

- Addiction - gaming taken precedent over other interests & activities
 - Continues despite negative consequences
- A person gets addicted because of the unpredictability & rapid feedback. People who are addicted are assisted by mobility & ease of accessibility.
- Screen use has tripled for ages 0-8 since 2013.
- Kids are trading “family time” for gaming.
- Parents, peers and teachers used to be the #1 source of information. Now it is on-line.
- Instagram, YouTube, Facebook, Twitter – designed to keep you on-line
- Too much screen time disrupts the functioning of the structure of the brain. Namely in myelin (white matter) and dopamine. Pre-frontal cortex of frontal lobe. This houses – attention, motivation, anticipating consequences, organizing, planning, time management and good decision making.
- Dopamine surges & losses in brains of gamers are similar to that of substance addicts.
- When kids are bored they need their dopamine fix.
- When kids are on-line, the gaming companies (i.e., FortNight) are collecting data on them. The data analysis gives them information on how to keep them on-line longer.
- There is an addiction cycle – beginning with a vulnerable teenage brain.
- Signs of problematic use: social, physical, emotional, academic & behavioral
- Prevention is the key to not being addicted
 - Avoid electronics at a young age (i.e. iPads, cellphones)
 - 92% of 2 year olds play video games
 - Low income; lower education has higher rates of use
 - Kids don’t know the difference between education & entertainment
- Educator Advice
 - Familiarize yourself with relevant, peer-reviewed research
 - Be willing to change based on new information
 - Offer in-services to teachers on the effects of screens on brains
 - Teach children what screens do to their brains
 - Develop district policies that:
 - Place screen time limits per grade for during and after school
 - Offer alternatives for those who react strongest to screens
 - Limit or block exposure to distractive apps and websites
 - Hint: www.coolmathgames.com has nothing to do with math!
 - Allowing news apps like CNN to come up on children’s computers exposes them to sexualized and traumatizing images (remember: race to the bottom of the brainstem)

- Parent Advice
 - Teach **TECH** Parenting to Promote Effective Media Management, Joy Gabielli, Pediatrics, July 2018
 - **T** Talk to your kids about their media use
 - Ask questions about what they enjoy and what their friends enjoy
 - **E** Educate about wrong behavior
 - Point out negative/realistic consequences often not shown in media
 - **C** Co-View
 - Actively watch media with your child
 - Comment when you observe risky behavior or use as future talking points as kids take parental silence as consent
 - **H** House Rules
 - No screens in bedrooms or bathrooms
 - What type of content is allowed
 - Consequences

- Teach & Model Moderate, Controlled, Positive Use
 - Check your Checking – Notice & Reduce
 - (Monitor Screen Time on iPhone)
 - Set Time Limits
 - Where/When/What devices are allowed
 - Digital Detox/Sabbath/Vacation
 - Practice Presence
 - Difference between consuming and creating, investigating, educational pursuits

- www.FaceToFaceMovement.com (Excellent Website)

Face to Face Movement is made up of mental health experts in the Kansas City Area with almost 100 years' collective experience helping individuals, couples and families. We are independent therapists and college professors drawn together for a common cause: educating communities about technology with the goal of improving individual mental health and building stronger relationships.

We offer large group conferences, seminars, small group presentations and informal expert panels to help you manage the impact technology is having on your community. We acknowledge the positives and support the concerns that technology has in all areas of our lives. We have amassed hours of research and therapy sessions dedicated to technology's impact on our lives from brain development to relationships to addiction and everything in between.

As professionals who have devoted our lives to helping people improve theirs, we cannot turn away from what we have researched and observed. We feel compelled to help communities find the right balance of useful, creative, constructive (and fun!) technology while avoiding the pitfalls that can accompany them.