# Parenting Well in a Digital World

## The King's Academy
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# What's Changed?

- Communication

- Identity Formation

- Bullying

- Games

- Problem Solving

- Phone/device Addiction

- Pornography

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# Immunize

- **External**
  - Technology is here to stay, constantly changing, and we cannot protect from everything out there, despite efforts to block and restrain
- **Internal**
  - Immunize: to protect someone against exposure to a particular disease or infection by introducing special substances into the body.
  - To build up immunity: introduce a small amount of the substance while supporting all other areas of the body
- **Decisions to make:**
  - How much exposure, under what conditions, how to build up the rest of the body, mind, emotions, self control, etc.

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# Permission to Parent Well

- To determine we are the ones ultimately responsible for the health of our child(ren)
- To set up family technology "licensing process" like driving a car
- To challenge societal "norms" and ask hard questions
  - What are we gaining?
  - What are we losing?
  - What is being replaced?
  - Do we still need what is being lost, and if so, how do we get it?
  - When is technology a privilege and when is it a "need"?

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# What Hasn't Changed?

- The family unit is still the most basic and important foundation for a child.

- The need to belong is essential for healthy emotional, mental and physical development.

- Children need love, limits, responsibility and freedom to make mistakes and to be unique.
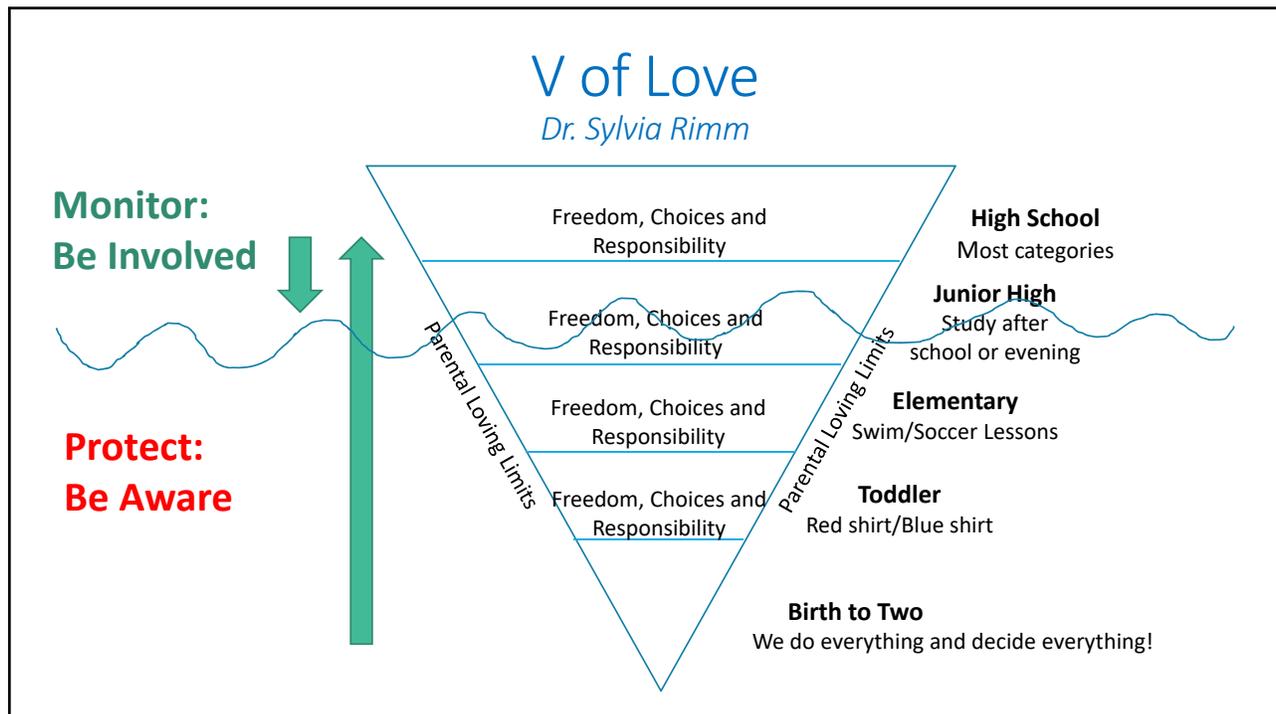
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# What is Your Parenting Style?

- **Helicopter**: Hovering, swooping in to rescue when there is any discomfort for the child or you

- **Drill Sergeant**: Commands and demands, not allowing mistakes and problem solving

- **Snow Plow**: Removing all obstacles from child's paths, not allowing child to build resiliency

- **Consultant**: Guides exploration and problem solving, allowing decisions and mistakes, available to help

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# What Hasn't Changed?
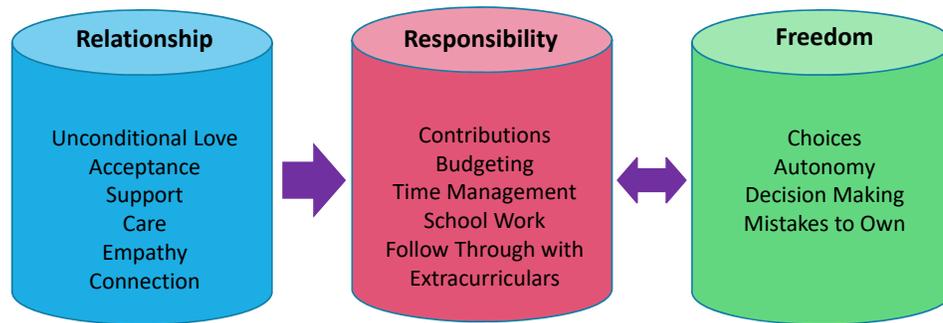
- Physical, mental and emotional developmental tasks
- Desire to socialize with peers
- Need to investigating the world and take risk
- Desire to try new identities
- Must establish independence (separate from us!)
- Need to learn to make mistakes and problem solve
- Need Security, Identity, Belonging, Purpose and Competence
- Need to learn about faith, values, manners, character and relationships
- Must learn delayed gratification and self control

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# V of Love
*Dr. Sylvia Rimm*



**Monitor:**
**Be Involved**

**Protect:**
**Be Aware**

Freedom, Choices and Responsibility

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Parental Loving Limits

Parental Loving Limits

**High School**
Most categories

**Junior High**
Study after
school or evening

**Elementary**
Swim/Soccer Lessons

**Toddler**
Red shirt/Blue shirt

**Birth to Two**
We do everything and decide everything!

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## Healthy Balance

| **Relationship** | | **Responsibility** | | **Freedom** |
|---|---|---|---|---|
| Unconditional Love<br>Acceptance<br>Support<br>Care<br>Empathy<br>Connection | → | Contributions<br>Budgeting<br>Time Management<br>School Work<br>Follow Through with<br>Extracurriculars | ↔ | Choices<br>Autonomy<br>Decision Making<br>Mistakes to Own |

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# Silver Bullets
### A seemingly magical solution to a serious problem

- 5 Caring adults in their lives

- 5 family meals each week

- Serving others together *(40 Developmental Assets, http://www.search-institute.org/)*

- Gratitude *(Philippians 4, UC Berkeley - Greater Good Study)*

- Family Contributions (AKA Chores😊)

- Side by side communication

- Be the one they come to for questions, fears, curiosity, relationships

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# American Academy of Pediatrics Media Usage Guide

**Among the AAP recommendations:**
- For children **younger than 18 months**, avoid use of screen media other than video-chatting. Parents of children **18 to 24 months** of age who want to introduce digital media should choose high-quality programming, and watch it with their children to help them understand what they're seeing.
- For children **ages 2 to 5 years**, limit screen use to 1 hour per day of high-quality programs. Parents should co-view media with children to help them understand what they are seeing and apply it to the world around them.
- For children **ages 6 and older**, place consistent limits on the time spent using media, and the types of media, and make sure media does not take the place of adequate sleep, physical activity and other behaviors essential to health.
- Designate media-free times together, such as dinner or driving, as well as media-free locations at home, such as bedrooms.
- Have ongoing communication about online citizenship and safety, including treating others with respect online and offline.

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# Setting General Loving Limits

- Set up technology contracts with child regardless of who owns it
- Privacy is about protection, not stifling autonomy
  - Parents have all passwords to devices and accounts
  - Respect physical privacy, provide private diary or voice recorder, and private conversations with friends on phone or in person
- Know what your kids are reading and playing
- Teach and model Digital Citizenship for anything you and they post: Ask *"Is it True, Kind, Helpful, Inspiring, Necessary?"*

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# Setting Time and Location Limits

- Model it! Model it! Model it!
- Establish media free zones and times of day
- End of day, phone in public place charging
- No electronics at the dinner table
- Internet devices in public places
  - Not bedroom or bathroom *(unless door is open)*
  - Homework in open areas
- Limit total hours in a day/week
- Limit specific hours in the day, let friends know
- Don't text your children during the school day, it makes them anxious!

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# Reflection

- As a parent, what are your goals for your child(ren)?
  - Spiritually
  - Intellectually
  - Physically
  - Socially
  - Emotionally
- How does technology help you meet the goals, and where does it distract?
- What will you do differently in your home to increase relationships and connection?

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# Helpful Resources - Websites

- **Stanford, Challenge Success -** www.challengesuccess.org
  - **Media Rules: Healthy Connections in the Digital Age:** https://www.youtube.com/watch?v=CCQ1rzg9lSI
- **Love and Logic® -** www.loveandlogic.com
- **Common Sense Media -** www.commonsensemedia.org
- **American Academy of Pediatrics –** www.aap.org/en-us/about-the-aap/aap-press-room/pages/american-academy-of-pediatrics-announces-new-recommendations-for-childrens-media-use.aspx
- **Rtribe: Daily App for Recovery from Addiction:** www.Rtribe.org
- **Still Face Experiment:** https://www.youtube.com/watch?v=apzXGEbZht0
- **Axis: Virtual Training to sign up for video by Alex Lerza on porn rewiring the brain:** https://virtual.axis.org/
- **Screenagers: Screentime Management Apps -** www.screenagersmovie.com/parenting-apps/

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# Helpful Resources – Book List

- *A Parent's Guide to Understanding Social Media: Helping Your Teenager Navigate Life Online* by Mark Oestreicher (Author) Adam McLane (Author), 2012
- *How We Love Our Kids: The Five Love Styles of Parenting* by Milan and Kay Yerkovich, 2011
- *lol...OMG!: What Every Student Needs to Know About Online Reputation Management, Digital Citizenship, and Cyberbullying* by Matt Ivester (graduate of St Francis), 2012
- *Parenting [Teens] with Love and Logic* by Dr. Foster Cline and Jim Fay, 2006
- *Tech Savvy Parenting* by Brian Housman, 2014
- *The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age* by Catherine Steiner-Adair, EdD, 2014
- *The Digital Invasion: How Technology Is Shaping You and Your Relationships* by Dr. Archibald D. Hart and Dr. Sylvia Hart Frejd, 2013
- *What's the Big Deal About Pornography? A Guide for the Internet Generation* by Jill C. Manning, 2008

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