

“It’s time for bed...give me
your phone”

Youth and Social Media

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Trying to keep up with technology

Kids are more comfortable with apps and technology

Don't let your fear keep you from investigating/reading/talking about what they are using

It is likely unlikely to be able to keep up with all the new apps/games, so having general communication/safety/consequences may be more helpful

How is social media helpful?

Increased comfort with technology

Increased opportunities for positive role models and shared interest groups

Decision making during the teenage years

Personal fable - Your teenager thinks that they are special and unique

Negative outcomes happen to other people – not me!

I know who I'm sharing my info with, so there's no risk

I accidentally sent something to the wrong person before and nothing bad has happened...so nothing will happen in the future!

Decision making during the teenage years

Imaginary audience - Your teenager thinks everyone is watching them

Adolescents are more sensitive to the social implications of behaviours

No one wants to feel rejected or worry about not fitting in
(especially female teenagers)

More likely to engage in risky behaviours when with others than when alone

Decision making during the teenage years

Why don't they understand the consequences of their actions?

I just want her to tell me what happened and to tell me the truth

Approach with caution

A negative social interaction on social media can happen without your knowledge

If your child gives you a negative reaction when you interrupt them, it may seem like it has come out of nowhere because you are not aware of what is going on online with their friends/peers.

Therefore, it may be helpful to apply the general rule of **approach with caution** when interrupting your child while they are online.

Assess their mood prior to engaging in conversation with them or asking them to do something.

Bullying/Sexting

50% of adolescents **report** experiencing digital abusive behaviour

Most experiences are repetitive (i.e., not a one-time occurrence)

“Bullying is when someone **repeatedly** tries to hurt another person's body, feelings, self-esteem, reputation, or property” - this is different from being teased

About $\frac{1}{3}$ of teens (mostly female) are asked to provide sexualized images/texts to someone else

Most of these teens do not want to provide the images/texts

During conflict about inappropriate online behaviours

Don't ask questions (i.e., "what were you thinking?"), especially if you already know the answer

Take a break if needed and schedule a time to have the conversation later

Think about how you would feel if you were your adolescent

Managing and building self-esteem

Having a variety of characteristics/identities reduces the influence of any one of our identities on our sense of self

Things we say about ourselves mean more to us than what other people tell us

Open and honest communication about strengths (and weaknesses) can promote increased awareness of abilities

Differences between self-esteem, self-confidence, and self-efficacy

Recommendations for online safety

Parental monitoring (communication and supervision) - delays and reduces adolescent risky behaviours

Knowledge is a small factor in decision-making

- **more** safety rules and **more** restrictions may not help

Discussing outcomes of decisions - both positive and negative - may be more helpful

Recommendations

Be consistent with your rules - what works for your child should work for you

Use in-person opportunities to teach your child about standing up to inappropriate behaviours

Provide parental monitoring (supervision and communication)

Model appropriate online interactions

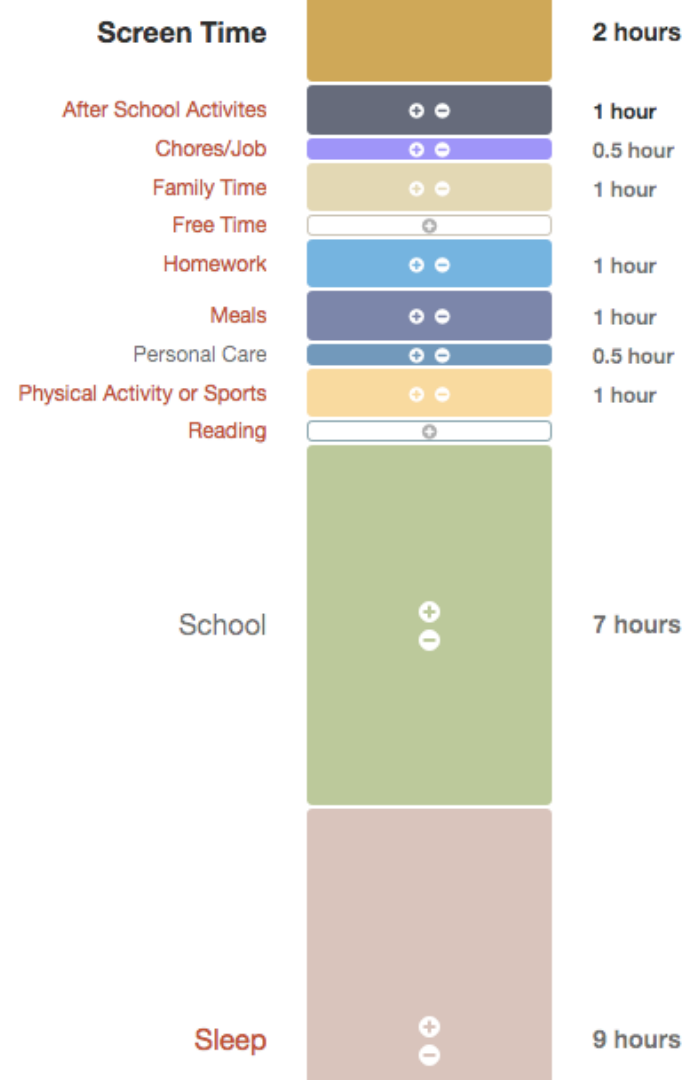
- save sarcasm for in-person conversations

- post only information and photos/videos that are appropriate to be online

FOREVER

The Have To's NEED to be done before the Want To's

healthychildren.org/English/media/Pages/default.aspx#calculator



The three key take home messages

Keep up to date on technology

Continuous monitoring of child's activities (remember that means supervision AND communication)

Keep the lines of communication open - emotions may be heightened, focus on the "teachable moment"

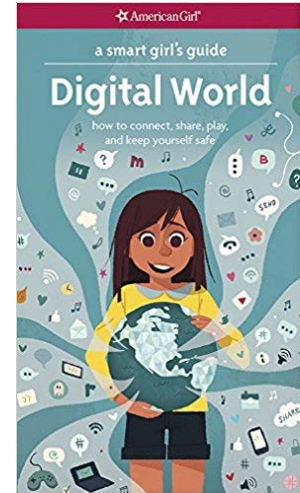
Helpful websites

<http://www.apa.org/helpcenter/digital-guidelines.aspx>

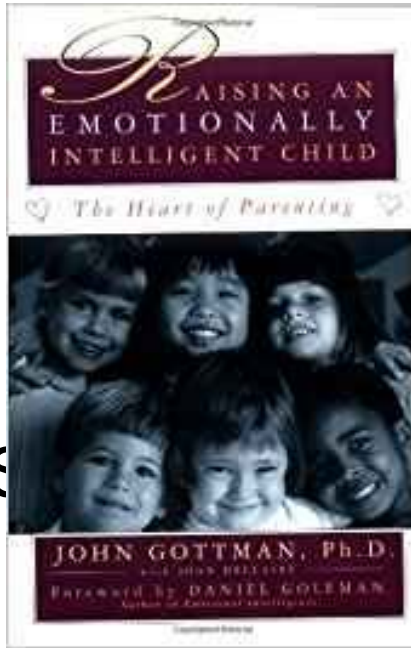
<https://www.common sense media.org/the-common-sense-census-media-use-by-tweens-and-teens-infographic>

www.screenagersmovie.com

https://www.caringforkids.cps.ca/handouts/social_media



QUESTION
AND
COMMENTS



To make a Family Media Plan visit:
healthychildren.org/English/media/

For an appointment, please contact
Dr. Daniel Chorney and Associates at:
(902) 444-1160 or <http://www.chorneyandassociates.com/>

