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iSocialSkills 4/24/13 7:30 PM Graham Hartke, Psy.D.

## Introduction

- How did you talk to your friends when you were a child/adolescent?



Talking face to face



Landline phone



Dial-up Internet email and chatting



Two cans and a string



Hand written notes/letters



Cell phone/ text message

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## Introduction

- Where did you talk to your friends when you were a child/adolescent ?
  - Proxemics: Face to face or over media?
  - At home? In school?
- When did you talk to your friends?
  - During set times, 24/7, supervised?
- What style of communication was used?
  - Instant, delayed, transient, permanent, non-verbal, para-verbal, private, public, anonymous?
- Who did you talk to ?
  - Classmates, family, friends you had met in person, your age, your parents/guardians knew, strangers?

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# iSocialSkills



## Impact of Technology



Intro



Stat  
s



Tips



Info

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## Impact of Technology: Stats

- Estimates are that 8-18 year olds spend 9 or more hours a day accessing digital entertainment (Kaiser, 2010)
- Teens (12-17) send 1800 texts per month
- 80% of teens use online social networking
- 78% of teens have cell phones
- 95% of teens use the internet: (74% on phones)
- 93% of teens have a computer: 71% use one that is shared, Smart phones ↑

Sources: Pew, 2011, Pew 2013 and Kaiser (2010)

### Internet Use (NTIA, 2010)

Age Group	Internet Use (%)
Age 5-9	~45%
Age 10-13	~65%
Age 14-17	~75%
Age 18-24	~80%
Age 25-34	~70%
Age 35-44	~75%
Age 45-54	~65%
Age 55+	~55%

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## Impact of Technology: Stats

- 94% of HS students using cell phone during class: facebook, youtube, pics
- 31% of 8-18 year olds use media while doing homework
- % of kids and teens who say they have rules about:
  - TV shows they can watch - 46%
  - Video games they can play - 30%
  - Music they are allowed to listen to - 26%
  - What they can do on the computer - 52%
- Girls: More social networking sites, listening to music, reading
- Boys: more video games, and watching videos

Sources: University of Haifa 2012, Pew, 2011, Pew 2013 and Kaiser (2010)

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## Impact of Technology

- Difficult to capture entire picture
  - **Social Networks**
    - Facebook - billions of users
  - **Smart phones**
  - **Chatting**
    - Video, snapchat, chat roulette, omegle, ooVoo chat rooms, trolling, message boards
  - **Computers, streaming devices**
  - **Virtual worlds, gaming**
    - Massively Multiplayer Online Game (MMO)
    - \$67 billion dollar industry
    - Playstation, xBox live, Nintendo, computer
    - Children can be playing/talking with adults

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## Impact of Technology

Communication

- Many modalities
  - (talk, text, post, pics, social media, discussion boards, chats, gaming, blogs)
- Overall it is becoming increasingly more:
  - Tech based, delayed, public, permanent, unsupervised, and anonymous
- 24/7 access to communication
- Privacy and permanency: Digital Footprint
- Self Promoting: The "Me, Myself, and I" generation

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## Impact of Technology

Learning

- Instant and easy information from many sources
- Students must become savvy consumers of information, sort it out: what are quality and reliable sources?
- Many ways to access information, simulate situations, manipulate objects with tech
  - Learning how to use that information, site sources, etc.
  - Issues of ownership
- Traditional school experiences (sitting at a desk, listening to a presenter, hand writing) can be quite different from the rest of their tech based lives
- Online learning
- Access to technology in schools and assistive technology

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Slide 13: Impact of Technology - Attention

Attention

- **Instant everything = quick to excitement and quick to boredom**
  - Instant Movies, TV shows, YouTube videos, Internet videos, pictures, messages, information. You do not have to wait!!!
- **Constant stimulation from technology**
  - Over stimulated from tech leads to being easily bored
  - Can affect sleep, ability to focus
  - Conditioned response to always **CHECK**
    - Texts, email, voice mail, facebook, messages, news, etc..
  - Access to tech and media is almost everywhere and from multiple sources:
    - Smart Phones, Tablets, I-pods, computers
    - WiFi, Cellular 4G, access from home, school, public
- **Multitasking and Distractibility**
  - "Hello, are you there?"
  - Brain is shifting between tasks
  - While driving, learning, ... all the time

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Slide 14: Impact of Technology - Socialization

Socialization

- **Face to face communication vs. Tech**
- **When, Where, How, What, and Who**
  - Expanded in all areas
- **Relationships**
  - Easier to make friends and enemies
  - Cyber bullying, sexting
  - Dating
- **Increases and decreases in socialization due to tech**
- **Impacts on physical activity, traditional play**

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Slide 15: Impact of Technology - Social Skills

Some key areas of social skills and tech based issues...

- **Perception of Self and Others**
  - Awareness of impact/implications of actions (ex. public posts), intentions of others, online self-image, decrease in empathy
- **Interpersonal Communication**
  - Increasingly less face to face communications impact on quality of active listening, conversation skills
  - Children/adolescents establish meaningful relationships through social media and other tech sources
- **Reactions to situations**
  - Increased importance on having good self control, and decision making
- **Self Evaluation**
  - Self esteem tied to online identity
  - Being accountable for online actions

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## Impact of Technology

- Sleep problems, Depression, anxiety, ADHD, aggression, addiction
  - iDisorder (Rosen, 2011): Links online use to mental health problems
- Benefits:
  - Fast info processing, video games can increase increase coordination, visual acuity, and memory, can increase socialization
- Digital Divide
  - Generational differences
- Digital footprint of technology
  - A digital footprint is left from the time children are born through their adulthood
  - Privacy issues (does it exist anymore?)
    - Kids have different ideas about privacy
  - Pictures, video, text, personal info

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## iSocial Skills

### Strategies

Intro Statistics Tips Info

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## iSocial Skills

### Strategies

Intro Statistics Tips Info

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### Strategies: Follow-through

- Consistent follow-through and monitoring is required
- Make time to follow-through
- Monitor use
  - Document it, chart it
  - Check devices and social media profiles: facebook
- Check that the technology is secure
  - Kids find ways around parental controls at home and school
- Communication between schools and parents, and kids
  - Address issues promptly
- Report upsetting/offensive content
  - To website, if more serious police, school, parents

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### Strategies: Educate Yourself

- Keep up on tech issues
  - Read articles, books, online forums, talk to educators, parents, and kids
- Learn and understand your options and how to use parental controls and privacy settings on programs and devices
- Talk to your kids
  - See resources at end of presentation

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### Strategies

- When used in SAFE manner, technology can help facilitate and develop pro-social skills
  - Different modality of communication, makes it easier for some
  - Find others with similar interests
  - Apps such as "Conversation Builder"
  - Video modeling
- If having more difficulty with child seek professional assistance

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Before kids get connected online	During kids being connected online	After issues arise online
Survey the tech landscape, find out how tech is monitored	Ongoing monitoring of kid tech usage by parents and school	Ongoing monitoring of kid tech usage by parents and school. Consider areas to improve in this area
Start developing limits and preventative strategies	Follow-through with limits and prevention strategies. Periodically evaluate limits and strategies identifying strengths and areas for improvement.	Follow-through with limits and prevention strategies. Implement new limits and interventions as needed
Talk to kids about and model appropriate tech social behavior	Talk to kids about what they are experiencing online, and model/teach appropriate tech social behavior.	Have a quick response. Talk to kids about what happened online, and model/teach appropriate tech social behavior. Use social problem solving steps to guide process.
Talk to kids about risks at home and school	Talk to kids about risks at home and school	Talk to kids about risks at home and school.

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**To directly teach and reinforce iSocialSkills**

- Skills should be taught and reinforced through structured “lessons” as well as during “teachable” moments at home and school

Keep it simple and focus on core skill areas and skill “tools”:

- Feelings Identification
- Keep Calm Plan
- Social Problem Solving Steps
- Electronic Conversation Skills: TTYL

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**Strategies: iSocialSkills Tools**

**Feelings Check-in and Identification**

- Used to build self-awareness and empathy for others

- Can be used by parents and schools
- Discuss how feeling, why feel that way, how mood affects behavior, how to disclose this information
- Parents, counselors, teachers, and peers also discuss their feelings
- Kids can practice looking at online posts of others (text and pictures) to infer how that person might be feeling and why they posted what they did

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## Strategies: iSocialSkills Tools

- **Keep Calm Plan**
  - Identify warning signs of stress
  - Ways to calm down and reduce stress
    - Relaxation techniques, take a break, take a walk, count to 10, talk to parent, counselor, others..
- **Social Problem Solving Steps**
  - Identify Feelings, Problems, Goals, and Develop solutions
    - Many models available such as Elias, 2005

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## Strategies: iSocialSkills Tools

### Electronic Conversation Steps: TTYL (Hartke, 2013)

- **Take time** before responding
  - Stop, pause, count to 10
- **Think** about your response
  - How it will look to others, intention, long and short term effects
- **Yield** a cautious and kind response
  - Be safe & nice, less is more, no response
- **Look** at results and learn from mistakes
  - How did it go?

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## Questions? Thank You!

Dr. Graham Hartke, Psy.D.

- Psychologist (NJ Lic # 5014)
  - Anxiety disorders/OCD, Tourette Syndrome, behavioral management, ADHD/ODD, and HFA/Asperger's Syndrome
  - Mental coaching for sport performing arts working with children, adolescents, and adults
  - Psycho-ed assessment
  - Populations served: Children, adolescents, and adults
- Private Practice:
  - Tel: (973) 885-6315
  - Address: 104 Eagle Rock Ave Roseland, NJ 07068

Intro Stat Tips Info

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The tablet screen displays a presentation slide titled "Resources". At the top, it shows "iSocialSkills 4/24/13", "7:30 PM", and "Graham Hartke, Psy.D.". The slide content includes a list of books:

- **Books:**
- *Generation Text: Raising Well-Adjusted Kids in an Age of Instant Everything* by Dr. Michael Osiat
- *Livin' Out Loud: Today's Girls and Technology* by Bowen et al.
- *iDisorder: Understanding our Obsession with Technology and Overcoming Its Hold on Us* by Larry D. Rosen, Ph.D. with Nancy A. Cheever, Ph.D. & L. Mark Carrier, Ph.D.
- *Rewired: Understanding the iGeneration and the Way They Learn* by Larry D. Rosen, Ph.D.
- *Social Decision Making and Problem Solving* by Maurice Elias & Linda Brune Butler
- *Born Digital: Understanding the First Generation of Digital Natives* by John Palfrey & Urs Gasser

At the bottom of the slide, there is a progress indicator with four sections: "Intro", "Stat", "Tips", and "Info". Each section has a set of colored dots representing progress. "Intro" has 10 white dots, "Stat" has 10 blue dots, "Tips" has 10 green dots, and "Info" has 10 red dots.

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The tablet screen displays a presentation slide titled "Resources". At the top, it shows "iSocialSkills 4/24/13", "7:30 PM", and "Graham Hartke, Psy.D.". The slide content includes a list of websites and articles:

- Kaiser Family Foundation [www.kff.org](http://www.kff.org)
- Safe and secure online: <https://www.isc2cares.org/safe-and-secure/>
- CASEL.org
- Secren Fixation and ADHD NY Times: [http://www.nytimes.com/2011/05/10/health/views/10klass.html?\\_r=0](http://www.nytimes.com/2011/05/10/health/views/10klass.html?_r=0)
- Pew Research on media use <http://www.pewinternet.org/>
- [www.commonsemmedia.org](http://www.commonsemmedia.org)
- Daphne Bavelier TED talk: Video Games and the Brain: <http://www.youtube.com/watch?v=FktsFcoolG8>
- Huffington Post: Screen Sense [http://www.huffingtonpost.com/2011/12/09/children-texting-technology-social-skills\\_n\\_1137570.html](http://www.huffingtonpost.com/2011/12/09/children-texting-technology-social-skills_n_1137570.html)
- Tech Savvy Parents by Leticia Barr: <http://www.parents.com/blogs/tech-savvy-parents/>
- Medial Tech! Parenting! Timely Topics on Teaching and Parenting Digital Children by Marti Weston: <http://mediatechparenting.net/professional-development/>
- Children Under 13 on Facebook. NY Times Article: <http://bits.blogs.nytimes.com/2012/11/28/for-children-a-lie-on-facebook-has-consequences-study-finds/>
- COPPA – Children's Online Privacy Protection Act: <http://www.coppa.org>
- Techlicious- Blog for Tech Information: <http://www.techlicious.com/>
- Ask the Mediatrician: Dr. Michael Rich, Children's Hospital, Boston: <http://cmch.typepad.com/mediatrician>.

At the bottom of the slide, there is a progress indicator with four sections: "Intro", "Stat", "Tips", and "Info". Each section has a set of colored dots representing progress. "Intro" has 10 white dots, "Stat" has 10 blue dots, "Tips" has 10 green dots, and "Info" has 10 red dots.

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