19	97.08 %	308.01	<. 001
	No	7	1.55	0.39–5.91	99.34 %	913.45	<. 001

Note. GIA, generalized Internet addiction; IGD, Internet gaming disorder; YDQ, Young diagnostic Questionnaire; IAT, Internet addiction test; CIAS, Chen Internet addiction scale.

[a] p-value stands the significant heterogeneity.

Potential Determinants

- Family functioning
  - Worse relationships with parents
- Personality traits
  - High impulsivity, low self control, hostility, neuroticism
- Brain functioning
  - Irregularities of reward processes and inhibitory control systems

Behavioral & Emotional Profile

- Most of what we know is from outside US
- Clinic for Interactive Media and Internet Disorders (CIMAID)

- Patients and their caregivers complete the Behavioral Assessment System for Children, 3rd Edition (BASC-3) (Bickham, forthcoming)
  - 86 adolescents & 96 caregivers
  - Compared behavioral and emotional problems with a general and clinical sample

Figure 1: Adolescent Self-Report of Emotional and Behavioral Domains Compared to General and Clinical Norms
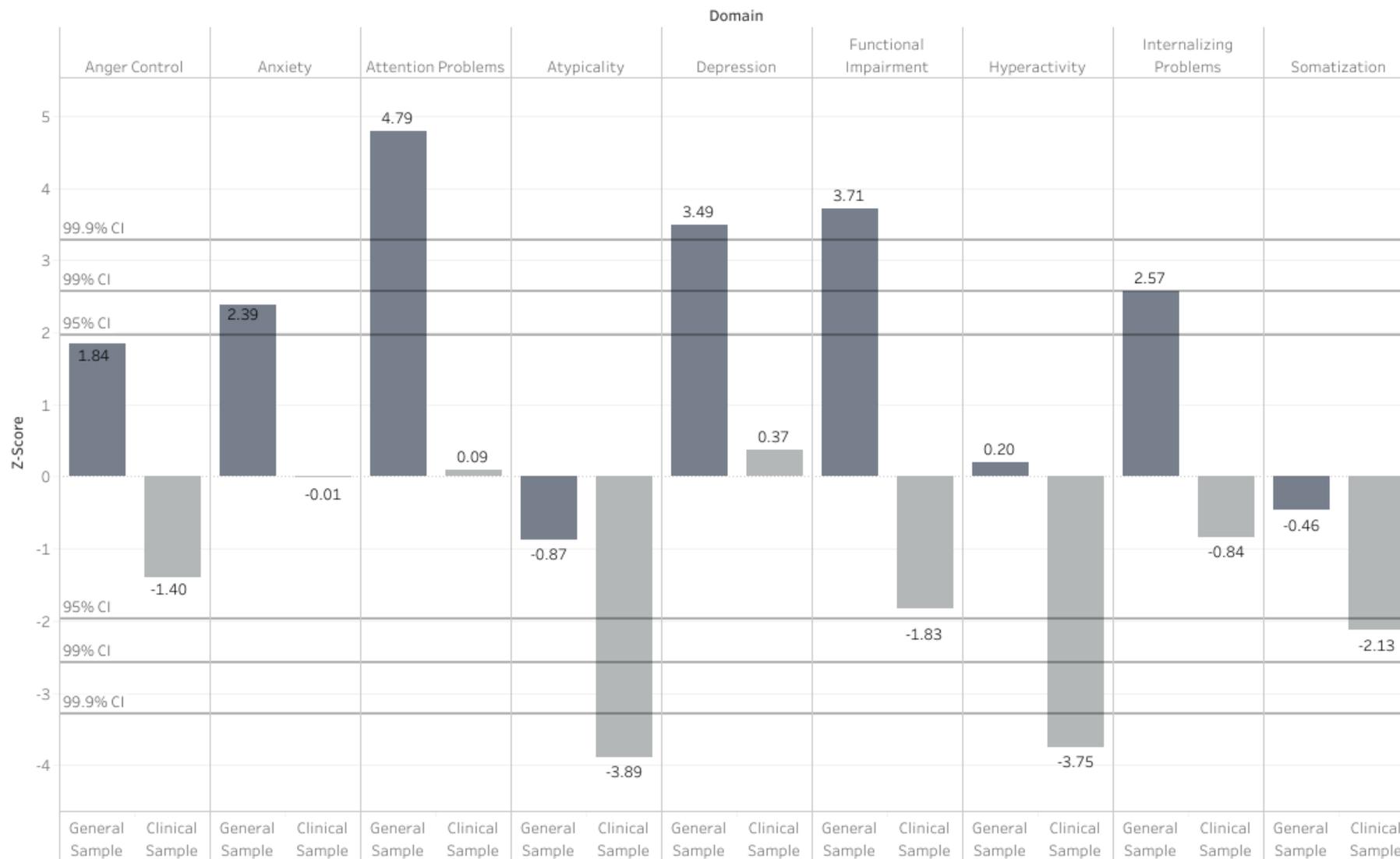
Figure 2: Parent Report of Adolescent Emotional and Behavioral Domains Compared to General and Clinical Norms
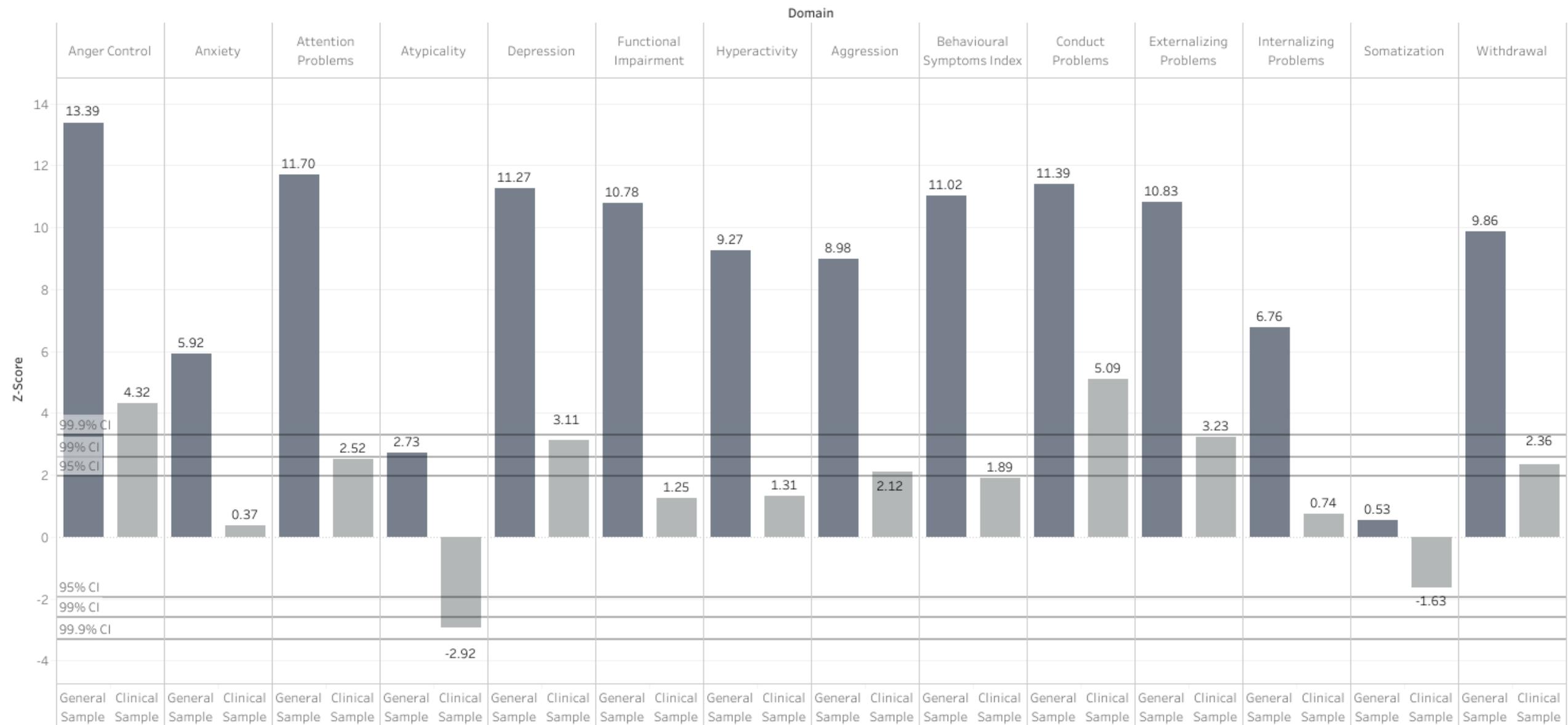
Potential Determinants

- Teens suffering from PIMU may also suffer from:

    1. ADHD
    2. Social anxiety
    3. Autism
    4. Depression

    A-SAD

    kid is at higher risk

- Underlying pathologies are so common with PIMU that it might not be it's own diagnosis but the manifestation of these other disorders in a digital space.

What Can We Do?

- Get youth screened for untreated disorders e.g. ADHD
  - Or properly treated for diagnosed disorders
- Consider the child's functioning, not just their use
  - Are they doing OK even with high levels of use?
- Encourage out of the house scheduled activities
  - Find other activities that they can find joy in
- Engage with child in setting use goals for the whole family
  - Realistic, agreed upon goals that everyone works toward

Strategies to Build Digital Wellness

Parent Strategies: Younger Children

- Family norms are what shape behavior
  - Start early to define household use patterns
  - More effective than rules or regulations
  - E.g. If there aren't any screens in bedrooms, kids won't even see it as an option
- Be choosy with content of apps and videos
  - Find established content, integrate content and narrative
  - Avoid auto play, use ends of videos as transition times
- Limit background and family-time use/discourage multitasking

Younger Children: First phone

- Providing a device is a sensitive moment
  - CIMAID patients' problems often start here
- Parents almost always provide it
  - 2/3 provide a brand new one
  - 82% help set them up
- Average age of first phone is 10 and dropping

68% of parents bought their child's first phone brand new

82% of parents helped set up their child's first phone

10 The average age parents reported getting their child a phone was 10 years old
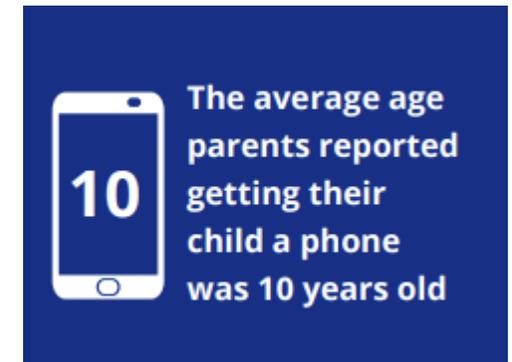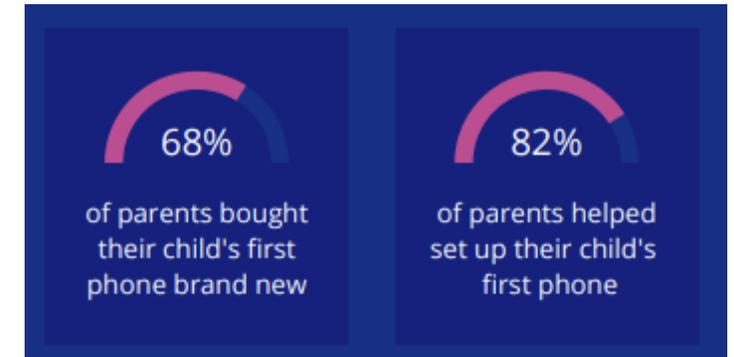
Younger Children: First phone

- Parents provide them for safety, but they do much more
  - Consider other devices
- Be engaged with set-up
  - Consider your reasons for the phone
  - Use parental settings to limit functionality
  - Set up app store under your control

Adolescents

- Help identify passions beyond media
  - Show other ways their needs can be met
- Encourage positive uses/discourage negative
- Help build strategies to deal with boredom
- Promise (and demonstrate) that you are an advocate
  - Get them help they need without judgment or punishment
- Adolescents listen to the adults in their life
  - Even if they don't act like it!

Adolescents and Rules

- Adolescents don't always mind rules
  - Most see the rules they have as fair, enforced regularly, and consistent with parents behaviors
  - All important for effective rules
  - Must have their buy-in
- Can give them an out for something they don't want to do

How often do your parents enforce rules about screen media use?

Always	20%
Often	29%
Sometimes	27%
Rarely	16%
Never	7%
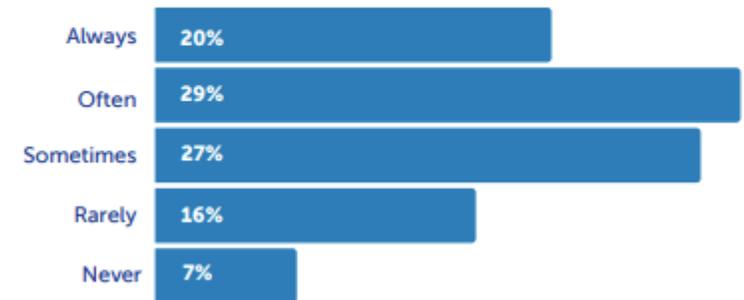
How do you feel about your family's rules about media use?

Too restrictive	34%
The right amount of restrictive	54%
Not restrictive	12%
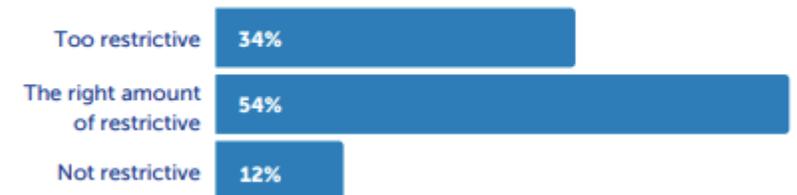
Parental Control Apps

- Many adolescents use apps to track their own use on phones

- Monitoring/control apps may be useful for young adolescents

- Step-in approach to the responsibilities of owning a phone
  - With child buy-in

Do you use an app or tool on your phone or tablet that tracks how long you use it?

■ YES ■ NO

42% 58%

69% 31% FEMALE

44% 56% MALE
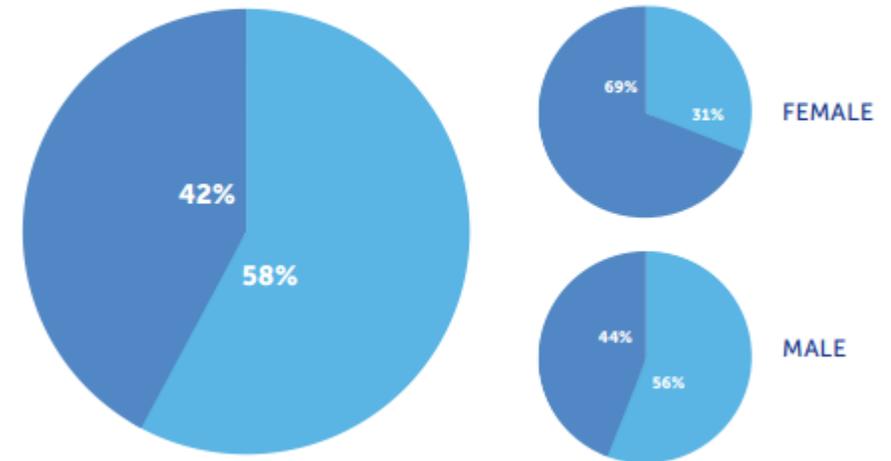
Take a Break

- Evidence that occasional breaks help
  - Screen free week increases school behaviors
  - Screen free camp improves social skills
- Goal is NOT to give it up entirely
  - Improve awareness of its impacts
  - Get the experience of going without

screen-free week

Countdown to Screen-Free Week, May 1-7, 2023!

228 : 22 : 13 : 18
Day   Hrs   Min   Sec

Home Tutorial My Family Priorities Media Balance Communicating About Media Kindness & Empathy Digital Privacy & Safety Screen Free Zones Screen Free Times Choosing Good Content Using Media Together Review

Media Balance

Whether at home, school or work, we are surrounded by media and digital devices. At the same time, we know that face-to-face time with family, friends and teachers is important to a child's learning and healthy development.

Communicating About Media

Media shouldn't be a taboo topic. It's all around us, so we have to talk about it. The more you discuss it as part of your daily routine — in the car, dinner table or at a regular family meeting — the more natural it will become.

Kindness & Empathy

Having family expectations about being kind and understanding of others — both online and off — is key to healthy, respectful relationships and positive media use.

Digital Privacy & Safety

The internet is still a bit like the Wild West. Certainly, it is not always designed with kids in mind. Talking about digital safety rules can help your child navigate the digital landscape. You can also use a combination of tools: privacy settings, reporting and flagging inappropriate content and ongoing conversations about online behavior.

Screen Free Zones

Having areas of your home remain screen-free benefits a child's health and development in many ways. A big part of this is understanding and agreeing as a family where screens are not allowed.

Screen Free Times

Screens don't have to be in every moment and every space of our day, trying to grab everyone's attention. Carving out time for family conversations and play is really important for your child's health and development.

Choosing Good Content

There are millions of shows, apps and video games trying to get your family's attention. Finding content that is a good fit with your family can take work. However, it's worth it to find media that gives your child creative experiences, positive role models and true enjoyment.

Using Media Together

Not all screen time is created equal. Enjoying movie night, watching an educational video or exploring a learning app together, for example, turns screen time into family time. Using digital media together can build bonds, promote learning and show your child that you care about what matters to them.

We will help balance tech with online and offline activities by:

Planning a screen-free activity to do together as a family every day.

Reason / Tips   Unselect All

Xander 6-12 years

Tracking online activities and talking about which activities may be taking up too much time.

Reason / Tips   Unselect All

Xander 6-12 years

Making a habit of turning off media that's not being used by anyone.

Reason / Tips   Unselect All

Xander 6-12 years

Participating in other activities available in our community.

Reason / Tips   Unselect All

Xander 6-12 years

Having fewer apps on our devices.

Reason / Tips   Unselect All

Xander 6-12 years

Setting lock-screen reminders.

Reason / Tips   Unselect All

Xander 6-12 years

AL SCHOOL
TAL

Xander

Xander
6-12 years

healthychildren.org
Powered by pediatricians. Trusted by parents.
from the American Academy of Pediatrics

The Bickham Family Media Plan

We will help balance tech with online and offline activities by:

- Planning a screen-free activity to do together as a family every day.

- Tracking online activities and talking about which activities may be taking up too much time.

- Making a habit of turning off media that's not being used by anyone.

- Participating in other activities available in our community.

- Having fewer apps on our devices.

- Setting lock-screen reminders.

- Setting media time limits.

- Making sure screen time doesn't interfere with physical activity and healthy eating.

- Preventing unhealthy video gaming habits.

- Realizing when we turn to media to dull our own emotions, and finding healthier ways to cope.

We will communicate about media by:

- Talking about media on a regular basis.

SCHOOL
AL

99

Offline Parenting & Online Behaviors

1. Use authoritative parenting style high in warmth and high in control.

2. Monitor and have rules/expectations about internet use.

3. Talk about online life.

- Parents who do this have teens who:
  - Experience less online harassment
  - Are happier and less stressed
- True for older & younger adolescents; boys & girls
- Better than Internet restriction

Involved & engaged parenting helps reduce the online and offline risks of childhood and adolescents!

#SharentSoHard

Boston Children's Hospital
Digital Wellness Lab
Where the world comes for answers

HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL

Thank you!

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DigitalWellnessLab.org