

MEDIA AND YOUR CHILDREN – Why A Family Media Plan?

SPIN Conference, April 13, 2019

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OBJECTIVES

By the end of this session you should be able to:

- Talk about how media use can affect the brain development, behavior and physical health of children
- Recognize and address problematic media use in your children
- Promote smart and safe media use for your family



MEDIA

- TRADITIONAL MEDIA – television, movies, radio, newspaper, magazines
 - Typically created externally by an established production source, such as a film studio, TV network, or editorial staff
 - Users - passive viewing or reading
- DIGITAL MEDIA – also includes social media, interactive media
 - Pretty much INSTANT access to entertainment, information and knowledge
 - Users - lots of social content, users actively create this content
 - Still lots of marketing



FOR CHILDREN AND ADOLESCENTS TODAY

- The integration of passively viewed and interactive media is seamless and natural
- Videogames, for example, now represent a merging of both traditional and social media, as users can virtually “inhabit” produced worlds and interact with other users in remote locations

AN AMAZING AMOUNT OF MEDIA USE

- A representative survey of American tweens (8- to 12-year-olds) and teens (13- to 18-year-olds), documented that **OUTSIDE** of school and homework:
 - Tweens spend almost six hours per day (5:55 hours)
 - Teens spend almost nine hours per day (8:56 hours)using media, including watching TV, playing video games, using social media, using the Internet, reading, and listening to music

Felt LJ, Robb MB. *Technology Addiction: Concern, Controversy, and Finding a Balance*. San Francisco, CA: Common Sense Media; 2016, Available at <https://www.commonsensemedia.org/research/technology-addiction-concern-controversy-and-finding-balance>. Last accessed March 13, 2017

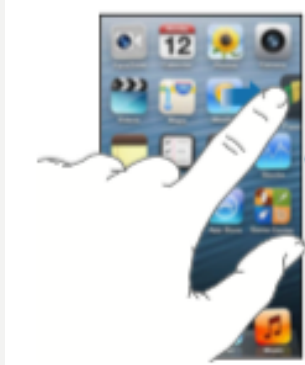
TV USE DECREASING



- Statistically significant decreases in mean TV viewing between 2001 and 2012 were observed for preschoolers and children from the National Health and Nutrition Examination Survey (NHANES)
- However, a relatively large proportion of parents reported their children watching 2 or more hours/day of TV.

Loprinzi PD, Davis RE. Secular trends in parent-reported television viewing among children in the United States, 2001-2012. *Child Care Health Dev.* 2016;42(2):288–291

DIGITAL USE INCREASING



- In a pediatric clinic serving a low income minority community:
 - Most households had television (97%), tablets (83%), and smartphones (77%)
 - Almost all children (96.6%) used mobile devices, and most started using before age 1. Parents gave children devices when doing house chores (70%), to keep them calm (65%), and at bedtime (29%)
 - At age 2, most children used a device daily and spent comparable screen time on television and mobile devices. Most 3- and 4-year-olds used devices without help.
 - At age 4, half the children had their own television and three-fourths their own mobile device

Kabali HK, Irigoyen MM, Nunez-Davis R, et al. Exposure and use of mobile media devices by young children. *Pediatrics*. 2015;136(6):1044–1050

DIGITAL USE INCREASING

- At present, approximately three-quarters of teenagers own a smartphone, 24% of adolescents describe themselves as “constantly connected” to the Internet

Lenhart A. *Teens, Social Media & Technology Overview 2015*. Washington, DC: Pew Internet and American Life Project; 2015

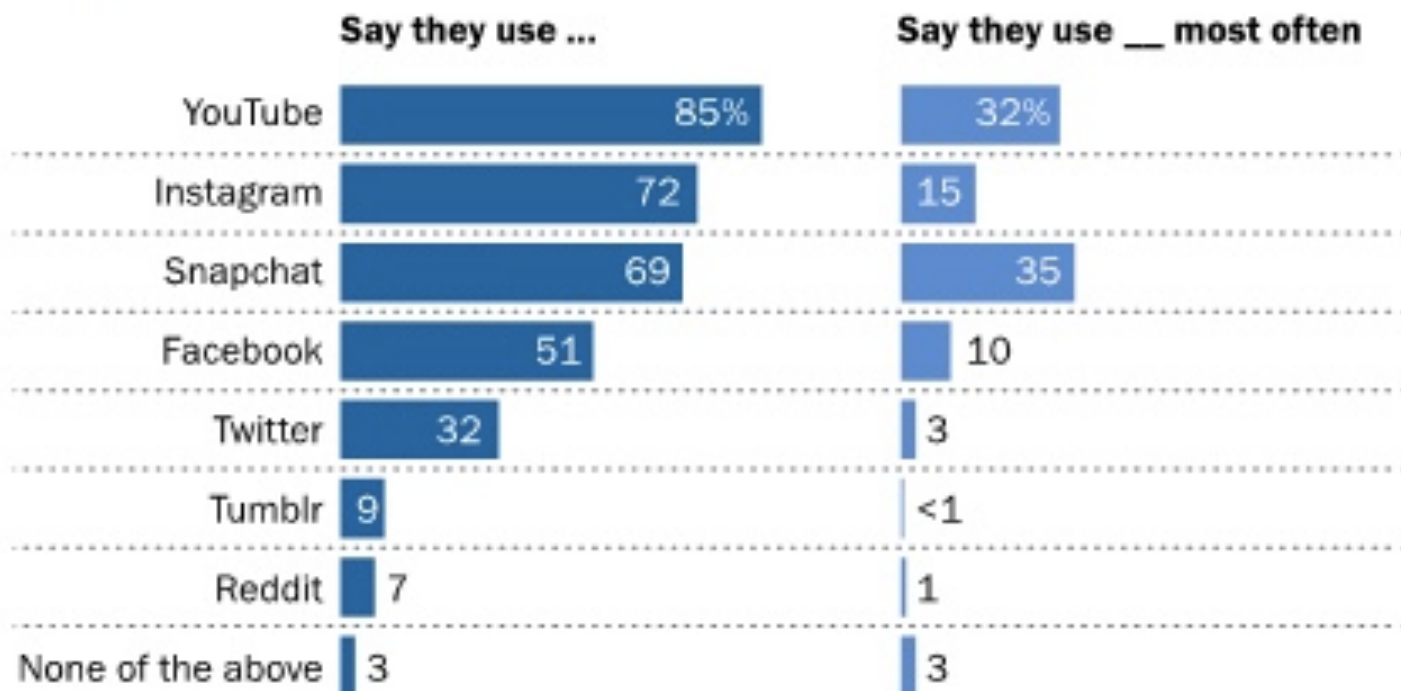
- 50% report feeling “addicted” to their phones.

Felt LJ, Robb MB. *Technology Addiction: Concern, Controversy, and Finding a Balance*. San Francisco, CA: Common Sense Media; 2016, Available at <https://www.commonsensemedia.org/research/technology-addiction-concern-controversy-and-finding-balance>. Last accessed March 13, 2017



YouTube, Instagram and Snapchat are the most popular online platforms among teens

% of U.S. teens who ...



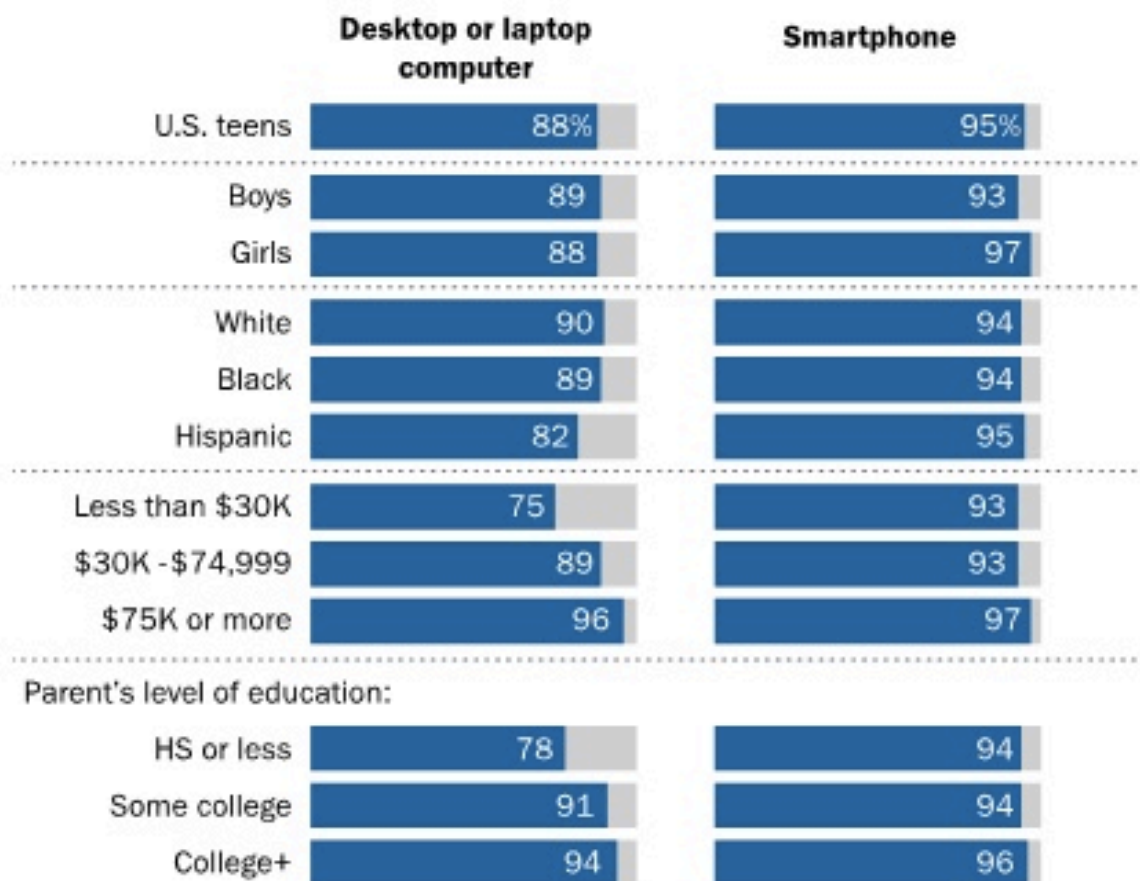
Note: Figures in first column add to more than 100% because multiple responses were allowed. Question about most-used site was asked only of respondents who use multiple sites; results have been recalculated to include those who use only one site. Respondents who did not give an answer are not shown.

Source: Survey conducted March 7-April 10, 2018.

"Teens, Social Media & Technology 2018"

Smartphone access nearly ubiquitous among teens, while having a home computer varies by income

% of U.S. teens who say they have or have access to a ____ at home



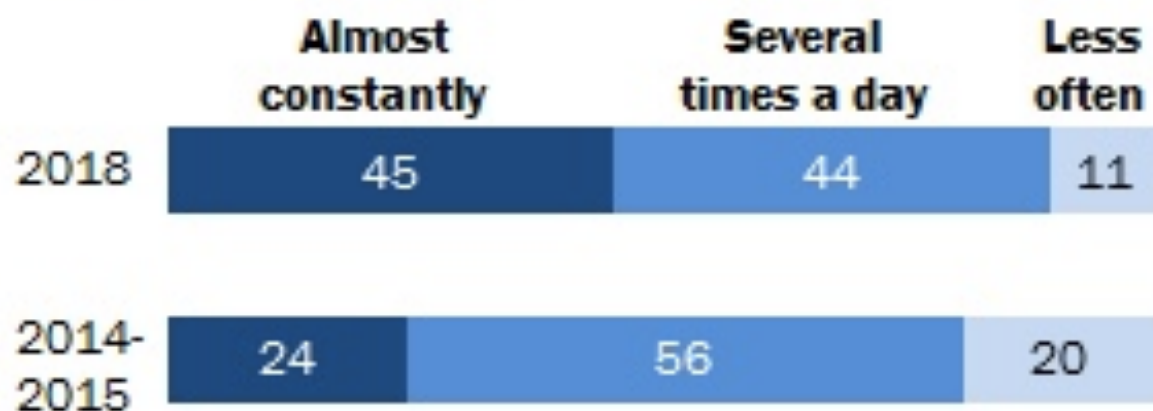
Note: Whites and blacks include only non-Hispanics. Hispanics are of any race. Parent's level of education based on highest level of education associated with a teen's parent.

Source: Survey conducted March 7-April 10, 2018.

"Teens, Social Media & Technology 2018"

45% of teens say they're online almost constantly

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



Note: "Less often" category includes teens who say they use the internet "about once a day," "several times a week" and "less often."

Source: Survey conducted March 7-April 10, 2018. Trend data from previous Pew Research Center survey conducted 2014-2015.

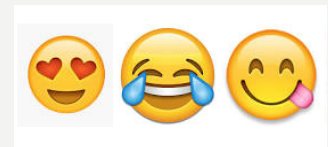
"Teens, Social Media & Technology 2018"

PEW RESEARCH CENTER

COMMUNICATION MOVING FROM FACE-TO-FACE TO DIGITAL MEDIA



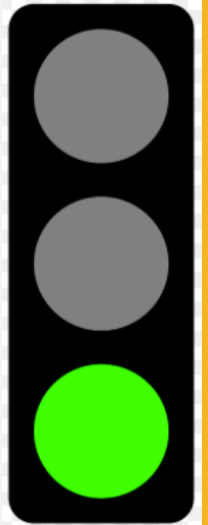
- Communication is moving from face-to-face and voice-only phone conversations to:
 - Screen- to-screen interactions via apps, such as FaceTime or Skype
 - Texting, using a smartphone keyboard to send a written message or a visual symbol (emoji) to another smartphone
 - Can text message while playing a game, or while using an app



MEDIA USE CREATES OPPORTUNITIES

- Opportunities

- Early learning, exposure to new ideas and knowledge
- Technology may facilitate new ways of expressing typical adolescent developmental needs, such as the need for connection and validation from peer groups
- New opportunities to access health promotion messages and information
- Can change health behavior with certain apps



Reid Chassiakos Y, Radesky J, Christakis D, et al., AAP COUNCIL ON COMMUNICATIONS AND MEDIA. Children and Adolescents and Digital Media. *Pediatrics*. 2016;138(5): e20162593

EXAMPLE OF IMPROVING HEALTH BEHAVIOR

- For example, the Nike+ app tracks exercisers' routes, pace, steps, distance, and time
- Challenges runners to compete with friends and improve their performance
- Such design also serves to reinforce behavior (both health behaviors and for using the app), resulting in more engagement with both.

BENEFITS OF MEDIA USE

- Benefits largely depend on:
 - a child's age and developmental stage
 - a child's characteristics
 - how the media are used (eg, with a parent or without),
 - the media content and design.

INFANT AND TODDLERS

- Pediatrics (AAP) recommendations to discourage media exposure for children younger than 2 years were based on research on TV and videos
- The research showed that in-person interactions with parents are much more effective than video for learning of new verbal or nonverbal problem-solving skills

Brown A; Council on Communications and Media. Media use by children younger than 2 years. *Pediatrics*. 2011;128(5):1040–1045

INFANT AND TODDLERS

- Infants and toddlers experience what is referred to as the “video deficit”: difficulty learning from 2-dimensional video representations at younger than 30 months of age.
- The video deficit is thought to be attributable to infants’ and young toddlers’ lack of symbolic thinking and the lack of ability of transferring information from a 2D media world to a 3D real world
- Before 2 years of age, children are still developing cognitive, language, sensorimotor, and social-emotional skills, which require hands-on exploration and social interaction with trusted caregivers for successful maturation

ADULT INTERACTION IMPORTANT

- From 12 to 24 months of age, toddlers can begin to learn novel words from commercially available “word learning” videos, but only if their parents watch with them and reteach the words, essentially using the videos as a learning scaffold to build the language skills

DeLoache JS, Chiong C, Sherman K, et al. Do babies learn from baby media? *Psychol Sci.* 2010;21(11):1570–1574

Richert RA, Robb MB, Fender JG, Wartella E. Word learning from baby videos. *Arch Pediatr Adolesc Med.* 2010;164(5):432–437

NEED TO TALK TO INFANTS AND TODDLERS DURING MEDIA USE

- In one longitudinal study of low-income families:
 - 14-month-olds whose mothers had talked with them during educational TV programming since infancy showed more advanced language development than infants whose mothers did not talk with them during media use
 - However, this finding may have reflected how much mothers spoke to children in general

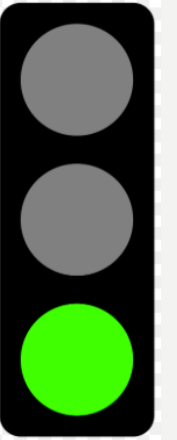
Mendelsohn AL, Brockmeyer CA, Dreyer BP, Fierman AH, Berkule-Silberman SB, Tomopoulos S. Do verbal interactions with infants during electronic media exposure mitigate adverse impacts on their language development as toddlers? *Infant Child Dev.* 2010;19(6):577–593

VIOLENT OR INAPPROPRIATE CONTENT

- Preschoolers randomly assigned to change from inappropriate or violent content to high-quality prosocial programming were found to have significant improvements in their externalizing and internalizing behavior

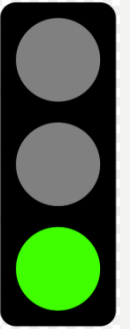
Christakis DA, Garrison MM, Herrenkohl T, et al. Modifying media content for preschool children: a randomized controlled trial. *Pediatrics*. 2013;131(3):431–438

OPPORTUNITIES – INFANTS, TODDLERS AND PRESCHOOLERS



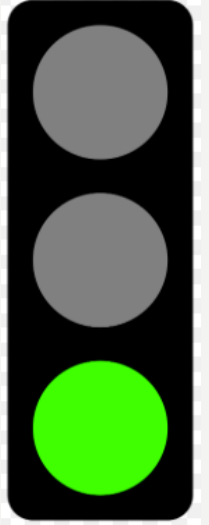
- Adult interaction is crucial for toddlers to learn effectively from digital media.
- For families who find it difficult to modify the overall amount of media use in their homes, changing to high-quality content without violent or inappropriate content may be an alternative
- Pediatric providers can direct families toward curation services, such as Common Sense Media, for reviews of videos, apps, TV shows and movies

OPPORTUNITIES - SCHOOL AGED CHILDREN



- Research studies as well as anecdotal reports have suggested benefits of media use for today's children and adolescents, such as communication and engagement
- Many social media platforms provide tools that students can use to touch base with and collaborate with others on projects
- Communicating across distances can be made easier by social media; these communications may include connecting via video-chatting with family or friends who are separated geographically

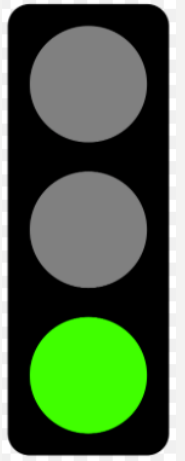
OPPORTUNITIES - SCHOOL AGED CHILDREN



- Additional benefits include exposure to new ideas and immersive learning experiences
- Traditional and social media can also raise awareness of current events and issues, and social media can provide tools to promote community participation and civic engagement

Moreno MA, Gannon KE. Social media and health. In: Rosen D, Joffe A, eds. AM STARs Adolescent Medicine: State of the Art Reviews. Young Adult Health. 2013;24(3):538–552

OPPORTUNITIES - SCHOOL AGED CHILDREN



- High-quality TV programs (eg, Public Broadcasting Service [PBS] programs, such as *Sesame Street* and *Mister Rogers' Neighborhood*) can demonstrably improve cognitive, linguistic, and social outcomes
- Many observational studies and some small experimental ones have demonstrated that preschoolers can learn reading and writing, working with numbers, and prosocial skills from high-quality TV programs

Anderson DR, Huston AC, Schmitt KL, Linebarger DL, Wright JC. Early childhood television viewing and adolescent behavior: the recontact study. *Monogr Soc Res Child Dev.* 2001;66(1):I-VIII, 1-147

Christakis DA, Garrison MM, Herrenkohl T, et al. Modifying media content for preschool children: a randomized controlled trial. *Pediatrics.* 2013;131(3):431-438

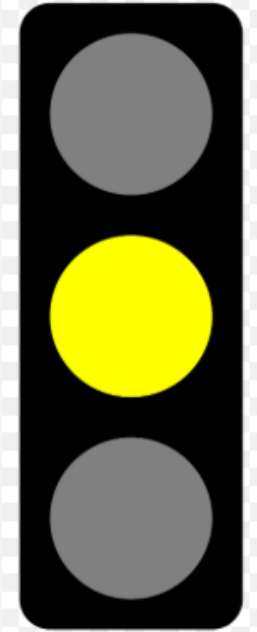
APPS FOR CHILDREN

- Very few of the commercially available apps in the educational section of app stores have evidence-based design input with demonstrated learning effectiveness.
- Recent reviews of hundreds of toddler/preschooler apps labeled as educational have demonstrated that most apps:
 - Show low educational potential and target only rote academic skills (eg. ABCs, colors)
 - Are not based on established curricula
 - Include almost no input from developmental specialists or educators.

Vaala S, Ly A, Levine M. *Getting a Read on the App Stores: A Market Scan and Analysis of Children's Literacy Apps*. New York: The Joan Ganz Cooney Center at Sesame Workshop; 2015. Available at www.joanganzcooneycenter.org/wp-content/uploads/2015/12/jgcc_gettingaread.pdf. Last accessed 3/14/17

MEDIA USE CREATES CHALLENGES

- Challenges include:
 - A higher incidence of obesity
 - Negative effects on sleep, and development
 - Exposure to inaccurate, inappropriate, or unsafe content and contacts
 - Compromised privacy and confidentiality



OBESITY IN CHILDREN

- In a 1996 study of 5- to 10-year-olds, the odds of being overweight were 4.6 times greater for youth watching more than 5 hours of TV per day compared with those watching between 0 and 2 hours.

Gortmaker SL, Must A, Sobol AM, Peterson K, Colditz GA, Dietz WH. Television viewing as a cause of increasing obesity among children in the United States, 1986- 1990. *Arch Pediatr Adolesc Med.* 1996;150(4):356–362

- This is the study that greatly influenced the AAP recommendations for 2 hours or less of screen time for children 2 through 18 years of age.

OBESITY IN YOUNGER CHILDREN

- Heavy TV use during the preschool years is associated with small but significant increases in BMI, which sets the stage for greater weight gain later in childhood
- The association between using ≥ 2 hours of media per day and obesity persists even after adjusting for children's psychosocial risk factors
- A study of 2-year-olds found that BMI increased for **every hour per week** of media

Wen LM, Baur LA, Rissel C, Xu H, Simpson JM. Correlates of body mass index and overweight and obesity of children aged 2 years: findings from the healthy beginnings trial. *Obesity (Silver Spring)*. 2014;22(7):1723–1730

NEWER STUDIES



- More recent studies suggest that setting limits of TV viewing to between **1 and 1.5 hours a day** may be more effective to prevent obesity than the 2 hours per day standard presented

de Jong E, Visscher TL, HiraSing RA, Heymans MW, Seidell JC, Renders CM. Association between TV viewing, computer use and overweight, determinants and competing activities of screen time in 4- to 13-year-old children. *Int J Obes*. 2013;37(1):47–53

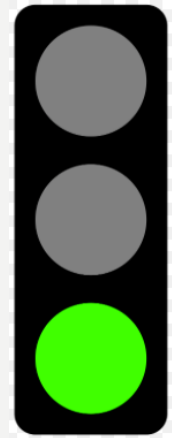
Braithwaite I, Stewart AW, Hancox RJ, Beasley R, Murphy R, Mitchell EA; ISAAC Phase Three Study Group. The worldwide association between television viewing and obesity in children and adolescents: cross sectional study. *PLoS One*. 2013;8(9):e74263

NEWER WORLDWIDE STUDY

- Across the total sample, screen time was positively associated with:
 - Waist circumference
 - TV in the bedroom (child-reported),
 - Computer in the bedroom
 - Unhealthy eating pattern score
 - (Interestingly) meeting physical activity guidelines (how many days a week with 60 minutes of moderate or vigorous activity 6 or more days a week)

LeBlanc AG, et al. Correlates of Total Sedentary Time and Screen Time in 9-11 Year-Old Children around the World: The International Study of Childhood Obesity, Lifestyle and the Environment. PLoS One. 2015 Jun 11;10(6):e0129622. doi: 10.1371/journal.pone.0129622. eCollection 2015.

WE CAN AFFECT THIS EFFECT!



- An intervention study with third and fourth graders worked with the participants to reduce time spent watching TV and playing video games: 18 lesson 6 month curriculum to lessen television, videotape and videogame use
- The study demonstrated that children in the intervention group reported reduced TV viewing and meals in front of the TV and had reduced BMIs

Robinson TN. Reducing children's television viewing to prevent obesity: a randomized controlled trial. *JAMA*. 1999;282(16):1561-1567

SLEEP



- There is a growing body of evidence that suggests that media use negatively affects sleep.
- Increased duration of media exposure and the presence of a television, computer or mobile device in the bedroom in early childhood have been associated with fewer minutes of sleep per night, especially among children of racial/ethnic minority groups.

Cespedes EM, Gillman MW, Kleinman K, Rifas-Shiman SL, Redline S, Taveras EM. Television viewing, bedroom television, and sleep duration from infancy to mid-childhood. *Pediatrics*. 2014;133(5).

SLEEP

- Later bedtimes after evening media use and violent content in the media may also be contributing factors

Garrison MM, Christakis DA. The impact of a healthy media use intervention on sleep in preschool children. *Pediatrics*. 2012;130(3):492–499

- Suppression of endogenous melatonin because of emissions from screens is another possible cause.

Salti R, Tarquini R, Stagi S, et al. Age-dependent association of exposure to television screen with children's urinary melatonin excretion? *Neuroendocrinol Lett*. 2006;27(1-2):73–80

EFFECTS ON DEVELOPMENT BECAUSE OF TV

- Population-based studies continue to show associations between excessive TV viewing in early childhood and cognitive, language, and social/emotional delays.



DELAYS FROM TV

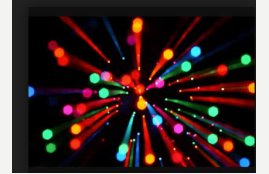
- Possible reasons for these outcomes include:
 - the effects of viewing inappropriate, adult-oriented content (as well as some inappropriate child-directed content),
 - a decrease in parent–child interaction when the TV is on
 - poorer family functioning in households with high media use

Lin LY, Cherng RJ, Chen YJ, Chen YJ, Yang HM. Effects of television exposure on developmental skills among young children. *Infant Behav Dev.* 2015;38:20–26

Tomopoulos S, Dreyer BP, Berkule S, Fierman AH, Brockmeyer C, Mendelsohn AL. Infant media exposure and toddler development. *Arch Pediatr Adolesc Med.* 2010;164(12):1105–1111

Schmidt ME, Rich M, Rifas-Shiman SL, Oken E, Taveras EM. Television viewing in infancy and child cognition at 3 years of age in a US cohort. *Pediatrics.* 2009;123(3).

THE BELLS AND WHISTLES OF DIGITAL MEDIA



- Young children attention is drawn to the engaging and often changing features of digital media, such as animation, sounds, and highlighted features they can tap and swipe
- These features, however, may decrease young children's comprehension

Goodrich SA, Pempek TA, Calvert SL. Formal production features of infant and toddler DVDs. *Arch Pediatr Adolesc Med.* 2009;163(12):1151–1156

ADHD AND MEDIA

- Frequent use of digital media may be associated with the development of symptoms of attention deficit hyperactivity disorder in teens, according to a study in JAMA.
- The association between screen time and ADHD is modest at best, but the study does highlight the need for further research on adolescents' media use
- Ra CK, Cho J, Stone MD, et al. Association of Digital Media Use With Subsequent Symptoms of Attention-Deficit/Hyperactivity Disorder Among Adolescents. *Journal of American Medical Association*. 17 July 2018;320(3):255-263. doi:10.1001/jama.2018.8931



HISTORY OF CONCERNS ON CONTENT

- Concern on the part of the public and Congress about the harmful influence of media violence on children dates back to the 1950s and 1960s
- The legitimacy of that concern is corroborated by extensive scientific research that has accumulated over the past 40 years.
- The conclusion that exposure to violent portrayals poses a risk of harmful effects on children has been reached by the U.S. Surgeon General, the National Institutes of Mental Health, the National Academy of Sciences, the American Medical Association, the American Psychological Association, the American Academy of Pediatrics, and other scientific and public health agencies and organizations.

INFLUENCE ON RISKY BEHAVIOR BY TV AND MOVIES

- Studies have shown that exposure to alcohol or tobacco use or risky sexual behaviors in TV or movies is associated with initiation of these behaviors

Dalton MA, Beach ML, Adachi-Mejia AM, et al. Early exposure to movie smoking predicts established smoking by older teens and young adults. *Pediatrics*. 2009;123(4).

Robinson TN, Chen HL, Killen JD. Television and music video exposure and risk of adolescent alcohol use. *Pediatrics*. 1998;102(5):E54

Klein JD, Brown JD, Childers KW, Oliveri J, Porter C, Dykers C. Adolescents' risky behavior and mass media use. *Pediatrics*. 1993;92(1):24–31

INFLUENCE ON RISKY BEHAVIOR BY DIGITAL MEDIA

- Several studies have illustrated that adolescents' displays on social media frequently include portrayal of risky health behaviors, such as illegal alcohol use or overuse, illicit substance use, high-risk sexual behaviors, and harmful behaviors such as self-injury and disordered eating.

Moreno MA, Parks MR, Zimmerman FJ, Brito TE, Christakis DA. Display of health risk behaviors on MySpace by adolescents: prevalence and associations. *Arch Pediatr Adolesc Med.* 2009;163(1):27–34

Moreno MA, Parks M, Richardson LP. What are adolescents showing the world about their health risk behaviors on MySpace? *MedGenMed.* 2007;9(4):9

McGee JB, Begg M. What medical educators need to know about “Web 2.0”. *Med Teach.* 2008;30(2):164–169

Moreno MA, Ton A, Selkie E, Evans Y. Secret Society 123: understanding the language of self-harm on Instagram. *J Adolesc Health.* 2016;58(1):78–84

MENTAL HEALTH ISSUES

- Previous research has suggested a U-shaped relationship between Internet use and depression, with increased risks for depression at both the high and low ends of Internet use

Bélangier RE, Akre C, Berchtold A, Michaud PA. A U-shaped association between intensity of Internet use and adolescent health. *Pediatrics*. 2011;127(2). Available at: <http://pediatrics.aappublications.org/content/127/2/e330>

Moreno MA, Jelenchick L, Koff RN, Eickhoff J. Depression and internet use among older adolescents: an experience sampling approach. *Psychology (Irvine)*. 2012;3(9A):743–748

- A more recent study examined social media use and depression and found a positive association.

Lin LY, Sidani JE, Shensa A, et al. Association between social media use and depression among U.S. young adults. *Depress Anxiety*. 2016;33(4):323–331

HOW YOUTH USES MEDIA MAY BE THE KEY

- Older adolescents who used social media passively by solely viewing content reported declines in well-being and life satisfaction
- Those who used social media actively by interacting with others and posting content did not experience these declines

Kross E, Verduyn P, Demiralp E, et al. Facebook use predicts declines in subjective well-being in young adults. *PLoS One*. 2013;8(8):e69841

HOW YOUTH USES MEDIA MAY BE THE KEY

- Another study found that teenagers who used Instagram to follow strangers and engage in social comparisons had higher depression symptoms
- Others who followed friends and engaged in less social comparison had fewer depression symptoms

Lup K, Trub L, Rosenthal L. Instagram #instasad?: exploring associations among instagram use, depressive symptoms, negative social comparison, and strangers followed. *Cyberpsychol Behav Soc Netw*. 2015;18(5):247–252

MARKETING TO CHILDREN

- Social media ads can directly address individuals or groups who would be interested and responsive
- Social media ads may also be interactive and are more affordable to create and disseminate.
- The ability for marketers to reach children through social media is understudied
- Advertisers know that many parents fear that their children may fall behind in the skilled use of technology without early exposure to it

PRIVACY

- Content that a child or adolescent chooses to post on any site or app becomes public in some way
- Removal of such content may be difficult or impossible.
- Previous research suggests that adolescents vary in their understanding of privacy practices, and even among those who do know how to set privacy settings, many choose not to do so

Boyd D, Marwick AE. Social privacy in networked publics: teens' attitudes, practices, and strategies. In: *A Decade in Internet Time: Symposium on the Dynamics of the Internet and Society*; September 21–24, 2011; Oxford, U.K.:1-29

Madden M, Lenhart A, Cortesi S, et al. *Teens, Social Media, and Privacy*. Washington, DC: Pew Research Center; 2013

Moreno MA, Kelleher E, Ameenuddin N, Rastogi S. Young adult females' views regarding online privacy protection at two time points. *J Adolesc Health*. 2014;55(3):347–351

SEXTING

- Sexting is commonly defined as the electronic transmission of nude or seminude images as well as sexually explicit text messages.
- About 12% of youth 10 to 19 years of age have ever sent a sexual photo to someone else

Reid Chassiakos Y, Radesky J, Christakis D, et al., AAP COUNCIL ON COMMUNICATIONS AND MEDIA. Children and Adolescents and Digital Media. *Pediatrics*. 2016;138(5): e20162593

CHILDREN'S HOSPITAL LOS ANGELES TEEN HEALTH CENTER STUDY

- 48.5% of girls and 63.6% of boys had sent a sext
- 70% of girls and 82% of boys had received a sext.
- Girls expressed significantly more concern than boys about how sexting could affect their reputation, including getting caught by an adult with a sext
- 52% of respondents said they would be comfortable talking with their doctor about sexting.

Spencer J, Olson J, Schragger S, Tanaka D, Belzer M. Sexting and adolescents: a descriptive study of sexting and youth in an urban population. *J Adolesc Health*. 2015;56(2 Suppl 1):S22

ASSOCIATIONS WITH SEXTING

- Greater number of past-year sex partners
- Greater odds of depression and substance abuse
- Sexting may precede sexual intercourse
- LGB (unknown if T) with a higher frequency of sexting

Ybarra ML, Mitchell KJ. “Sexting” and its relation to sexual activity and sexual risk behavior in a national survey of adolescents. *J Adolesc Health*. 2014;55(6):757–764

DIGITAL MEDIA AND CHILD PORNOGRAPHY / CHILD ABUSE

- The Internet has created opportunities for the exploitation of children by sex offenders.
- Online predators can gain access to children and teenagers through social networking, chat rooms, E-mail, and online games
- Online grooming leads to establishment of a trusting relationship, often with the perpetrator misrepresenting himself as another child or teenager.
- This developing online relationship may lead to sexting or to convincing the child to meet the perpetrator in person.
- Children may be deceived, tricked, or coerced into engaging in sexual acts for the production of child sexual abuse materials (child pornography), which then can circulate for years

RECOMMENDATIONS

- Research has shown that parents underestimate the likelihood that their children might engage in online conversation with people they do not know.
- Parents should promote online safety with their children from an early age
- Parents should monitor children's Internet use, and use tools, such as parental control software, to maintain awareness of their child's Internet use

CYBERBULLYING

- Cyberbullying is commonly defined as “an aggressive, intentional act or behavior that is carried out by a group or an individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself.”
- Interestingly, the role of bully and victim can switch rapidly in the online world
- Estimates of the number of youth who experience cyberbullying vary, ranging from 10% to 40%, depending on the age group and the definition used

CHALLENGES WITH DIGITAL MEDIA IN CYBERBULLYING

- There are many online platforms in which bullying may take place, including E-mail, blogs, social networking Websites/apps, online games and text messaging.
- Perpetrators can bully at any time of day and can be anonymous
- Victims may not know why they are being targeted
- The bullying messages can spread virally through the Internet to many other people at school or in the community
- The hurtful actions of a cyberbully can reach a child or teenager anytime he or she uses a smartphone or computer (so there is no safe haven of home)

EFFECTS OF CYBERBULLYING

- Similar to traditional bullying, cyberbullying can lead to short- and long-term negative social, academic, and health consequences for both the perpetrator and target
 - Victims are more likely to report lower grades and other academic problems as a result of the experience
 - Both bullies and victims often report higher levels of depression and lower self- esteem.
 - Victims were at higher risk of both suicidal ideation and suicide attempts.

McDougall P, Vaillancourt T. Long-term adult outcomes of peer victimization in childhood and adolescence: Pathways to adjustment and maladjustment. *Am Psychol.* 2015;70(4):300–310

Vaillancourt T, Brittain HL, McDougall P, Duku E. Longitudinal links between childhood peer victimization, internalizing and externalizing problems, and academic functioning: developmental cascades. *J Abnorm Child Psychol.* 2013;41(8):1203–1215

Vaillancourt T, Duku E, Decatanzaro D, Macmillan H, Muir C, Schmidt LA. Variation in hypothalamic-pituitary- adrenal axis activity among bullied and non-bullied children. *Aggress Behav.* 2008;34(3):294–305

RECOMMENDATIONS TO DECREASE CYBERBULLYING

- Parents should educate their children about appropriate online behaviors.
- Parents should have discussions early and often about their child's friendships and relationships to develop and maintain open communication about these topics.

CDC RECOMMENDATIONS








- The Centers for Disease Control and Prevention panel reviewing effective prevention strategies for cyberbullying recommends:
 - Collaborative strategies among teenagers, parents, and schools that encourage victims to report cyberbullying and seek adult support
 - Media literacy education

David-Ferdon C, Hertz MF. *Electronic Media and Youth Violence: A CDC Issue Brief for Researchers*. Atlanta, GA: Centers for Disease Control and Prevention; 2009



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- 10 Non-Tech Holiday Gift Ideas to Promote Kids' Language & Learning
- A Minute for Kids: Social Media and Your Child  VIDEO
- Cell Phones: What's the Right Age to Start?
- Constantly Connected: Adverse Effects of Media on Children & Teens
- Cyberbullying: Important Information for Parents
- Food Ads on TV  AUDIO
- Food and Media: Not a Healthy Mix
- Healthy Children Radio: Internet Safety  AUDIO
- Healthy Children Radio: Kids & Tech  AUDIO
- Healthy Children Radio: Media & Children: Beyond Turn it Off  AUDIO
- Healthy Children Radio: Teens and Social Media  AUDIO
- Healthy Digital Media Use Habits for Babies, Toddlers & Preschoolers
- How Virtual Violence Impacts Children's Behavior: Steps for Parents
- How to Bond with Your Child through Media  VIDEO
- How to Connect with Your Teen about Smart & Safe Media Use

CREATE YOUR
Personalized
**FAMILY
MEDIA USE
PLAN**

GET STARTED

www.HealthyChildren.org/MediaUsePlan

 **healthychildren.org**
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This advertisement features a woman and a child looking at a tablet. The text is in English and Spanish, promoting a personalized family media use plan. It includes a 'GET STARTED' button and the website URL.

CREE UN PLAN
Personalizado para el
**CONSUMO
MEDIÁTICO
DE SU FAMILIA**
¡Para administrar mejor su tiempo en línea!

EMPIECE HOY

www.HealthyChildren.org/MediaUsePlan/es

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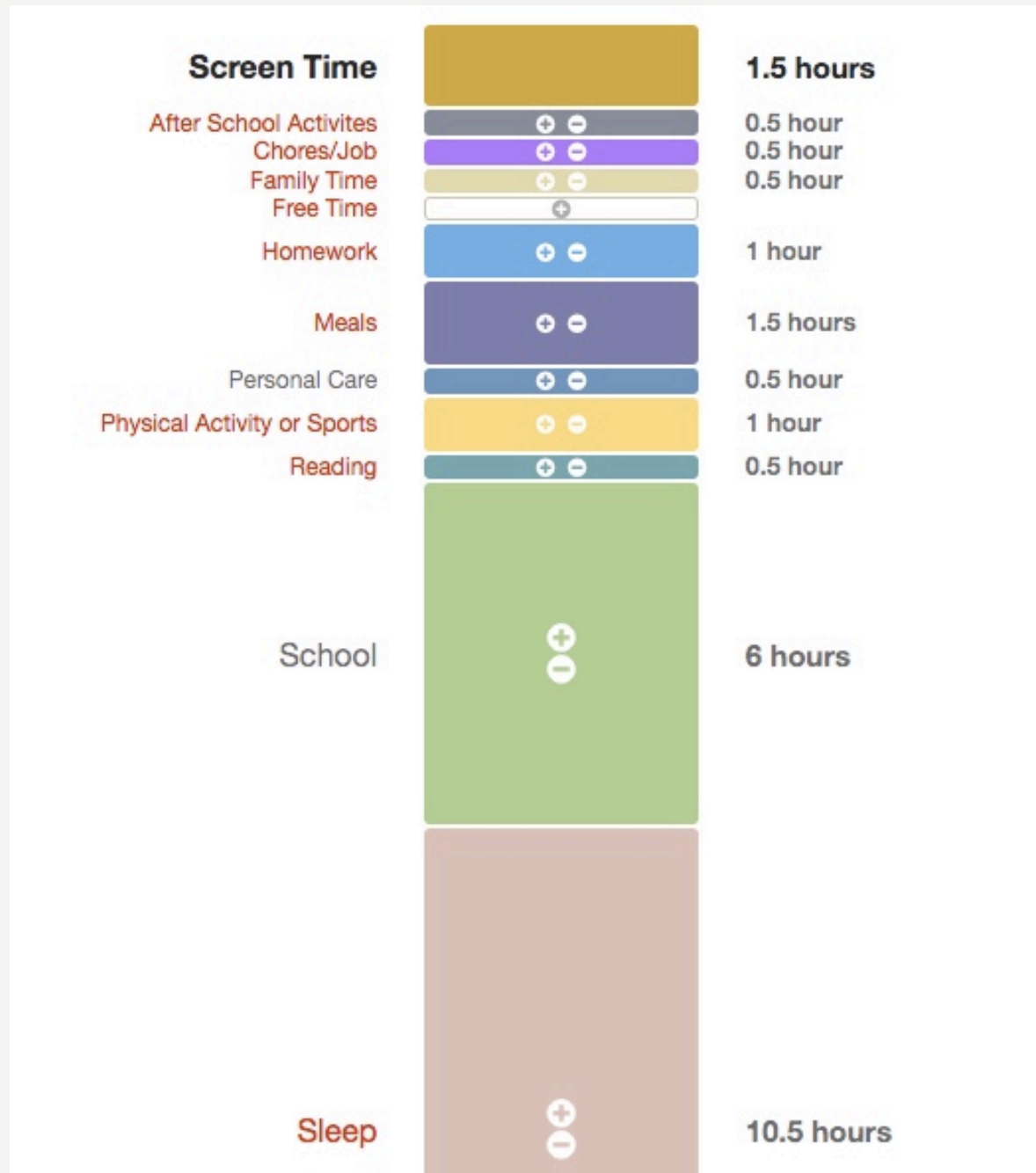
This advertisement features a woman and a child looking at a tablet. The text is in Spanish, promoting a personalized family media use plan. It includes an 'EMPIECE HOY' button and the website URL.

www.healthychildren.org/MediaUsePlan

FAMILY MEDIA USE PLAN

- Parents and caregivers can develop a family media plan
 - that takes into account the health, education and entertainment needs of each individual child as well as the whole family;
 - and then follow the family media plan together,
 - revising it when necessary.

CALCULATOR



◦ Screen Free Zones

Having areas of your home remain screen-free is important. Select from the list below & add them to your Family Media Plan to make sure your children understand where screens are not allowed. Add any other screen free areas that are specific to your family.



Bert

6-12 years

Mobile devices & TVs are not allowed in the following screen-free zones in our home:

Bedroom

Recharge devices overnight - outside your child's bedroom

- incoming messages & calls can interfere with your child's sleep
- help children avoid the temptation to use or check devices when they should be sleeping
- emitted light from devices charging may still effect the quality of your child's sleep

Kitchen or dining room table

◦ **Screen Free Times**

As part of the daily routine, make devices like TVs, phones, computers, games or other electronics off limits at specific times. Dinnertime & before bedtime are important ones, but more extended breaks from technology each day may also be needed, especially for families with very young children.



Bert

6-12 years

We will not use mobile devices or other screens during the following times:

While walking across the street

While doing homework

While at school

◦ Choose & Diversify Your Media

Choose Media that is Worth Your Time:

More than 80,000 apps are labeled as educational, but little research has demonstrated their actual quality. Products pitched as "interactive" should require more than "pushing & swiping". Look to organizations like Common Sense Media for reviews about age-appropriate apps, games & programs to guide you in making the best choices for your children.

Diversify Your Media:

Use media in a way that promotes interaction, connection & creativity. Different types of media may each have potential benefits, so media use is best diversified so that not all of one's time is spent doing one particular activity.

When we have recreational screen time, we will:

Co-view (watching media with a parent or adult)

- Co-viewing allows for interaction & discussion
- Younger children learn better from media, educational shows & videos when they are co-viewed & there is parent-child interaction.

Co-play (playing video games & using apps with a parent or adult)

- Younger children learn better from media when they share the experience with an adult.
- Helps parents to stay connected with their children & teens.
- Allows parents to have better sense of how their child is spending his or her time.

A healthy Family Media Use Plan that is individualized for a specific child, teenager, or family can:

- Identify an appropriate balance between screen time/online time and other activities
- Set boundaries for accessing content
- Guide displays of personal information
- Encourage age-appropriate critical thinking and digital literacy
- Support open family communication and implementation of consistent rules about media use.



SUMMARY

- For younger children, parents and caregivers who interact with their children during media use support better learning of language and other skills
- Because violent media content and child aggressive behavior have been documented, you should monitor the content of your children's media
- Setting limits of TV viewing to between **1 and 1.5 hours a day** may be more effective to prevent obesity

SUMMARY

- To prevent or decrease cyberbullying, you should educate your children about appropriate online behaviors, and should have discussions early and often about your child's friendships and relationships to develop and maintain open communication about these topics.
- You should monitor children's Internet use, and use tools, such as parental control software, to maintain awareness of your child's Internet use

SUMMARY

- Your family should recognize and understand your own role in modeling appropriate media use and balance between media time and other activities.
- You can develop a Family Media Use Plan (see the AAP guide to making a plan at www.healthychildren.org/MediaUsePlan)
- Use services such as Common Sense Media, for reviews of videos, apps, TV shows and movies to improve the quality and educational use of the media that your children are experiencing

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