

we grow best within connected environment.

some basic awarenesses:

12 hours a day with screens (controlling for multi use). 12 hrs comes from:

family talk time.

social practice.

physical activity.

sleep.

doesn't work to be a "hater."

denial is costly.

technology is not promoted for our "health." differing impacts from each type.

a new mod(erateness) is called for.

3 areas of impact:

neurological.

relational.

intrapersonal/sense of self.

impacts of/from technology we'd like to see MORE of in ourselves and others:

creativity.

asynchronous communication.

collaboration.

multi-tasking.

socialization.

strategic planning and decision making.

faster visual reaction times.

enhanced visuomotor communication.

heightened visual-spatial awareness.

task switching.

impacts of/from technology we'd like to see LESS of in ourselves and others:

agitation/restlessness.

boredom intolerance.

compromised complexity (neurologically and relationally).

compulsive behaviors.

disembodiment.

decreased empathy/indifference to others.

distractibility/impaired focus.

feelings of inferiority or narcissism = external locus of control.

falsified (constructed) selves.

impaired communication skills.

impulsivity.

inability to delay gratification.

relational aggression.

self centricity.

substitution of stimulation for soothing.

facetime: doing life in a digital age:

irl includes digital life: digital life = real life

these populations may need/benefit from more time with technology:

rural communities.

home schooled.

learning differences.

autism spectrum.

physical limitations.

lgbtq community.

ASSISTIVE TECH AS GATEWAY.

types of assistance which may be available in digital domains (varies by state):

accessible educational material.

accommodations (distinguished from moderations/alterations).

assistive technology.

augmentative alternative communication.

communication aids.

resources:

<https://www.commonensemedia.org/guide/special-needs>

<https://www.ablenetinc.com>

<http://www.oregon.gov/ode/students-and-family/SpecialEducation/SecondaryTransition/Pages/Assistive-Technology-Resources.aspx>

<https://www.closingthegap.com/product-guide/>

<http://www.cast.org>

parents/social workers/childhood support professionals are uniquely poised to begin conversations.

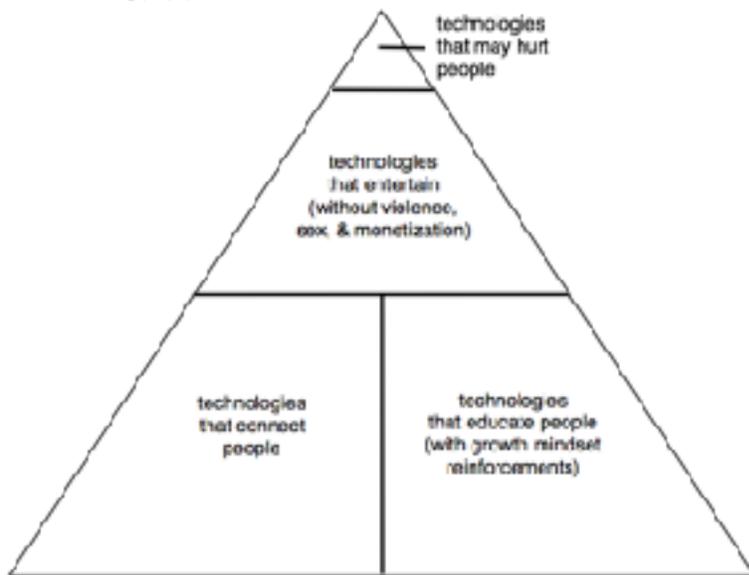
water for nutrients.

wide nets for strong nets.

what goes in comes out (little bird).

convenience foods.

technology pyramid:



growth vs. fixed mindset:

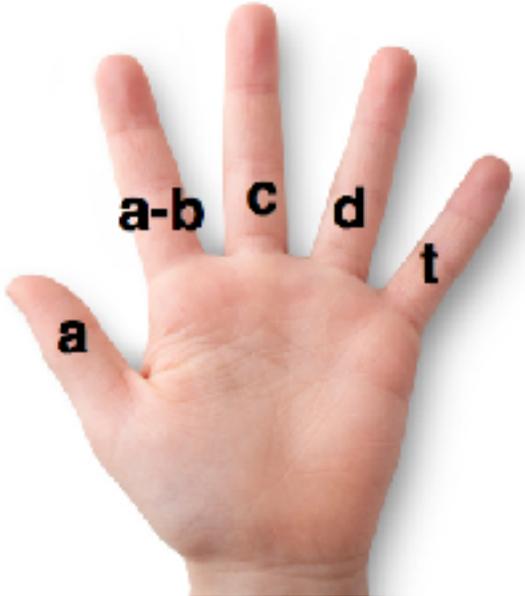
fixed mindset = hitting certain preset targets determines success

growth mindset = taking appropriate risks and tolerating the consequences is the measure of success.

resilience = experiencing difficulty/awareness of weaknesses without suffering psychological symptoms that impair function.

if you do 5 things, make them:

1) ask about technology use and know the digital pools in which your kids are swimming.



a = ability to FDR (focus, delay, regulate).

a-b = attachment balance.

c = content/context.

d = devotion.

t = time.

assess reinforcement schedules:

fixed mindset.

growth mindset.

resources:

movie quartet: duff, catfish, her, robot and frank, don jon.

commonsensemedia.org

2) teach the tech pyramid.

easier to establish healthy norms than break bad habits.

3) advance the healthy use of technology (and moderation).

4) teach your clients to self soothe.

10 minutes a day!

H A L T (hungry, angry, lonely, tired).

breathing techniques.

melting techniques.

involving (relaxing) the body.

5) model well (and loudly)! live embodied lives. invite embodied connection (without judgement).

multiple intelligences/9 kinds of smart quick overview:

| type | characteristics | activity preferences/enhancers |
|---------------------------|---|--|
| word | learn through written/spoken word uses lots of words or few words well often has advanced vocabulary | journaling, reading, podcasts, drama, creative writing, poetry (poetry slams), discussion, debate, needs exposure to content "above grade level." |
| math | leans toward logical/critical thought likes sequential delivery of material can be prone to criticalness/all-or-none thinking thinks strategically | puzzles, pattern based tasks, sudoku, percussion, music theory, strategy based games/activities, robotics |
| science/ nature | categorizes & quantifies easily loves nature and knows it easily looks for cause & effect relationships may have difficulty with changing seasons may prefer to be outside | if/then (cause/effect) research, nature, hiking, games and puzzles with categories, getting a reaction, geo- caching |
| picture | organizes ideas visually & spatially can bring ideas to life dimensionally may have difficulty executing artistic vision often has a unique way of seeing the world | doodling, sculpting, origami, photography, art galleries/museums, quality/complex art, painting, collaging, creating art out of ordinary objects, instructional classes to help with ability to execute ideas/visions |
| body | learns through kinesthetic means touches & feels & moves to learn expresses self physically (esp emotions) often highly coordinated | physically active pursuits, balance boards, juggling/tasks requiring coordi- nation, moving during learning, crochet, knitting, physical touch |
| music | hears music in every day sounds sees/hears patterns may be distracted by extraneous sounds | variety and high quality in music, instru- ments available for playing, music theory, song writing, concerts, learning by putting things to music |
| people/ interpersonal | understands people deeply sees/understands social dynamics effective communicator often effective leader not necessarily chatty, instead, savvy can be prone to people pleasing can use abilities to bully others | conversational opportunities, biographies, documentaries, being part of a team, leadership training of all kinds, volunteer/service opportunities, group learning |
| self/ intrapersonal | "poet/philosopher" type uses deep self knowledge to understand others and the world can seem to have head in the clouds take high amounts of personal responsibility need to understand personal relevance of material | journaling, self reflection, day dreaming, solitude, tasks/experiences done alone, intellectual pursuits, mentoring opportunities, personality assessments, philosophy, poetry, volunteering |
| spiritual/ existential | curious about the spiritual and religious realms ask a lot of questions about deep things curiosity about death, after life, etc | education about comparative religions & traditions, sacred spaces (labyrinths, etc), understanding of theology |