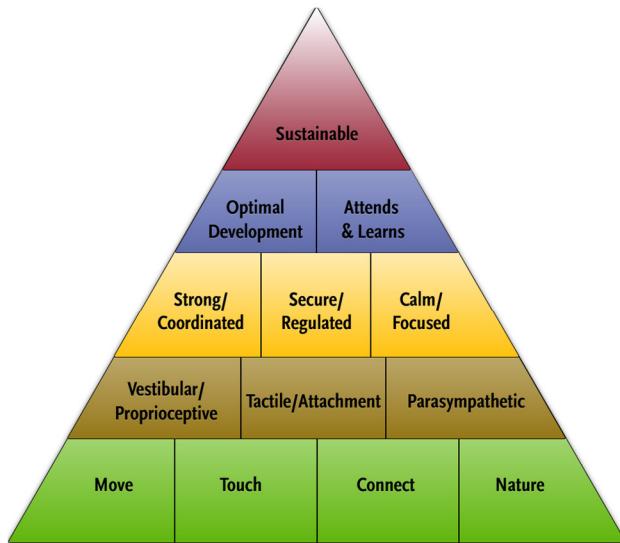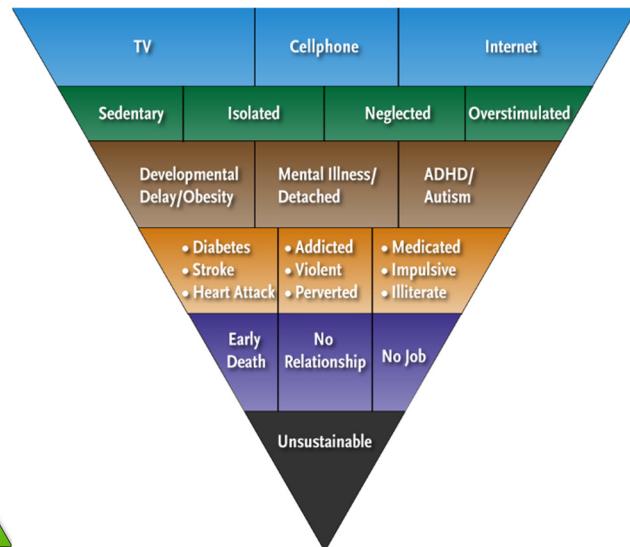*beyond the screen*

Tech Tool Kit

…to be used with or without
Technology Management Webinar Series

Building Foundations
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Virtual Futures
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Designed by Cris Rowan, Pediatric Occupational Therapist, Biologist, International Speaker, and Author of Virtual Child

www.reconnectwebinars.com, info@reconnectwebinars.com, 1888-8zonein

Reconnect Webinars

Reconnect Webinars – Technology Management Handouts
Table of Contents

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Four Ways to Grow a Healthy Happy Child

Movement	Touch
• No restraints (bucket seats, packs, strollers) • Crawl Everywhere • Trikes, Push Carts • Tummy Time-N-Toys • Chase-N-Run • Hide-N-Seek • Dance to the Music • Falling and Getting Up • Climbing 	• Baby Kangaroo Carry • Lap Reading • Bath, Book, Bed • Tight Tuck • Cuddles-N-Tickles • Play Wrestling • Bear Hugs • Open Sesame • Shoulder Ride
Human Connection	**Nature**
• Eye Contact • Mimic • Follow the Leader (kid) • Peak-A-Boo • Look and Point • What's That? • Pretend Play • Tummy Bubbles • Hand Kisses 	• Look (birds, trees, clouds) • Smell the Flowers (grass, trees) • Feel the Dirt (rocks, sticks) • Ground Jumping • Forest Walks • Playground Play • Build Forts • Sleds, Carts, Wagons • Sand Box

10 Ways to Know You Are Addicted to Your Phone

- ✓ Can't go without it for a day.
- ✓ No interest in non-screen-based activities.
- ✓ Withdrawal symptoms (headache, tremors).
- ✓ Phone is always in your hand or within inches of your body.
- ✓ Always sleep with your phone.
- ✓ Take phone to bathroom.
- ✓ Check phone constantly even when no notifications.
- ✓ Check phone first thing in morning and last thing at night.
- ✓ Eat meals with phone.
- ✓ Phone is one of the most important experiences you have.

Five Things to Do to Get Over Your Phone Addiction

1. The first 30 minutes of your day screen-free

If you find yourself waking up in the morning reaching to check in with your phone before you even got out of bed, this is a serious problem. The first 30 minutes upon awakening should be dedicated to creating a good start to your day. This means getting out of bed, freshening up, taking 5 minutes to meditate and stretch and preparing a healthy breakfast. Start your day doing healthy, positive things to build your inner fortitude to take on the day ahead.

2. Create No-Phone Time Zones

Having a cell phone close by at school or home is common but usually not productive for schoolwork and incoming texts are rarely related to the current work at hand. If you are constantly getting distracted by your phone going off—you won't remain focused on the work in front of you, decreasing productivity. At least 2 hours of your day (when you're most productive schoolwork happens) you should close off your phone and stay completely dedicated to the work in front of you. Parents and teachers should not use their phone AT ALL when children are doing schoolwork as they are 'disconnected' from the child limiting the child's ability to concentrate on and finish their schoolwork assignments.

3. Get Real

When you are with a real, live person sharing a conversation, a meal, or a cup of coffee, they are a real-life form...a real person right there in front of you to engage with. Are your virtual friends and virtual text conversations more important than the real-life person in front of you? 'Phone focus' can break down friendships and can ruin relationships. Even if you say to a friend *"Oh I just need to check that,"* They may respond *"Oh, that's OK."* But the truth is it's not OK. What you are saying is that the virtual message is more important than them. They have taken time out of their busy life to meet with you and share real-life time with you. By turning your attention away from them you are inevitably saying *"You are not as important."* It's time to get real.

page 2

4. **Turn Off All Phones When in A Car**

Just as an airline pilot is not allowed to use electronic devices and cell phones when flying a plane, this should be the law of the road when driving in a car. It is impossible for your mind to be at two places at once. It is a law of physics: no one thing can occupy the same space at the same time, and if your mind and eyes are on your phone, they are not on the road. If the driver (often the parent) is expected to put away their phone, so should all passengers. Driving in the car is one of the few, precious times that parents can spend talking with their children. When driving—everyone should shut off their phones so that they are not even tempted to look at it. Your life and other people's lives are at stake.

5. **Don't Lose Sleep Over It**

If you find yourself up late at night using your phone, whether it is video games, Facebook, or text messaging, you are losing precious sleep over your addiction. The moment you stop putting energy into caring for your basic needs and pour your time and energy into your phone, you are allowing the phone to dictate your health and well-being. Physicians recommend people power off their phones and computers an hour before bedtime to allow the brain to calm down and get ready for sleep. Ensure that your last hour is spent in a connected, meaningful way, and that you get to bed on time to start the next day afresh. Your phone is just not worth losing sleep over.

100 + things to do other than Screens

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

Attachment and Connection Questionnaire
For Parents and Teachers

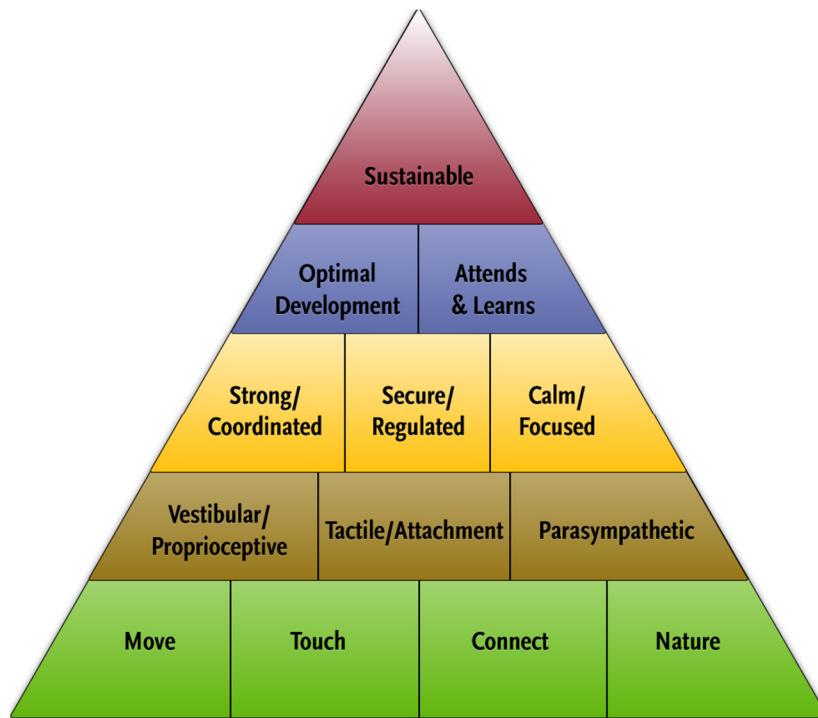| Questions	Yes	No
1. **Past Parental Relationships:** "Although my parents may have worked or been quite busy, I knew I was loved and cared for most of the time by one or both of my parents."		
2. **Intimacy Comfort Level:** "I feel comfortable showing intimacy with my children either through touch or words."		
3. **Demonstrative - Touch:** "I touch my children at least once per day in a show of affection" (parents – hugs, teachers – hand touch to shoulder/arm).		
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 daily basis" e.g. meals or recess.		
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 'preach' 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 congratulations, you are a wonderful parent or teacher. If you answered "yes" to less than seven questions, you are still likely a wonder 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 up to _____ hours per day.

Instead of using technology, I plan to do the following attachment and connection building activities with my children (circle or add new ones): reading them a book every night, have family dinner at the table every night, family wrestling night, dancing, biking, climbing trees, playing sports, cooking, sewing, playing cards and/or board games, playing outdoor games, do volunteer work, visit elderly people, garden, do family chores, build something, take something apart, or....._____

Building Foundations

Pyramid (top to bottom):

- Sustainable
- Optimal Development | Attends & Learns
- Strong/Coordinated | Secure/Regulated | Calm/Focused
- Vestibular/Proprioceptive | Tactile/Attachment | Parasympathetic
- Move | Touch | Connect | Nature

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Virtual Futures

Inverted pyramid (top to bottom):

- TV | Cellphone | Internet
- Sedentary | Isolated | Neglected | Overstimulated
- Developmental Delay/Obesity | Mental Illness/Detached | ADHD/Autism
- • Diabetes • Stroke • Heart Attack | • Addicted • Violent • Perverted | • Medicated • Impulsive • Illiterate
- Early Death | No Relationship | No Job
- Unsustainable

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Connection Initiatives

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 often appear stressed and busy, and rely heavily on technologies such as TV, video games, tablets and cell phones which serve as entertainment for the child, and an "escape" for the parent.

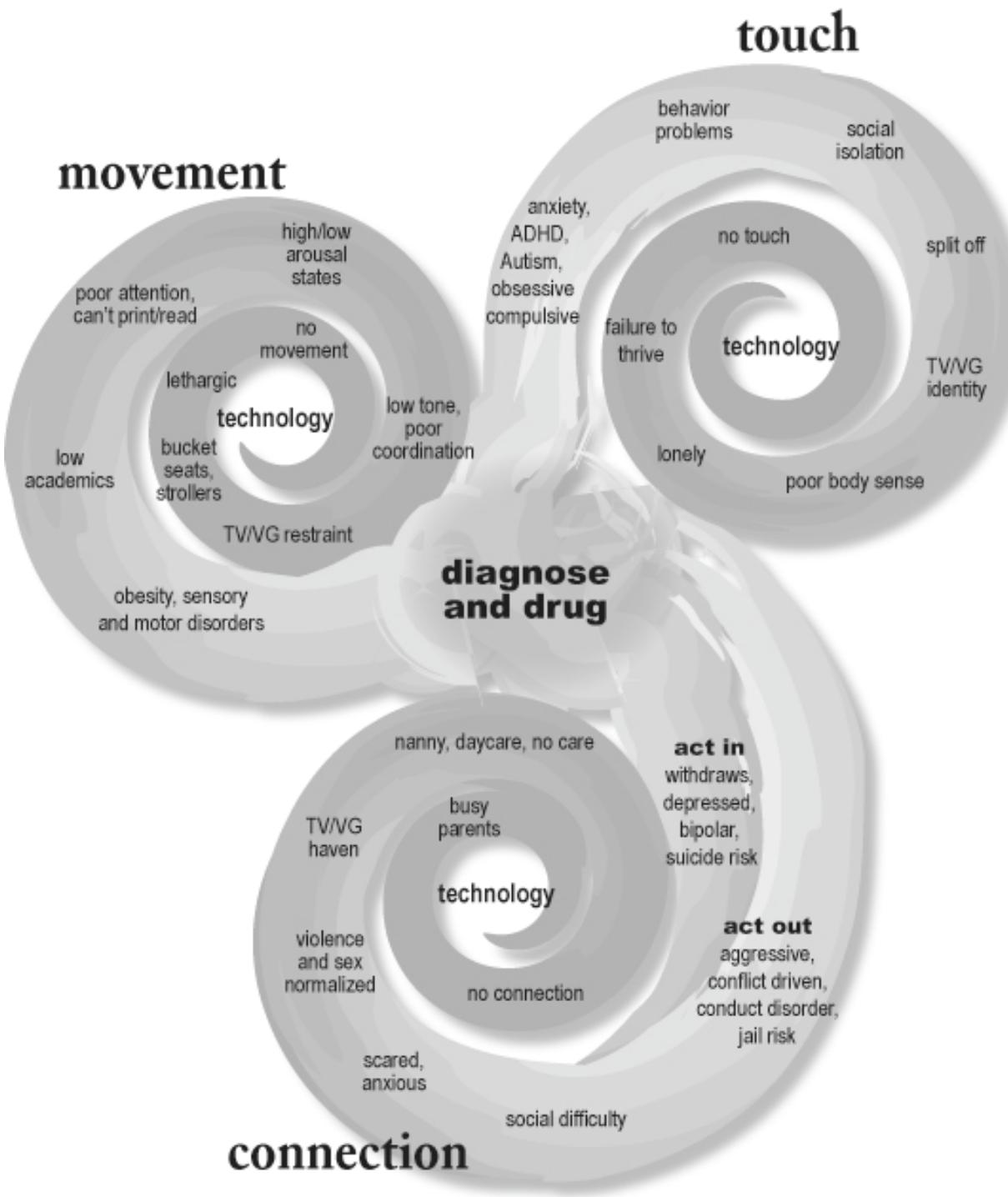Technology is also used by many parents as a "soother" or used as a reward if their child appears upset. As parents connect more and more to their own technologies, they are disconnecting from their children, and as a result, many children are forming unhealthy relationships and addictions to technology. 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. This 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.

1) **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.
2) **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.
3) **Offer suggestions,** but only if the child asks or indicates they are unsure.
4) **Keep it simple,** at least to start. Don't make play complicated.
5) **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.
6) **Bring on the games!** Board games, cards, reading, arts and crafts, building tree forts, cooking, dancing, and even chores such as cleaning rooms together can be a fun and bonding experience.
7) **Family theme nights** can be a fun way to connect with your children e.g. Monday is baking cookies night, Tuesday swimming, Wednesday go to the park.
8) **Prohibit technology** from the car, an hour before bed, and during dinner prep/eat/clean-up, or meals in restaurants. These are important times to bond with your children and hear about their day.
9) **Create regular together times.** 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!

Critical factors for child development

touch

behavior problems

social isolation

anxiety, ADHD, Autism, obsessive compulsive

no touch

split off

failure to thrive

technology

movement

high/low arousal states

poor attention, can't print/read

no movement

lethargic

technology

low tone, poor coordination

TV/VG identity

low academics

bucket seats, strollers

lonely

poor body sense

TV/VG restraint

obesity, sensory and motor disorders

diagnose and drug

nanny, daycare, no care

act in
withdraws, depressed, bipolar, suicide risk

TV/VG haven

busy parents

technology

violence and sex normalized

act out
aggressive, conflict driven, conduct disorder, jail risk

no connection

scared, anxious

social difficulty

connection

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Family Screen Management Plan

We, the undersigned members of the _____ family, do hereby agree to the following measures to optimize the health and well-being of our family members.

Write in family names in boxes. Each family member initials box next to each specific *Tech Task* to indicate their commitment.

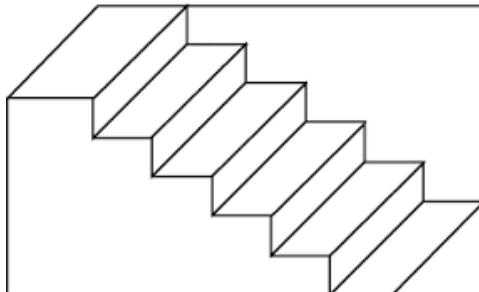| Family Names				
Tech Tasks				
Admit member has **problems** associated with screen use.				
Share **specifics** of problematic areas e.g. overuse, inappropriate content, nighttime use.				
Each family member formulates **3 goals** specific to problem areas (see page 2). Write **long-term goal** on top step and fill in steps with **short-term goals** that will help achieve overall goal. Each family member should have their own goal sheet.				
Identify **5 physical activities** of interest and schedule date for engagement on calendar.				
Identify **5 social activities** of interest; schedule engagement.				
Identify **5 outdoor nature-based activities;** schedule engagement.				
Agree to participate in activities without **complaint** or **refusal.**				
Agree to not **cheat, lie** or **misrepresent** regarding screen use.				
If slip up on commitment, **inform family** members immediately.				

Family Tech Goal # 1 -
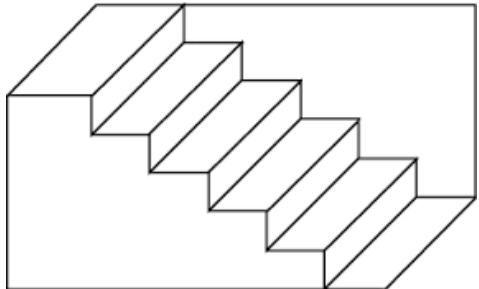
Physical Activities (list 5)

1.

2.

3.

4.

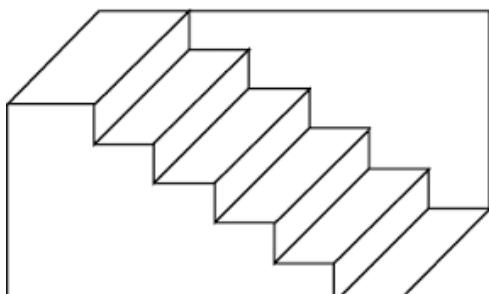**Family Tech Goal # 2 -**

Social Activities (list 5)

1.

2.

3.

4.

Family Tech Goal # 3 -

Outdoor Activities (list 5)

1.

2.

3.

4.

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Forest and Beach Games

Name / Purpose	Need	Instructions
Webbing Interconnectedness of forest life.	Ball of string	Child names a plant and gets end of string. Next child names what eats plant and holds string further up. Continue X 20. Fire drops tree (child falls).
Earth Windows Being part of forest or beach floor	Dirt/leaves or sand/rocks	Cover child with substrate so only can peer out through small slit in eyes.
Heartbeat of a Tree Nature is alive!	Stethoscope	Thin bark, move stethoscope around to hear heartbeat of the tree.
Blind Walk Sensory experience of nature	Blindfolds	Get into pairs one blindfolded other leads blindfolded child around forest or beach asking them to touch life or hug tree.
Blind Trail Trust, sensory	Rope, blindfolds	Run rope through forest off trail, and place knots where there is something children with blindfolds should explore.
Role Playing Creativity, imagination		Be a rock, mountain, animal, plant. Others guess what child is.
Sounds/Colors		Lie on back, fists raised, raise one finger for each new sound heard. How many shades of one color can you see.
Unnature Trail Observation skills	15 objects not found in nature	Hide off trail or on beach.
Caterpillar Walk Trust, cooperation	Blindfolds	Line up blindfolded, hands on shoulders of child in front, walk into forest for 50', then back.
…and Back Home Observation skill, sensory	Blindfolds	Pair up, one blindfolded, leads child into forest placer and back; child has to find way back without blindfold.
Duplication Memory, concentration	2 kitchen towels; 10 nature objects	Place 10 nature objects on towel, cover, show children objects for 25 seconds; have 5 min. to find objects in nature.
Predator/Prey Fear, hunting, sensory awareness	2 blindfolds	One predator and one prey in centre of circle. Predator seeks prey, prey avoids predator. If move toward circle, gently tap on shoulder to redirect.
What animal am I? Sequencing, cognition, focus	Pics of animals; safety pins	Pin animal to backs of children who ask questions of others to try to guess their animal.
Animal Parts Cooperation, creativity		Group in 4-6, and group simulates an animal; others guess.
Noah's Ark Silliness, imagination	Pics of animals	2 of each animal handed out to children who make animal sound to find mate.
Stalking Miser Quiet stealth	Blindfold; jewel	Blindfold miser in front of jewel. Others stalk miser to steal jewel. Miser points to sounds and stalkers freeze.
Bat and 3 Moths Echolocation	Blindfold	Bat says "bat" and moths responds with "moth". Bat tries to tag moths, and moths evade bat. Can bump to 2 bats and six months for larger groups.

Guidelines for Talking to Children About Screens

I. **Start with an Observation**

- *"I see you've been having difficulty turning off your screens (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."*

II. **Provide Information –** (give child Zombie 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 develop the way it should and gets schlumpy.
  - 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.

III. **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 fitness level, 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 overuse 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.

IV. **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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- *"Do you have symptoms when you don't use screens e.g. headache, stomachache?"*
- *"When you're not on screens, are you obsessed or always thinking about screens?"*
- *"Do you think you could go 24 hours without any screen use?"*
- *"Our talk isn't about getting rid of screens, it's about balancing screens with healthy activity. Can you tell everyone five non-screen activities you like to do?"*

V.   Determine Family/Classroom Screen Rules

- *"While small amounts of technology are okay, doctors and experts recommend no technology for 0 to 2-year-olds, 1 hour per day 3 to 5 years, and no more than 2 hours per day 6 to 18 years".*
  Suggestion: guide children/teens toward identifying how many hours per day/week they currently use screens, and plan toward gradual reduction in screen time by engaging in alternate activities.

- *"Before we cut down on screen time, lets determine what types of activities you'd like to do to replace time spent on screens"*
  Suggestion: use **Tech Schedule** and **100 Things to Do Other Than Screens** handouts.

- *"Tell me our rules about junk food. What do you think of making similar rules about screens. What might those rules be?"*
  Suggestion: whole family starts with designating sacred "screen free" time of one hour per day (dinner prep/eat/clean-up), one day per week (Saturday outing/sports/chores day), and one week per year (family holiday).

- *"Where do you think we should put screen devices so you're not tempted to use them?"*
  Suggestion: car trunk, locked room, closet, cabinet.

VI.   Fill in and Sign *Family Screen Management Plan***.**

Guidelines for Talking to Parents About Screens

I.   Start with an Observation

Home - "I notice the TV is on, can we turn it off?"
School – "I notice your child talks about video games…incessantly."
Community – "I notice your infant/toddler/child is using an iPad/iPhone."
Clinic – "I notice you are giving your infant/toddler/child a device to keep them quiet".

II.   Provide Information

"Studies show technology is harming our children. Too much technology affects children's <u>eyes, brain</u> and <u>body</u>. While small amounts of technology are okay, experts recommend no technology for 0-2 year olds, 1 hour per day 3-5 years, and no more than 2 hours per day 6-18 years. Can I tell you about some studies showing harm to children from too much technology"?

- When background TV is on, parents talk 89% less to kids. When kids aren't talked to, they don't talk back. Technology overuse limits development of speech and social skills.
- Kids are using 4-5 times the amount of technology recommended by pediatricians. Technology is detrimental for child development, behavior, and learning.
- Sleep deprivation from technology overuse is termed epidemic in Canada and U.S.
- Images kids watch on media will be with them forever. Violent imagery can cause aggression and/or nightmares. Fast paced imagery causes attention deficit.
- It's not about getting rid of tech, it's about *balancing* tech with healthy activity.

III.   Help Determine Rules

"Tell me about your rules about junk food. What do you think of making similar rules about screens? What might those rules be?" Suggestion: go "screen free" one hour per day (dinner), one day per week (Sat), and one week per year (holiday).

IV.   Take Away Format from Interview

"Tell me five healthy activities you (child) can do instead of using an iPad or watching TV? Let's list them on this form. Why don't you put this on your fridge as a reminder to do healthy activity instead of tech?"

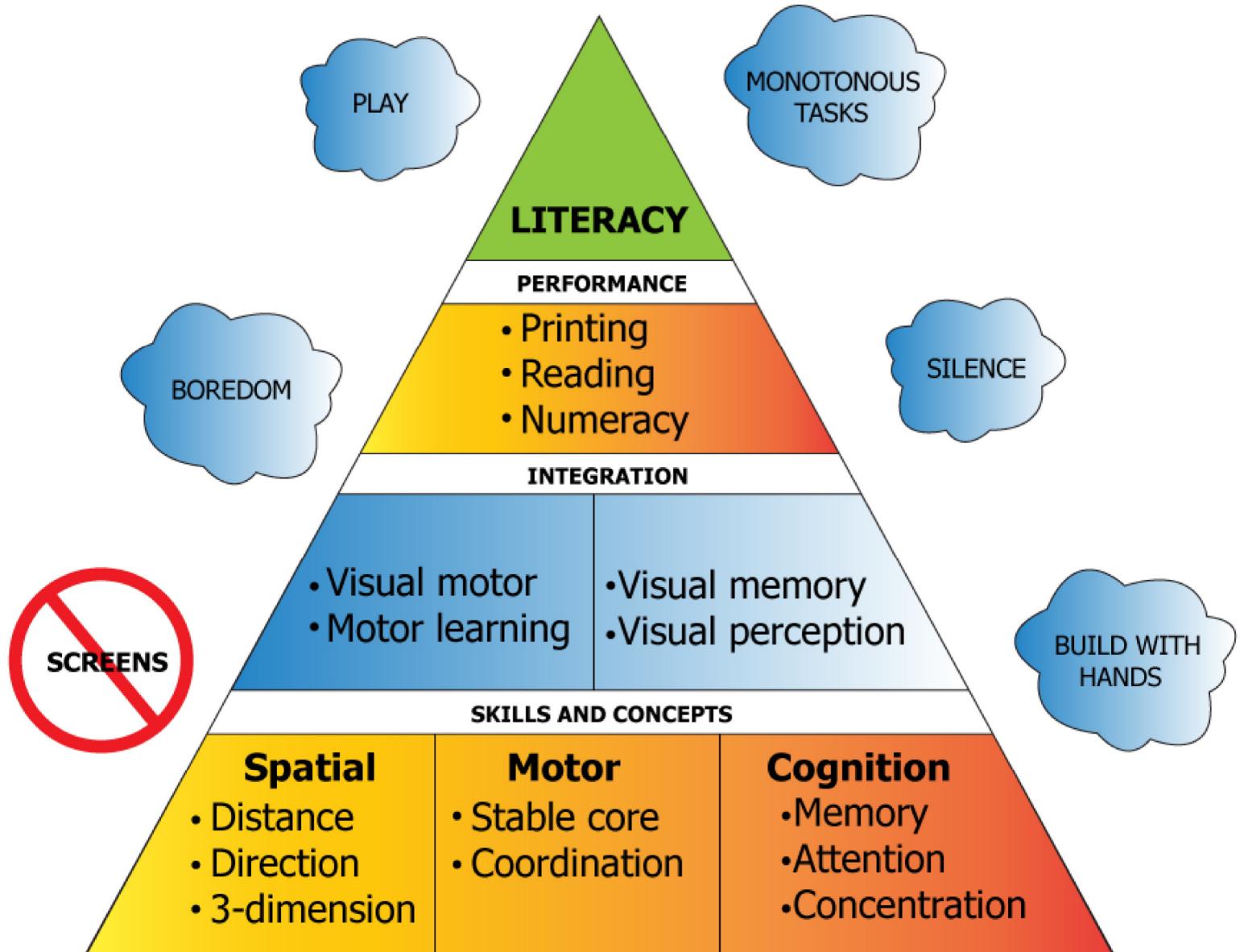| IMPACT OF TECHNOLOGY			
Insert Child Photo	**Tech Effects**		**Healthy Activities**
	Near sighted	Delayed	1.
	Tantrums	Distracted	2.
	Speech	Social issues	3.
	Aggression	Defiance	4.
	Obesity	Dependence	5.

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 soother 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.

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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!

PLAY

MONOTONOUS TASKS

LITERACY

PERFORMANCE
- Printing
- Reading
- Numeracy

BOREDOM

SILENCE

INTEGRATION
- Visual motor
- Motor learning
- Visual memory
- Visual perception

SCREENS

BUILD WITH HANDS

SKILLS AND CONCEPTS

Spatial
- Distance
- Direction
- 3-dimension

Motor
- Stable core
- Coordination

Cognition
- Memory
- Attention
- Concentration

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Movement Initiatives

Engaging in various forms of movement are research evidenced to enhance child development. Movement improves cardiovascular fitness preventing obesity and diabetes, as well as reducing risk of early stroke and heart attack. Movement builds strong core thus facilitating motor coordination of right/left and upper/lower body, as well as eye/eye and eye to hand. Strong core and motor coordination are necessary for both printing and reading literacy. Movement restores attention and enhances learning and memory. Finally, movement has been shown to reduce both anxiety and depression in children.

There are two types of movement which not only build strong core and motor coordination, but also stimulate change in body energy states, enabling improved attention and learning: *vestibular* and *proprioceptive* movement. The vestibular system which is located in the brain is activated with movement off-centre of gravity, such as rocking, jumping, side to side, or rotational movements. The proprioceptive system is activated with movement requiring isometric, resistance, tonic contraction of the muscles and joints, also termed "heavy work", such as pushing, pulling, lifting or carrying.
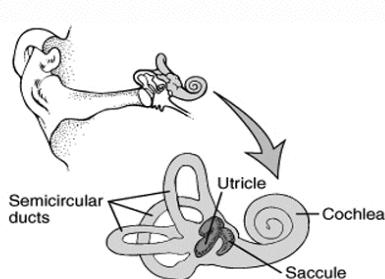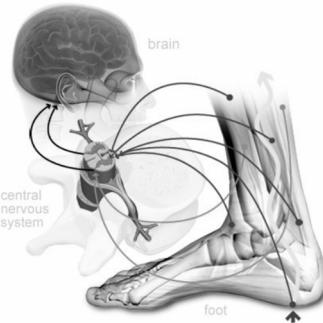
Vestibular System   **Proprioceptive System**

Following are a list of types of movements and equipment which activate the vestibular and proprioceptive systems, and can be performed at home, in schools or community-based environments to enhance child development, attention, and learning. For optimal attention, whether at home for homework or in school classroom, suggest allowing students 5 minutes of strenuous activity every 30 minutes to get their body energy in the *Zone to Learn*, prior to classroom instruction. More than 5 minutes may cause chaos; less than 5 minutes is insufficient movement activity to attain benefit.

Whether at home, in school, or community settings, children require at least 2-3 hours per day of rough and tumble play, preferably outdoors. Equipment should include challenges such as climbing to stimulate children's proprioceptive system (cargo nets, ropes, climbing frames), as well as swinging to stimulate their vestibular system (swings, slides, merry-go-rounds). Going outside has also been proven to be an excellent attention restoration strategy, and one outdoor activity per day at home, in addition to one class per day at school is suggested as an adjunct to below listed activities.

Screen-based technology overuse of TV, cell phones and internet over 2 hours per day is proven to be a causal factor for obesity, developmental delay, depression, anxiety, sleep deprivation, attention deficit and poor school performance and should consequently be restricted for children with attention and learning difficulties or problematic behaviors.

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Vestibular and Proprioceptive Activities

1) Chin-ups using either wall mount or door frame bar.

2) Hand, desk, counter, chair, floor, or wall pushes.

3) Work in standing – on chalkboards, easels, or at raised counter; can fabricate counter using plywood covered with counter surfacing (plastic, vinyl). Desks and tables restrict movement, and therefore limit learning.

4) Work lying on floor propped on elbows to strengthen neck and back.

5) Play games such as jumping jacks, running in place, *Tour de France* (using two tables for support, lift feet off ground and pedal in air), or ball over/under pass could be played as competing teams.

6) Fencing with foam noodles (usually used for swimming floatation).

7) Volleyball with Nerf ball; use line of desks or couch for "net".

8) Wobble or balance boards.

9) *Tug of War* using 4' piece of rope with knot each end; excellent activity for kids who are fighting; called a "Tug Off".

10) Bicep curls using old bicycle tubes; anchor with feet and pull upward with arms; can place around desk legs.

11) Lye on floor facing partner, and blow/suck on straw to push ping pong balls across masking tape line, scoring "goal" when cross line.

12) Climbing rope with knots every 1' attached to ceiling mount.

13) Calisthenics on gym mat on floor e.g. sit-ups.

14) Exercise bike, elliptical, rowing or treadmill machine in corner of room; try garage sales or request to other families or parents.

15) Suspension training with TRX equipment (www.trxtraining.com).

16) Barstarzz training (www.barstarzz.com).

17) Hokki Chairs (www.letsmovecanada.com), "T" chairs (2" X 4"'s nailed together in a "T" shape), or therapy balls.

18) Swing bar positioned under desk (dowel suspended with chain from desk).

19) Bouncy Bands placed on desk or chair legs (www.bouncybands.com).

20) Create a garage gym or classroom gym utilizing above listed equipment.

Moving to Learn Equipment
for Classrooms, Gym and Playground

CLASSROOMS					
Equipment	**Picture**	**Supplier**	**Quantity**	**Cost**	**Total**
Arousing Classroom Equipment (vestibular stimulation)					
Hokki Chair 12"		Jonathan Morgan&Co. jmcdesigninteriors.com		$119.62	
Hokki Chair 15"				$124.43	
Hokki Chair 18"				$138.26	
Wobble Boards 36 cm		Fitness Depot www.fitnessdepot.ca		$12.88	
Grounding Classroom Equipment			(proprioceptive stimulation)		
Chin Up Bar (wall mount)				$69.99	
Ankle Weights 2.5 lb Grade K-3				$9.88	
Ankle Weights 5.0 lb Grade 4-7				$13.88	
Slam Ball 12 lb				$19.88	
Slam Ball 15 lb				$22.88	
Slam Ball 17 lb				$25.88	
Slam Ball 20 lb				$27.88	
TRX Strapping				$199.98	
TRX poster				$24.95	
Power log bag (fill with water to 90 lbs)				$48.88	
page 19					

Elliptical desk		Moving Minds – Kidsfit Kinesthetic Classroom		$1395.73	
Modular single standing desk		Moving Minds – Smart Study Modular Desk Grades 4-7 37"L X 26"W X 32"H Grades 8-12 37"L X 26"W X 38"H		Grd 4-7 $303.05 Grd 8-12 $316.23	
Round group standing desk Grade 8-12		Moving Minds – Focal Collision Table, 38" dia. top, 42" ht.		$781.05	
Standing desk Grade 4-7		Moving Minds – Smart Study Teaming Centre 71" L X 35" W X 38" H		$649.00	
Wiggle Wobble Chair		Bouncy Bands		$24.99	
Bouncy Bands		Bouncy Bands		$14.99	
Deflated bike inner tubes		Get local		N/C	
page 20					

Calming Classroom Equipment (tactile stimulation)

Body Sox – sm. Age 3-5		School Specialty www.schoolspecialty.ca #705469		$35.59	
Body Sox – med. Age 6-8		School Specialty #705472		$46.59	
Body Sox – large Age 9-12		School Specialty #008176		$50.69	
Sand lap bags		School Specialty #			
Cozy Castle (sensory hideout)		School Specialty #1486047		$421.89	
Ear protectors		ProCase Ear Protectors Noise Cancelling SNR 27dB (on Amazon)		$31.99	
Pea pod canoe		School Specialty #1512739 Jr. 48" #1512740 Med. 60" #1612741 XL 80"		$168.92 $182.78 $207.71	
Compression vest XX small – 20"		School Specialty #1387574		$103.40	
Compression vest Xtra small – 24" cir		School Specialty #1387577		$107.54	
Compression vest Sz. small – 30"		School Specialty #1387575		$117.17	
Compression vest Sz. medium – 36"		School Specialty #1387573		$124.10	
Compression vest Sz. large – 42"		School Specialty #1387572		$151.64	
Compression vest Sz. extra large – 48"		School Specialty #1387576		$144.71	

<div align="center">page 21</div>

Inflated truck tire inner tubes		Get local		N/C	
Leaf Canopy		Ikea – LOVA bed canopy (get at least 3)		$14.99	
Circus Canopy		Ikea – LEN canopy (put low on wall, kids sit under)		$11.99	
Small couches		Kiddie Couch (can take pieces apart and make forts etc.)		$349.00	

Pre-Literacy Classroom Equipment					
Wood letter pieces (pre-literacy)		Handwriting Without Tears		$32.95 (need one set per child)	
Mat Man Kit (pre-literacy)				$95.58 (only need one)	
The Pencil Grip (promotes pincer grip)		School Specialty #1401765		$31.31 (pkg of 12)	
Total Classroom Equipment				**$**	

GYM					
Equipment	**Picture**	**Supplier**	**Quantity**	**Cost**	**Total**
Arousing Gym Equipment (vestibular stimulation)					
Agility Ladder		School Specialty #1441294	4/pkg	$91.19	
Stability Pads (for obstacle course)		School Specialty #025430	6/pkg	$136.99	

Go Go Balance Fun (for obstacle course)		Scholars Choice www.scholarschoice.ca #119-p0013		$749.99	
Gonge Top Balance Disc		School Specialty #1478702		$115.09	
Balance Beam		School Specialty #1328693		$342.99	
Climbing SwRing		SwRing www.swring.com		$695.00	
TheraGym Square Platform Swing		Flaghouse www.flaghouse.ca #40146		$509.75	

Mounting Hardware for Suspended Equipment					
Safety Rotational Device Hanging Accessory (needed for 3 swinging devices)		School Specialty #023715	1 per suspended device	$123.29	
Carabiners – Lg, (1000 lb strength, screw lock closure)		Local hardware store	2 per suspended device		
Hanging Chain (1000 lb) for mounting suspended equip. on basketball hoop frame	Chain lengths should be measured from top of device to mount bar, doubled, add 6" for double wrap around mount bar.	Local hardware store	1 per suspended device		

Grounding Gym Equipment (proprioceptive stimulation)

Climbing Rope		Fitness Depot		$118	
Rings with straps		Fitness Depot		$38.00	
TRX Home Kit		Fitness Depot		$178.95	
TRX Mount		Fitness Depot	1 per TRX strapping	$39.99	
Climbing Scaler		Flaghouse www.flaghouse.ca #14480	1	$1607.50	
Climbing Wall		School Specialty www.schoolspecialty.ca #1393110	1	$465.69	
Scooter Boards Pull Boy 16"		School Specialty #1450035	6/pkg	$446.69	
Paddles (for scooter boards)		School Specialty #1282645	6/pkg	$83.59	
Connecting Tunnel Set (for scooter boards)		School Specialty #030030	6/pkg – get at least 2 for challenging obstacle course	$320.49	
		page 24			

Scooter Board Ramp (vestibular, core)		School Specialty #1366875		$412.29	
Calming Gym Equipment (tactile stimulation)					
Airwalker Lycra Pod Swing		School Specialty www.schoolspecialty.ca #007937		$410.89	
Total Gym Equipment				**$**	

PLAYGROUNDS					
Equipment	**Picture**	**Supplier**	**Quantity**	**Cost**	**Total**
Arousing Playground Equipment (vestibular stimulation)					
Regular Swings		Landscape Structures www.playlsi.com			
Disc Swings (Oodle swing)		Landscape Structures www.playlsi.com			
Flywheel Spinner					
Eliptical					

Grounding Playground Equipment (proprioceptive stimulation)					
Rock or wood sculptures		Build it yourself – or – Landscape Structures www.playlsi.com			
Lunar Blast Net Climber		Landscape Structures www.playlsi.com			
FitCore Outdoor Exercise Equipment		Landscape Structures www.playlsi.com			
Cardio Stepper		Landscape Structures www.playlsi.com			
Obstacle Course		Build it yourself – or - Suttle Recreation www.suttlerecreation.com			
Barstarzz		Barstarzz www.barstarzz.com			
Total Playground Equipment					$
GRAND TOTAL					$
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Nature Initiatives

No initiative will reverse the adverse effects of technology more than exploring *Mother Nature.* Researchers were investigating why inner-city children had three times the adhd as rural children, and found a startling discovery, rural children had more access to "green space" e.g. green trees, grass, shrubbery, flowers etc. The same researchers proceeded to quantify just how much green space children needed every day to receive this beneficial effect on attention restoration, and they found that as little as 20 minute per day (a walk in the park) has significant positive effects on reduction of attention deficit Faber-Taylor 2004). As overuse of technology results in attention deficit (Christakis 2004), green space found in nature can be an effective tool to counteract technology's damaging effect on attention. Whether nature initiatives are small (playing in the yard) or big (building a community playground), they are essential as a critical component for enhancing child development, behavior, and learning. Examples of nature initiatives proposed below are categorized into three groups: home, school, and community. Additional suggestions for nature initiatives are provided for work-based and government environments.

Home Nature Initiatives

Adults and children everywhere would benefit from increasing access to outdoor activities, but a fear of nature and the out-of-doors threatens family's sense of safety and security. Studies show a parent's fear of the outdoors positively correlates with their child's use of technology. A suggestion is to have a family discussion regarding parent's fears and determine a path toward ensuring children grow up independent and self- sufficient. Families should walk whenever they can, as opposed to using cars, and experience a forest, park or even just a grassy spot under a tree at least once per day.   Creative playing with dirt, leaves, twigs and rocks could replace plastic toys, and gardening and growing vegetables could become a daily family activity.

School Nature Initiatives

Everyone needs a room with a view. As children's academic performance can improve with even just a *view* of nature, can you imagine what would happen with daily exposure? Children should be outside at least three times per day, with covered areas established for in climate weather (rain and snow). Legislation regarding playgrounds needs to be realistic, as snowballs are not dangerous, and neither are jungle gyms or merry-go-rounds. Science, math, and spelling could all be sourced in nature e.g. discuss how flowers and trees breathe, play the mineral/vegetable/animal game, measure a 6 inch circle and then count the blades of grass, or spell the names of flowers and trees.

Community Nature Initiatives

Creation of safe parks and forest reclamation initiatives are integral to maintaining green space necessary for sustaining mental and physical health. Safe parks require a large track of land located near an inner-city area on a bus route, preferably attached or close to a recreation center. The safe park should have surround fencing with visible access points for monitoring children's comings and goings, as well as trees with bottom three feet of branches removed for visual monitoring. Playground equipment should include something for all ages (including

adults!), and provide adequate stimulation to a child's balance, strength, touch and social systems to promote optimal development. Efforts to create safety have resulted in playgrounds that are boring and offer little challenge to children older than 6 years of age. While safety should be paramount, safety at the cost of optimizing child development, behavior and learning, is short sighted and ineffective as no one will visit that playground. The goal of any playground should be to create a play space that draws all members of the family together in fun and engaging activities, away from technology.

Starting by forming a team of like-minded individuals is always a great place to start with planning and implementing a large project. Consider including representatives from the parent, education and health professional communities, as well as government. Funding grants are suggested to include representatives from the three big technology giants - TV, video games and internet providers, as well as pharmaceutical companies, as they have all been major contributors to existing child technology overuse. The mandate of this team would be to reduce violent and pornographic TV, video games and internet sites, as well as reduce the use of harmful psychotropic medications (stimulants, anti-depressants, anti-anxiety, sedatives, and anti-psychotics), and return proceeds from these endeavors toward planned nature initiatives e.g. forest reclamation, building safe parks, improving playground equipment in established parks, building bike trails, building skateboard/bike/water parks, funding nature programs for schools, and embellishing or subsidizing recreation centers for increased use by children.

Work Nature Initiatives

Going for walks outside at coffee break and lunchtime create much needed mental and physical breaks from routine, essential for improved productivity. Work teams can create nature-based initiatives to advocate for establishing 'green space' close to worksite; add a few swings and your team will be really productive when they get back to the office! Indoor waterfalls, plants, ponds, fish tanks and replacement of fluorescent lighting with natural light, can also achieve sensory calming and increased productivity of workers.

Government Nature Initiatives

In order to enact legislation to make this all happen, government needs to step up to the plate and make child health a priority by mandating the formation of the Tri-Tech Connect, empowering the Nature Directive Teams, banning violent and pornographic technology, removing unnecessary rules regarding playground equipment safety, and requiring psychotropic pharmaceutical companies contribute to nature program funding.
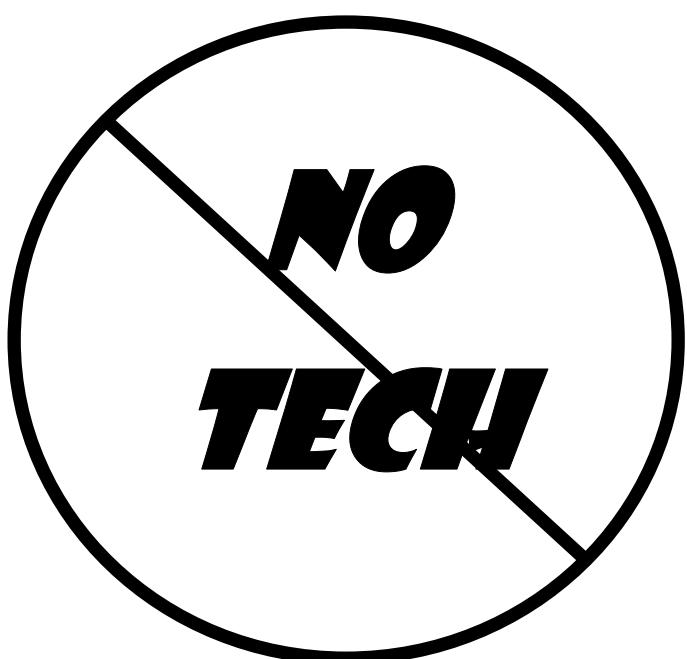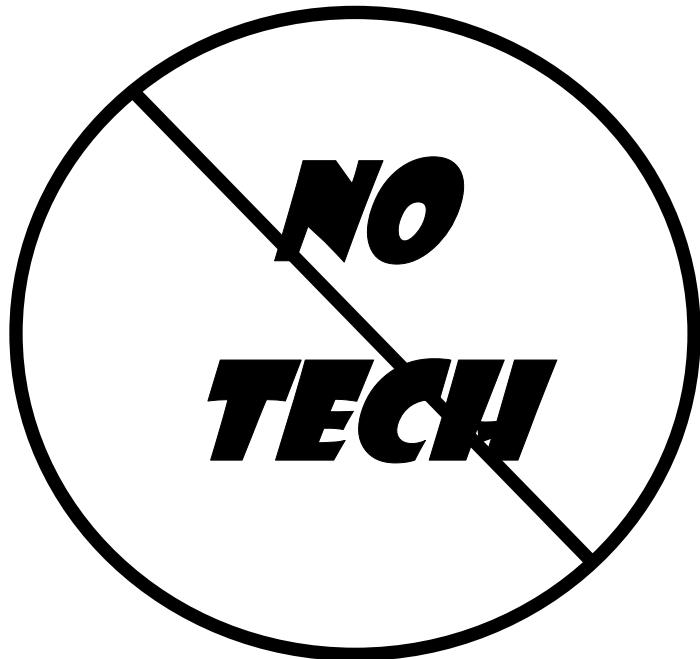
No Technology Zones

The following suggestions are with regard to *locations* and/or *times* when technology should be managed in order to improve optimize 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!
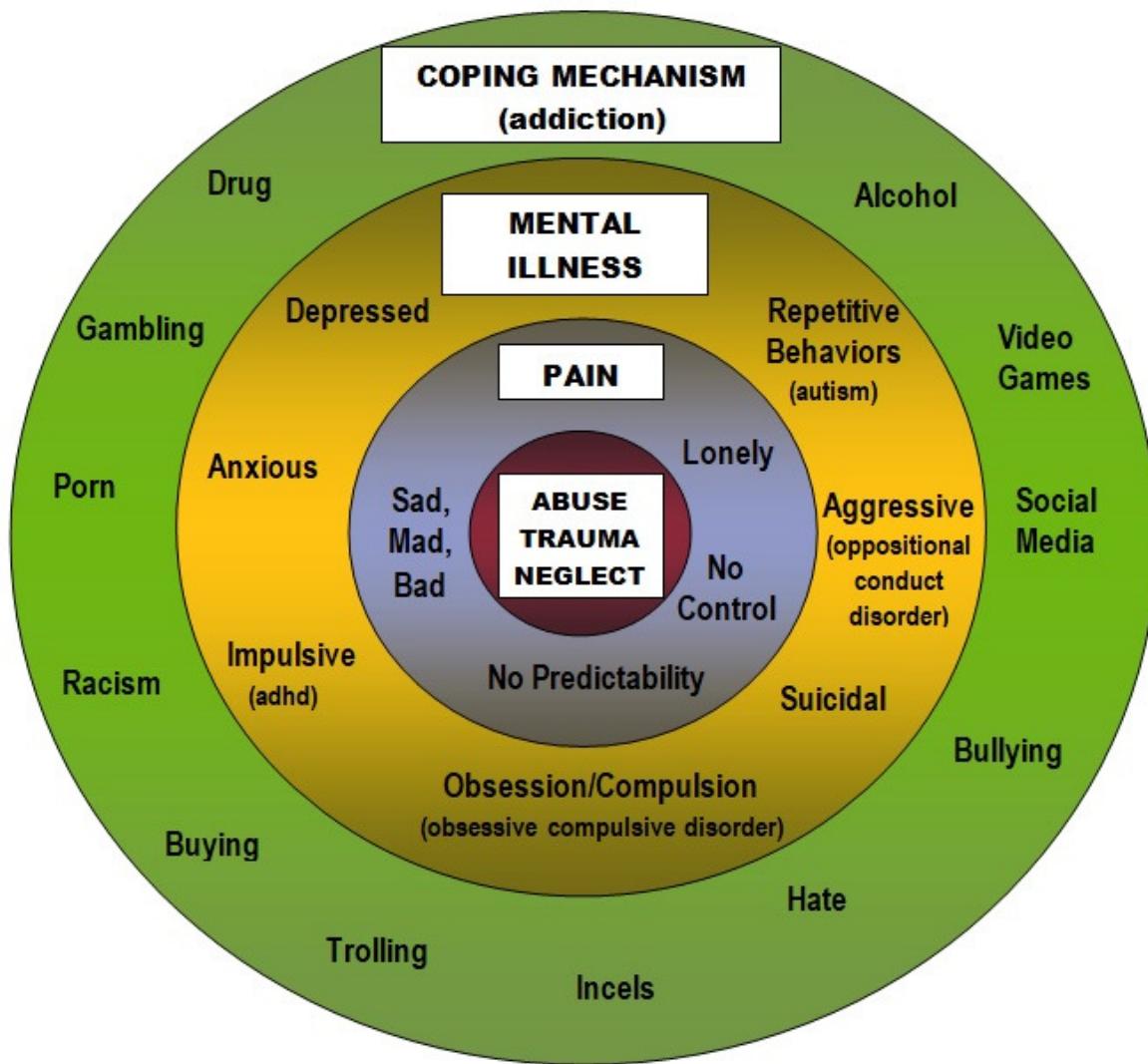
Location	Red Zone – No Tech	Yellow Zone– Modified Tech	Green Zone – Go Tech!
Home	• Dinner, restaurant, car, bedrooms, bathrooms, 1 hour prior to bed. • All day Saturday. • Family holidays.	• Children: don't modify rules; be consistent. • Parents: emergency calls only; no emails, texts while children awake.	• Refer to Technology Usage Guidelines for Children and Adults. • Parents: use tech only when children asleep.
School	• Students: no personal devices at school. • Teachers: no personal devices in classrooms.	• Education technology supervised and limited to evidence based only.	• Students: > 12 years of age only. • Teachers: before or after school only.

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

ORIGIN of ADDICTION

COPING MECHANISM (addiction)

Drug

Alcohol

Gambling

MENTAL ILLNESS

Video Games

Depressed

Repetitive Behaviors (autism)

PAIN

Porn

Anxious

Lonely

ABUSE TRAUMA NEGLECT

Sad, Mad, Bad

Aggressive (oppositional conduct disorder)

Social Media

No Control

Racism

Impulsive (adhd)

No Predictability

Suicidal

Obsession/Compulsion (obsessive compulsive disorder)

Bullying

Buying

Hate

Trolling

Incels

© Zone'in Programs Inc. 2021

What can you do now?

American Academy of Pediatrics and Canadian Pediatric Society recommend NO technology for children 0-2 years, no more than one hour per day for children 2-5 years, and no more than 2 hours per day for children 5-12 years.

Manage technology use

Try one of the following strategies to better manage balance between technology use and healthy activity, for your whole family!

Disconnect to reconnect by creating sacred times without technology:

- While children are awake.
- During meals and one day on weekend.
- While driving in the car and eating at restaurants.
- One hour prior to bed. Try bath, book, bed…and no screens in bedrooms!
- On outdoor walks.

Start healthy activities

Younger children: listen to music, dance, read baby books, get on the floor and play with toys (blocks, rattles), roll balls, play in the Tupperware or pots and pans drawer, color with big felts, jump on a mini trampoline, go for nature walks, cuddle, play with family pets.

Older children: ride bikes, build a couch or table fort, prepare and eat dinner as a family, paint, color, make crafts, dance, play wrestle, listen to music, play cards or a board game, invent your own game, garden, read books, play a sport, make cookies, do chores, play games outside, build a stick fort, hike, bike, beach walk, canoe, kayak, hug a tree, hug each other, doing something new…but do it TOGETHER!

Reconnect Webinars
6840 Seaview Rd. Sechelt, BC V0N 3A4
1-888-896-6346
info@reconnectwebinars.com
www.reconnectwebinars.com

Unplug'in Brochure

'Must read'
information for
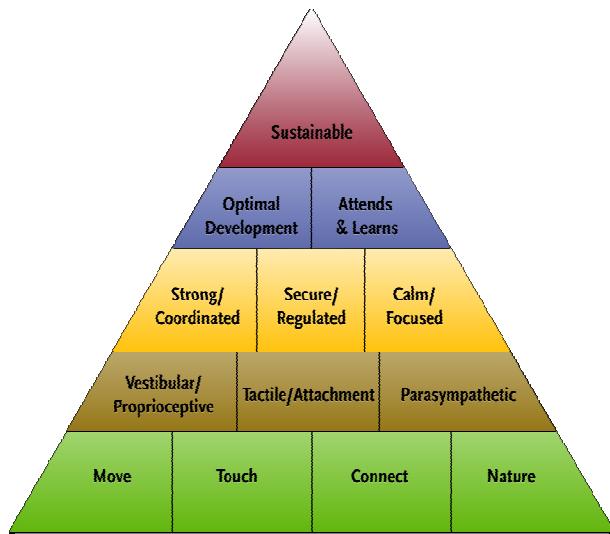*everyone who loves*
their children!

Addressing the effects of technology on child development and learning.

Copyright Reconnect Webinars, 2022

Child development and behavior

In order for children to develop, learn and behave properly, they require lots of **movement, touch, connection** with their parents, and exposure to **nature.**
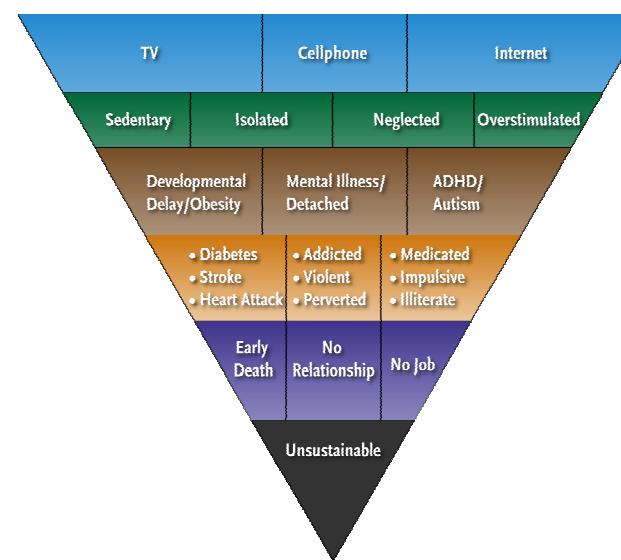

Building Foundations
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When children **move,** they build strong, stable core and their muscles become coordinated, making it easier for them to print and read when they enter school. **Touch** helps children to feel secure and able to self soothe and regulate their energy states. Human **connection** is life sustaining and is the foundation for all future relationships. **Nature** helps children become calm, focused, and able to learn. In order for children to develop and behave properly, and learn at school, they need lots of **movement, touch, connection** and **nature.**

Technology
(TV, internet, cell phones)

Infants watch 2.5 hours, toddlers 4.5 hours, children 7.5 and youth 9.0 hours per day of entertainment technologies (cell phones, tablets, TV, gaming).

Technology overuse causes children to be **sedentary, overstimulated, isolated** from others, and quite possibly **neglected** by their parents & teachers.

Virtual Futures
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Any time children spend using technology is detrimental to their development, behaviour, and their ability to learn. The younger the child is, the worse the effect technology has. Early use of tech, violent content, and long duration of use are to be avoided.

Children are our future, but there is no future in Virtual Reality!

How do you know if your child is using too much technology?

Technology is very addicting, and if your child cannot easily put down technology and go outside and play, then they may have a problem.

If your child has any of the following symptoms of technology overuse, then it would be wise to start making some rules to restrict technology use. Start with a family meeting to discuss where you can begin to reduce the use of technology…together.

- ✓ Tantrums with screen removal
- ✓ Anger, rage, "NO"
- ✓ Delayed development
- ✓ Obesity/diabetes
- ✓ Sleep disorders
- ✓ Emotionally detached
- ✓ Lack of interest in play
- ✓ Few friends
- ✓ Can't focus on tasks
- ✓ Learning difficulties

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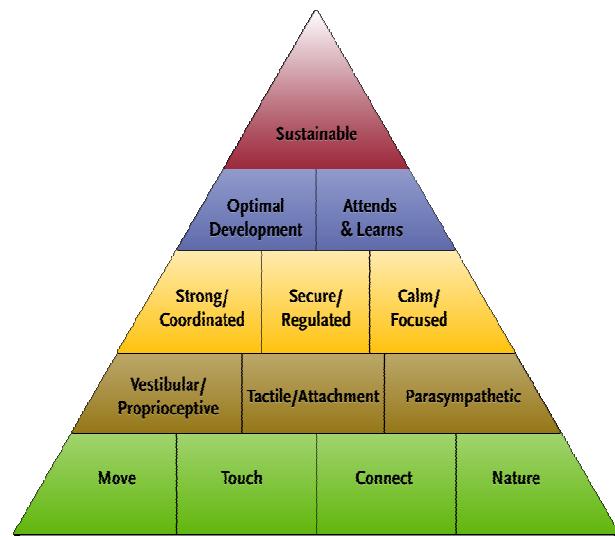# Unplug'in Brochure

'Must read' information for everyone who loves their children!

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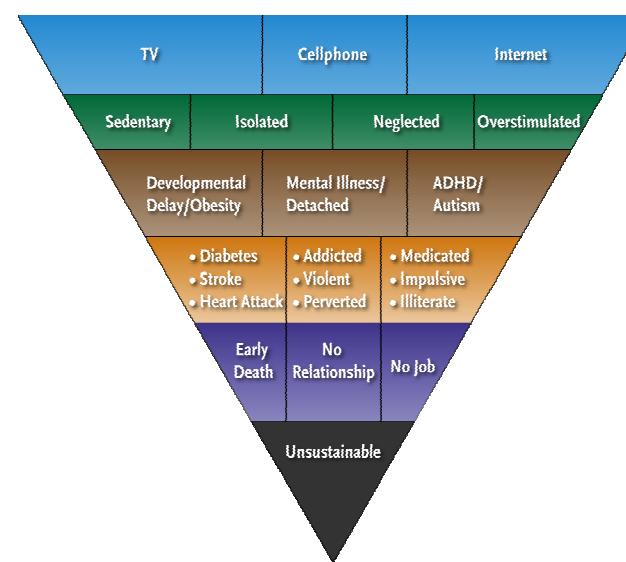

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- ✓ Learning difficulties

Red Flags for Screen Overuse for Children

Red Flags	Minimal Problem	Moderate Problem	Severe Problem
Physical			
Delayed development *Low fitness and core tone, 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 (swears, harm threats) and/or physical (hits, kicks, bites, spits) abuse.*			
Emotional			
Self-regulation *Frequent meltdowns, impatient, needs to get own way, can't wait turn.*			
Poor motivation *Low skill confidence and competence, requires ++ cues and coaxing.*			
Mental			
Anxiety, depression *Impacting on daily functioning; accompanied by self-harm, suicide risk.*			
Technology addiction *Tantrums or shuts down with device removal, prefers device to peers.*			
Cognitive			
Attention deficit *Cannot focus on tasks or play, but obsessive with screens.*			
Illiterate *Doesn't demonstrate grade level literacy for printing, reading, math.*			

Comments

Healthy Activity Alternatives

1.	
2.	
3.	
4.	
5.	

School Mass Shooter Risk Assessment

Subject Name: DOB:

Date: Person completing SMSRA:

This form was designed by pediatric occupational therapist Cris Rowan to be used by school-based teams in conjunction with student's parents/guardians to help identify students who MIGHT become violent and harm self or others. Should a student be identified as high risk, their parents, mental health professionals, physician and police should be notified immediately.

Technology devices are defined as TV, cell phones, tablets, desk top computers, laptop computers, any hand-held device, and gaming consoles.
- *Education* technology is used at school or for courses, either in school, home, work or community.
- *Therapy* technology is used for therapeutic purposes.
- *Work* technology is used for work, either in home, work, or community.

WHO is subject?		
At what age did subject start using *video games e.g. non-violent, violent, multi-player, rapid fire shooter or online (*circle types of *video games).*	Year	Mo.
At what age did subject start taking *psychotropic medication* e.g. stimulants, anti-depressants, anti-anxiety, sedatives or anti-psychotics (circle *medications*)?	Year	Mo.
Is subject taking *multiple* psychotropic medications? Is so, list medications and approximate dates for starting medications.	Yes	No
Is subject exhibiting what might be *neurotoxicity or side effects of medications* e.g. weight loss, sudden violence, explosive violence, severe agitation, suicidal thoughts/actions (circle *side effects)?*	Yes	No
Does subject have any *mental health conditions:* depression, anxiety, oppositional conduct disorder, obsessive/compulsive disorder, adhd, autism, bipolar disorder, schizophrenia (circle *conditions*)?	Yes	No
Does subject have any *developmental and/or behavioral disorders*: developmental delay, tantrums, aggression, defiance, social phobia, learning difficulties (circle *disorders*)?	Yes	No
Is subject *addicted* to video games e.g. can't *stop, excessive use, persistent thinking about content, can't put device down, needing more, withdrawal when stop* (circle *addictions*)?	Yes	No
Does subject participate in *alternate activities to technology*: sports, music, dance, arts, hobbies, crafts, school/work/volunteer committees (circle *alternate activities*)?	Yes	No
Does subject participate in *off-line social activities* with friends: dating, parties, meals out, coffee, recreational outings, barbecues (circle *off-line social activities*)?	Yes	No
Is subject *physically active*: team sports, individual sports, walking, hiking, swimming, bowling, dancing, gym, martial arts (circle *physical activities*)?	Yes	No
Does subject have any *academic or work-related issues* (grades, drop-out, skipping class, detentions, probations, firings (circle *academic/work problems*)?	Yes	No
WHAT type of technology in addition to video games is subject using NOW?		
Does subject also watch *TV* (*passive technology*)? If so, what *type of TV*: sports, cartoons, movies, sitcoms, violence, sexual, reality, nature, educational, music/dance (circle *type of TV).*	Yes	No

Does subject use *active technology*? If so, what *type of active technology*: Facebook, chat lines, texting, pornography, dating sites, trolling, racist/political (circle *type of active tech*).	Yes	No
Does subject use *education or work* technology at school? If so, what type?	Yes	No
Does subject use *therapy* technology in clinic or home settings? If so, what type?	Yes	No
Does subject *watch*/*use* the following *content* on TV or other device: violence, deviance, swearing, rape, porn, sodomy, torture, educational, therapeutic, pro-social (circle c*ontent*).	Yes	No
Does subject watch/use *fast paced content* e.g. screen changes every 1-2 seconds?	Yes	No
WHEN does subject use technology?		
Does subject use technology right before bed?	Yes	No
Does subject wake up at night to use technology?	Yes	No
Does subject use technology during meals?	Yes	No
Does subject use technology during the week?	Yes	No
Does subject use technology on weekends?	Yes	No
Does subject use technology on holidays?	Yes	No
WHERE does subject use video games (not school, work or for therapy)?		
In bedroom during night?	Yes	No
In restaurants?	Yes	No
In car?	Yes	No
In bathroom (home/school/work)?	Yes	No
While watching TV?	Yes	No
While doing homework?	Yes	No
While with family/friends?	Yes	No
WHY does subject use video games?		
Does subject use video games because they are: lonely, depressed, for escape, boredom, to fit in, feel 'normal', fear of face to face, good at it (circle *reasons for* technology use)?	Yes	No
Is there another reason subject uses entertainment technology?	Yes	No
If so, what is it?		
HOW does subject access video games?		
Does subject's parents or partner have *rules* regarding use of video games?	Yes	No
Does subject's parents or partner *supervise* use of video games?	Yes	No
Does subject currently *own* a device(s): cell phone, tablet, TV, desktop computer, laptop computer, gaming device (circle *devices you own*)?	Yes	No
HOW LONG does subject play video games?		
Daily average at home during the week?		hours
Daily average at home on weekend or holidays?		hours
HOW LONG does subject also use education or work-related technology?		
Daily average at school?		hours
Daily average at home?		hours
Daily average on weekend or holidays?		hours
HOW LONG does subject also use therapeutic technology?		
Weekly average?		hours

School Screen Usage Survey

*Students and school staff: please check appropriate boxes indicating your use of each of the following screen technology **while on school grounds.***

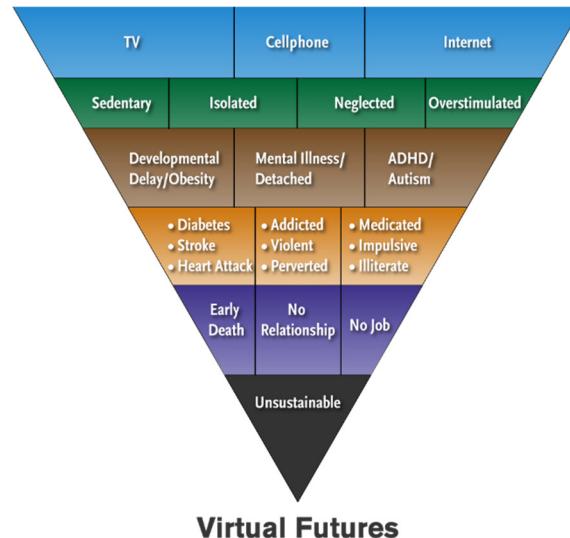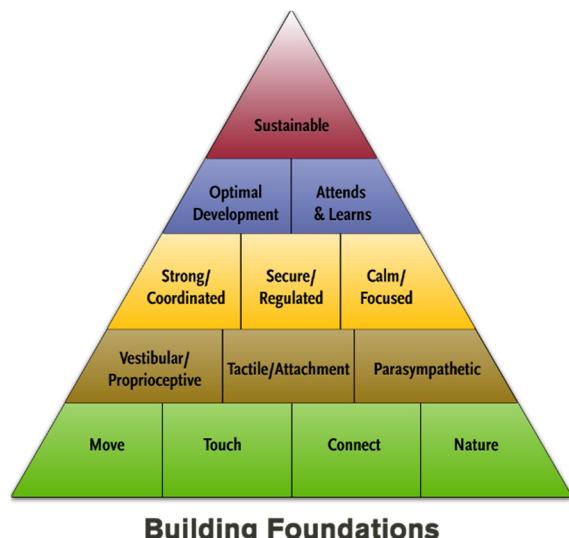| Who, What, When, Where…	Students			Staff		
Device	**K-3**	**4-7**	**8-12**	**EA**	**Teachers**	**Admin**
• Smartboard						
• Computer						
• Tablet						
• Cell Phone						
Content						
• EdTech c/ evidence						
• EdTech c/out evidence						
• Movies						
• Video Games						
• Pornography						
• Social Media						
TOTAL Technology Duration per Day						
• 15 min.						
• 30 min.						
• 45 min.						
• 60 min.						
• Amount if > 60 min.						
Location you allow screen use						
• Classroom						
• Lunchroom						
• Gym						
• Library						
• Hallways						
• Bathrooms						
• Bus (home, events)						
• Playground						
Time						
• Before/after school						
• Lunch						
• Breaks/Recess						
Other						
•						
•						

Preparatory Steps

Goal: replace time spent on screens with healthy activities **prior** to restrictions.

Immediate Actions

Location	Equipment	Considerations
Gym	Obstacle course, bouncy castle, scooter boards, lots of balls, loud music	Open before/after school, lunch
Exercise Rm	Exercise equipment, weights, jumping ropes	Share with staff and students
Hallways	Mazes, hopscotch, visual motor c/ duct tape	Talk with janitors first
Classrooms	Board games, chess, card games	
Lunchroom	Chess, poker, backgammon games	
Commons	Ping pong, pool, air hockey, foosball	$: PTA, parent's basements
Outside	Organized sport, basketball, hockey etc.	

Long Term Ideas

Skateboard park, BMX course, trails for biking/jogging/walking (get students to build during school day), daily Tough Mudder bush run, outdoor obstacle course….

Building Foundations
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Schools Operating Safely (SOS) – Child Behavior Management Policy
Ten Alternatives to Use of Psychotropic Medication, Seclusion, and Restraints

Problem
Managing child behavior in school settings poses potential injury risk, to both staff and students, resulting in increased use of questionable practices. In the past decade, schools have witnessed an unprecedented rise in the medication of children, use of seclusion rooms, and the need of physical restraint. To protect children with behavior problems and their staff, it is imperative that schools take proactive measures by establishing effective child behavior interventions and policies.

Rationale
20 years ago children played outside, walked or rode their bikes to school, and watched 1-2 hours television per day. Today elementary-aged children are exposed to an average of 8 hours per day of combined technologies, resulting in an epidemic of physical, mental, social and academic disorders, often described as "behaviors" (Zone'in Fact Sheet). As children connect more and more to technology (average is 7.5 hours per day entertainment technologies Kaiser F. 2010), they are disconnecting from humanity at an alarming rate. In Canada, 30% of children enter school developmentally delayed (Kershaw P. 2009), 25% are obese (Tremblay M. 2004) and 14.3% have a diagnosed mental illness (Waddell C. 2007). With the majority of media content now containing violent images (Anderson, C. 2008), managing child aggression in schools, has put both students and staff at risk for significant injuries.

Policy
The following ten evidenced based interventions should be implemented by schools for a 6-mo. period, prior to any behavioral diagnosis, medication, or use of seclusion rooms or restraints.

Procedure
The attached "Schools Operating Safely (SOS) - Policy and Procedures" form can be used by school administrations as a guideline to determine proactive interventions to manage escalating child behaviors, thereby reducing risk of injury to students and staff. Potential funding for SOS equipment can be obtained through applications to pharmaceutical and/or technology production corporations.

Evaluation
Implementation of the "Schools Operating Safely" policy should not only reduce risk of injury to students and staff, but also will serve to improve student's physical, mental, social and academic performance. Therefore, school measurement of the following outcomes are suggested, following an initial baseline data gathering period: attention and learning ability, printing output speed, obesity, developmental delay, behavior, office referrals, school fights, suspensions and grades.

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Schools Operating Safely (SOS) – Child Behavior Management Policy and Procedures	Equipment Required	Projected Date
1. No Restraints		
No behavior diagnosis, medication, use of seclusion or restraints for six month period (P. Breggin 2009). *Consider introduction of this policy at your next staff meeting or student Individual Education Plan.*		
2. Limit Technology		
No technology use during breaks or recess (G. Small 2008). *All children should be outside, restricting ALL handheld devices e.g. cell phones, iPods, electronic games.*		
3. Physical Exercise		
45 minutes per day cardiovascular exercise (J. Ratey 2009). *Add treadmills, exercise bikes, stationary weight sets, mini trampolines, wobble boards, and chin-up bars to classrooms, gym or hallways.*		
4. Access Nature		
20 minutes per day access to "green space" (A. Faber-Taylor 2005). *Nature is attention-restorative, so teach one subject per day outdoor; create "green space" by planting trees, grass, gardens, and shrubs.*		
5. Take Breaks		
Unrestricted breaks - fresh air, bathroom, standing desk, Zone'in Tools and Techniques (C. Rowan 2005). *Establish Zone'in Stations in every classroom with designated rules and procedures.*		
6. Organize Activities		
Physical Education instructors for organized recess and gym activities (A. Pelligrini 2005). *Designate one teacher for planning organized gym activities before/after school, recess and lunch time inter-murals, sports coaching etc.*		
7. Improve Playgrounds		
Access to "sensational" playgrounds – vestibular, tactile, proprioceptive input (J. Ayers 1979). *Minimize injury risk and maximize attaining critical factors for child growth and academic success through use of equipment that is suspended and promotes "heavy work".*		
8. Teach Printing		
45 minutes per day printing instruction (S. Graham 2008). *Children who can't print, yet are required to do so on a daily basis, hate school. Use consistent printing strategy instruction and evaluation for 4-5 ten-minute periods per day. Every child has the right to learn to print.*		
9. Build Attachment		
Build respectful student-teacher connection and attachment (A. Montagu 1972). *Children with difficult behaviors often have difficult families, necessitating forming healthy connections with teachers, support staff, and older students. Eye contact, empathetic listening, and appropriate touch build attachment.*		
10. Educate Parents		
Parent education - limit combined technology use to 1-2 hours per day (AAP 2004). *Yearly Balanced Technology Management modules offering student and parent information; take family "technology usage histories" at parent-teacher meetings.*		

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 Determinants** are mental health, stress, sleep, fresh air and exercise, engagement in nature, duration and type of technology use, connection to teacher and classmates, drug and alcohol use and the day of the week. The following procedure for measuring and enhancing your schoolwork productivity will take you four weeks. Please refer to *Zone'in Tools and Techniques* for ideas on enhancing your schoolwork productivity.
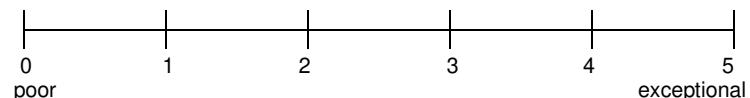
Week 1 - Determine your baseline productivity levels by scoring your quality and quantity of schoolwork output, as well as your energy. You should do this at the end of each day.
Week 2 - Measure the effectiveness of 2-3 different *Zone'in Tools or Techniques* in improving your schoolwork productivity. Don't use more than one new technique per day.
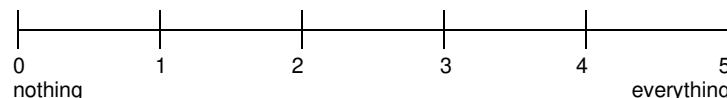**Weeks 3 & 4** – Continue to identify and refine *Zone'in Tools or Techniques* to optimize productivity; continue to practice techniques for 7 weeks at which time habits will be routine.

		Monday		Tuesday		Wednesday		Thursday		Friday
Week 1	QL		QL		QL		QL		QL	
	QT		QT		QT		QT		QT	
	ES		ES		ES		ES		ES	
	PQ		PQ		PQ		PQ		PQ	
Week 2	QL	Zone'in Tool or Technique	QL	Zone'in Tool or Technique	QL	Zone'in Tool or Technique	QL	Zone'in Tool or Technique	QL	Zone'in Tool or Technique
	QT		QT		QT		QT		QT	
	ES		ES		ES		ES		ES	
	PQ		PQ		PQ		PQ		PQ	
Week 3	QL	Zone'in Tool or Technique	QL	Zone'in Tool or Technique	QL	Zone'in Tool or Technique	QL	Zone'in Tool or Technique	QL	Zone'in Tool or Technique
	QT		QT		QT		QT		QT	
	ES		ES		ES		ES		ES	
	PQ		PQ		PQ		PQ		PQ	
Week 4	QL	Zone'in Tool or Technique	QL	Zone'in Tool or Technique	QL	Zone'in Tool or Technique	QL	Zone'in Tool or Technique	QL	Zone'in Tool or Technique
	QT		QT		QT		QT		QT	
	ES		ES		ES		ES		ES	
	PQ		PQ		PQ		PQ		PQ	

Quality Scale (QL)

```
0        1        2        3        4        5
poor                                   exceptional
```

Quantity Scale (QT)

```
0        1        2        3        4        5
nothing                                everything
```

Energy Scale (ES)

```
0      1      2      3      4      5      4      3      2      1      0
depressed, lethargic, sleepy      focused, connected, productive      anxious, agitated, hyper
```
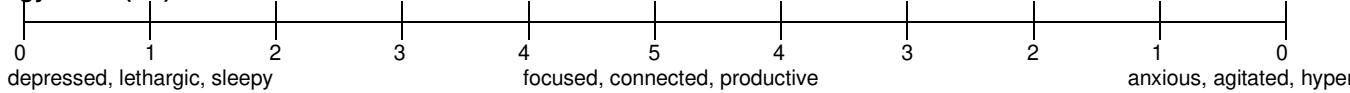
Productivity Quotient (PQ) is the sum of QL + QT + ES = PQ.

Technology Unplug Protocol
Technology Withdrawal Plan for Families

What do you mean by technology?

Technology is defined as using a screen device (smart phone, tablet, laptop/desktop computer, gaming device etc.) to view media content including TV, movies, video games, internet, social media, pornography etc. Technology referenced in *Technology Unplug Protocol* is technology used for entertainment purposes only, e.g. not music or technology used for therapeutic, vocational or educational purposes. That said, many family members assume that they need to be available 24/7 for schoolwork or work, and therefore are constantly plugged into their technology devices. This creates numerous issues regarding technology management and reduction, and requires parents and children get on the same page and agree on designated times of No Tech to set an example of 'best' technology use for family.

How do I know if my family and/or child(ren) has a problem?

Technology usage patterns are set by parents, and therefore if a child or youth is overusing or is addicted to technology, generally their parents have similar issues. Therefore, it is imperative for all family members to participate in a family *Technology Unplug Protocol* to get their family back on a healthy track. Should families wish to track outcomes of *Technology Unplug Protocol*, please refer to *Technology Unplug Tracking Tool* found in the Tech Tool Kit.

Symptoms associated with technology overuse or addiction are:
- ✓ developmental delay
- ✓ obesity/overweight
- ✓ sleep deprivation/fatigue
- ✓ depression
- ✓ anxiety, agitation
- ✓ tantrums
- ✓ anger, aggression, violence
- ✓ social phobias
- ✓ attention deficit, learning difficulties
- ✓ poor school performance
- ✓ atypical play

If your child or family has any of the above symptoms associated with technology overuse, they may benefit from a *Technology Unplug Protocol* intervention. If a child or family has severe symptoms, meaning excessive and uncontrollable symptoms, it is strongly suggested that the family receive the assistance of a counsellor who specializes in technology management, prior to engaging in the *Technology Unplug Protocol*.

Technology Unplug Protocol

The following *Technology Unplug Protocol* is designed to enable families to better understand their usage of technology and guide them toward a plan that results in more balanced usage of technology and healthy activity. The *Technology Unplug Protocol* is a four-step plan to *wean*, or in some cases *lean,* your family off technology. Designed by pediatric occupational therapist Cris Rowan, the *Technology Unplug Protocol* consists of the four R's – *Rate, Reset, Reorder* and *Rules.* The *Technology Unplug Protocol* enables families to explore the changes technology has caused to their family structure and envision a new and healthy future.

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1) Rate: identify technology usage amount.

Many families have no idea how much technology they actually use on a daily basis, and consequently often overuse technology without conscious thought. While one can easily see the effects of overeating, overusing technology is more difficult to discern. Child technology usage often follows that of the highest using parent, as this parent inadvertently encourages high technology usage in all family members to normalize or condone their own high usage rates. Engaging in *work* or *schoolwork* related technology at home is difficult for the user and other family members to separate from *entertainment* technology as they are often using the same device for both.

2) Reset: determine time period required to 'unplug' from all technology.

Families who are heavy users of technology, often don't know each other very well, and consequently don't feel comfortable in social situations with other family members e.g. dinners, community outings, and holidays. As a result, family members use more technology to alleviate discomfort associated with social situations. The more time spent using technology, the more disconnected your family members are. Disconnecting from technology, and reconnecting with family members, can be threatening and difficult. Start by having dinner together as a family, without technology, then try a technology unplugged weekend!

3) Reorder: replace time spent using technology with alternate activities.

Technology kills a lot of time which could be filled with more healthy and inter-connected family activities. Many families have no other activity pursuits than technology and need to spend time to schedule in alternative activities. Suggest development of family theme nights e.g. Monday – bake cookies night, Tuesday – board games night etc. to get started with scheduled activity replacement. Use the *Technology Schedule* as a tool.

4) Rules: agree upon rules that will support the family technology unplug.

Each family should discuss what type of structure and rules they need to establish to support and complete the *Technology Unplug Protocol.* Suggest each family acquire a *Tech Box* with that can be locked, and that all technology during designated unplug times is stored there. The family, guided by the parents, may decide who should control access to the box. Penalties for cheating should be agreed upon, as well as technology usage rules when members are outside the family home. Below are examples of *Technology Unplug Protocol* and possible rules for consideration.

Procedure	Moderate Use	Heavy Use	Very Heavy Use	Severe Use
Rate	3-4 hours/day	5-6 hours/day	7-8 hours/day	Greater than 8 hours/day
Reset	3-4 week unplug	5-6 week unplug	7-8 week unplug	3-month unplug
Reorder	Pursue 3-4 activities	Pursue 5-6 activities	Pursue 7-8 activities	Pursue 10 activities
Rules	Lock up all tech in *Tech Box*, locked cupboard or filing cabinet. *Work* or *schoolwork* tech times should be designated and managed by family. Put timer on modem for turning off internet at night.	Follow same rules for **Moderate Use.** Create specific *times* and *zones* for tech e.g. red zone - no tech, yellow – some tech, green – all tech (see *No Tech Zones* handout).	Store all tech outside of home at friends/family; leave cell phone at work; acquire non-texting and/or non-internet phones for emergencies.	Follow same rules for **Very Heavy Use.** Cancel accounts for cable, satellite TV, Netflix, Facebook etc.

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.

		Yes	No
1.	**Tolerance:** "I use the same amount of technology as I used to, but it's not as much fun anymore."		
2.	**Withdrawal:** "I can't imagine going without technology."		
3.	**Unintended Use:** "I often use technology for longer than I intended."		
4.	**Persistent Desire:** "I've tried to stop using technology, but I can't. When not using technology, I am thinking about using it."		
5.	**Time Spent:** "Technology use takes up almost all my free time."		
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."		
7.	**Continued Use:** "I keep using technology, even though I know it isn't good for me."		

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): biking, 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, nieces/nephews, garden, do chores for my family, build something, take something apart, or...........

_____

_____

Technology Myth and Fact Sheet

The following twelve *Technology Myths and Facts* were compiled by Cris Rowan, pediatric occupational therapist, biologist, international speaker, and author of the book "Virtual Child". Cris is passionate about changing the ways in which children and teens use technology and has developed the concept *Balanced Technology Management* where families learn to manage balance between technology and healthy activities.

Referenced Research can be located on Reconnect Webinars Fact Sheet.
Handouts can be located in the *Tech Tool Kit* or linked to on Reconnect Webinars website.

1. Developmental Delay

Myth – There's nothing wrong with my child, he's just a bit behind his peers. He'll catch up soon. Doesn't every 6-year-old have daily tantrums and meltdowns these days?
Fact – One in three children enter school significantly physically, mentally, socially, emotionally or cognitively delayed, causing difficulties with attention, learning, and behavior. Ability to self-regulate or control energy states, is impacted by technology overuse.
Handout - check out your child's developmental level with the *Developmental Scale* found in the Reconnect Webinar's *Tech Tool Kit.*

2. Hyperarousal and Physical Stress

Myth – There's nothing wrong with playing video games all day.
Fact – Being sedentary while playing video games, porn, texting, or social networking, results in an overstimulation to the sympathetic nervous system causing hyper-arousal, elevated adrenalin and eventual rise in cortisol, significantly increasing risk for early heart attack and stroke.
Video – Watch *Effects of Video Games on Blood Pressure and Heart Rate* found in the *Educational Videos* section under *Resources* on Reconnect Webinars website. A 37 min. video on Jane Pauley Show with Dr. David Walsh and gaming addict, including 2-minute physical monitoring of a gamer's blood pressure and heart rate while gaming at 4:30 min. mark.

3. Child Mental Illness

Myth – Parents and teachers don't *cause* child mental illness, they are born that way.
Fact - 1 in 6 children between the ages of 8-18 years have a diagnosed mental illness. To date, researchers have yet to discover ANY biomarkers for child mental illness e.g. genes, neuro-structural or neurochemical differences. As parents connect to devices, they are disconnecting from children, causing a host of problematic child behaviors.
Video *Still Face Experiment* 3 min. video depicting a baby's experience when Mom is expressionless, like when she's on her phone found in the *Educational Videos* section under *Resources* on Reconnect Webinars website.
Handout - find out how you can build attachment with the *Connections Initiatives* handout found in the Reconnect Webinars *Tech Tool Kit.*

4. Technology Addiction

Myth – There's no such thing as technology addiction.
Fact – More advanced countries such as China, S. Korea, and Japan categorized internet addiction as a

mental illness in 2008, allowing the creation of hundreds of youth treatment centers. Japan is presently reporting a 60% technology addiction rate in their youth and start educating children about tech addictions in kindergarten.

Video – Watch *China Web Junkies* 7 min. documentary by New York Times about a Chinese boot-camp-style treatment center for youth "addicted" to the Internet found in the *Educational Videos* section under *Resources* on Reconnect Webinars website.

Handout - check out if your child has a technology addiction with the *Technology Addiction Questionnaire* found in the Reconnect Webinars *Tech Tool Kit.*

5. Video Games and Aggression

Myth – Violent video games do not cause child aggression.

Truth – Meta-analysis study of violent video game research showed gaming for longer than 2-hour periods resulted in increased hostility, seeing violence as the only way to resolve conflict, increased impulsivity, increased intensity of violent acts, more aggressive episodes, delayed brain development, and lower verbal intelligence.

Video - *Violent Video Games and Child/Youth Aggression* 9 min. interview with Dr. Andrew Doan on Taylor Baldwin Show regarding impact of violent video games on child and youth aggression found in the *Educational Videos* section under *Resources* on Reconnect Webinars website. **Handout** - look at the *Technology Usage Guidelines for Children and Youth* found in the Reconnect Webinars *Tech Tool Kit.*

6. Pornography Use

Myth – Little kids don't look at porn!

Fact – Age of first viewing of pornography is 6 years, and by age ten, 42% of children are active users. Pornography is endemic in video games, where children can see their hands on the person whom they are raping, torturing, and/or murdering.

Video - *The Demise of Guys – Phil Zombardo* 5 min. TED Talk sharing some stats (lower graduation rates, greater worries about intimacy and relationships) and suggests a few reasons including fear of intimacy from porn overuse found in the *Educational Videos* section under *Resources* on Reconnect Webinars website.

7. Dependency

Myth – I'd rather have my kids' home safe on their devices, than worry about where they are and what they are doing outside.

Fact – Forced dependency of children by their parents for the purpose of keeping them home safe, has contributed to 50% of North American young adults between the ages of 20-30 years to live at home…not working, not going to school. Fostering independence while still young, prepares children for independence later in life.

Video - *I can't believe we made it* a 2 min. clip on why we should let kids be kids found in the *Educational Videos* section under *Resources* on Reconnect Webinars website.

8. Family Connection

Myth – The internet makes us more connected as humans, and as a family.

Fact - Mental illness and use of psychotropic medication (anti-depressants, anti-anxiety, anti-psychotics, sedatives, and stimulants) are at an all-time high, in children and adults. Underlying all mental illness is failure of the primary attachment between parent and child.

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Video – The War on Kids – Pharmaceutical Drugs found in the *Educational Videos* section under *Resources* on Reconnect Webinars website.

9. Movement

Myth – Reducing recess, increasing teacher instruction time, and increasing use of computers in education will improve literacy and enhance learning
Fact – on international measures of reading, math and science, Canada is 13th and the U.S. 25th on the world stage. Countries who use more computers have lower academic performance scores. Anytime a student is sedentary is detrimental to their ability to learn.
Video - *Exercise Makes Kids Smarter* 2 min. news clip profiling improved student performance and behavior with daily exercise found in the *Educational Videos* section under *Resources* on Reconnect Webinars website.

10. Nature

Myth – there's nothing wrong with keeping kids inside…it's safe…right?
Fact – nature is the most sensory soothing, attention restorative, and best learning enhancing tool available to parents and teachers.
Video - *Play Again* 2:30 min. film trailer on what happens when we remove children from nature found in the *Educational Videos* section under *Resources* on Reconnect Webinars website.

11. Managing Technology

Myth – My kids can manage their own tech devices; they don't want their parents to make a bunch of rules.
Fact – Children like it when their parents say "No". Having specific boundaries and rules regarding technology use, helps children feel they are loved and cared for. Spending time with children when they are young, goes a long way toward growing a functional adult.
Video – *Preventing Video Game Addiction* 6:00 min. video by Dr. Hilarie Cash, Director of reSTART Internet and Technology Addiction Recovery Program speaking to parents on how to prevent video game and pornography addiction.

12. Human Productivity

Myth – The internet makes us more efficient and productive.
Fact –While originally designed to improve efficiency and productivity, adults are working 70% more, but are 40% less productive. Being "on" 24/7 is taking its toll on human productivity.
Video - *No Time to Think* 5 min. film trailer for documentary that explores our obsessions with devices, and asks the question "Do we really need them"?
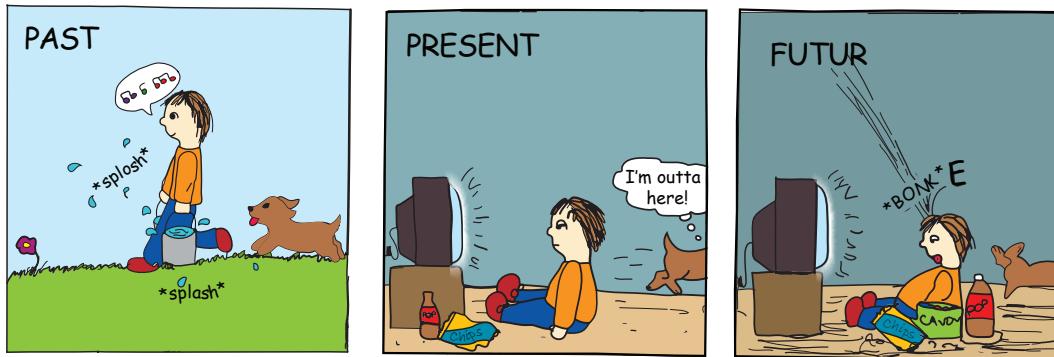
Get Zoneⁿ

Did you know that television, videogame and internet overuse is linked to:

- weight gain
- poor body image
- addiction

- attention problems
- trouble sleeping
- aggression

- poor school performance
- family conflicts
- 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
- climb a tree
- be artistic
- wrestle

- build a fort
- dance
- listen to music
- cook dinner

- eat dinner as a family
- play cards
- play a board game
- invent your own game

- garden together
- read a book
- play a sport
- bake cookies

Your Technology Schedule

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

Name		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Tech							
	Zonein							
	Tech							
	Zonein							
	Tech							
	Zonein							
	Tech							
	Zonein							

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

Technology Screen
For Parents

Date:_____

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.reconnectwebinars.com *Fact Sheet* for additional information.

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

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

How many hours does your child use technology...	Mon	Tues	Wed	Thu	Fri	Sat	Sun
in the morning?							
In the afternoon?							
in the evening?							
during dinner?							
after dinner?							
one hour prior to bed?							

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

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

How many hours does your child use technology...	Mon	Tues	Wed	Thu	Fri	Sat	Sun
in the morning?							
In the afternoon?							
in the evening?							
during dinner?							
after dinner?							
one hour prior to bed?							

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

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

How many hours does your child use technology...	Mon	Tues	Wed	Thu	Fri	Sat	Sun
in the morning?							
In the afternoon?							
in the evening?							
during dinner?							
after dinner?							
one hour prior to bed?							

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

Technology Unplug Tracking Tool

Name:	**DOB:**	**Person filling out form:**
Pre-Unplug Date:	**Post-Unplug Date:**

0 – no impairment; 1 – resolved; 2 – minimally impaired; 3 – moderately impaired; 4 – severely impaired

	Scores	
	Pre	**Post**
Physical		
• *Development:* age-appropriate speech, fine motor, gross motor ability		
• *Weight:* fitness level and weight within age-appropriate guidelines		
• *Sleep:* can go to sleep, wake up, and doesn't wake during the night		
Functional		
• *Dinner:* sits through dinner without device use, talks to family during dinner		
• *Self-care:* age appropriate for dressing, hygiene, toileting, bathing		
• *Community outing*: appropriate behaviour at restaurants, events, parks		
Emotional		
• *Withdrawn:* depressed, sad, cries silently by self		
• *Anxious:* nervous, worried, obsessive, high anxiety		
• *Up and down:* fluctuates between okay and not okay		
Self-regulation		
• *Impulsive:* acts without thinking of consequences, quick to react		
• *Tantrums:* meltdowns, crying, whining		
• *Entertains self:* initiates activities (other than technology) on own		
• *Transitions:* moves easily from one task to next		
Social Communication		
• *Expression:* initiates conversations or gestures		
• *Comprehension:* understands what is being told to them		
• *Interaction:* participates in conversations with others; communicates needs		
• *Eye contact:* looks at others who they are familiar with in conversation		
• *Playful:* initiates play and fun, laughs appropriately, smiles at others		
Behavior		
• *Odd:* does unusual things, does things that don't make sense		
• *Perseverates:* ruminates on one thought, does same thing over and over		
• *Aggressive:* violent, explosive, angry, acting out physically toward others		
• *Defiant:* says "No" constantly, refuses to do what is asked, no empathy		
Sensory		
• *Hyper-reactive:* responds adversely to normal sensations		
• *Hypo-reactive:* does not respond to normal sensations		
Cognitive		
• *Attention:* attends to task one minute per year of age		
• *Learning:* retains and applies age-appropriate information; imitates others		
• *Decisions:* easily makes decisions, knows what they want		
• *Safety awareness:* engages in safe behavior, is aware of risks		
TOTALS		

Technology Usage Questionnaire

Name: DOB: Date: Relation to client:

ONLY ANSWER QUESTIONS APPLICABLE TO YOU. IF NOT APPLICABLE, WRITE N/A OR LEAVE BLANK.

Technology is defined as TV, cell phones, tablets, gaming consoles, desk top computers or laptop computer devices 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 at school or for courses, either in school, home, work or community.
- *Therapy* technology is used for therapeutic purposes e.g. counselling.
- *Productivity* technology is used for school or work, either in 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 *(circle all that apply).*

WHO are you?	Year	Mo.
At what age did you start using technology?		
Do you have any *mental health conditions:* depression, anxiety, obsessive/compulsive disorder, adhd, autism, bipolar disorder, schizophrenia (circle *problems*)?	Yes	No
Do you have any *social or emotional disorders*: social phobia, agoraphobia (wants to stay at home), tantrums, aggression, defiance, refusal to do work (circle *disorders*)?	Yes	No
Do you have any *developmental disorders*: developmental delay (speech, gross motor, fine motor), learning difficulties (circle your *disorders*)?	Yes	No
Are you *addicted* to technology (see above definition): TV, internet, video games, pornography, texting, Facebook, other social media (circle *addictions*)?	Yes	No
Do you participate in *alternate activities to technology*: sports, music, dance, hobbies, crafts, school/work/volunteer committees (circle your *alternate activities*)?	Yes	No
Do you participate in *off-line social activities* with friends: dating, 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, detentions, probations, firings (circle *academic/work problems*)?	Yes	No

WHAT type of technology are you using NOW ?		
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, desk-top 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, sodomy, torture, 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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WHEN do you use technology?		
Do you use technology right before bed?	Yes	No
Do you wake up at night to use technology?	Yes	No
Do you use technology during meals?	Yes	No
Do you use technology during the week?	Yes	No
Do you use technology on weekends?	Yes	No
Do you use technology on holidays?	Yes	No
WHERE do you use *ENTERTAINMENT technology* (not school, work or for therapy)?		
In bedroom during night?	Yes	No
In restaurants?	Yes	No
In car?	Yes	No
In bathroom (home/school/work)?	Yes	No
While watching TV?	Yes	No
While doing homework?	Yes	No
While with family/friends?	Yes	No
WHY do you use ENTERTAINMENT technology?		
Do you use entertainment technologies because you are: lonely, depressed, for escape, boredom, to fit in, feels 'normal', fear of face to face (circle *reasons*)?	Yes	No
Is there another reason you use entertainment technology?	Yes	No
HOW do you access ENTERTAINMENT technology?		
Do your parents or partner have *rules* regarding your use of entertainment technology?	Yes	No
Do your parents or partner *supervise* your use of entertainment technology?	Yes	No
Are your parents or partner *addicted* to technology?	Yes	No
Which devices do you currently *own* and use regularly: cell phone, tablet, desktop computer, laptop computer, gaming device (circle *devices*)?	Yes	No
HOW LONG do you use ENTERTAINMENT technology?		
Daily average at home during the week?		hours
Daily average at home on weekend or holidays?		hours
HOW LONG do you use EDUCATION technology?		
Daily average at school?		hours
Daily average at home?		hours
Daily average on weekend or holidays?		hours
HOW LONG do you use THERAPEUTIC technology?		
Weekly average?		hours
HOW LONG do you use WORK or SCHOOL technology at home?		
Daily average at home during the week?		hours
Daily average at home on weekend or holidays?		hours

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, you tube 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 be always working or available for work communication.

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 calming.

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. Denigrates 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 reactivity and impulsivity. Overuse can cause depression, anxiety, suicide. Displaces 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.

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 screens 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/or pornography
0-2 years	none	never	never	never	never	never
3-5 years	**1 hour/day** total tech	okay	never	never	never	never
6-12 years	**2 hours/day** total tech	okay	limit to 30 minutes/day	never	never	never
13-18 years	**2 hours/day** total tech	okay	limit to 30 minutes/day	limit to 30 minutes/day	okay	never
Rowan C, Cash H, Doan A in conjunction 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

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 wrestle, 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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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   © 2009 Zone'in Programs Inc.

Ten Steps to Unplug Families from Screens

1. BECOME INFORMED regarding the effects of technology on child development and learning.

Technology overuse is related to child attention problems, poor academics, aggression, family conflict, impaired sleep, developmental delays, attachment disorders, depression, anxiety, impaired body image, obesity and early sexuality. The signs of technology addiction are tolerance, withdrawal, unintended use, persistent desire, time spent, displacement of other activities, and continued use. The American Academy of Pediatrics recommends no more than one to two hours per day of combined technology use, yet elementary children use on average eight hours per day!

Need Help? Get informed by checking out the Reconnect Webinars website www.reconnectwebinars.com to watch the *Suffer the Child* and *Reality Check* videos, review the research on the *Fact Sheet,* read articles and comment on the *Moving to Learn* blog www.movingtolearn.ca, sign up for the free *Child Development Series Newsletter,* or order Cris Rowan's book *Virtual Child – The terrifying truth about what technology is doing to children* www.amazon.ca.

2. DISCONNECT YOURSELF FIRST – Be available for your children!

As child technology use patterns that of their parents, technology addicted children are likely to live in a high technology usage household. Parents need to determine how much technology is too much and set clear limits. Parents should then model balancing technology use with other activities by planning and scheduling a variety of healthy activities. Schools could sponsor a *Tech Unplug* week where classrooms compete to reduce technology use in home and school or have one day per week screen-free*.*

Need help? Reconnect Webinars *Technology Management webinar* for teens, parents, educators and clinicians offers participants research-based information regarding school, family, and community technology management strategies. Parents, health and education professionals also receive the *Tech Tool Kit,* complete with screens, questionnaires, schedules, and a variety of strategies to help better manage balance between use of technology and healthy activities.

3. RECONNECT - Designate "sacred time" with your children.

The underlying causal factor for addiction is fear of human connection or "social anxiety", and results from poor parent/child attachment formation. Parents and teachers might benefit from exploring past experiences of attachment with their own parents and ponder how this experience may have affected how they relate to their own child or students. As adults disconnect from children, as a default these children form unhealthy connections to devices. Designation of "sacred time" in the day with no technology (meals, in the car, before bedtime, and holidays) is a first start toward reconnecting with your children.

Need help? Reconnect Webinars *Attachment and Addictions – Child Development series webinar* offers participants information regarding parent/child attachment and addictions, and profiles *Attachment* and *Addiction Questionnaires.*

4. EXPLORE ALTERNATIVES to technology as a class or family.

Not all children are interested in or value the same activities as adults. Fostering a tolerance for differences and respecting individual preferences can go a long way toward promoting children's motivation to unplug.   page 57

Need Help? Have each family or classroom member make a list of ten realistic, inexpensive things to do by themselves, with a friend, with another family member, with a pet, indoors, and outdoors. Help children create a game, song, joke, poem, story or dance. Buy a book of games, create a story night, play wrestle, make up a play, build a fort of couch cushions, or family cooking night are but a few of a myriad of alternatives to technology use.

5. **ENHANCE SKILLS PRIOR to unplugging your children.**

Children with technology addictions have poorly developed skills in other areas with low skill competence and confidence. Self-identity, social skill, relationship to nature, and sense of spirit, are often disconnected in children who overuse tech. Drastic or sudden reduction in technology with a child who has an addiction, will result in chaos at school and home, as the child is now alienated from what has become their whole meaning for living. Help build performance skills by exposing children to alternate activities that are "just right challenge", not too hard, not too easy, to build skill.

Need help? Reconnect Webinars *Attention and Learning – Child Development series webinar* offers parents and teachers strategies to build skill competence and confidence prior to a tech unplug.

6. **ENHANCE DEVELOPMENT AND LEARNING through engagement in the four critical factors for child development - movement, touch, human connection, and nature.**

Children need rough and tumble play 2-3 hours per day and also need to spend time connecting with their parents, teachers and other children, in order to achieve optimal physical and mental health. Rough and tumble play promotes adequate sensory and motor development of the vestibular, proprioceptive, tactile and attachment systems needed for achieving literacy in printing, reading and math, as well as paying attention and learning.

Need help? Reconnect Webinars *Sensory Processing* and *Motor Development – Child Development series webinars* offer participants information regarding sensory and motor development to give children the edge they need to succeed.

7. **ADDRESS PERCEPTIONS OF SAFETY – Go Outside! Go Green!**

Parents' perceptions of safety correlate with child time indoors in front of TV, internet, and video games e.g. if a parent perceives the world as unsafe, that child will spend more time indoors using technology. Fear of litigation in schools and communities, has drastically changed playgrounds, making them boring and unchallenging for most children. Outdoor rough and tumble play is a biological need for children, and has been proven to significantly reduce problematic behaviors, aggression, and attention deficit, as well as improve depression and anxiety.

Need help? Reconnect Webinars *Attention and Learning – Child Development series webinar* offers participants research evidenced strategies to enhance attention through increasing access to nature and enhance development through creating "sensational" playgrounds.

8. **CREATE INDIVIDUAL ROLES and foster independence.**

50 years ago, children had family jobs and chores that if were not performed, threatened the very sustainability of the family. While life was tough, children had a strong sense of who they were, and their purpose in the family. Children benefit from knowing their role in the big picture, and self-esteem came

from being independently productive. Realistic challenges and expectations by parents and teachers promote defined roles for children and provide a structure where they can begin to try out new skills. When faced with a task that is perceived to be beyond a child's skill level, frustration and poor self-esteem will be the result.

Need Help? Reconnect Webinars *Foundation Series – Child Development series webinars* offers participants foundations for child development, learning and behavior and evidence-based tools and techniques to optimize child health and performance.

9. SCHEDULE BALANCE between technology use and activities.

Follow the *Reconnect Webinars* – Balanced Technology Management concept of an hour of 'energy in' (technology use) equals an hour of 'energy out' (movement, touch, connection, and nature). Make up a weekly schedule with designated time for technology balanced with time for healthy activity. When beginning the *Tech Unplug*, it's important to alternate between familiar, predictable, structured activities and novel activities. The parent and teacher's job is to skillfully *dance* the child between predictability and novelty during the initial unplug period. Children can't do what they haven't been taught, so need to teach children how to explore new activities, while providing predictable structure and consistency.

Need Help? Reconnect Webinars offers parents, teachers and therapists' information and guidance to help address child technology addictions. See www.reconnectwebinars.com for more unplug information and suggestions. Sign up for a Reconnect Webinar and receive the *Tech Tool Kit* for loads of helpful information and handouts.
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10. LINK CORPORATIONS TO COMMUNITY to create sustainable futures for children!

Reconnect Webinars offers an invitation to all corporations involved in technology production, to re-direct a percentage of their gross profits back into building healthy communities. Awesome playgrounds, free recreation passes for children, building safe parks and nature trails, and school camping trips are but a few sustainability initiatives to ensure children stay unplugged.

Need help? Reconnect Webinars *Successful Schools – Child Development series webinar* offers participants the *Productivity Designs for Classroom and Gym* handouts to improve student productivity and learning and provides ideas for attaining technology corporate funding for playgrounds and exercise equipment.

Technology Use Guidelines for Children and Youth

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/or pornography
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Touch Initiatives

The skin is the largest organ in the body and is covered with literally millions of receptors that convey sensations of pain, temperature, and pressure to the brain. If children receive lots of hugs from their parents and engage in lots of rough and tumble play with peers and siblings, their skin receives deep pressure input which enables them to remain calm, focused on a task, and relaxed. Alternatively, if a child is not touched enough, is inappropriately touched, or just doesn't get enough outside "rough house" play, their touch receptors are not well developed or mal-developed, sometimes leading to anxiety, agitation, and/or depression.
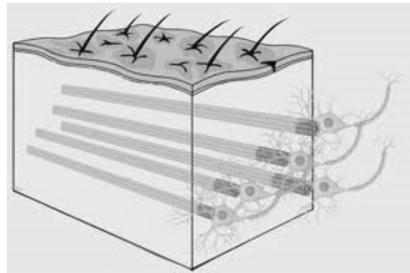
When children are upset, sad or stressed, and parents give them a hug, this pressure sensation actually lowers adrenalin, helping the child to feel more relaxed and calm. Deep pressure touch is the best "bang for buck" treatment parents can give to children who are upset, no matter what the reason!

DPT Techniques

Deep pressure touch (DPT) is sustained, firm pressure for the amount of time it takes for the child to calm. DPT should always be offered and never administered to the child and be offered in a play context and in conjunction with attachment and respect. For example, parent might want to say "I notice you look upset. Would you like…" and then offer the child one of below DPT techniques. DPT can be administered in a variety of methods as listed below.

Understand that if your child has NOT had a good experience with touch e.g. not enough or inappropriate touch, then they may resist your initial attempts. This isn't about you but is rather about their system responding in a defensive manner. Keep offering, and possibly try some of these techniques on your partner or other children to model. After trying different methods, each child will find their favorite, and parents and children will be on the road toward a much happier and more relaxed child.

1) **Bear hug:** wrap arms around child and firmly squeeze, asking the child to tell you how hard to squeeze. Avoid rubbing or light touch, as this can be irritating to the touch system.

2) **Cave:** great position for book reading to have child sit in between your legs, with your legs looped up and over the child, and arms firmly surrounding the child making a "cave". Make sure the child can squirm out of the cave or use a magic word to open the "doors" of the cave.

3) **Shoulder squeeze:** place hands on the child's shoulders and push in and down. When child indicates they have had enough, SLOWLY release contact.

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4) **Steamroller:** have child lye on their stomach on the floor. Slowly roll large therapy ball over the child (except for head). Ask the child to tell you how much pressure to exert.

5) **Bean bag squeeze:** have child lye between two large bean bag or couch cushions (with head exposed), and lye on top of them, again asking child to tell you how much pressure to exert.

6) **Snug as a bug in a rug:** pack pillows around the child and wrap blanket tightly around child and pillows. Great technique for getting children to relax before bedtime.

7) **Burrito (or hot dog):** lye large blanket on floor and have child lye on one end with legs together and arms close to their sides. Roll child tightly in blanket, ensuring their head is exposed. Ask child what they would like on their burrito (or hot dog), and generously slather it all over their arms, legs and torso.

8) **Huggie Chair**: pack beans, rice, or lentils into zip lock bags, and sew these bags into the arms of one of your child's old pull over shirts. If you have a sewing machine, can sew front to back by stitching from arm pit to arm pit across the chest, as well as sew neck closed, to make one continuous tunnel of beans. Place shirt over the back of a chair, and child can now sit in chair, lift bean bag laden arms over their shoulder and across their chest, giving a nice DPT input throughout their neck, shoulders and chest.

9) **Lap, shoulder, back, head bean bags:** these can be purchased or made with beans, rice or lentils, and placed on lap, back when lying on stomach, shoulders or head.

10) **Body Sock:** offer to child to climb inside, initially keeping head out, but if they would like, eventually enclosing them inside sock for a nice lycra DPT and sensory deprivation cave. If have more than one child, get two, as a favored activity is to run into each other and fall down. Available at www.schoolspecialty.ca.

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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: whiny, sad, tantrums, crying
Social: anger, hitting, pushing, biting, hitting self, swearing
School, Daycare/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** (Greitemeyer and Mugge, 2013, Anderson C 2010).
2) Video games in general *overstimulate* children causing **attention deficit** (Christakis, 2011).
3) Video games *keep kids from moving,* causing **obesity** which can lead to **diabetes** (Tremblay, 2005).
4) Video games *isolate* children, robbing them of much needed human connection and touch, resulting in **anxiety, depression**, and **suicide risk** (Twenge 2017).
5) Video games *keep children indoors*, resulting in problems **paying attention** and **learning** (Faber-Taylor, 2004, Louv 2008).

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/or pornography
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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	✓	✓	limit to 30 minutes/day		never

Technology Use Guidelines was created by Cris Rowan pediatric occupational therapist and author of *Virtual Child* in conjunction with Dr. Andrew Doan, neuroscientist and author of *Hooked on Games* and Dr, Hilarie Cash, Director of reSTART Internet 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.

WiFi Radiation & Children

Addressing the effects of WiFi radiation on children

❧ ❧

Prepared by:
Cris Rowan, OTR/L &
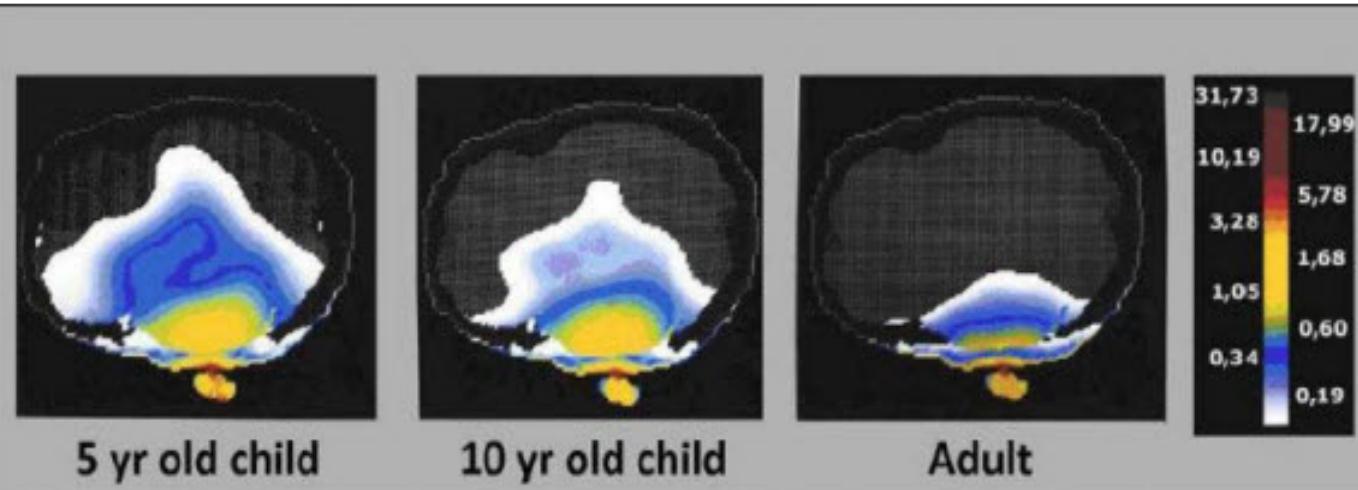Chantelle Bernier, OTDS
2019

What is WiFi?

All electrical devices emit radiation. *Wired* devices, such as lamps and desktop computers, have insulated cables to protect us. *Wireless* devices, such as cell phones, routers, laptops, tablets, mobile phones/bases, and baby monitors, do not have insulated cables. As a result, wireless devices emit radiation, which can potentially harm you and your children. As research evidence is documenting harm in adults, particular care must be taken with children.

Best Practice

5 Steps to Reduce WiFi Radiation

1. **Replace** your **wireless devices** with wired versions. Use Ethernet or fiber-optic cables, and/or turn off wifi on handheld devices.

2. **Increase distance** from device, and **decrease device duration.**

3. Create a **sleep sanctuary. Restrict** devices from **bedrooms,** and put **router on a timer** to go off at night.

4. Take **frequent breaks** from tech and **seek healthy activities** including movement, touch human connection and nature.

5. Spread **awareness** and **educate others.**

5 yr old child | 10 yr old child | Adult

31,73 17,99 10,19 5,78 3,28 1,68 1,05 0,60 0,34 0,19

Why is it harmful? *WiFi radiation damages cellular DNA*

Unborn babies and young children organs and brains are particularly vulnerable to radiation. Young children's skulls are thinner, and their bodies have more water, and therefore absorb more radiation than adults. The bone marrow in a child's skull absorbs 10 times more radiation then that of an adult. Young children's cells develop more rapidly, and are more vulnerable to the damaging effects of radiation. One way to protect your children is to 'go wired'. Below is a description of the differences between wireless and wired technology.

Wireless Vs. Fiber Optic/Ethernet Wired System

Speed: wired network speeds are generally faster than wireless.

Capacity: wired systems offer over 15 times higher bandwidth.

Security: wired systems are more difficult to hack than devices that are wireless.

Reliability: wired systems do not have transmission and interference issues like wireless.

Cost: wired infrastructure rarely requires continuous updates and modification.

Energy: radiation absorbed into humans is wasted energy. Minimize WiFi radiation=save energy.

Health: wired systems do not emit radiation and **do not pose any potential health risk to humans.**

Q & A

Is wireless technology safe?

WiFi and all radiofrequency radiation was classified in 2011 by the World Health Organization as a 'possible' **Class 2B carcinogen**. The *National Toxicology Program* released $30 million research findings of animal studies in 2018 citing Level 4 causal links between wireless radiation and brain cancer. The Canadian Cancer Society reports that in our lifetimes, 1 in 2 will get cancer and 1 in 4 will die.

Has our government set safety standards based on scientific review of the evidence?

The U.S. Food and Drug Administration (FDA) and the U.S. Environmental Protection Agency (EPA) report they have not done a comprehensive scientific review of WiFi radiation to set standards that protect human health. Current exposure guidelines were developed in 1993 and do not apply to non-thermally based radiation such as current wireless technology.

For more info visit www.zonein.ca

SMALL BRAIN

SORE EYES

SICK HEART

TIRED

SCHLUMPY

Age	Rx for Screens	Rx for Sleep	Rx for Play
0-2 years	None	14 hrs/day	5 hrs/day of crawling, cuddles and non-screen toys.
3-5 years	No more than 1 hour/day	12 hrs/day	4 hrs/day of running, climbing, being read to, and coloring.
6-12 years	No more than 2 hours/day	11 hrs/day	3 hrs/day of outside sports, building forts, biking, reading, board games, and chores.
13-18 years	No more than 3 hours/day	10 hrs/day	2 hrs/day of outside sports, hiking, biking, volunteer jobs, paid work.

- No screens in bedrooms, car or at dinner.
- Stop screen use one hour before bedtime.
- Play first; screens later.
- Follow age ratings on apps and video games.
- Don't talk to strangers on chat lines.

Zone'in Body Breaks Chart

Drain Hyper Energy

Activate proprioceptive system with muscle resistance and heavy work to ground excess energy.

Tools	Techniques
o 2.5 lb. wrist weights; 5 lb. ankle weights	o Hand Push
o Hand weights, bar bells	o Plank, Push-Ups
o Rowing machine	o Push Off (face co-worker, lunge stance, palms meet)
o Exercise bike desk (high resistance setting)	o Chair Push (push up off chair using arm rests)
o TRX Strapping	o Wall Push
o Slam Ball	o Wall Slide
o Chin Up Bar	o Sustained Lunge
o Climbing wall or frame	o Squat Thrust
o Rowing machine	o Stair Climb
o	o

Calm Anxious Energy

Activate tactile system with sustained deep pressure to skin to lower adrenalin and anxiety.

Tools	Techniques
o Lie between 2 mats	o Shoulder squeeze (co-worker squeezes shoulders in/down)
o Compression vest	o Self-hug
o Tight, lycra underclothing	o Burrito roll (roll yourself tight in blanket; arms at side)
o Weighted lap bag, heavy blanket	o Steamroller (co-worker rolls body with deflated therapy ball)
o Bean bag or comfy chair	o Bug in a Rug (tuck pillows tight when seated)
o Inflated truck tire (crawl inside)	o 3 deep breaths (smell the flower, blow out candle)
o	o

Wake Up Sleepy Energy

Activate vestibular system with off-centre movement to engage core and motor coordination.

Tools	Techniques
o Wobble Board	o Jumping Jacks (coronal plane)
o Hokki Chair	o Jumping Jacks (sagittal plane)
o Therapy ball	o Slalom jump; ski jump
o Standing table	o Running in place
o Elliptical or treadmill desks	o Ball Pass (overhead/under legs)
o Isometric stretchy tubing (deflated bike inner tubes)	o Wiggle/Dance Time (aerobics)
o Mini-trampoline	o Routine 'body breaks' hourly
o	o

Zone'in Recommended Tools

Zone'in Tools	Sensory System	Desired Outcome	Supplier
Require $ Purchase			
TRX Training Strapping	Proprioceptive	Energy release	www.fitnessdepo.ca
Slam Ball	Proprioceptive,vestib jerk	Energy release, grounding	www.fitnessdepo.ca
Wobble Board	Vestibular	Alerting	www.fitnessdepo.ca
Sand (water) Bags	Proprioceptive- bilateral coordination, core stability	Energy release, grounding	www.fitnessdepo.ca
Leg Weights	Proprioceptive	Energy grounding	www.fitnessdepo.ca
Rubber Loops – chair/desk legs	Proprioceptive	Energy grounding	www.fitnessdepo.ca
Hokki Chairs - 12", 15", 18", 21"	Vestibular	Core stability, arousal	www.jmcdesigninteriors.com
Body Sock	Tactile	Calming, soothing	www.odinbooks.com
Zone'in Program	All of them!	Improved attention	www.zonein.ca
Metronome	Auditory/Vestibular	Fluidity of movement	Music outlets
Rhythmic Entrainment Intervention	Auditory	Calming	www.REIinstitute.com
The Journey for Kids	Cellular healing	calming	www.thejourney.com
The Flow (water tube)	Vestibular - bilateral coordination, core stability	Fluidity for reading and printing	www.pdppro.com
Colored Therapy Glasses	Visual	Reduced visual sensitivity	www.toolsforwellness.com
"Z" Vibe	Oral	Alerting	www.therapyshoppe.com
The Cardio Blade	Vestibular – bilateral coordination, stable core	Core stability; fluidity for reading and printing	www.fitter1.com
Platform Swing	Vestibular	Alerting, core stability	www.southpawenterprises.com
Jump Rope	Vestibular, rhythm	Alerting	Canadian Tire, Walmart
Lycra Pod Swing	Tactile – deep pressure	Calming	www.schoolspecialityonline.com
Weighted Devices	Tactile – deep pressure	Calming	www.innovaid.ca
Therapy Ball	Vestibular – postural tone Tactile – deep pressure	Calming	Canadian Tire, Walmart therapy outlets
Gym Spin Disc – or - Dizzy Disc	vestibular	Alerting	www.sensoryseekers.com
Caterpillar tube	Tactile/Visual/Motor planning	Calming, praxis	www.schoolspecialityonline.com
Tent with Pillows	Visual and Auditory	Calming	Ikea or Sears
Ear Plugs or iPods	Auditory Filter	Improved attention for desk work	www.earplugstore.com
Free!			
Used Bike Inner Tubes - Deflated	Proprioceptive	Calming/Alerting	Local bike store
Used Truck Inner Tubes - Inflated	Tactile – deep pressure	Calming	Local tire store
Duvet Cover with Lots of Foam Chips – Crash and Bump Technique	Tactile – deep pressure Proprioceptive, Vestibular	Calming	Local foam store, garage sales
Mini - Tramps	Vestibular	Calming/Alerting	Garage sales, Sears
Old Exercise Bikes – High Resistance	Proprioceptive	Calming	Garage sales, parent's basements
Carpet Square Races	Tact/Vestib/Prop	In the Zone!	Carpet suppliers
Chin Up Bars	Proprioceptive	Calming	Garage sales, Canadian Tire
Huggie Chair	Tactile – Deep Pressure	Calming	Hockey shirt, bean bags, chair
Rocking Chair	Vestibular	Calming	Garage sale, parent's
Add your own Zone'in Tools!			
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Zone'in Recommended Techniques

Zone'in Techniques	Sensory System	Desired Outcome	Method
30 Seconds No Movement	Energy baseline	Insight	Reduce visual clutter, no movement 30 seconds
Hand/Shoulder/Chair/Desk/Wall - Push/Pull	Proprioceptive and tactile	Energy release, optimal arousal	Push hard for count of 10, followed by deep breath.
Tour de France	Proprioceptive, Vestibular	Fun!	2 groups, line up b/w desk rows, push up using 2 desks and cycle. Feet touch, next person's turn
Infinity Walk	Vestibular, proprioceptive and visual systems	Improve posture, coordination and arousal states.	Walk in an infinity around 2 obstacles while reading flash cards.
Infinity Eye Movement	Vestibular and visual systems	Improves oculomotor coordination for printing and reading	Eyes trace large infinity pattern drawn on board.
Infinity Draw	Vestibular, visual and fine motor	Improves fine motor coordination for printing	Draw infinity pattern on board/desk
Three Deep Breaths	Parasympathetic Nervous System	Calming	Each time breathe in/out, force residual volume.
Square Breathing	Vestibular and neck proprioceptive systems	Alerting	Fixate upper left corner of wall, inhale across, exhale down, inhale back, exhale up.
The Tree	Proprioceptive and parasympathetic NS	Calming	Trunk strong and tall, roots rooted, branches/leaves reaching the sun.
The Breath Push	Proprioceptive and parasympathetic NS	Blowing off carbon dioxide build-up; good for ADHD	Wrist back, palm open, like saying "Stop"!
Ear Rub	Auditory and tactile systems	Improved auditory comprehension	Vigorously rub outer borders of ears and lobes.
Ear Cupping	Auditory	Improved auditory comprehension	Student cups hands over ears – open to teacher
Shoulder Squeeze	Tactile/Proprioceptive and Attachment	Calming	Ask permission, stand to side of student, one arm across back, hands on shoulders, squeeze "in and down" for ~ 60 seconds
Hand Hold/Eye Contact	Tactile/Attachment	Calming	Use "I see..." statements e.g. "I see you are struggling with your math"
Bum Walking	Vestibular, proprioceptive, and tactile systems	Bilateral integration, postural tone	Sitting on floor, legs extended, elbows bent, walk bum across floor
Crab Walk/Wheelbarrow	Proprioceptive!!! and vestibular systems	Postural tone, bilateral integration, arm and leg strengthening	Crab walk: tummy down or up Wheelbarrow: one's the wheel, other the barrow
Super(wo)man (yoga plank)	Back and neck extension	Postural tone	Lye on floor on tummy, lift legs, arms and head off floor
The Cat	Back and neck extension	Postural tone	Four-point kneeling, arch/slump back
Crash and Bump	Proprioception	Alerting and calming	Run and jump into pile of pillows
Motor Mountains	Visual motor	Preparatory for printing	Drive car or pen over mountains drawn on butcher paper
Add your own Zone'in Techniques!			
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Zone-O-Meter