

Negative effects of media: Sexting

Definition: Electronic transmission of nude or seminude images as well as sexually explicit text messages*

Facts:

- Approximately 12 % of teens have sent a sext
- Higher frequency in lesbian, gay, bisexual, transgender youth
- More sex partners, greater odds of depression, impulsivity and substance abuse among teens who sext

Studies suggest:

- Related to risky sexual behaviors
 - A study of 55 urban youth show 70% girls and 82% boys received a sext; 52% would be comfortable talking with doctor about sexting**
- Addressing risky behaviors associated with sexting with education and guidance may promote wellness and responsibility

*McGee, JB et al, Web 2.0. *Med Teach*, 2008: 164-169

**Spencer, J et al, Sexting and adolescents. *J Adol Health*, 2015;56



Negative effects of media:

Mental health

Study	Subjects	Finding
Belanger et al, Pediatrics, 2011	Swiss Multicenter Adolescent Survey: 16-20 year olds, 3906 males 3305 females	“U” shaped relationship between adolescents and Internet use
Lin, et al, Depress Anxiety, 2016	1781 young adults, 19-32 year olds	Positive association between social media use and depression
Kross, et al, PLoS One, 2013	82 subjects, mean age 19 years,	Passive social media use is more associated with decline in well being vs active
Lup, et al, 2015	117 subjects, 18-29 year olds	Following strangers and engaging in social comparisons associated with higher depression symptoms vs following friends

Negative effects of media: Mental health

Conclusion: Beyond the number of hours spent on social media, a key factor is HOW an individual uses social media

Chassiakos, et al. Children and adolescents and digital media. Technical report from the American Academy of Pediatrics. *Pediatrics*. October 2016

Negative effects of media

Internet gaming disorder definition (DSM-5):

“Persistent and recurrent use of the Internet to engage in games...leading to clinically significant impairment or distress...”

Criteria:

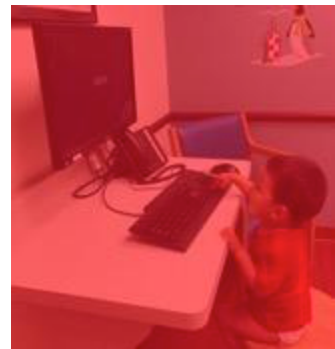
- Preoccupation with games
- Withdrawal symptoms (irritability, anxiety, sadness)
- Unsuccessful attempts to control the behavior
- Loss of interest in other activities
- Continued excessive use despite knowledge of psychosocial problems
- Deceiving others regarding time spent
- Use of behavior to escape a negative mood
- Jeopardizing a relationship/job/educational opportunity



Tips for parents: Sexting, cyberbullying & other risks



- Engage in early discussions about friendships and relationships to maintain open communication
- Educate children about appropriate online and offline behaviors
- Help children identify trusted and supportive adults
- Collaborate with schools and children/teens to encourage victims to report cyberbullying
- Collaborate with school nurses and health care providers to help with resources for risk taking behaviors
- Know privacy rules on social media sites; COPPA (Children's Online Privacy Protection Act)



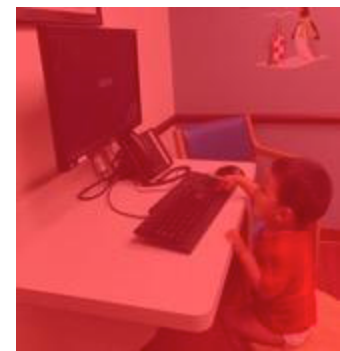


Tips for parents



Privacy policies for popular social media sites:

- Facebook: <https://www.facebook.com/help/157793540954833>
- Instagram: <https://help.instagram.com/154475974694511/>
- Twitter: <https://twitter.com/privacy?lang=en>
- Snapchat: <https://www.snap.com/en-US/terms/>
- Kik: <https://www.kik.com/privacy-policy/>
- Google, YouTube: <https://support.google.com/accounts/answer/1350409?hl=en>



But wait...there are some positive effects!



Positive effects of media:

- Exposure to new ideas, current events, learning experiences
- Facilitate community participation and tolerance
- Promote student collaboration and tolerance
- Connections with family and friends (near and far)
- Use of support networks for health conditions and health promotion*
 - chronic diseases
 - smoking cessation
 - Supportive peer to peer connections

*However risks include delay in seeking traditional help, exposure to misinformation, unhealthy influences, hostile/negative communication

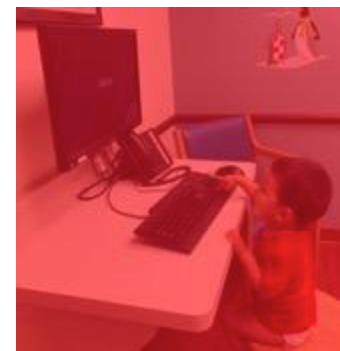




Intervention: What can we do?



- ✧ Health care providers
- ✧ Parents
- ✧ Educators



Digital Citizenship: What is it?

- A fertile ground for child and teen development: foster independence, engage in vicarious experiences, validate identities, participate in social justice
- Online experiences help build connections, community, creativity
- Part of traditional adolescent development: mistakes will be made in every environment, including media (safe failing can be valuable)
- Children/teens need to learn:
 - ✓ Online etiquette
 - ✓ Social and personal impact
 - ✓ Lasting digital footprint

Intervention:

Health care providers

Facts:

- 16% of pediatricians ask about media use
- 29% of parents report relying on their pediatrician for advice about broadcast and social media*

What to do:

- Help families understand risks and benefits
- Recommend the **AAP Family Media Use Plan** at healthychildren.org – practical and family centered
- Promote adherence to guidelines for adequate physical activity and sleep via the Family Media Plan
- Promote training in media literacy
- Screen for problematic use (Internet Gaming Disorder Scale and Problematic and Risky Internet Use Screening Scale)
- Engage family in problem solving; provide referrals/resources

*Schmidt ME, et al. A systematic review of effective strategies for reducing screen time. Obesity, 2012, 1338-1354.



Intervention:

Health care providers

Media related questions* to be asked during adolescent visit:

- ? How many hours do you spend in front of a screen? Do you wish you spent less time on screens?
- ? Have you ever messaged any photos, texts or anything that you regretted?
- ? Can you think of a friend who was harmed by spending time online?
- ? How do you feel after playing video games?
- ? Do you read for fun? What types of books?

*HEEADSSS psychosocial interview for adolescents

Intervention: Resources

- **Healthychildren.org** - parenting website backed by the **American Academy of Pediatrics** helps attain optimal physical, mental, and social health for all infants, children, adolescents, and young adults
- **Common Sense Media** – helps kids thrive in a world of media and technology/empowers parents, teachers, and policymakers by providing unbiased information: [commonsensemedia.org](https://www.commonsensemedia.org)
- **Center on Media and Child Health** - educates and empowers children and those who care for them to create and consume media in ways that optimize children's health and development (parent Tip Sheets, newsletters Ask The Mediatrixian): [cmch.tv](https://www.cmch.tv)
- **Children's Technology Review** - helps parents, teachers, researchers, publishers and librarians find interactive media products (\$60/year): [childrenstech.com](https://www.childrenstech.com)



Intervention:

Parenting Strategies

- Set limits at every age – online and offline worlds
 - Establish and teach safe behaviors that apply in real and online worlds
 - Understand social media/digital etiquette and privacy safeguards – online interactions should follow same social guidelines as face-to-face encounters
 - Discuss monitoring pro-actively - engage in digital media use together
 - Model appropriate media use
 - Let children teach parents
 - Warn children about importance of social media privacy settings
 - Establish media free zones (meals, bedroom, car)
 - Establish a **Family Media Plan** (healthychildren.org)
- ✓ Supports balance, boundaries, communication

Intervention:

Tips for Parents

What to do:

- Develop, follow and revisit a **Family Media Plan** ([HealthyChildren.org/MediaUsePlan](https://www.healthychildren.org/MediaUsePlan))
 - Address type and how much media, developmentally appropriate for each child
 - Promote recommended amount of daily physical activity (1hour) and sleep (8-12 hours)
 - Recommend no devices in bedroom; Avoid exposure to screens 1 hour before bedtime
 - Discourage multitasking (driving, homework, walking)
 - Designate media free times (family dinners) and locations (car, bedroom)
 - Facilitate activities that promote wellness (walking, reading, cooking, talking, playing together)
 - Communicate guidelines to all caregivers

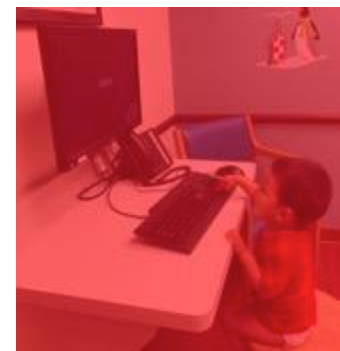
Intervention: Tips for Parents

What to do:

- Co-view media, select media that promotes creativity, learning
- Communicate about online safety, respect, privacy
- Develop network of trusted adults for children for social media engagement and resource for challenges
- Set limits at every age
- Maintain time for conversation, play, creativity
- Address digital etiquette/citizenship
- Work with educators to understand helpful digital resources
- Discuss and monitor children's behavior in digital spaces
 - Check websites visited
 - Check social media profile
 - Parental controls/technological tools to block, filter, monitor



Great, so what are we *really* supposed to do??



Intervention: Parenting Strategies



**Every media interaction is a teachable moment: each success and failure/
mistake are opportunities for learning and growth**

Birth - 2 years

How much screen time is *really* ok?

- Media use as a way to talk and bond with your baby is ok!
- Videochatting is ok!
- Kids under 2 can't relate screens to the real world; direct engagement is best
- Screen-loss tantrums: a golden opportunity for learning and discipline



Preschool Years:

How can I avoid brain garbage?

- Preschoolers may be able to *use* devices, but can't always connect what they see to real life
- Good time to start teaching *media literacy* = how to think about the information they are seeing (not just with phones and tablets!)



Preschool Years: Appropriate Content

Appropriate content should:

- Help preschoolers build vocabulary, count, and learn about the world
- Be concrete, not abstract
- Educate first
- Model positive, healthy behavior
- Encourage acceptance and respect of different people
- Be ad, violence, profanity-free

Appropriate apps should:

- Involve parents
- Have frequent, automatic “stops”
- Examples: Endless Alphabet; Elmo Loves ABC’s; Starfall ABC’s; Speech with Milo; Monkey Preschool Lunchbox; Kids ABC Phonics
- Unless a preschooler *wants* to read, apps won’t help

School Years :

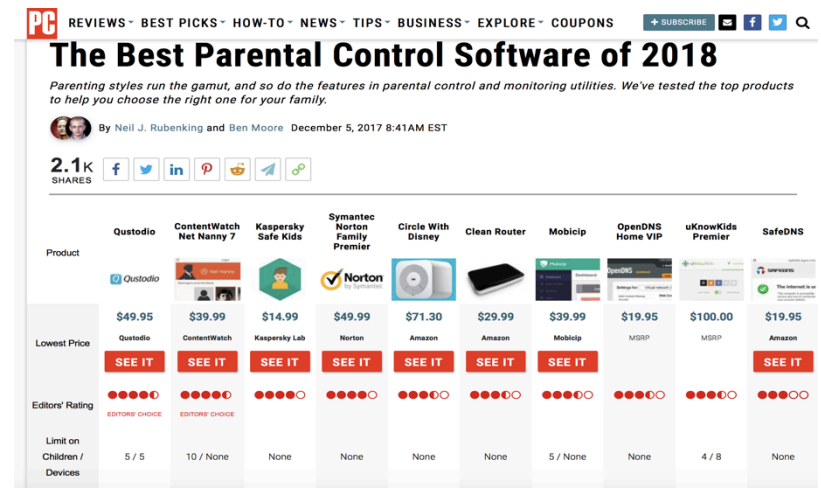
How do I loosen the rope?



- Help learn how to develop ability to effectively find, identify, evaluate and use digital information
- How?
 - Talk about news (newsela.com; timeforkids.com; nytimes.com/learning; pbs.org/newshour/extra; scholasticnews.scholastic.com
 - Help distinguish real from fake (opensecrets.org, factcheck.org, politifact.com, pointer.org, snopes.com)

School Years: Loosening the Rope

- How to search for and evaluate information*:
 - Show fake info when you see it
 - Consider setting filters/safe search, initially keep a close eye
 - Listen to teachers/librarians
 - Ease into google (kidrex.org ; kiddie.co ; kidssearch.com)
 - Explain domains (.org, .edu, .gov are more reliable)



*Knorr,C.: Parenting, MEdia, and Everything in Between. Commonsensemedia.org, 2017



School Years: Loosening the Rope

- When your school-aged child is online they should:
 - Follow the family rules about where and when to use the internet
 - Be polite, kind, and respectful
 - Understand a websites rules, and know how to flag inappropriate behavior
 - Recognize “red flags” like having to give names/addresses
 - Know never to share name, school name, phone/email, or age
 - Keep passwords private
 - Never open a message from a stranger
 - Never send pictures to strangers
- Some ways to protect your own privacy:
 - Enable Guided Access** - Settings → General → Accessibility → Learning → Guided Access → toggle on which app you want to use, then press home button 3x. Turned off w passcode
 - Set Restrictions** - Settings → General → Restrictions → Allowed Content . This can also be used to :
 - Restrict content by age rating**
 - Block websites**
 - Hide explicit language**

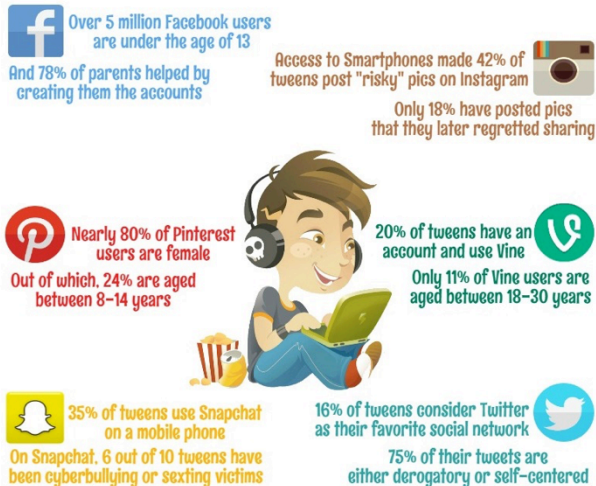
Tween Years: Letting Go of the Rope

- Continue to help distinguish between real and fake
- Talk about advertising and clickbait
- Model the behaviors that you want to see
 - Make time/space for face-to-face time
 - Establish consequences
- Porn?



Tween and Teen Years: Social Media

Kids and Social Media



Sources



- Social media use starts very early. Encourage tweens to follow basic rules:
 - Stick to age appropriate sites
 - **Think** before posting
 - Use tight **privacy settings**
 - Reinforce that most posts **cannot be taken back**
 - **Don't friend strangers**
- Consider:
 - Starting on your phone
 - Approving and following follow(er)s
 - Limiting time and location for use
 - Knowing passwords

Teen and Tween Years: When to get a phone?

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Teen and Tween Years: When to get a phone?

- There is no “right” age.
- Contemplations:
 - Independence level
 - “Needs”
 - Ability to understand privacy
 - Ability to be responsible
- Considerations:
 - “Dumb phone”
 - Digital Literacy program (www.cyberwise.org)
 - Contract?
- Conundrums:
 - Parental monitoring apps
 - Taking away phone as consequence

Cell Phone Contract for Teens

Teen Expectations:

1. I acknowledge that having a cell phone is a privilege and will not take it for granted.
2. I will always answer calls from my parents. If I miss a call from them, I will call them back immediately.
3. I will be completely open with you in terms of how I am using it, what I am communicating and what others are communicating to me.
4. I will protect my privacy and will not give my cell phone number to anyone with whom I am not familiar.
5. I will not bring my cell phone to school if it is prohibited. Or if it is allowed at school, I will keep it in my backpack and turned off until school is dismissed.
6. I will not use my cell phone after _____pm on a school night or after _____pm on a non-school _____ night, unless given permission by my parents.
7. I will not send inappropriate, hurtful or threatening text messages.
8. I will not say or text anything that I wouldn't say in person with my parents listening.
9. I will pay for any charges above and beyond the usual monthly fee.
10. I will not download anything from the Internet or call toll numbers without my parents' permission.
11. I will not enable or disable any setting on my phone without my parents' permission.
12. I will not take, send or post any pictures or videos of anyone without my parents' and the person's permission.
13. I will not be disruptive in my cell phone use and will end a call or stop texting when asked.

Parent Expectations:

1. I will respect my child's privacy when he/she is talking or texting on the phone.
2. If I have a concern, I have the right to read text messages or review call logs without telling my child first.
3. I will pay the standard monthly fee for the cell phone.

If the child violates this contract, then he/she will receive the following consequence(s):

Teen Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Terms of this agreement will be reviewed every _____ (days, weeks, months) and changes made accordingly.



Q & A



Q: What should I know about parental controls?

A:

Device	Smart phone/tablets/ computer	Third party Apps	Home Networking
Recs:	Monitor accounts, passwords, and Usernames; use browsers with parental controls, keep them updated	Block websites, impose screen limits, monitor on-line activity, may have added security against viruses	Control home network and WiFi
Tools:	Google's Family Link, Bark, Limitly, TeenSafe	NetNanny, Qustodio	OpenDNS, Circle Home, Torch



Q & A



Q: How can I be sure that downloading and App or registering for a website for homework is safe?

A: Keep in touch with teachers about the list of media tools your child needs to access, as well as how things change throughout the year. Ask these questions to the teachers:

- What tools will my child be using in class and for homework? What is the resource list and the purpose of each tool?
- Will I be able to monitor my child's work when appropriate?
- Does the school assess privacy/security of a tool before giving it to the student?

Knorr,C.: Parenting, Media, and Everything In Between. Commonsensemedia.org, 2017



Q & A*



Q: How old should my child be before he/she starts using social media?

A: Most social media sites require children to be 13 or older to sign up. This is due to the Children's Online Privacy Protection Act.

Suggested family rules:

- ✓ Use privacy settings – take time to learn how they work on your child's favorite sites and apps, check the settings regularly and help your child understand how to control information they post
- ✓ Remind your child that everything can be seen by friends-of-friends-of-friends-of- friends, and it is hard to take it back once it is posted
- ✓ Have access to your child's pages, at least at first

The Technology Undertow: Power of social media

“...I believe we humans are fundamentally good. I believe that, for the most part, we will create vehicles for mass interpersonal persuasion that will benefit society – that will enhance education, improve health, and help to bridge national and cultural divides. This democratization of persuasion will lead to far better outcomes than those achieved when persuasion is controlled by a few powerful groups. The power and potential of mass interpersonal persuasion gives me hope for the future.”

BJ Fogg, scientist, address to Stanford University, 2008



Thank you for tuning in!



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