

Balanced Technology Management

Tools and Techniques

Profiling Tech Tool Kit Contents

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Goals

1. Recount 8 signature graphics.
2. Relate 9 assessments related to issues associated with screen overuse.
3. Relate 9 Balanced Technology Management (BTM) TECHNIQUE handouts.
4. Relate 9 BTM TOOLS for parents handouts.
5. Relate 7 BTM TOOLS for educators and clinicians handouts.

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TECHNOLOGY MANAGEMENT

Balanced Technology Management


Tools and Techniques Review

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Zone'in Technique

Write Down 10 Gratitudes



© Sunshine Coast Occupational Therapy Inc. 2021 Figure 21. Grateful journal. Retrieved from Dreamstime 2022

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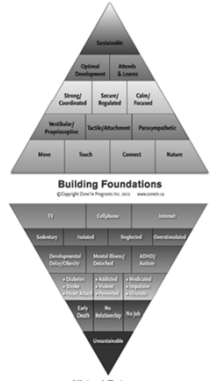
Signature Graphics

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Building Foundations and Virtual Futures graphics



For everyone!
Make 4" X 5"
cards for handing out at IEP's

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Critical Factors for Child Development graphic

For parents and teachers; provided by clinicians

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Literacy Foundations graphic

For EA's, teachers, child care workers

LITERACY FOUNDATIONS
© Zone'in Programs Inc. 2018
www.zonein.ca

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Zombie Kid graphic

For children and teens to color during Tech Talk education sessions

Make 4" X 5" cards for sending home with students

Age	Do for 10 minutes	Do for 15 minutes	Do for 20 minutes
5-7	Repeat name	10 body parts	5 minutes of reading, counting, drawing
8-10	Repeat name backwards	10 body parts	10 minutes of reading, counting, drawing, math, and coloring
11-13	1 hour/day	15 body parts	15 minutes of reading, counting, drawing, math, and coloring
14-17	2 hours/day	20 body parts	20 minutes of reading, counting, drawing, math, and coloring
18-24	3 hours/day	30 body parts	30 minutes of reading, counting, drawing, math, and coloring

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Zone-O-Meter

For children and teens to use to identify their energy states.

Make into 2" X 8" card stock and tape onto desk, fridge, car dashboard.

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Zone'in Body Breaks Chart

Make into 2' X 3' poster for home or classrooms

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Origins of Addiction graphic

For parents, EA's, child care workers

© Zone'in Programs Inc. 2021

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Parent Unplug'in Brochures

1. children/teens
2. infants/toddlers

For parents by daycares, preschools, schools, clinics

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Assessments

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Attachment Questionnaire

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Attachment and Connection Questionnaire For Parents and Teachers

Questions Yes No

1. **Parental Relationships:** Although my parents may have worked or been on the same team, I know I was loved and cared for most of the time by one or both of my parents.
2. **Healthy Conflict Level:** I am comfortable showing dissent with my children either through touch or words.
3. **Demonstrative Touch:** I touch my children at least once per day in a slow or affectionate way (e.g., hugging, hand touch to shoulders).
4. **Demonstrative Verbal:** On a daily basis, I tell my children one positive attribute about themselves to build their self-esteem.
5. **Available:** I make myself available to interact with my children on a regular, scheduled basis (e.g., meals or meals).
6. **Responsive:** When asked a question by my children, I generally stop what I'm doing, make eye contact, and answer the question as best I can.
7. **Interactive:** Rather than "speak" to my children, I encourage questions and healthy interaction of thoughts and ideas.
8. **Attachment and Connection:** I know my children feel loved and cared for most of the time by me.

Total number of "yes" answers: _____ If you answered "yes" to all seven questions/consultations, you are a wonderful parent or teacher. If you answered "yes" to less than seven questions, you are still likely a wonderful parent or teacher, but we also hope this questionnaire has pointed out some areas that you can work on to improve your attachment and connection with your children.

Personal Attachment and Connection Plan

I, _____ plan to increase the amount of time spent with my children performing activities other than using technology in order to improve attachment and connection from my current _____ hours per day to _____ hours per day.

Instead of using technology, I plan to do the following attachment and connection building activities with my children (touch or verbal cues): reading them a book every night, watching them play, playing sports, cooking, playing cards and board games, playing board games, doing chores, work, or work a piece, garden, do family chores, build something, take something apart, or _____

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Technology Screen

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Technology Screen For Parents

Today's children are exposed to a variety of media technology through use of TV, internet, video games, and cell phones. This exposure could be detrimental to their physical, social, emotional, mental and cognitive performance. Please see www.suncoastocot.com/FactSheetforAdditionalInformation.

This screen has been designed to provide information needed to guide users in managing a balance between healthy activities children need to grow and succeed, with use of technology. There are additional goals for other family members. Please note that the majority of technology use is largely unsupervised (e.g., bedrooms, and therefore total usage is likely significantly under-reported).

Does your child use technology in their bedroom? Yes/No

Name: _____

How many hours does your child use technology in the morning? In the afternoon? In the evening? During dinner? After dinner? One hour per day to best?

Total hours per week, divided by 7 = average hours per day of technology use _____

Does your child use technology in their bedroom? Yes/No

Name: _____

How many hours does your child use technology in the morning? In the afternoon? In the evening? During dinner? After dinner? One hour per day to best?

Total hours per week, divided by 7 = average hours per day of technology use _____

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Technology Usage Questionnaire

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Technology Usage Questionnaire

Name: _____

ONLY ANSWER QUESTIONS APPLICABLE TO YOU. IF NOT APPLICABLE, WRITE NA OR LEAVE BLANK.

Technology is defined as TV, cell phones, tablets, gaming consoles, desktop computer or laptop computer (which are used to access media content including anything on internet, video games, movies, cartoons, pornography, music videos (not audio e.g. radio or audio only music).

- Education technology is used for educational purposes e.g. e-learning.
- Productivity technology is used for school or work, either on home, school or workplace setting.

Technology addiction is defined as not being able to stop excessive use, persistent thinking about tech, can't put it down, needing more, low pursuit of or enjoyment in any other activities, withdrawal symptoms when stop (inside all that apply).

WHEN were you? Year Mo.

At what age did you start using technology? Yes No

Do you have any mental health conditions: depression, anxiety, obsessive compulsive disorder, ADHD, autism, bipolar disorder, schizophrenia (circle all that apply)? Yes No

Do you have any social or emotional disorders: social phobia, agoraphobia (circle all that apply)? Yes No

Do you have any learning, attention, defiance, refusal to do work (circle all that apply)? Yes No

Do you have any developmental disorders: developmental delay (speech, gross motor, fine motor), hearing difficulties (circle all that apply)? Yes No

Are you addicted to technology (see above definition): TV, internet, video games, pornography, texting, Facebook, other social media (circle all that apply)? Yes No

Do you participate in alternate activities to technology: sports, music, dance, hobbies, crafts, schoolwork/volunteer committees (circle your alternate activities)? Yes No

Do you participate in off-line social activities with friends: dining, parties, meals out, coffee, recreational outings, barbecues (circle off-line social activities)? Yes No

Are you physically active team sports, individual sports, walking, hiking, swimming, bowling, dancing, gym, martial arts (circle physical activities)? Yes No

Do you have any academic or work-related issues: grades, drop-out, skipping class, delinquency, probation, fudge (circle academic/work problems)? Yes No

WHAT type of technology are you using NOW? Yes No

Do you watch TV (passive technology)? If so, what type of TV do you watch: sports, cartoons, movies, sitcoms, violence, sexual, reality, nature, educational (circle type of TV)? Yes No

Do you use active or interactive technology? If so, what type do you use: cell phone, tablet, desktop/laptop computer, laptop computer, gaming device (circle type of active technology)? Yes No

Do you use education technology? If so, what type? Yes No

Do you use therapeutic technology? If so, what type? Yes No

Do you use productivity technology at home (e.g. work or school)? Yes No

Do you watch/use the following content: violence, deviance, swearing, rape, pornography, obscene, obscene, educational, therapeutic, pro-social (circle type of content)? Yes No

Do you watch/use fast paced content (e.g. screen changes every 1-2 seconds)? Yes No

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Red Flags for Screen Overuse

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Red Flags for Screen Overuse for Children

Red Flags	Minimal Problem	Moderate Problem	Severe Problem
Physical			
Delayed development Low fitness and one low, poor motor coordination and speech, myopia			
Sleep deprivation Not enough sleep, trouble getting to sleep, wakes frequently, nightmares			
Social			
Social disorders (Doesn't play with peers, socially inappropriate, social phobia, agoraphobia)			
Aggression, defiance (Verbal, physical, harm threats) and/or physical (hits, kicks, bites, snits) abuse			
Emotional			
Tell-regulation (Frequent meltdowns, impatient, unable to get own way, can't wait turn)			
Floor motivation Low self-confidence and competence, requires ++ cues and coaching			
Mental			
Anxiety, depression (Impaired or daily functioning accompanied by self-harm, suicide risk)			
Technology addiction (Constant or shut down with device removal, problems due to peers)			
Cognitive			
Attention deficit (Can't focus on tasks or play, but obsessive with screens)			
Illiteracy (Doesn't demonstrate grade level literacy for printing, reading, math)			
Comments			
Health Activity Alternatives			
1.			
2.			
3.			
4.			
5.			

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Technology Addiction Questionnaire

Technology is defined as using a device (TV, computer, tablet, cell phone) for entertainment or social purposes (video games, pornography, Facebook, YouTube, texting, movies, email etc). Technology does NOT include music or radio.

1. Tolerance: "I use the same amount of technology as I used to, but it's not as much fun anymore." Yes No

2. Withdrawal: "I can't imagine going without technology." Yes No

3. Unintended Use: "I often use technology for longer than I intended." Yes No

4. Persistent Desire: "I've tried to stop using technology, but I can't. When not using technology, I am thinking about using it." Yes No

5. Time Spent: "Technology use takes up almost all my free time." Yes No

6. Displacement of Other Activities: "I sometimes use technology when I should be spending time with my family, partner, or friends, doing work related activities, physical exercise, or going to bed." Yes No

7. Continued Use: "I keep using technology, even though I know it isn't good for me." Yes No

Total number of "yes" answers: _____

If you answered "yes" to 3 or more questions, you are likely significantly overusing or are addicted to technology.

Personal Technology Reduction Plan

I, _____ plan to reduce the amount of technology use from my current _____ hours per day down to _____ hours per day.

Instead of using technology, I plan to do the following activities (circle or add new ones): hiking, walking, running, playing sports, baking, sewing, playing cards and/or board games (chess), going to the park, beach or mountains, call a friend, do volunteer work, visit friends, have a dinner party, play with my kids, housecleaning, garden, do chores for my family, build something, take something apart, or _____

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10 Ways to Know You Are Addicted to Your Phone

For teens, parents, teachers, clinicians etc...

1. You feel nervous when you get up in the morning and you have to check your phone before you get out of bed. You feel anxious if you don't have your phone with you. You feel nervous if you are not using your phone for a long time. You feel nervous if you are not checking your phone frequently.

2. You feel nervous when you are in a social situation and you are not using your phone. You feel nervous if you are not checking your phone frequently.

3. You feel nervous when you are alone and you are not using your phone. You feel nervous if you are not checking your phone frequently.

4. You feel nervous when you are driving and you are not using your phone. You feel nervous if you are not checking your phone frequently.

5. You feel nervous when you are at work and you are not using your phone. You feel nervous if you are not checking your phone frequently.

6. You feel nervous when you are at school and you are not using your phone. You feel nervous if you are not checking your phone frequently.

7. You feel nervous when you are at home and you are not using your phone. You feel nervous if you are not checking your phone frequently.

8. You feel nervous when you are in a public place and you are not using your phone. You feel nervous if you are not checking your phone frequently.

9. You feel nervous when you are in a private place and you are not using your phone. You feel nervous if you are not checking your phone frequently.

10. You feel nervous when you are in a crowded place and you are not using your phone. You feel nervous if you are not checking your phone frequently.

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School Screen Usage Survey

For daycares, preschools, schools

This survey is designed to help schools understand how students use technology in the classroom. It includes a table for recording student usage and a section for teacher observations.

Student Name	Age	Gender	Device Used	Frequency	Duration	Activities

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Schools Operating Safely - Policy and Procedures

For daycares, preschools, schools

This document provides a comprehensive overview of safety policies and procedures for schools. It covers areas such as emergency preparedness, fire safety, and student safety.

1. Emergency Preparedness: Schools should have a clear emergency plan in place, including evacuation routes and procedures.

2. Fire Safety: Schools should have fire drills and fire extinguishers available.

3. Student Safety: Schools should have policies in place to ensure student safety during activities and transitions.

4. Staff Safety: Schools should have policies in place to ensure staff safety during activities and transitions.

5. Facility Safety: Schools should have policies in place to ensure facility safety during activities and transitions.

6. Transportation Safety: Schools should have policies in place to ensure transportation safety during activities and transitions.

7. Health and Safety: Schools should have policies in place to ensure health and safety during activities and transitions.

8. Security: Schools should have policies in place to ensure security during activities and transitions.

9. Communication: Schools should have policies in place to ensure communication during activities and transitions.

10. Evaluation: Schools should have policies in place to ensure evaluation during activities and transitions.

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School Mass Shooter Risk Assessment

For daycares, preschools, schools

This assessment tool is designed to help schools evaluate their risk of a mass shooting. It includes a checklist of risk factors and a scoring system.

Risk Factor	Present	Score

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Expert Guidelines

This section provides expert guidelines on various topics related to technology use in schools. It includes information on best practices and potential risks.

1. Best Practices: Schools should use technology to enhance learning and student engagement.

2. Potential Risks: Schools should be aware of potential risks such as data privacy and student safety.

3. Mitigation Strategies: Schools should implement strategies to mitigate potential risks.

4. Professional Development: Schools should provide professional development for staff on technology use.

5. Parental Involvement: Schools should involve parents in technology use decisions.

6. Student Support: Schools should provide support for students who may be struggling with technology use.

7. Accessibility: Schools should ensure that technology is accessible to all students.

8. Security: Schools should ensure that technology is secure and protected.

9. Privacy: Schools should ensure that student privacy is protected.

10. Evaluation: Schools should evaluate the effectiveness of technology use.

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Technology Use Guidelines for Children and Youth

For parents from staff at daycares, preschools, schools

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Technology Use Guidelines for Children

Children are using screens too much, and not playing outside enough, affecting their development, behavior, and learning. Below are guidelines for screen use:

Developmental Age	How Much?	Non-violent, pro-social TV	Non-violent, pro-social video games	Violent video games	Handheld devices	Online violent video games and pornography
0-2 years	None	never	never	never	never	never
3-5 years	1 hour/day	okay	never	never	never	never
6-12 years	2 hours/day	okay	limit to 30 minutes/day	never	never	never
13-18 years	2 hours/day	okay	limit to 30 minutes/day	limit to 30 minutes/day	okay	never

Adapted from: Cash T., Dean A. in a compendium with the American Academy of Pediatrics and Canadian Pediatric Society 2017

Children are taking devices to bed, and not getting enough sleep for learning.

Canadian Sleep Foundation Guidelines for Children and Youth 2018

3-5 years	10-13 hours/night	6-12 years	9-12 hours/night	13-18 years	8-10 hours/night
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Try one of the following strategies to better manage balance between technology use and healthy activity, for your whole family!

- 1) Disconnect to reconnect by creating sacred times without technology:
 - an hour a day (dinner), day a week (Saturday), and week a year (family holiday)
 - while driving in the car, an hour before bed, and when eating at restaurants
- 2) Don't let your child take screens to bed.

Instead of screens, ride bikes, walk in the woods, chop and pack wood, go fishing, go swimming, visit family and friends, build a fort, prepare and eat dinner as a family, paint, color, make crafts, dance, play wireless, listen to music, play cards or a board game, invent your own game, make up silly stories or rhymes, garden, play tag or hide and seek, read books, play a sport, make cookies, do chores... but do it as a family... TOGETHER!

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Technology Use Guidelines for Adults

For parents, teachers, clinicians

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Technology Use Guidelines for Adults

Consider both Media Duration and Content

1. No more than 2 hours entertainment-based screens per day including phones, laptops, tablets, desktop, video games, facebook, youtube etc. (not including music).
2. Work off-line whenever possible.
3. Turn off all phone and computer notifications for email, text and social media. Set specific time and duration to check for messages.
4. Keep your phone off as much as possible. When on, only answer calls that require answering in that moment. Again, set specific time aside to check voice messages and return calls.
5. Put boundaries around your work when at home. It is important to carve out "sacred time" space for family/friends and not always working or available for work.
6. Put boundaries around your social media when at home. If you are going to go online for personal activity, make sure you've put the health and relationship needs of your family, friends, and yourself first.
7. Do not take your phone into your bedroom and turn off your phone between 10 pm and 7 am for sleep. Do not use your phone for one hour prior to bedtime for brain calmer.
8. Make sure you and your family are getting the 8 or more hours they need for sleep.

Pornography

Very addictive. Causes erectile dysfunction. Disrupts intimacy formation and maintenance. Creates unrealistic expectations. Degradates women. Utilizes human trafficking. Overuse can cause depression, anxiety, suicide.

Video Games

Very addictive. Media virtual violence results in real life conflict and aggression. Requires brain for mastery and impulsivity. Overuse can cause depression, anxiety, suicide. Disrupts time spent with family. Data mining invades privacy.

Social Media

Very addictive. Lowers self-esteem and self-worth. Results in extremism and polarity. Causes depression, anxiety, suicide. Data mining invades privacy.

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4 Ways to Grow a Healthy Happy Child

Parent handout from daycares, preschools, clinicians etc...

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Four Ways to Grow a Healthy Happy Child

Movement	Touch
<ul style="list-style-type: none"> No restraints (bucket seats, packs, strollers) Climb Everywhere Tilters, Push Carts Tummy Time N-Toys Chaise à Longue Hide-N-Seek Chance to Be Music Falling and Getting Up Climbing 	<ul style="list-style-type: none"> Baby Kangaroo Carry Lap Reading Back, Book, Bed Tight Tuck Cuddles on the Floor Play Wrestling Beach Balls Open Sevens Shoulder Ride
Human Connection	Nature
<ul style="list-style-type: none"> Eye Contact Smiles Follow the Leader (x4) Peek-A-Boo Look and Point What's That? Tummy Bubbles Hand Games 	<ul style="list-style-type: none"> Look (birds, bees, clouds) Smell the Flowers (grass, bees) Feel the Dirt (mud, rocks) Ground Jumping Forest Walks Playground Play Build Eggs Shells, Cars, Wagons Touch Earth

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100 Things to Do Other Than Screens For children and teens

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100 + things to do other than screens			
Active Activities	Resting Activities	Social Activities	Achievement Activities
Weight Lifting Mountain Biking Gymnastics Camping Backpacking/Hiking Fishing/Hunting Skiing, Golf Basketball Pick-Up Game Baseball, Football, Soccer Archery, Juggling Paraball Martial Arts, Boxing Spin Classes Jogging New Sport/Recreational League Rock Climbing Gym Geocaching Join a Cooking Class Amusement Parks Join a Bowling Club Boy Scouts/Girl Guides Adventure Races Windsurfing/Parasailing Outdoor Adventure with Friends Build Forts (In/Out), Skate Board Ramp Treasure or Scavenger Hunt Clean your Room Night to Music	Reading (to self or sibling) Creative Writing Drawing (sketch daily) Art Crafts Cooking, Baking Painting Meal Preparation Legs, Rocks, Snap Circuits Magic Tricks Shed Roof Fix Something Do at Home Projects Origami Still Life Photography Interior Design Woodworking/Carpentry Cardboard Box Building Mechanic/Car Restoration Plan Business Start-Up Puzzles/Spoken Word Meditation Yoga Collect Something (stamps, coins) Public Speaking Sudoku, Cross Word Puzzles	Invite Friends Over Make Homemade Pizza Make Cookies as a Family Do Stand-Up Improv Write a Song Form a Band Play Video Games Play Flash Light Tag Play Capture the Flag Plan Scavenger Hunt at Park Start a Club Join a Local Choir Join a Sports Team Plan Street Hockey Pick-Up Game Board Games Card Games Charades Outdoor Adventure Races Body Building Competitions Take an Improv Class Take a Stand-Up Comedy Class Visit Museums with Friends Go to Events with Friends Volunteer at SPCA Car Games (play with my little eye Rock/Paper/Scissors Game Vegetable/Mineral/Animal Game	Chess Build a Model Airplane/Car Paint by Numbers Learn an Instrument Produce Music Geocaching Contact Juggling Learn Public Speaking Bridging/Identification Museum Identification Plan Next Family Trip Learn New Language Learn Astronomy Plan Easter Egg Hunt for Siblings Chart Family Ancestry Build a Bird House Make Christmas Decorations Write a Family Cook Book Organize Kitchen Drawers Paint Own Garden Plot Rearrange Living Room Make Chore Calendar Build Arcade with Big Boxes Perform a Play for Neighbors 555 - Get a Paper Route, Mow Lawns, Shovel Snow, Babysit Do Household Chores!!

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Movement Initiatives

For parents, EA's, child care workers, teachers

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Movement Initiatives

Engaging in active forms of movement addresses physical, cognitive, and emotional needs. Movement is a natural part of human development and is essential for children's growth and learning. This handout provides ideas for movement initiatives that can be implemented in various settings, including homes, daycares, preschools, and schools.

Home Initiatives

- 1. Create an active zone in your home with mats and space for movement.
- 2. Use household items for movement: chairs, tables, and stairs.
- 3. Incorporate movement into daily routines: brushing teeth, getting dressed, and eating.
- 4. Use music to encourage movement: dance, sing, and play instruments.
- 5. Create a scavenger hunt for household items.
- 6. Use a timer to encourage movement: 10 minutes of movement every hour.
- 7. Use a checklist to track movement: 10 minutes of movement every day.
- 8. Use a reward system to encourage movement: stickers, stars, and prizes.
- 9. Use a chart to track movement: 10 minutes of movement every day.
- 10. Use a goal system to encourage movement: 10 minutes of movement every day.

Daycare and Preschool Initiatives

- 11. Create an active zone in your daycare or preschool.
- 12. Use household items for movement: chairs, tables, and stairs.
- 13. Incorporate movement into daily routines: brushing teeth, getting dressed, and eating.
- 14. Use music to encourage movement: dance, sing, and play instruments.
- 15. Create a scavenger hunt for household items.
- 16. Use a timer to encourage movement: 10 minutes of movement every hour.
- 17. Use a checklist to track movement: 10 minutes of movement every day.
- 18. Use a reward system to encourage movement: stickers, stars, and prizes.
- 19. Use a chart to track movement: 10 minutes of movement every day.
- 20. Use a goal system to encourage movement: 10 minutes of movement every day.

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Moving to Learn Equipment List

For homes, daycares, preschools, schools, gyms, playgrounds

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Touch Initiatives

For parents, daycares, preschools, schools

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Connection Initiatives

For parents, provided by teachers and clinicians

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Nature Initiatives

For parents, EA's, child care workers, teachers

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Forest and Beach Games

For parents, EA's, child care workers

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Zone'in Tools and Techniques

For parents, teachers and clinicians to get kids in the Learning Zone

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Tools for Parents

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Guidelines for Talking to Children About Screen Use

For parents, teachers, clinicians

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Family Screen Management Plan

For parents; provided by teachers and clinicians

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Technology Schedule

For homes

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No Tech Zones

For homes, daycares, preschools, schools

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How to Play with Your Children

For parents, EA's, child care workers

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Family Screen Management Plan

Use this management tool to help your family set healthy screen time limits. Working together to establish the rules and boundaries of your family members. Make sure to include all devices. Each family member should have their own specific Plan. Plan to be completed.

Family Name: _____

Each family member should have their own specific Plan. Plan to be completed.

Family Member	Screen Time	Device	Location	Time	Activity
1					
2					
3					
4					
5					

Family Tech Goal # 1: _____ Physical Activities (See It)

Family Tech Goal # 2: _____ Social Activities (See It)

Family Tech Goal # 3: _____ Outdoor Activities (See It)

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Guidelines for Talking to Children About Screens

- Start with an Observation**
 - "I see you've been having difficulty turning off your screen (TV, video game, cell phone, tablet)?"
 - "You seem to be wanting to use more screen time than what we agreed on?"
 - "You seem to get angry when it's time to turn off the screens."
- Provide Information - (give child Zombi Kid card to color during talk)**
 - "Did you know that studies show screens harm kids bodies and brains?"
 - Too much screen time makes kids sad and anxious.
 - Video games harm your heart by increasing your blood pressure and pulse.
 - When you sit for long periods, your body doesn't breathe the way it should and gets stiff/numb.
 - Screens entertain but don't educate the brain, making brains smaller.
 - Screens wake up the brain making it harder to sleep.
 - Watching screens harms your eyes, making it harder to see.
- Provide Information - for older children and teens:**
 - "Can I tell you about some studies showing harm to teens from too much technology?"
 - Teens are using 4-5 times the amount of technology recommended by doctors affecting their stress levels, sleep, mood, social skills and attention for schoolwork.
 - Use of mindless content (where brain doesn't need to think) is causing "holes" and decreased connectivity in brains.
 - 3 out of 4 children and teens are sleep deprived from screen use affecting their attention, learning, and behavior.
 - Images kids watch on screens will be with them forever. Violent imagery can cause aggression, defiance and/or nightmares. Fast paced imagery causes attention deficit.
 - Playing video games causes high blood pressure and heart rate making teens more prone to heart attack and stroke when they are older.
- Determine Extent of Problematic Use**
 - "Do you think you are having problems because of too much screen use?"
 - "Do you find that you always want to use more screens?"

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Get Zone?

Did you know that television, videogames and internet access is linked to:

- weight gain
- attention problems
- poor school performance
- poor body image
- bullying
- family conflicts
- aggression
- early sexual experiences

WOW!

If you have problems in these areas, you should not use more than one hour per day of TV, videogames or internet!

Why not do this!

- ride your bike
- dance
- be artistic
- wrestle
- build a fort
- play cards
- listen to music
- cook dinner
- insert your own game
- garden together
- read a book
- play a sport
- bake cookies

Your Technology Schedule

Pick your favorite TV program, videogames or internet sites, and write them in the box. Post this on your fridge as a reminder.

Name	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1							
2							
3							
4							
5							

Remember, no more than one hour every day!
Now...go and enjoy your life!

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No Technology Zones

The following suggestions are with regard to locations and/or times when technology should be managed in order to improve children's physical, social, emotional, mental and cognitive development. Children can cut and color NO TECH signs below (red, yellow, or green) and place in pre-determined zones as reminders. Use following suggestions or customize your own family Tech Zones in table below:

Location	Red Zone - No Tech	Yellow Zone - Modified Tech	Green Zone - Go Tech!
Home	<ul style="list-style-type: none"> Dinner, bathroom, car, bedrooms, bathrooms, 1 hour prior to bed. All day Saturdays. Family holidays. 	<ul style="list-style-type: none"> Children don't touch rules, be consistent. Parents emergency calls only, no email, texts or other children devices. Education technology supervised and limited to evidence based only. 	<ul style="list-style-type: none"> After 7:30 Technology Usage Guidelines for Children and Adults. Parents use tech only when children asleep. Students - 12 years of age only. Students before or after school only.
School	<ul style="list-style-type: none"> Students: no personal devices at school. Teachers: no personal devices in classrooms. 	<ul style="list-style-type: none"> Education technology supervised and limited to evidence based only. 	<ul style="list-style-type: none"> Students - 12 years of age only. Students before or after school only.

Location	Red Zone - no tech	Yellow Zone - modified tech	Green Zone - go tech!
Home			
School			

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How to Play with Your Children

The most important person in a child's life is their parent. Children look to their parents not only for guidance and support, but also as someone they can interact with in a fun and playful way. Play is actually the easiest and most enjoyable activity parents can do with their children, and results in a happy and confident child, as well as a pleased and content parent.

Today's families are stressed and busy, and rely heavily on technologies such as TV, video games, digital pads and cell phones which serve as an "escape". Technology not only entertains children, but also is used by many parents as a soothe or reward if their child is upset. As parents connect more and more to their own technologies, they are disconnecting from their children, and as a result, many children are forming unhealthy relationships and addictions to technology. Disconnecting from technology, and reconnecting to your children, is never going to be an easy task, especially for families who are addicted to technology.

Parents who use a lot of technology often express fear, or feel uncomfortable connecting with their children, and possibly even their partners. The fear of socializing is understandable when we realize how isolated from each other we have all become. Gaining social confidence and skill with your children is best done through play, as there really are no rules, and ways of play are simply endless. The following play tips will help parents as they explore different ways of interacting and connecting with their children.

- Follow the child's lead. Ask them what activity they would like to do with you and let them take the lead and tell you what to do.
- Listen closely and ask questions if you don't understand. Try to be the follower, and resist the need to take over control of the play situation.
- Offer suggestions, but only if the child asks or indicates they aren't sure what to do.
- Keep it simple, at least to start. Don't make play complicated.
- Do physical activities first involving rough-n-tumble play such as play wrestling, pillow fights, building forts with couch cushions, foot ball, soccer. This allows your child an energy outlet which will enable them to calm themselves and focus on a more sedentary play activity.
- Bring on the games! Board games, cards, reading, arts and crafts, dancing, singing, and even chores such as cleaning rooms together can be a fun and bonding experience.
- Family theme nights can be a fun way to connect with your children e.g. Monday is baking cookies night, Tuesday evenings, Wednesday go to the park etc.
- Prohibit technology from the car, an hour before bed, and during dinner prepared/clean-up. This is an important time to bond with your children and hear about their day.

No matter what you do, your children will love you for it! Your children are an investment in the future. Start your investment today by playing with your child every day!

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Ten Steps to Unplug Families from Screens

For parents and teachers from parents and teachers

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Technology Unplug Protocol

For parents provided by teachers, clinicians

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Technology Unplug Tracking Tool

For clinicians, researchers

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Wireless Radiation brochure

For parents, educators, clinicians

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Balanced Technology Management Tools for Educators and Clinicians

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Guidelines for Talking to Parents About Screen Use

For teachers and clinicians

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Videogames and Your Child

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Video Games and Your Child

Does your child have problems in any of the following areas?

Physical: delayed development, overweight, tired, lethargic
 Mental: angry, sad, nervous, crying
 Social: anger, hitting, pushing, biting, hitting self, swearing
 School: Depressed/Preschool: can't pay attention or learn, poor grades

Maybe your child is playing too many video games!

Video Gaming Facts

- 1) Violent video games involve fighting and killing, which make children aggressive and defiant (Gentile and Mogg, 2013, Anderson C 2010).
- 2) Video games in general overstimulate children causing attention deficit (Christie, 2011).
- 3) Video games keep kids from moving causing obesity which can lead to diabetes (Tranbly, 2005).
- 4) Video games isolate children, robbing them of much needed human connection and touch resulting in anxiety, depression, and suicide risk (Tewange 2017).
- 5) Video games keep children indoors, resulting in problems paying attention and hearing (Faber Taylor, 2004, Looz 2005).

Technology Use Guidelines for Children and Youth

Developmental Age	How Much?	Non-violent TV	Hand-held devices	Non-violent video games	Violent video games	Online violent video games and pornography
0-2 years	none	never	never	never	never	never
3-5 years	1 hour/day	✓	never	never	never	never
6-12 years	2 hours/day	✓	never	never	never	never
13-18 years	2 hours/day	✓	✓	limited to 30 minutes/day	never	never

Technology Use Guidelines was created by Cris Rowan pediatric occupational therapist and author of *Virtual Child* in consultation with Dr. Andrew Davis, neuroscientist and author of *Hooked on Games* and Dr. Helen Cash, Director of eHEALTH Inland Addiction Recovery Program and author of *Video Games and Your Kids*, with contributions from the American Academy of Pediatrics and the Canadian Pediatric Society.

Please refer to Fact Sheet on www.reconnectwebinars.com for complete research references.

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Technology Myth and Fact Sheet

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Technology Myth and Fact Sheet

For teens and parents; provided by teachers and clinicians

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Schoolwork Productivity Scale

For homes and schools

Schoolwork Productivity Scale

Schoolwork Productivity is defined as your ability to start, maintain focus on, and complete tasks. Productivity is measured by your quality and quantity of schoolwork output, as well as your energy level. Productivity depends on several things, such as sleep, food, and overall engagement in nature, location, and time of day of the work. This tool is designed to help you measure your productivity and identify areas for improvement.

Week 1 - Determine your baseline productivity levels by scoring your quality and quantity of schoolwork output, as well as your energy. You should do this at the end of each day.

Week 2 - Measure the effectiveness of 2 different Zone'in Tools or Techniques in improving your schoolwork productivity. Each tool should be used one hour per day.

Week 3 & 4 - Continue to identify and refine Zone'in Tools or Techniques to optimize productivity, continue to practice techniques for 7 weeks at which time habits will be routine.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	OT, ES, PS	OT, ES, PS	OT, ES, PS	OT, ES, PS	OT, ES, PS
Week 2	OT, ES, PS, Zone'in Tool or Technique	OT, ES, PS, Zone'in Tool or Technique	OT, ES, PS, Zone'in Tool or Technique	OT, ES, PS, Zone'in Tool or Technique	OT, ES, PS, Zone'in Tool or Technique
Week 3	OT, ES, PS, Zone'in Tool or Technique	OT, ES, PS, Zone'in Tool or Technique	OT, ES, PS, Zone'in Tool or Technique	OT, ES, PS, Zone'in Tool or Technique	OT, ES, PS, Zone'in Tool or Technique
Week 4	OT, ES, PS, Zone'in Tool or Technique	OT, ES, PS, Zone'in Tool or Technique	OT, ES, PS, Zone'in Tool or Technique	OT, ES, PS, Zone'in Tool or Technique	OT, ES, PS, Zone'in Tool or Technique

Quality Scale (QS) and Energy Scale (ES) are included at the bottom of the page.

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TECHS-NO! Rx Pad

For clinicians

NAME: _____ DATE: _____

TECHS-NO! Rx

Technology: 1 - 2 hours per day maximum
 Exercise: 3 - 4 hrs per day
 Connection: listen, hugs, bedtime stories
 Home: no TV's in bedrooms; no tech dinners, Sundays and holidays; no media violence
 School: no tech recess and lunch
 Nature: explore green space
 Outdoors: play, jump, run and breathe!

SIGNATURE: _____

Need help? www.zonein.ca

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Unplug – Don't Drug!

For clinicians and researchers

Ethical Human Psychology and Psychiatry, Volume 12, Number 1, 2010

Unplug—Don't Drug:
 A Critical Look at the Influence of Technology on Child Behavior With an Alternative Way of Responding Other Than Evaluation and Drugging

Cris Rowan
 Zone'in Programs Inc., and
 Sunshine Coast Occupational Therapy Inc.
 Sechelt, British Columbia, Canada

Unplug – Don't Drug: A Critical Look at the Influence of Technology on Child Behavior With an Alternative Way of Responding Other Than Evaluation and Drugging. Retrieved from *Ethical Human Psychology and Psychiatry*, Vol 12, No 1, 2010

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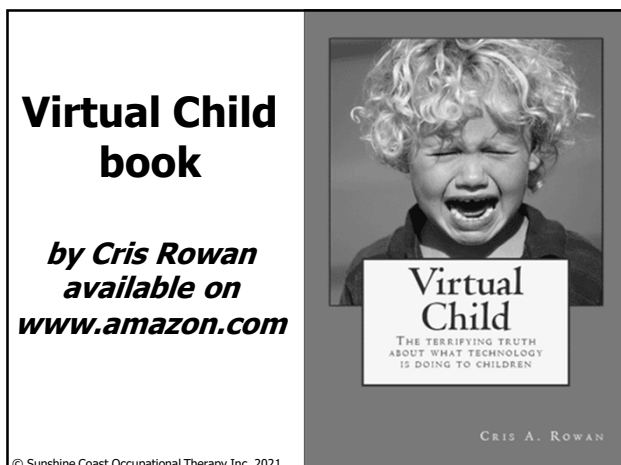
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Reconnect Webinars Coloring Book

12 drawings by Katie Woodburn

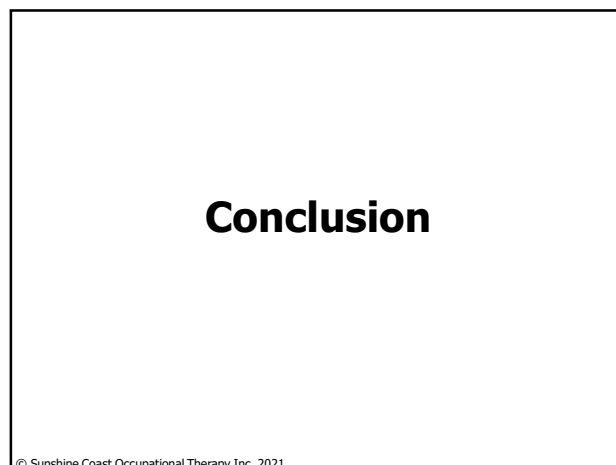
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Technology and Children

Tip of the "Tectonic" Iceberg

- Health and education systems haven't even begun to detect, much less understand the profound ramifications of child technology overuse.
- Secondary effects are yet to come.
- Need to proceed with caution.

Figure 1. Iceberg. Retrieved from Dreamstime, Romolo Tavani, 2021

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Salient Points

- Co-regulation builds self-regulation.
- Energy in = energy out.
- SCREEN FREE
 - 1 hour/day – dinner prep/eat/clean up
 - 1 day/week – Sat. chores/sports/outing
 - 1 week/year – family holiday
- Sleep, eat, speak, play SCREEN FREE!
- Lock it up - out of sight, out of mind.
- Being bored is the origin of creativity.
- Think of screen time in dosages...like Rx meds.

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Virtual Child

Radiation from technology devices has been identified as a possible carcinogen by WHO.

One in three children enter school developmentally delayed.

One in four children are obese; one third of these children will develop diabetes.

Children spend 95% of their time sedentary and indoors.

One in 11 children are addicted to technology.

43% of 10 year olds are actively using pornography.

One in six children have a mental illness diagnosis.

40% of parents use over 11 hours per day of entertainment technology.

Sedentary, isolated, overstimulated, and neglected, the ways in which we are raising and educating children with technology are no longer sustainable.

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Figure 2. Virtual Child graphic. Created by author, 2021

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Balanced Technology Management

Create Your Team Now!

- Parents – PAC, civic govt.
- Educators – student/teacher education, workshops.
- Health Professionals – tech screens, public health educ.
- Researchers – improve communication with public.
- Government – legislate risk warnings, regulate industry.
- Technology Production Corporations – do no harm.

Figure 3. Meeting. Retrieved from Dreamstime, Rawpixelimages, 2021

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Tech's Final Frontier

- iPhone ???, iglasses; are implants next?
- Children...developmental delays, mental illness, asocial, antisocial.
- Adults...mental/physical illness, reduced productivity.
- Is tech over-rated?



Figure 4. Mouse brain. Retrieved from Dreamstime, Grandeduc, 2021

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Up and Coming

- 5G – 5th generation of wireless; transmitters placed every 1000' for improved data streaming but with massive increase in wireless radiation; proposed need is to support IoT, Smart Cities and VR.
- IoT – Internet of Things; connection of every conceivable consumer item to internet and personal devices; issues with hacking, privacy invasion, and 'garbaging' workable items.
- VR – virtual reality; hypothetically needed to support growing porn industry.

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Technology Train

- Don't know where it's going, what the long term effects are, yet are moving full steam ahead.
- Children are falling off.
- Need to stop, bring the train back to the station and adequately research the long term impact of technology on the developing child.
- Proceed with caution.



Figure 5. Train. Retrieved from Dreamstime, Scanrail, 2021

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Act Now!

Your future is created by what you do today,
not tomorrow.

Robert Kiyosaki

What the mind can conceive and believe,
the mind can achieve.

Napoleon Hill

We cannot become what we need to be
by remaining what we are.

Max Depree

You must be the change you want to see in the world.
Mahatma Gandhi

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Screen Overuse Weblinks

- Reconnect Webinars www.reconnectwebinars.com
- Zone'in Programs www.zonein.ca
- Families Managing Media www.familiesmanagingmedia.org
- Common Sense Media www.common Sense Media.org
- American Academy of Pediatrics www.aap.org/healthtopics/medi ause.cfm
- Center of Media and Child Health www.cmch.tv
- Center for Screentime Awareness www.screentime.org
- Center for Successful Parenting www.sosparents.org

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Reconnect Webinars On Technology Management www.reconnectwebinars.com

 <p>Parents</p> <p>Disconnect to Reconnect</p> <p>Impact of technology on child development, behaviour, and learning.</p> <p>Learn More ></p>	 <p>Teachers</p> <p>The Learning Paradox</p> <p>Prioritizing foundations for child growth and success over screen use.</p> <p>Learn More ></p>	 <p>Clinicians</p> <p>Screening for Screens</p> <p>Routine technology screening assessments can improve child and youth mental and physical health.</p> <p>Learn More ></p>
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Reconnect Webinars

On Child Development

www.reconnectwebinars.com

 <p>Sensory Processing Harnessing Energy Sensory tools and techniques for responsible learning.</p> <p>Learn More ></p>	 <p>Motor Development Back to Basics - Printing The forgotten foundation for literacy.</p> <p>Learn More ></p>	 <p>Attachment and Addictions A Cracked Foundation How virtual parenting is destroying children.</p> <p>Learn More ></p>
 <p>Technology Balance Mixed Signals Connection to technology is disconnecting child development and learning.</p> <p>Learn More ></p>	 <p>Attention and Learning Why Can't Children Sit Still Using movement and nature to enhance attention and learning.</p> <p>Learn More ></p>	 <p>Successful Schools Diminishing Returns Increasing profits in the classroom.</p> <p>Learn More ></p>

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Reconnect Webinars
On Ergonomics

www.reconnectwebinars.com

 <p>Health Care Tools and techniques to prevent and treat workplace injuries in health care settings.</p> <p>Learn More ></p>	 <p>General Labour Injury prevention and body mechanic training for general labor occupations.</p> <p>Learn More ></p>	 <p>Office Powerful strategies to reduce injury and increase human productivity in the office workspace.</p> <p>Learn More ></p>
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TECHNOLOGY MANAGEMENT
Balanced Technology Management

Tools and Techniques Review Quiz

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