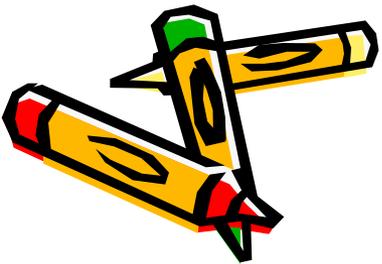
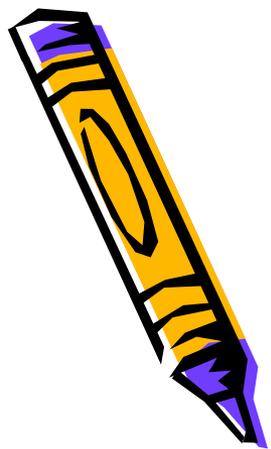


Parenting in the Digital Age

Michelle Parker, Ph.D.

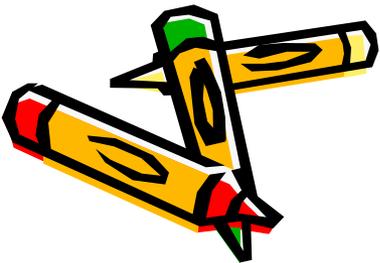
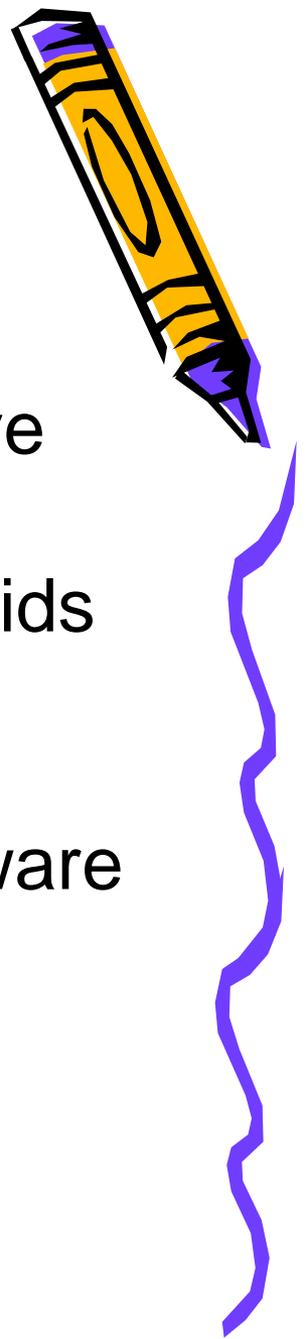
301-806-6307

Pokopark@aol.com

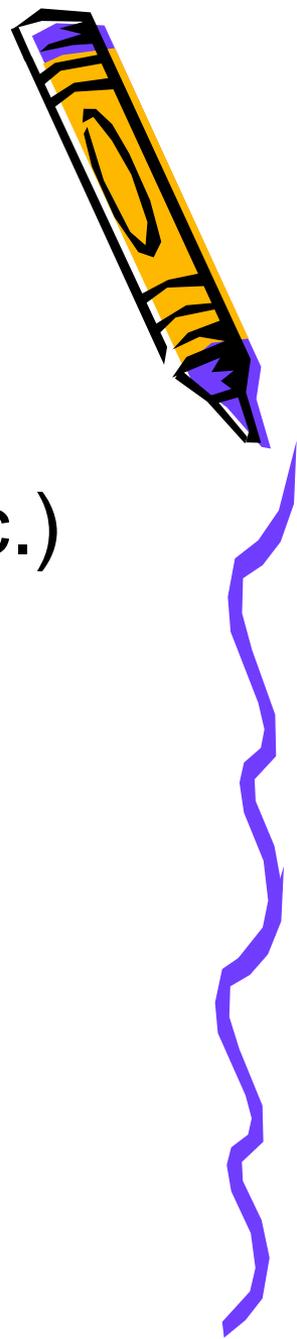


Moral of the Story

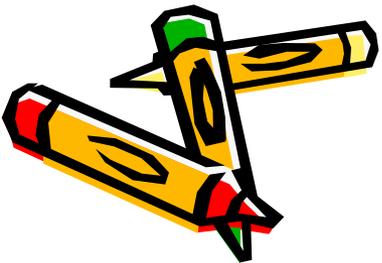
- The virtual and digital worlds require active parenting
- Guidance from parents can help protect kids from the dangers associated with digital world
- Balance is key- reap the benefits, but beware that too much of a good thing can also be bad



Goals of Development in Early Childhood



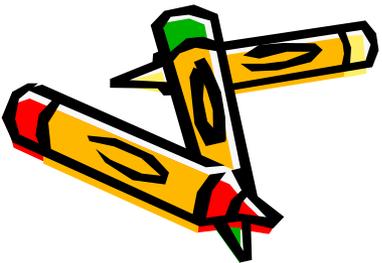
- Develop basic competences (self-regulation, self-care, social skills, etc.)
- Practice basic competences (play offers opportunity to practice competences)
- Still need to reference parents for sense of self and well-being



Goals of Development in Adolescence



- Shift towards ultimate independence/ taking over responsibility for self
- Practice period for self governance
- Involves mourning “Bliss of the Baby Self”
(Wolf, 1991)
- Conflicts over moving forward lead to battles with parents
- Turn to friends to help them define themselves

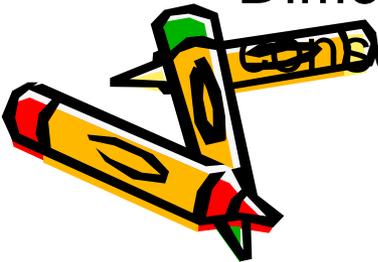


Raising our children from Point A to Point B

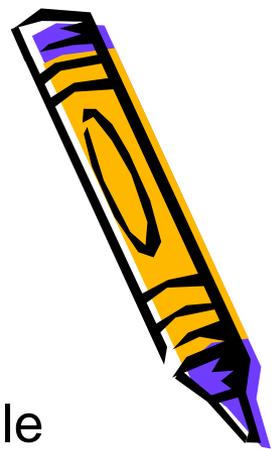


- Point A
- Need support to regulate and develop problem-solving strategies
- Concrete thinking
- Ego-centric
- Dependent
- Focused on moment
- Difficulty anticipating consequences

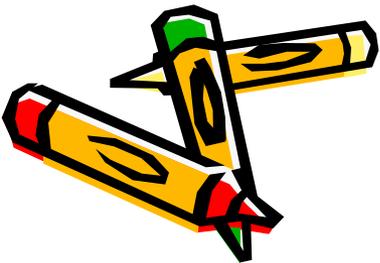
- Point B
- Independent
- Able to effectively regulate themselves
- Armed with meta-cognitive skills
- Able to anticipate future consequences
- Able to make healthy decisions for themselves



Role of Parenting



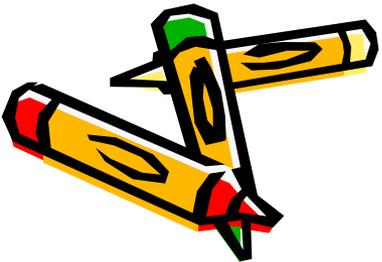
- Nurturing our children helps them learn that they are lovable
- Setting age- appropriate limits helps them feel safe, learn how to take over self-regulation and learn how to live in a world that will not ultimately revolve around them
- Providing age appropriate expectations helps them learn how to set goals and achieve them- shift from “consumers to contributors”
- Helping them internalize our “voice of reason”, supports foundation for good judgement and moral development



Conundrum of Parenting a Teenager

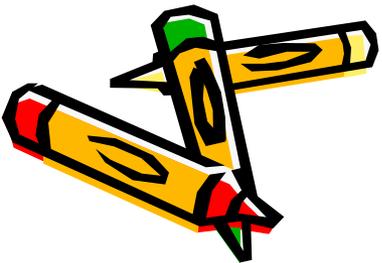
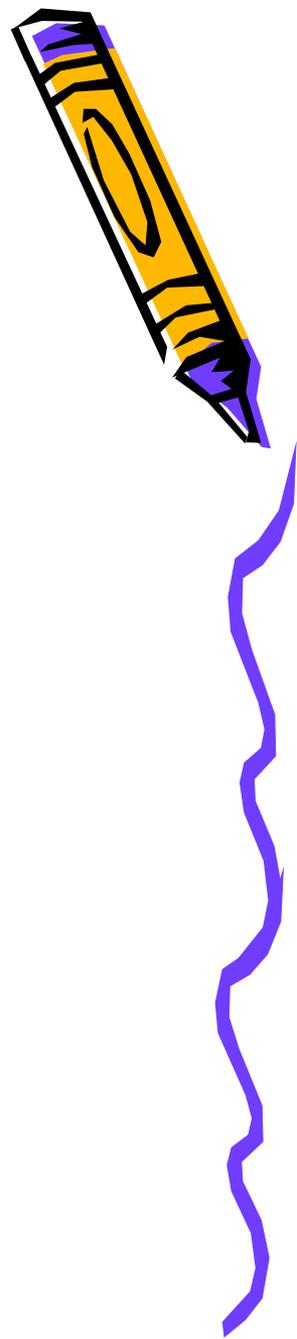


- Requires developmentally appropriate shifting from “manager” to “consultant”
- Need to balance letting them fall with our grown-up understanding that falls can lead to more harm than just a scrape
- Need to balance our kids needs with our own memories of our parents parenting (how much hypocrisy can we take)
- Letting go is hard to do

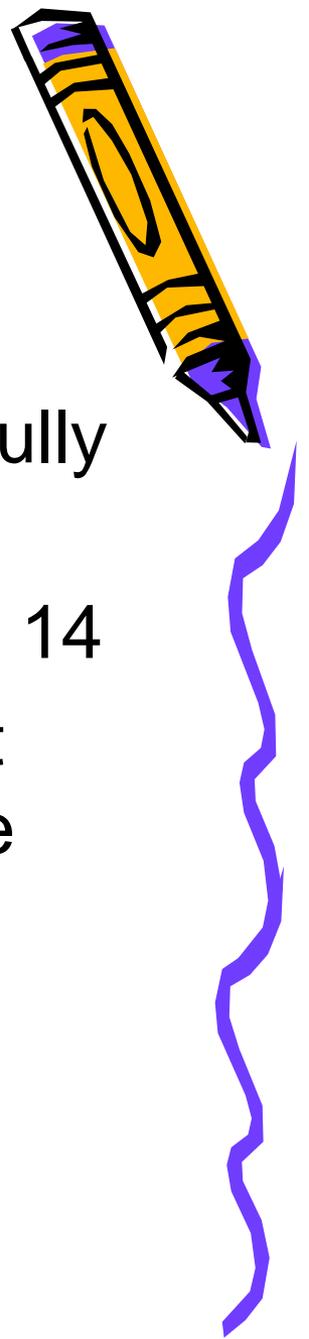


Most common pitfalls in parenting a teenager (Riera, 2004):

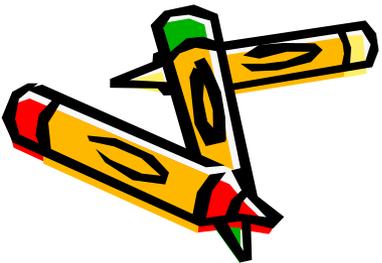
- Treating them like children (over-parenting or over-managing)
- Treating them like adults (under-parenting)



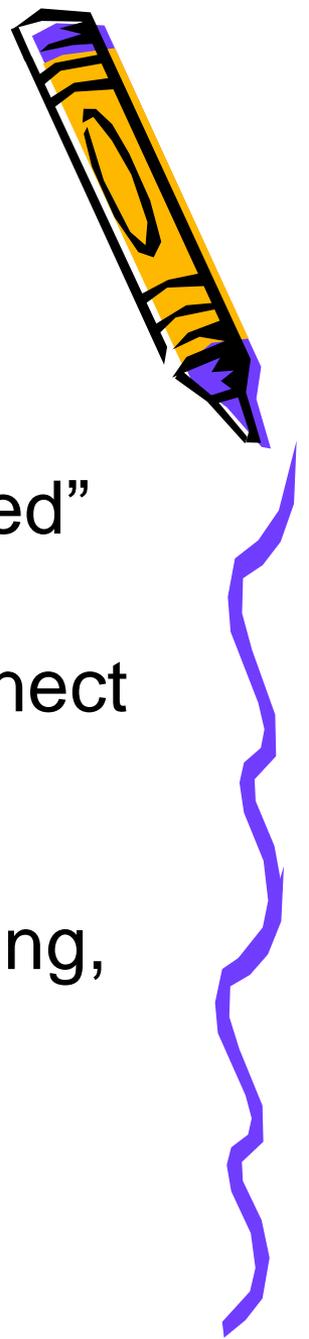
The Developing Brain



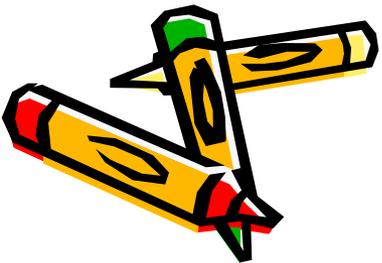
- Frontal lobes (executive functioning) not fully mature until 20's
- “pleasure center” of brain matures by age 14
- Net effect= teenagers inclined to seek out excitement/new sensations but don't have complete ability to assess risks and consequences



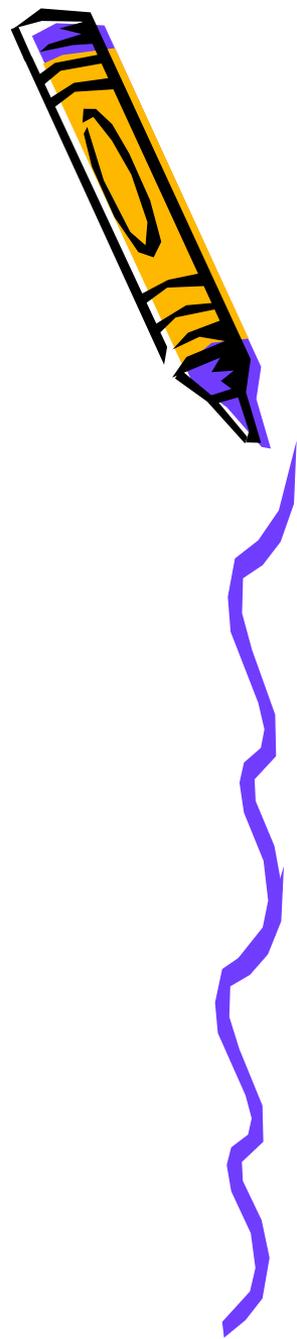
More Brain Development



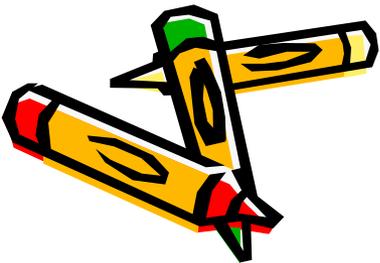
- Brain develops in response to its environment and becomes “custom-tailored” to that environment
- Brain uses multiple systems that interconnect with practice
- Language helps develop higher cognitive functions (self-control, planning, sequencing, synthesizing, resisting impulses, metacognition, persistence)

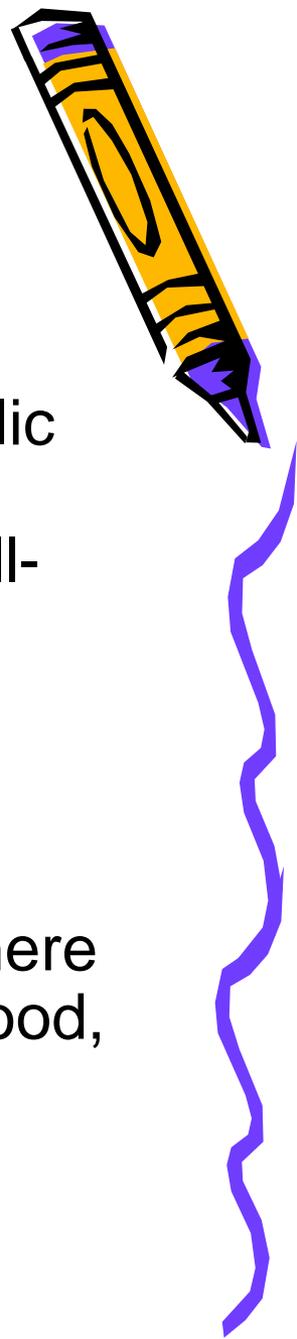


Development of Executive Functions



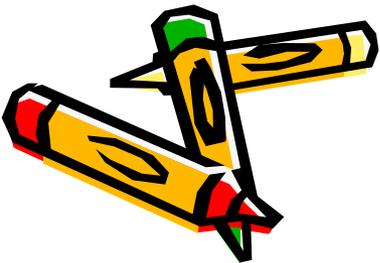
- Requires physical experiences and direct face to face interactions to promote development
- Requires “down-time” and “self-reflection”
- Not fully developed until 20’s





Computer/Video Use and Devtpt. Of Executive Functioning

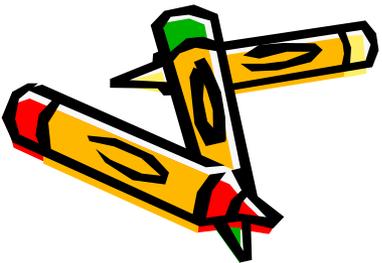
- Computer/video use associated with less symbolic play (symbolic play is associated with greater creative thinking/problem-solving and overall well-being)
- Computer/video use leads to decrease in verbalizations
- Computers do too much of the “integrating”
- Computers/video games/tv arouse right hemisphere at expense of left (associated with decreased mood, motivation).



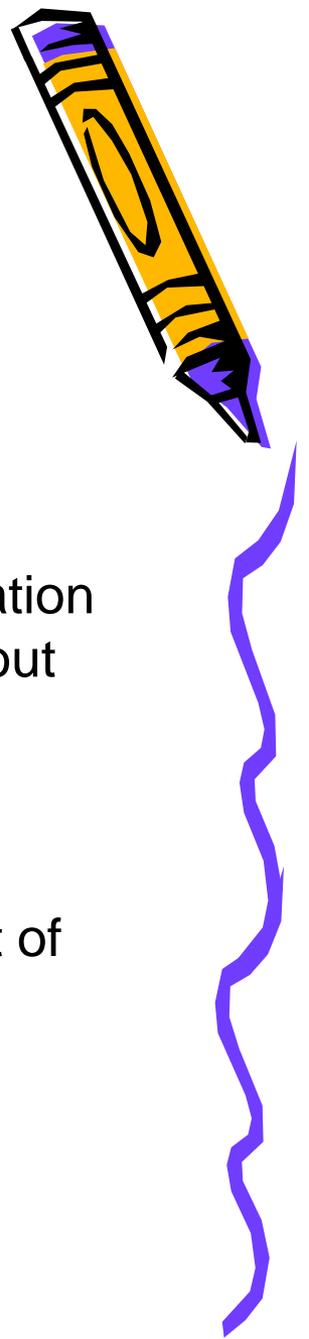
How children are using technology



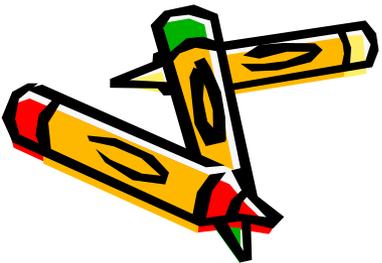
- Average teen receives /sends 2,899 texts/month
- Kids age 8-18 spending an average of 8.5 hours a day using electronic media-multi-tasking takes that to equivalent of 11.5 hours/day (2010)
- 20% of teens report having sent/received/forwarded nude or semi-nude photos
- 87% of teens in recent poll report sleeping with their phones so they can respond to texts around the clock

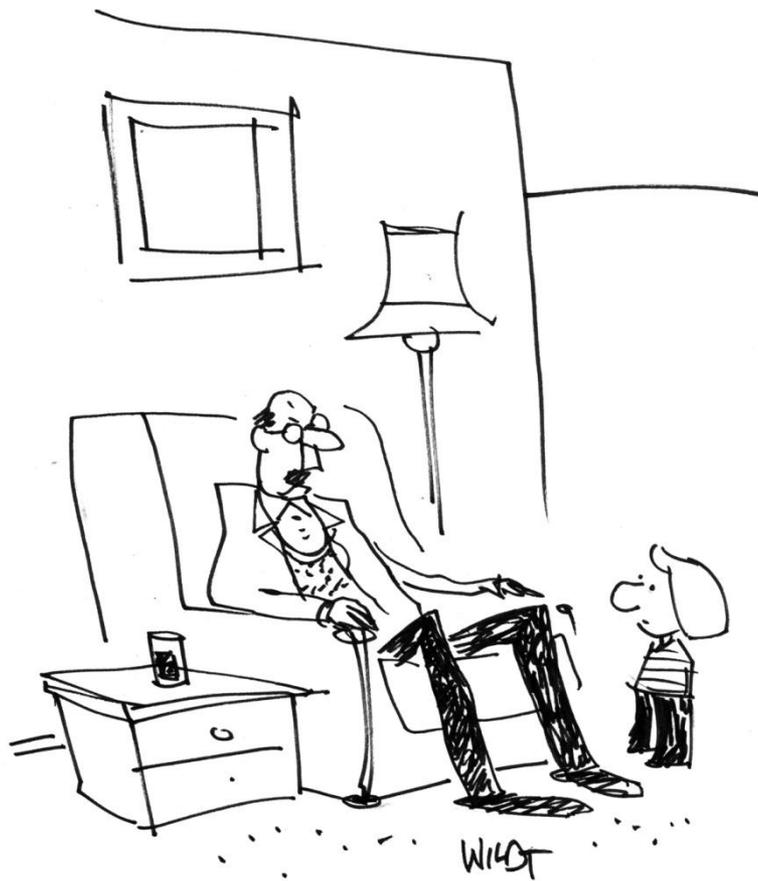


Additional Stats

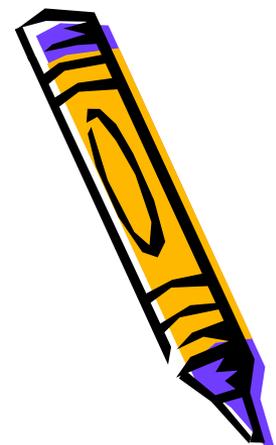
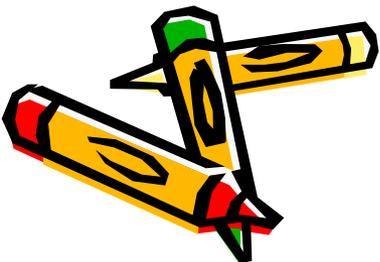


- 45% of employers surveyed said they looked at social networking sites to research potential employees
- 35% said they had rejected candidates on basis of information found on sites (inappropriate photographs, information about the applicants' drinking or drug use, or bad mouthing of previous employers, co-workers or clients)
- Teens have been sued for creating fake profiles
- Parents have been held liable over parties raided as result of information posted on Facebook

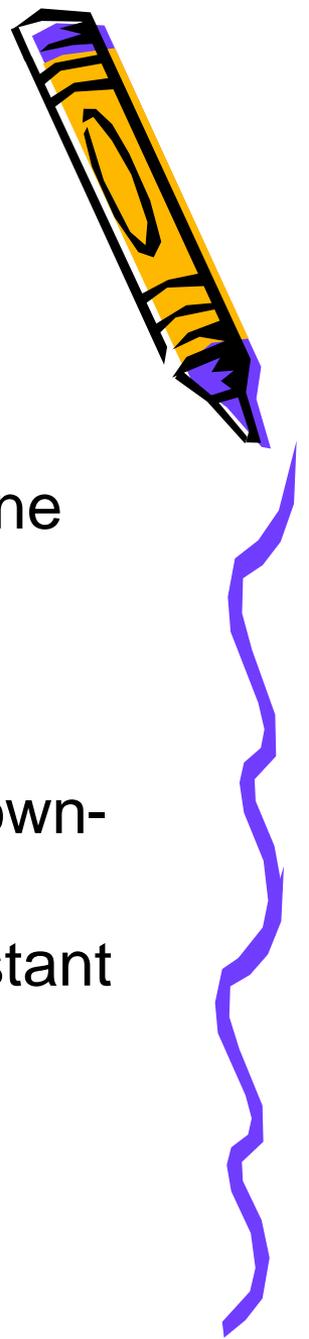




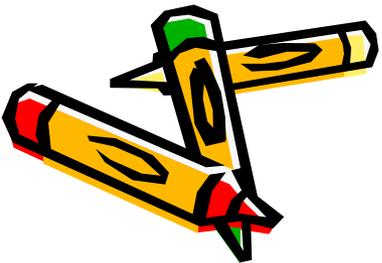
"What's an imagination? It was something kids used to enjoy before they invented video games."



Truth About Multi-tasking

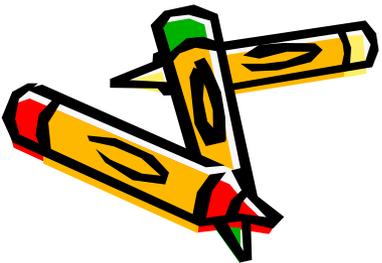
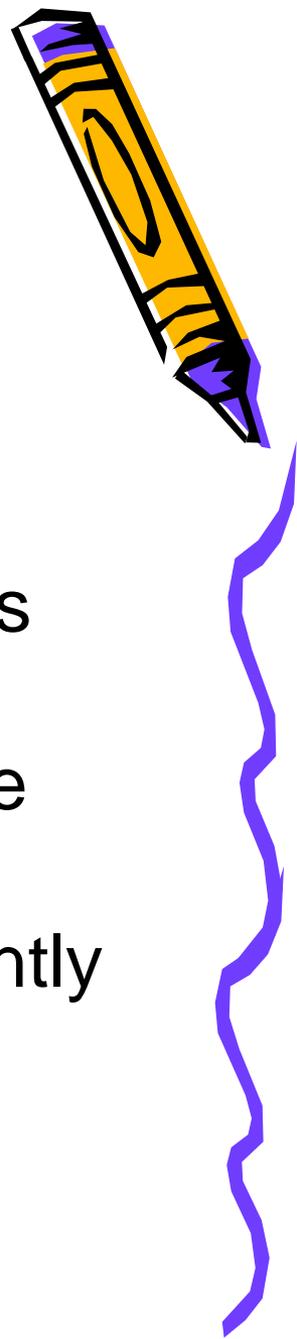


- Kids are better at it than older folks
- Output and depth clearly shown to diminish as one attends to more tasks
- Efficiency improves when tasks are completed sequentially rather than “toggling”
- Multi-tasking has led to a decrease in mental “downtime”
- Over time, brain can become wired to need constant “uptime”, which decreases ability to focus and concentrate

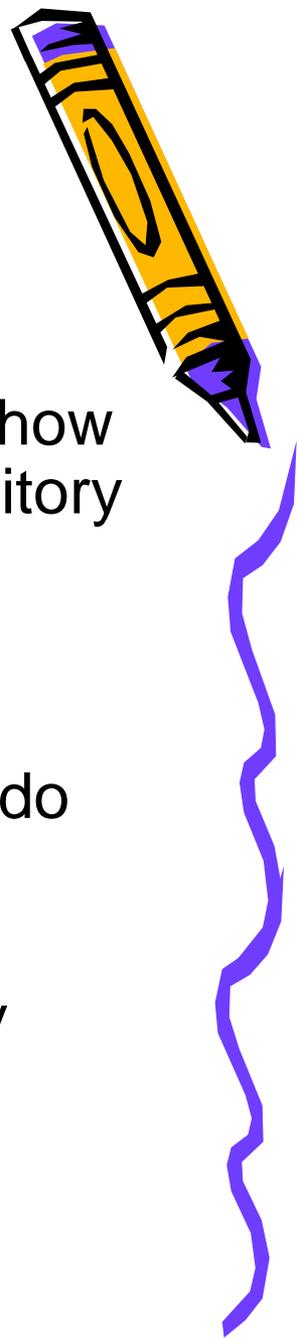


Feedback from colleges

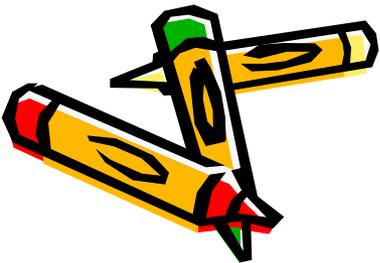
- Students seem more motivated when hypermedia is used in presentations
- Students, even at top universities, are less willing to read full texts
- Downward trend in students ability to write clear, focused and well-organized papers
- Use of counseling services is up significantly in last decade



Computer Use and Social Development

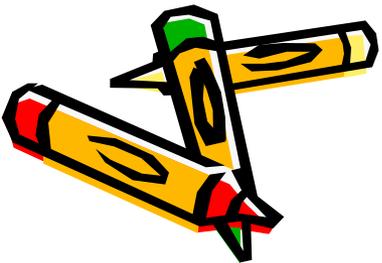
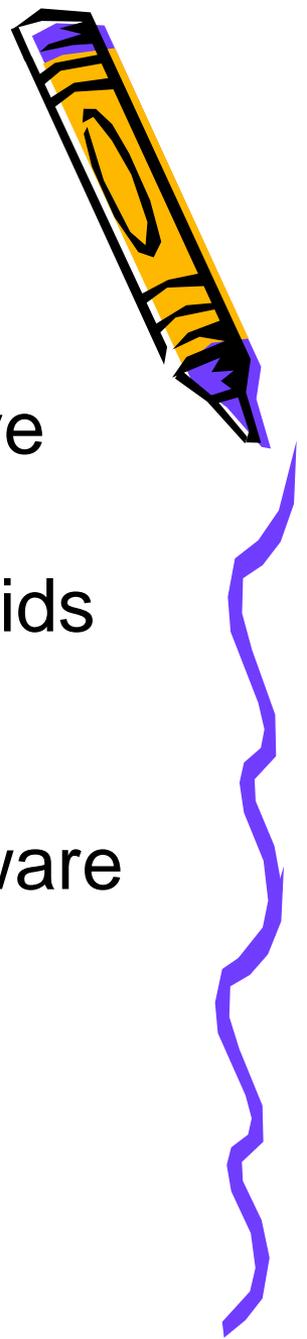


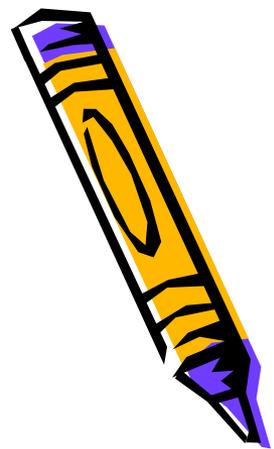
- We assess interpersonal experiences and learn how to relate to others through verbal, visual and auditory cues.
- Digital interactions are uni-dimensional and decontextualized
- Allow teenagers to stay in touch with friends but do not provide full range of experiences needed to maximize social development
- Computers do allow, if used properly, a relatively safe forum to “try on” different aspects of self



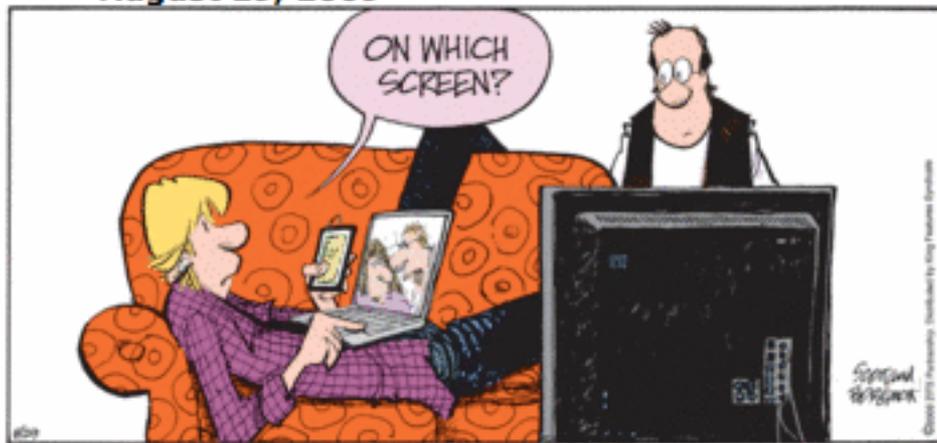
Moral of the story:

- The virtual and digital worlds require active parenting
- Guidance from parents can help protect kids from the dangers associated with digital world
- Balance is key- reap the benefits, but beware that too much of a good thing can also be bad

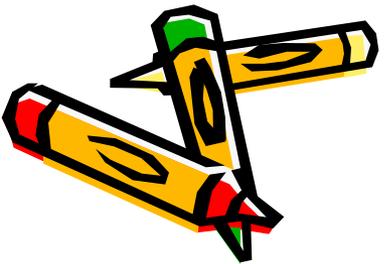




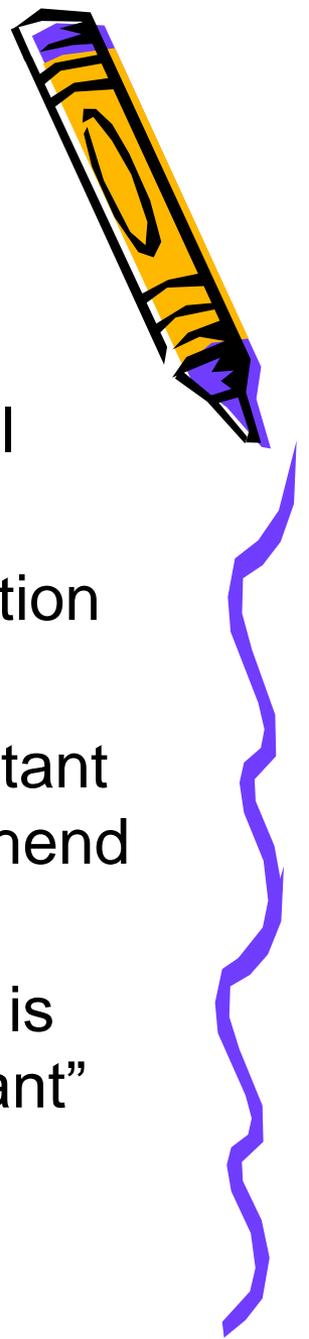
August 29, 2007



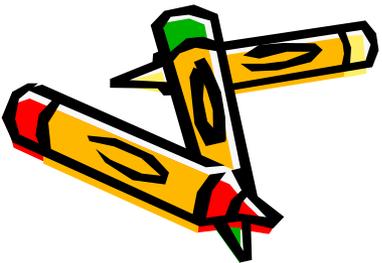
About Zits



Implications for Parenting

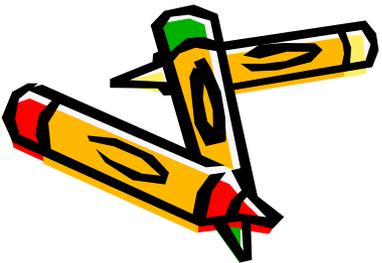
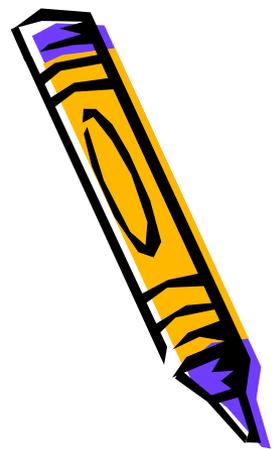


- We need to parent our kids as much in the digital world as we do in the physical world
- Remember that setting limits is not about prohibition but about helping them learn to self-regulate
- Remember that adolescents tend to seek out instant gratification and may not be able to fully comprehend all the implications
- Remember that the “art” of parenting a teenager is knowing how to shift from “manager” to “consultant”



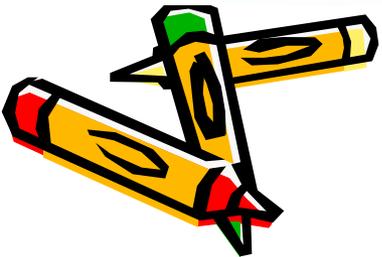
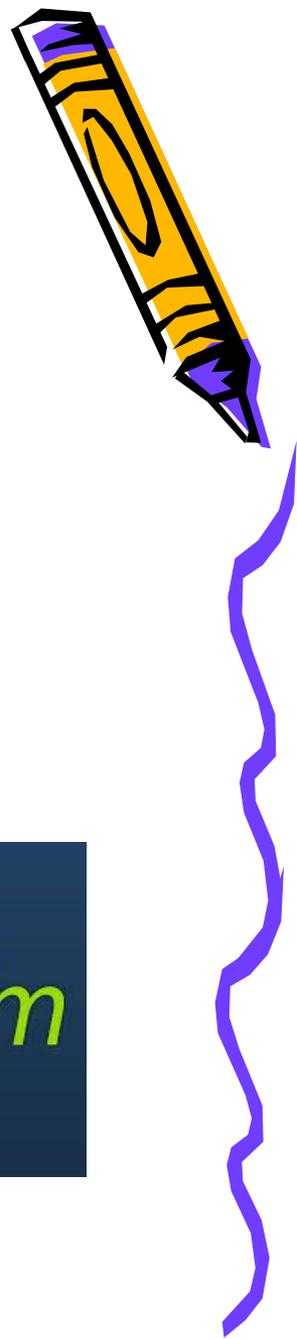
Recommendations- General

- Safety first
- Be an active parent
- Help your kids learn “balance”
- Establish good dialogue with your child
- Educate yourself about their digital world- have your kids teach you
- Remember that kids feel safe when parents “have their backs” and set limits/boundaries
- Explicitly teach “techno-manners”



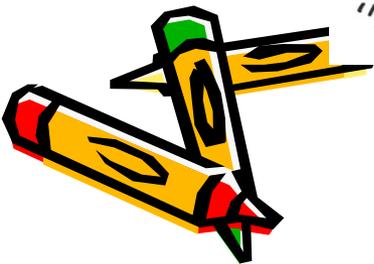
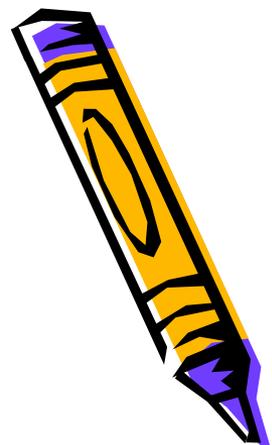


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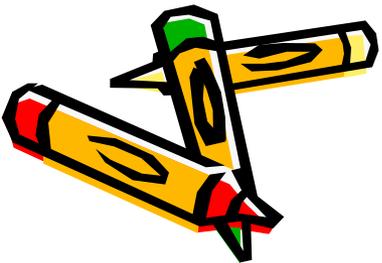
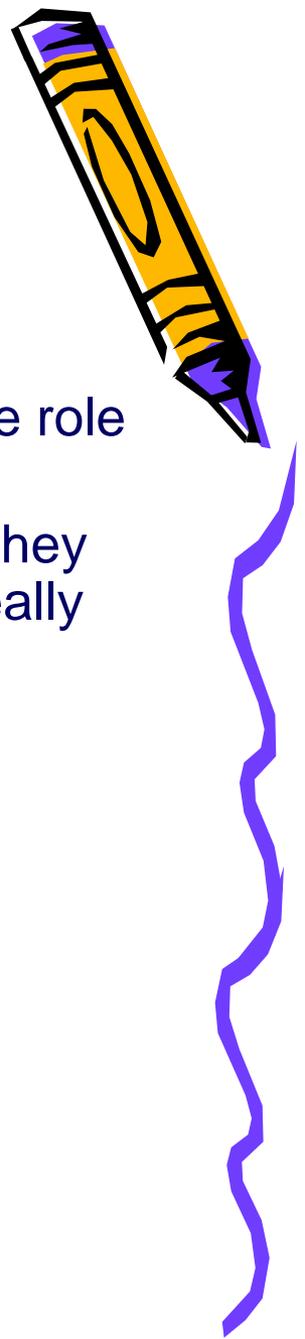


"I POSTED A BEDTIME STORY ON YOUR HOMEPAGE. ENJOY AND GOOD NIGHT!"



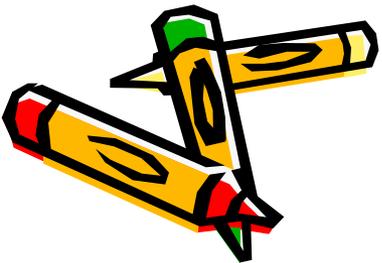
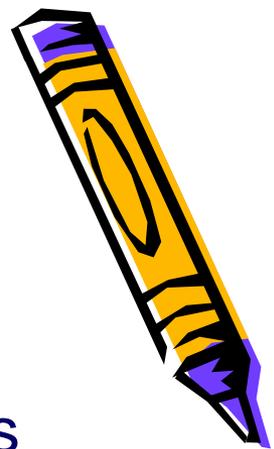
General Recommendations

- Practice the art of parenting-be willing to give up the role of “manager” for that of “consultant”
- Remember that, although teenagers may look like they are ready to go out into the world alone, they are really just practicing and they still need your guidance
- Don't be afraid to step in if your child seems to be struggling to regulate themselves

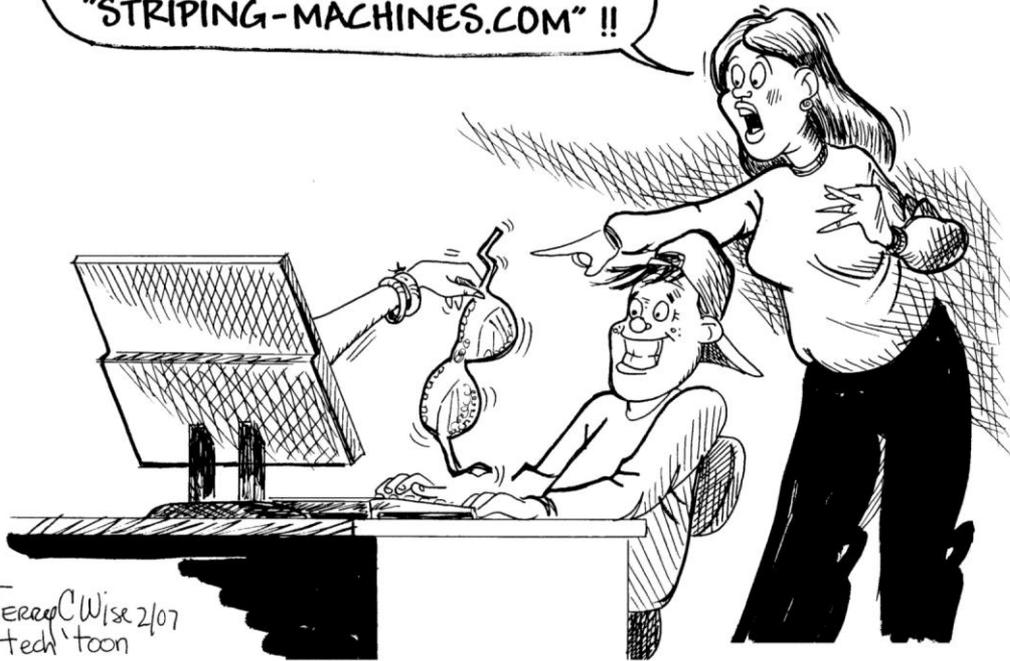


General Recommendations

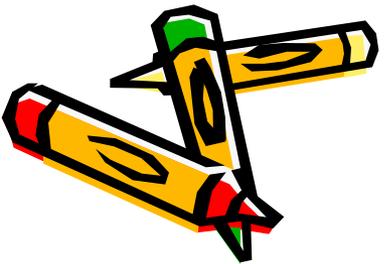
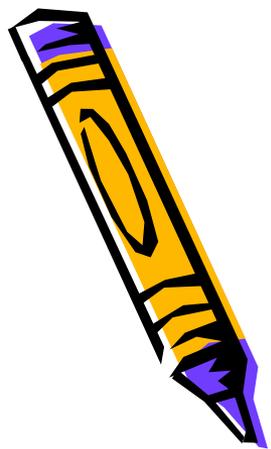
- Make sure your kids are learning strategies other than using search engines to solve problems or answer questions. (Remember that active problem-solving promotes more brain development than always letting the computer generate the solution).
- Pay attention to how much time is being spent plugged in and multi-tasking. Make sure that they are also learning to be comfortable in a quiet space and “lost in thought” (Remember that their brains need that downtime to develop higher order thinking).



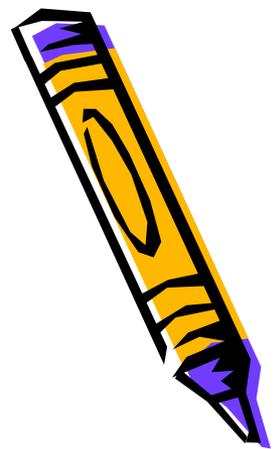
HEY !!!... THAT'S NOT
"STRIPING-MACHINES.COM" !!



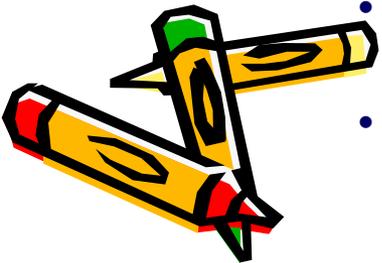
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Recommendations-Cell Phones and Texting

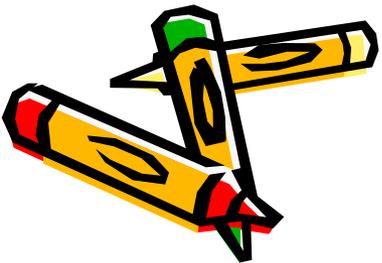
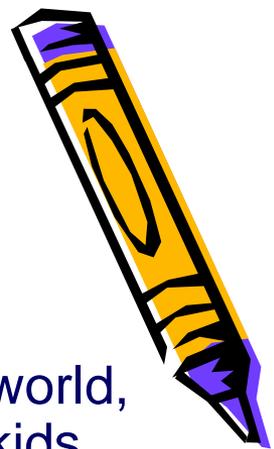


- Don't forget that you ultimately own the phone and have control over it
- Work with your child to establish appropriate time limits- Beware of texting time seeping into "down-time" and of "constant texting"
- Monitor your monthly statements- Beware of excessive usage and late-night usage
- If your child is showing signs of having hard time self-regulating, consider limiting texting and having phone "reside" in central area of the house
- Work with your child to establish appropriate manners for phone use
- Discuss "sexting" with your child, including dangers and legal ramifications
- Establish clear rules and consequences for texting or talking on phone while driving- NOT ALLOWED!!



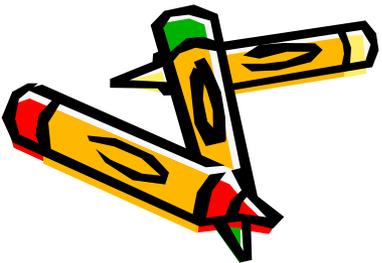
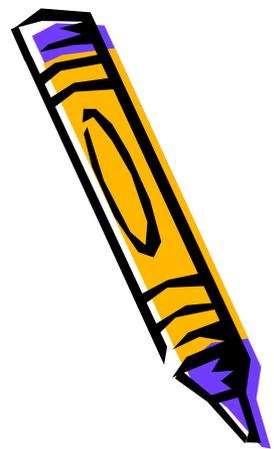
Recommendations-Computers

- To ensure that you are able to parent in the digital world, make sure that you have passwords for all of your kids accounts, including Facebook and IM. That does not mean you have to use them daily, weekly or even monthly. Although your kids may balk at giving them to you, they will ultimately feel safer knowing you “have their backs”. Don’t be afraid to use the passwords as a last resort if you are concerned, but it is better to create parenting opportunities in collaboration with your kid. Have them periodically take you on a tour of their Facebook site
- Talk openly with your kids about the dangers associated with the internet. Don’t lecture. Ask them what they know and brainstorm together ways to keep them safe and how you will act to protect them (take over some regulation) if they are not self-regulating appropriately.



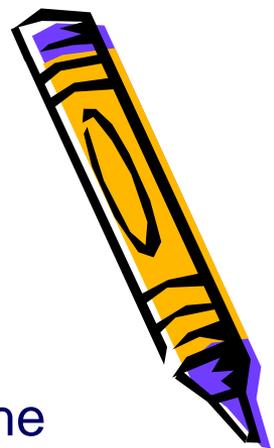
Recommendations-Computers and Social Networking Sites

- Safety first- If you are concerned about how your kid is using computers, consult with a school counselor or professional
- Talk with your kids about how and how much they are using the internet.
- Work with them to establish healthy parameters for usage
- Ask them whether they are interacting with strangers on shared gaming platforms (X-Box, Playstation, Minecraft)
- American Academy of Pediatrics and American Psychological Association strongly recommend that computers always be placed in a central location in the home and never in kids' bedrooms.



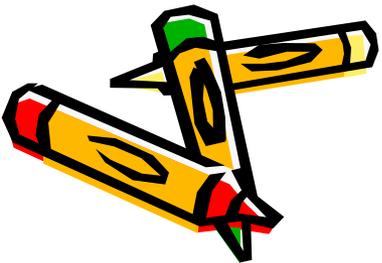
More Computer Recommendations

- Establish clear consequences (take over some of the regulation) if your kid sets up a “hidden” profile or identity.
- Make sure that they know that they should NEVER meet up with someone they met on the internet.
- Talk to them about the lack of privacy in anything they post on internet.
- Make sure that their Social Media settings allow for the maximum privacy.
- Make sure they understand the dangers in posting identifying information, including birthday and photos that reveal location, etc.
- Have them ask themselves “would I want my parents to see/read this? my principal? a college admissions officer? A future employer?” before posting anything.



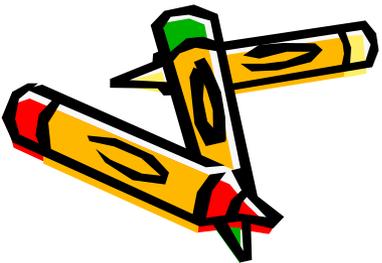
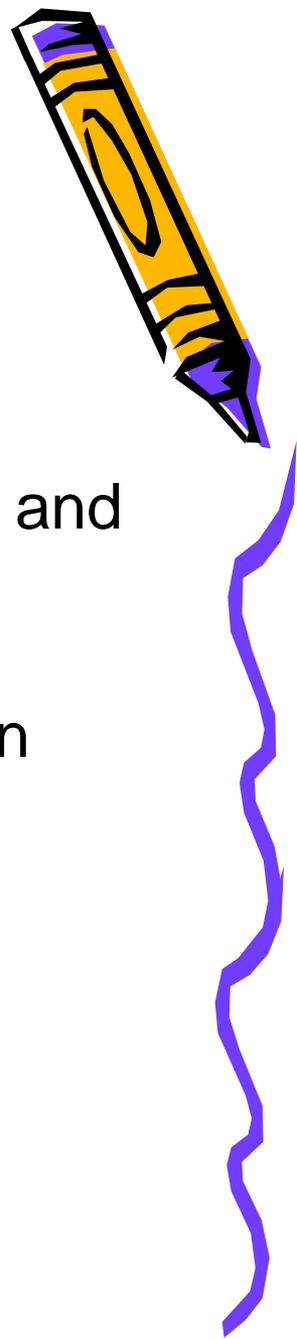
More Computer Recommendations

- Make sure that they do not have their passwords on “remember me” setting. Many misuses of Facebook and IM’ing occur when other kids use your child’s computer. (especially common in Middle School)
- Encourage your child to come to you if they experience anything that makes them feel uncomfortable on the internet- cyber-bullying, solicitations from strangers, etc.
- Don’t be afraid of setting firmer limits and regulations, including monitoring software (CyberSitter, PCTattletale, or CyberPatrol) if your child shows signs of not being able to self-regulate.



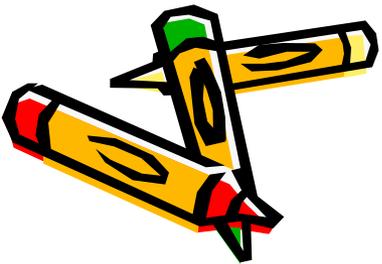
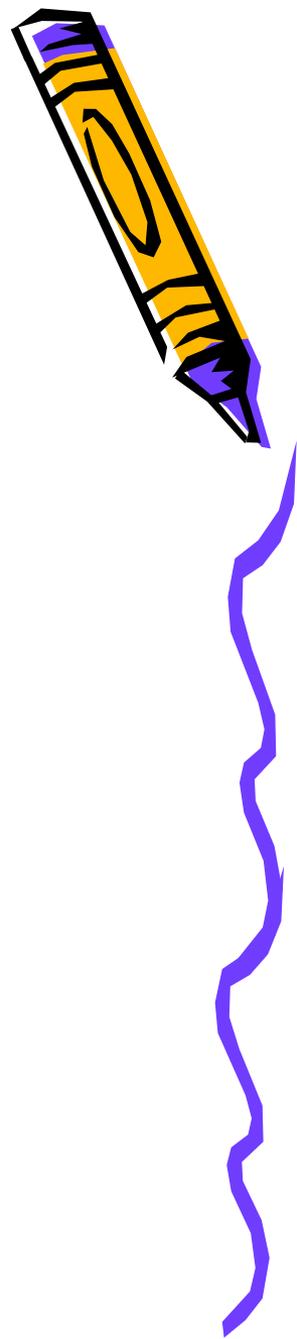
And finally...

- For younger kids (3rd-9th), good to start with Parental Controls that limit time on the computer and internet. Be realistic and use them to introduce “parenting moments”. If they ask for more time repeatedly, review with them how they have been using to ensure that they are learning good self-regulation skills.

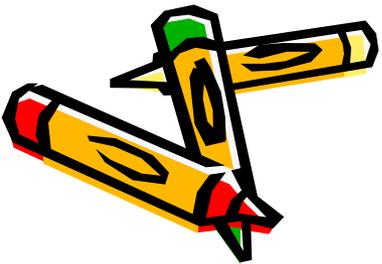
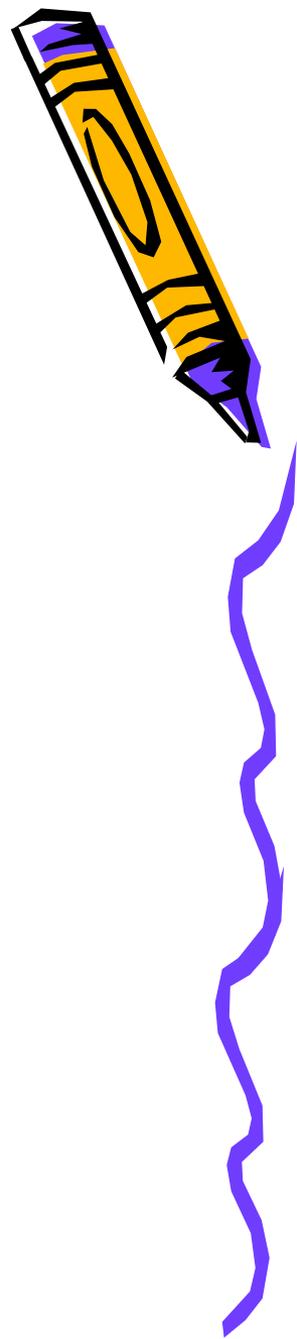




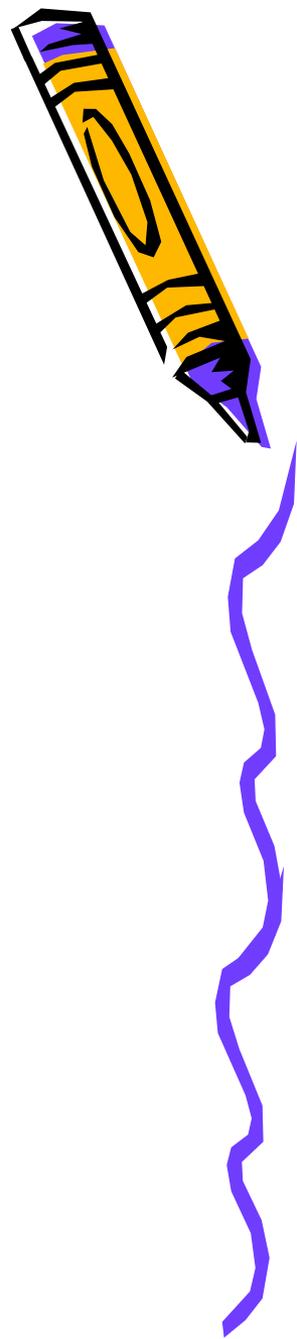
"I didn't have time to get you anything, but you can download some Mother's Day wishes off my web site."



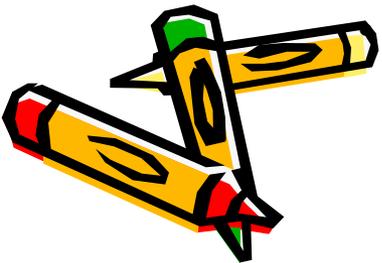
Additional Slides with Bonus Information



What kind of Digital Parent Do You Want to Be?



- Clearly outline your rules and expectations.
 - Are you going to limit time?
 - Are you going to filter?
 - Are you going to monitor?
 - What is acceptable online behavior and what is not (use real life examples from the news)
 - [Common Sense Media Excellent Resource](#)
- Make a contract
 - [Cell Phone contract](#)
 - [Internet/Social Media contract](#)
- Model Appropriate Behavior
 - Do you text at appropriate times? Do you post appropriate things?



Monitoring/ Parental Control Options

Alternative Browser (Easy, cheap and okay)

[Apple's "Parental Controls"](#)

[Mobicip](#)

[Android Parental Control Options](#) and [Built Ins](#)

Mobile Providers (Expensive, but easy and effective)

[At & T Smart Limits](#)

[Verizon Safeguards](#)

Software

[The Old Guard: Net Nanny, Cyber Patrol, Norton Family Premier](#)

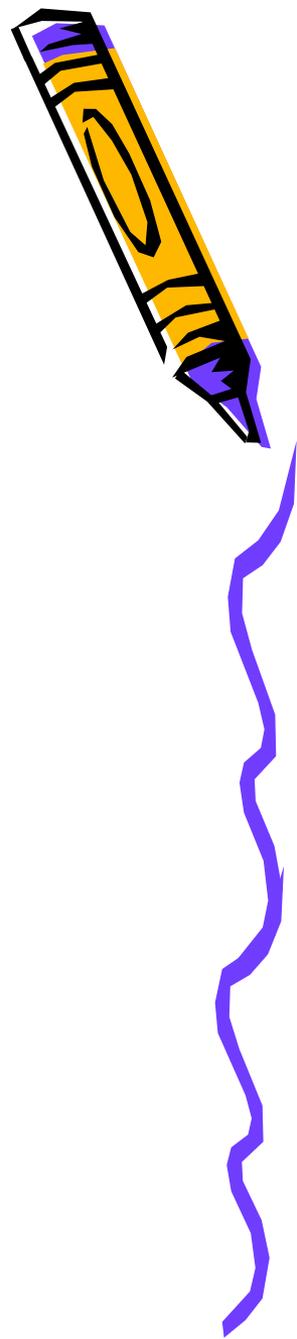
[AVG Family Safety](#)

[Meraki Mobile Device Management](#)

Good for managing laptops, ipads, iphones, etc.

Must have a technical understanding

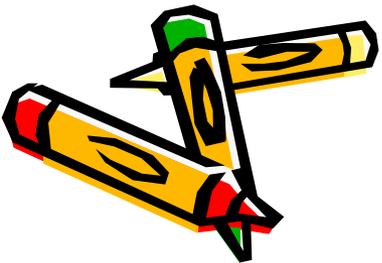
Can select what apps are acceptable, can even shut down machine remotely.



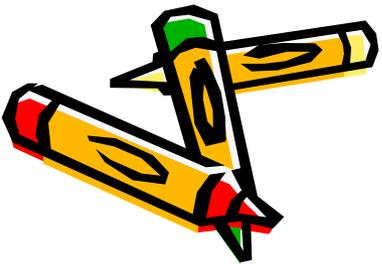
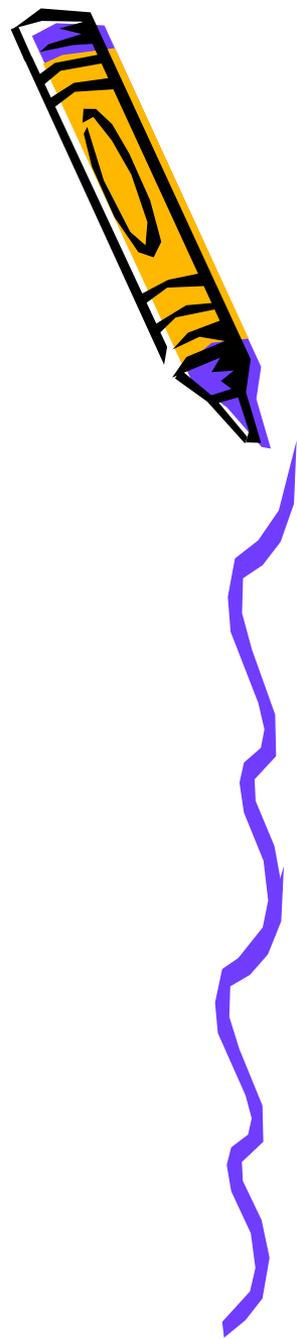
Computer/Video Use and Academic Learning



- Computers exponentially increase access to information, data, opportunities to collaborate with others
- Computers foster surface knowledge at expense of strategic knowledge (which develops as kids are able to see patterns in and create original representations of what they are learning-mental manipulation)
- Children who hear a story rather than watch it on video show greater comprehension
- In a study in which 2 groups were shown same text as either traditional text or hypertext(on screen), the traditional group showed better comprehension



Video on Teens, Sleep and Texting



Video on Digital Footprints

