

Gifted Students by Generation and Their Evolving Relationship with Technology



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Learning Agenda

- Generational Views of Tech Use
- The Effects of Tech Use
- Principles of Healthy Tech Use
- Digital Wellness resources for families



Discussion:

What concerns do you have about social media and online video gaming?

What social-emotional changes do you notice after your child consumes too much social media/video games?

How did you decide to allow your child to use social media/video games?



Digital Immigrants

Regarded as people who were not born into the digital era, digital immigrants have had to adapt to technologies over time.



Silent Traditionalists
Born between 1925–1945



Baby Boomers
Born between 1945–1965



Gen X
Born between 1965–1980

Digital Natives

Regarded as people born into the digital era, digital natives know only a world with technology.



Millennials
Born between 1980–1995



Gen Z
Born between 1995–2010



Gen Alpha
Born 2010 to present day



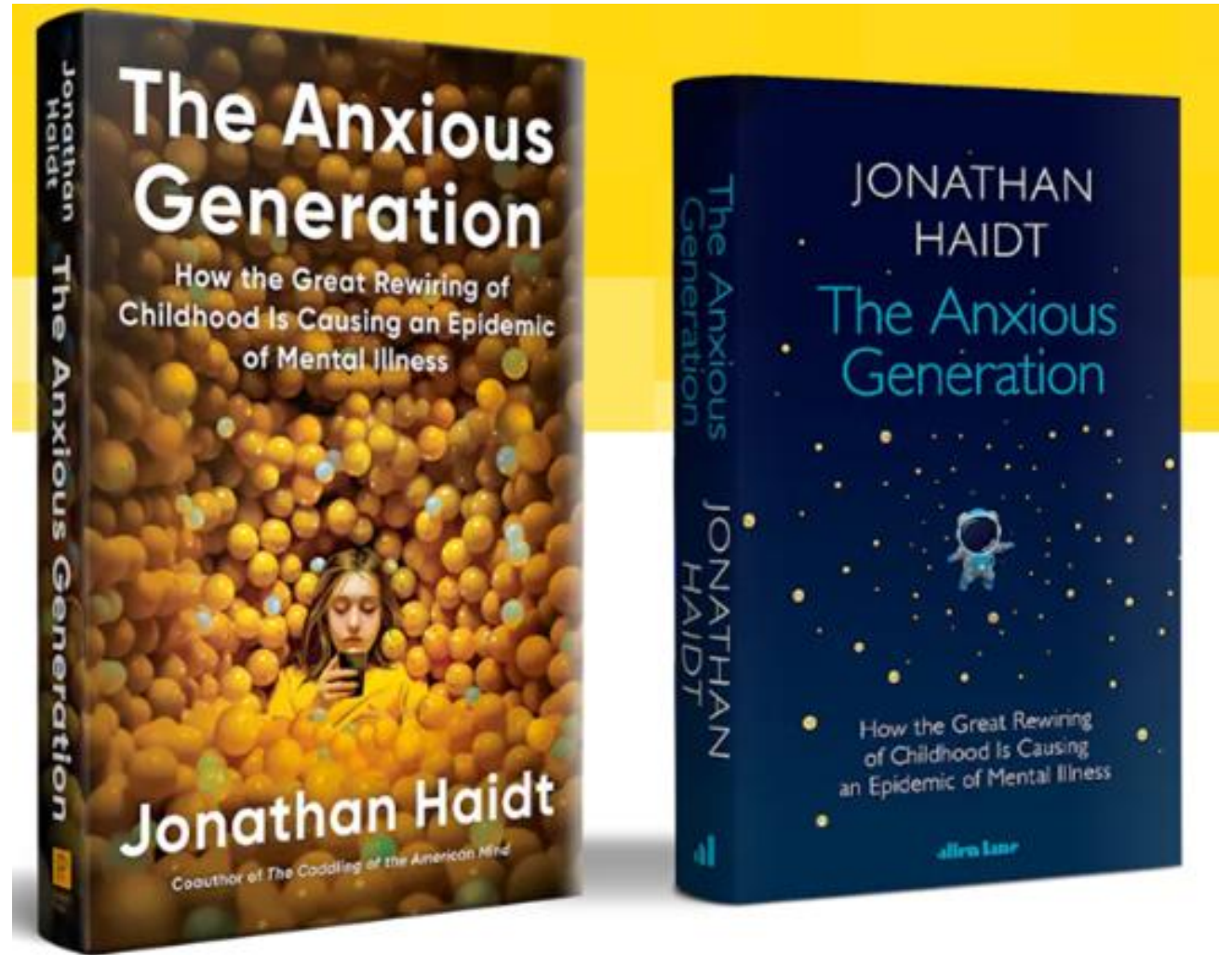
Written by Norton

Published: May 26, 2021

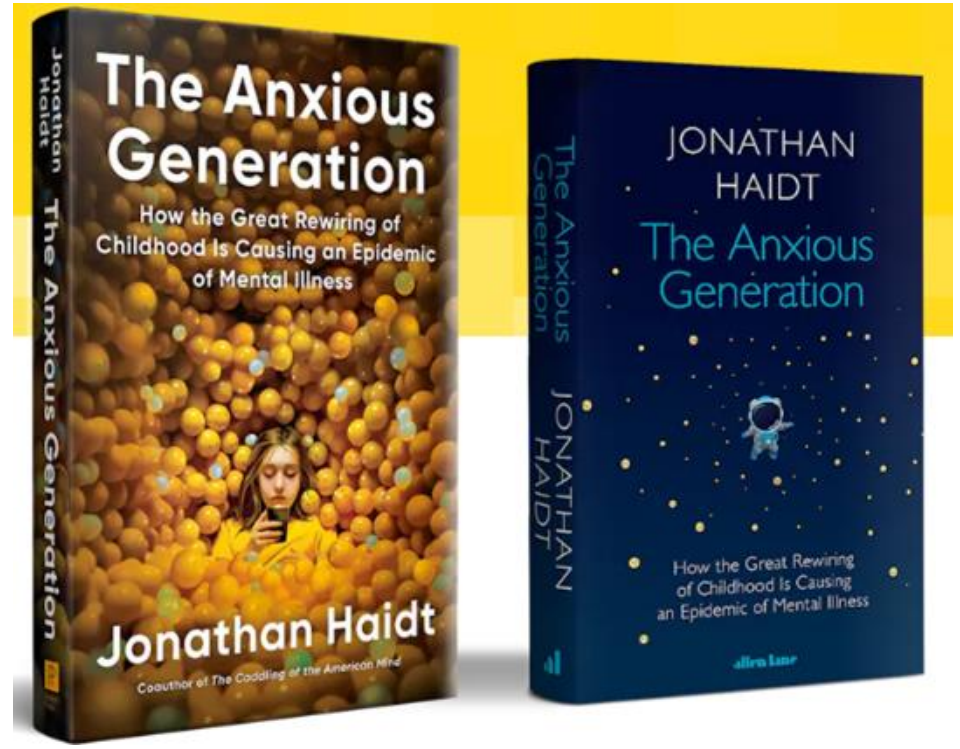
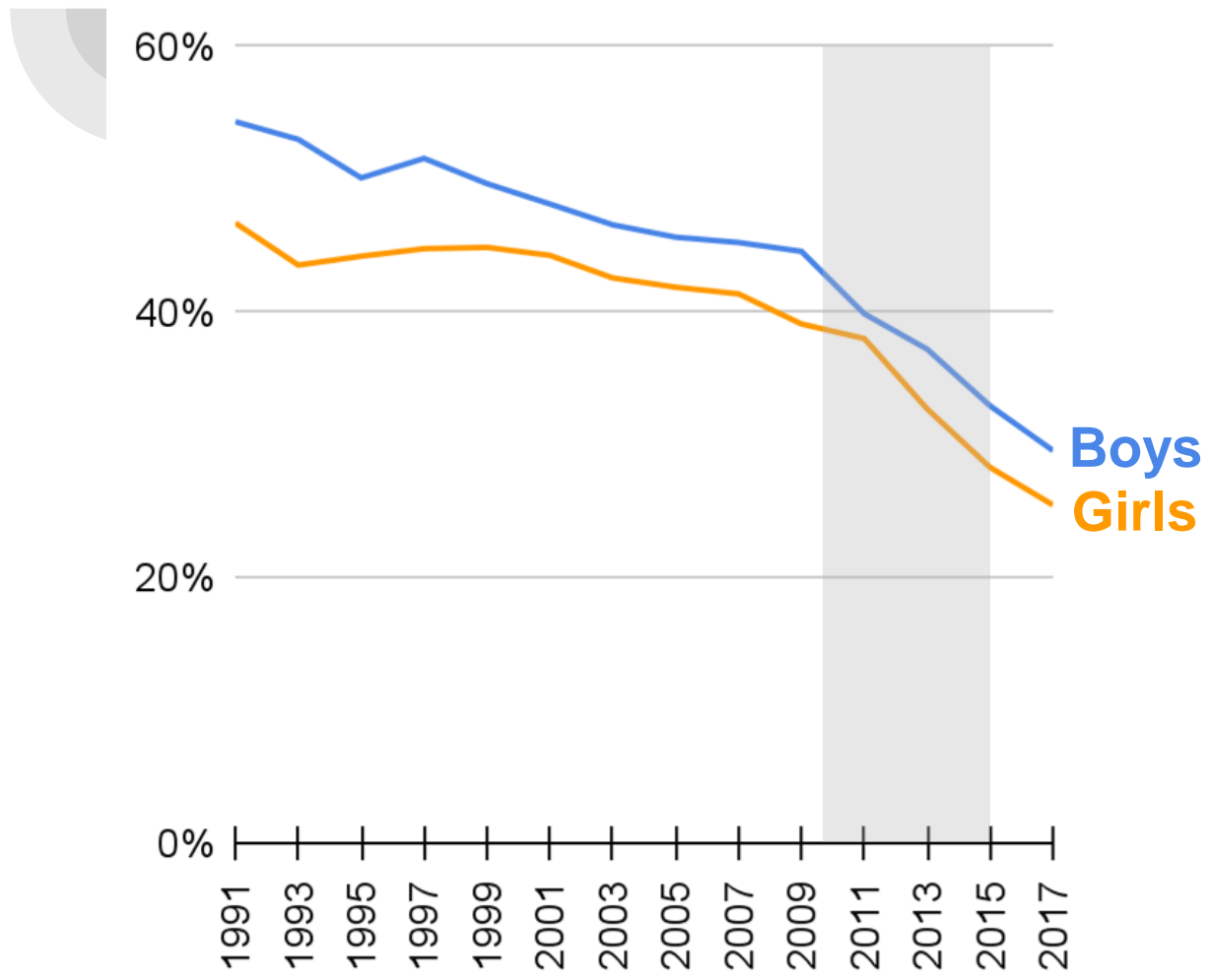
The Anxious Generation

How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness

By: Jonathan Haidt



Meet Up With Friends Daily



SOURCE: Monitoring the Future (MTF), 2 year buckets, (1976-79 is the only 3 year merge), weighted, 3 grades merged



Figure S3.3.3. An overly safe playground, offering little opportunity for antifragile kids to learn how to not get hurt.



- Tag Rules:**
- Include everyone
 - Resolve disagreements with "Rock-Paper-Scissors"
 - Practice good sportsmanship
 - One finger touch
 - No ball tag
 - If a player doesn't want to play tag, then other players must respect that
 - Tag games stay outside on the yard
 - Tag cannot be played in out of bound areas, or through other games
 - When the bell rings, all play stops and students freeze. Then walk to line.

Figure S3.6.2. Restrictions on free play, at Berkeley Arts Magnet School, Berkeley California. Photo by Robert Strand.

Discover Mode

(Behavioral Activation System)

Defend Mode

(Behavioral Inhibition System)

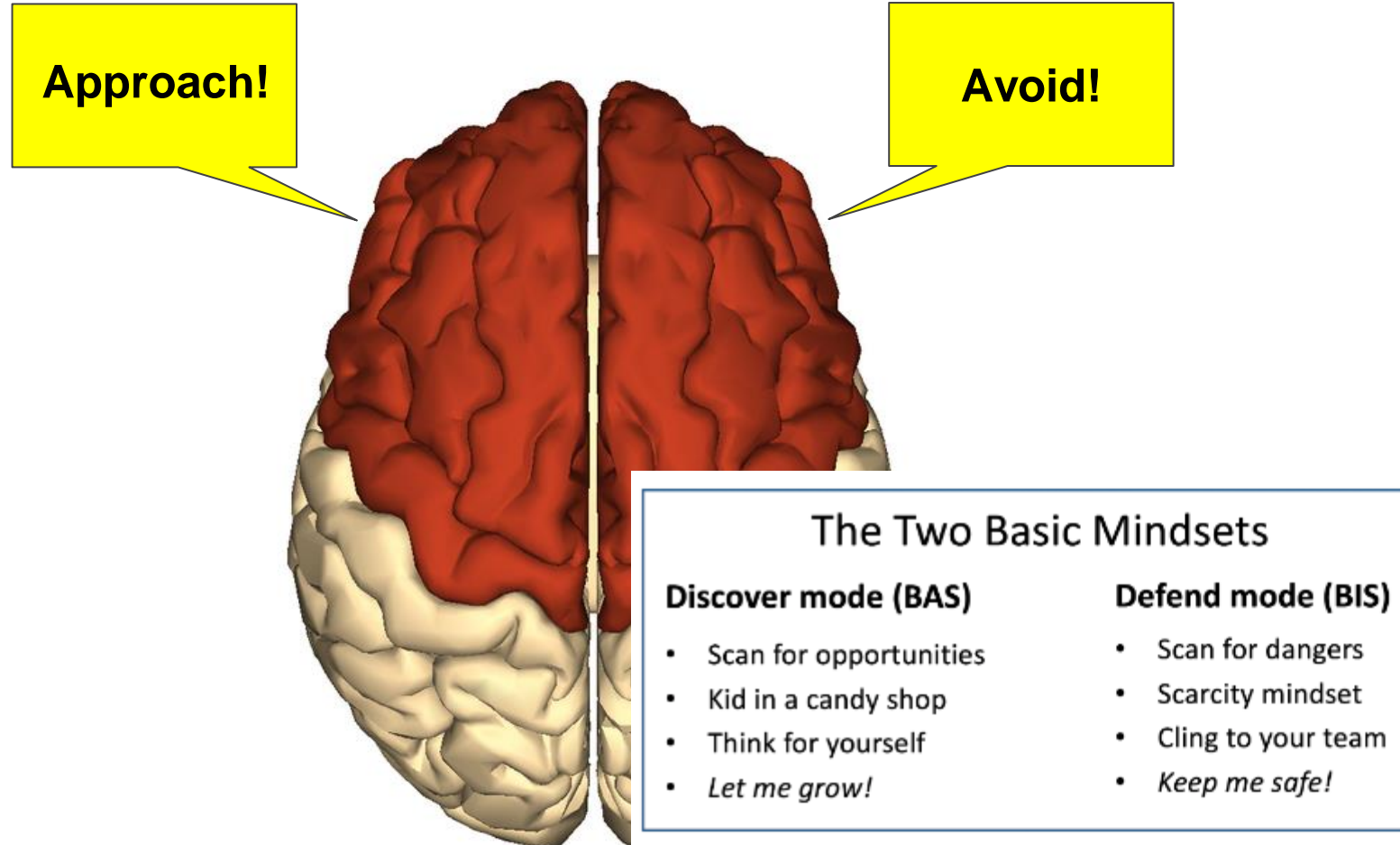


Figure S3.2.1. Discover mode vs. Defend Mode, for a student arriving at a university.

Discussion:

- What are the differences between the way you were parented versus the way you parent?
- What are some of the reasons?

Needs met by social media:



Social connection – teen reported positive experiences (ages 13-17):

- 80% feel more connected to their friends' lives
- 71% provides a place to show their creative side
- 67% social media provides people who can support them in tough times
- 58% perceive they are more accepted

<https://www.pewresearch.org/short-reads/2023/04/24/teens-and-social-media-key-findings-from-pew-research-center-surveys/>

Nearly 40% of children ages 8–12 yr olds use social media
(13 years old is minimum age for most social media sites)

Rideout, V., Peebles, A., Mann, S., & Robb, M. B. (2022). *Common Sense census: Media use by tweens and teens, 2021*. San Francisco, CA: Common Sense.

Needs met by video games:



Boredom is the top reason for consuming video games

Video games are effective at meeting other needs including:

- Mentally engaging – immersive / capture your attention
- Resting – relaxation / “winding down”
- Avoidance of factors causing perceived stress
- Social connection – part of a community; common interest

Social Media Research:

Rates of reported anxiety/depression increase in a research significant way when consuming an average of 2+ hours of social media per day (especially adolescents & young adults)



Social Media Research:

When consuming 5+ hours of social media per day:

- Teen *males* were *2x* more likely to be depressed than non-users
- Teen *females* were *3x* more likely to be depressed than non-users

Kelly, Y., Zilanawala, A., Booker, C., Sacker, A. (2018). Social Media Use and Adolescent Mental Health: Findings From the UK Millennium Cohort Study. *EClinical Medicine*, 6, 59-68. doi: 10.1016/j.eclinm.2018.12.005.



Vecteezy.com

Timeline:

What feature was introduced with the iPhone 4 in 2010?

2012:

- *Research significant increase in self-reported anxiety/depression among teens/young adults*
- *Facebook buys Instagram*

Video Game Research:



Average daily time spent playing video games in U.S.

- Teens & Tweens - 2.5 hours (consoles, mobile devices, computers)
- 8 yrs old & younger - 23 minutes (mobile devices)

Frequency and enjoyment for teens & tweens

- Boys - 40% play every day / 60% enjoy gaming “a lot”
- Girls - 10% play every day / 24% enjoy gaming “a lot”

Video Game Research:



Estimated 8.5% of children under 18 worldwide are addicted to video games

Video gaming 10-15 hrs/week is an addiction red flag

- Average of 2-3 hours/day

Hook Cycle Strategies:

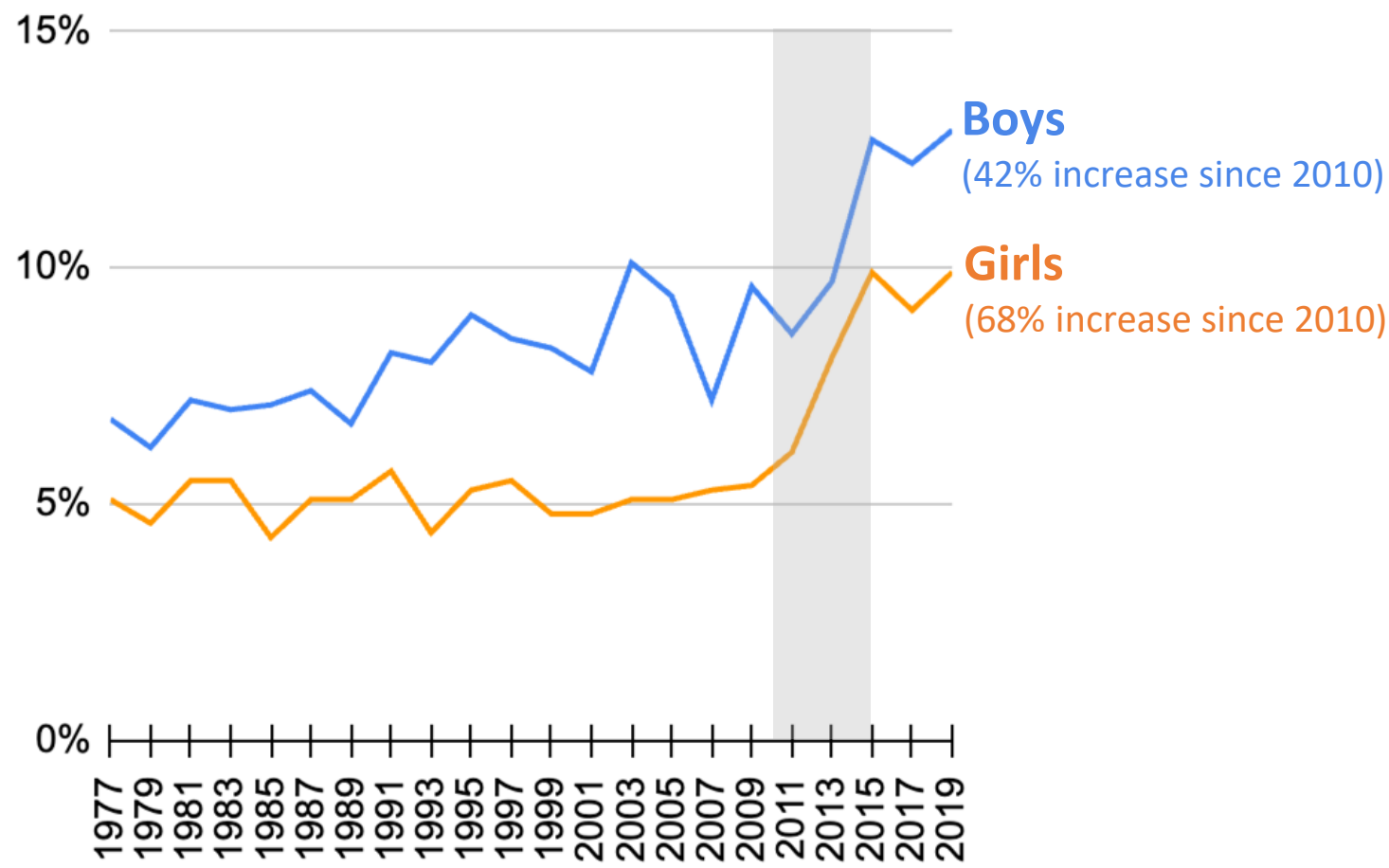
\$\$\$, attention , time



Designed for consumers to lose track of time (15 minute cycles)

- Daily rewards / loss of rewards with non-use
- Changing rate of reinforcement rewards (fixed – variable)
- Side quests /make exploring attractive ('winning' not necessary)
- In-game seasons
- Leveling up / acquiring virtual goods or status (followers/likes)
- Social interactions

The Rise in Adolescent Pessimism



SOURCE: Monitoring the Future (MTF)

Trimmed off 2021, distracting (add % changes in)

Social Media and Video Game Consumption:



Dopamine – “feel good” brain chemical tied to pleasure, reward, motivation



Oxytocin – “cuddle hormone” brain chemical tied to bonding and closeness



Adrenaline - “fight or flight” chemical related to stress/fear (aka ‘epinephrine’)

Negative Effects of Social Media on Regulation:

Social media invites more ***comparison and self-judgment*** interactions than in-person ones

Delahooke, M. (2023). *Using neuroscience to handle screen-related behavior, stress, irritability*. Bright & Quirky Online Conference: The screen time & mental health summit.

Increased use of social media to ***market ourselves in the best light***
("brand")

Rich, M. (2023). *Strategies for kids & teens' healthy tech use*. Bright & Quirky Online Conference: The screen time & mental health summit.

Invites ***cognitive and emotional dissonance*** –

Stress because my beliefs/feelings do not line up with my actions or portrayals

Negative Effects of Video Games on Regulation:

Video games create *stress (adrenaline)* & triggers **dopamine** (*"flow"- state of focus and exhilaration*)

Dopamine exhaustion – need **more** to experience previous levels

12 alternatives to video games (based on gamer type). (n.d.). Healthy Gamer. Retrieved January 4, 2024, from <https://healthygamer.gg/blog/13-hobbies-to-replace-video-games>

Outbursts when asked to “get off” because of **elevated stress response** (ex. mid-hook cycle or after unsuccessfully completing a stage)

Shanker, S. (2023). *The neuroscience of helping neurodivergent kids self-regulate with screens*. Bright & Quirky Online Conference: The screen time & mental health summit.

Lower/middle parts of the brain cannot distinguish the difference between real or perceived stress

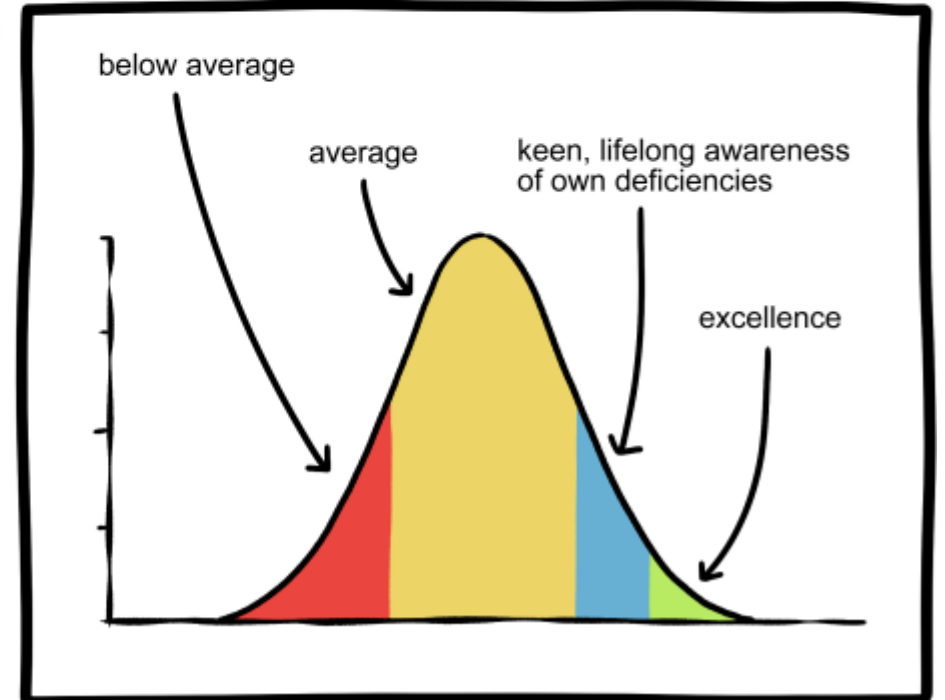
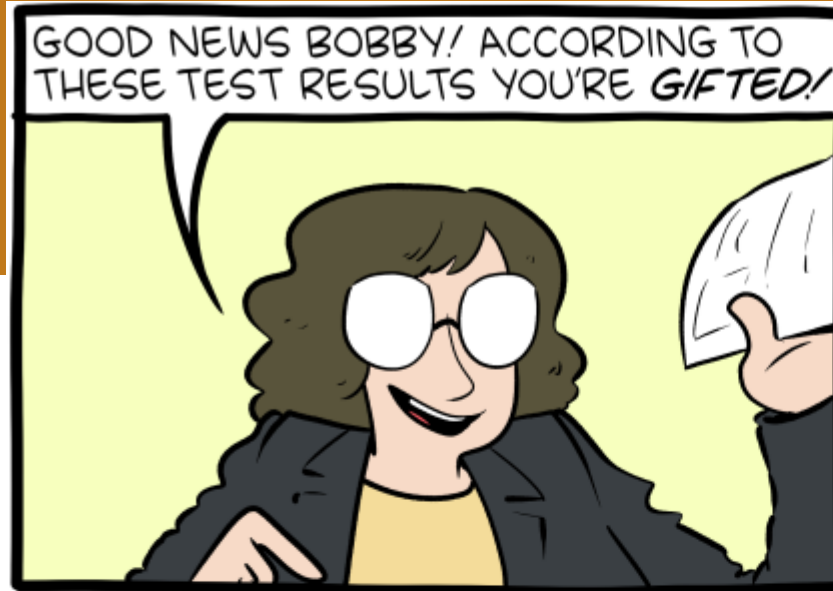
Discussion:

Why is your child consuming social media and video games?

Gifted Impact

Gifted Characteristics which influence Social-Emotional Development & 'Big Feelings'

- ❑ Overexcitabilities
- ❑ Asynchronous Development
- ❑ Executive Functioning Skills



Social Media & Video Game Mastery

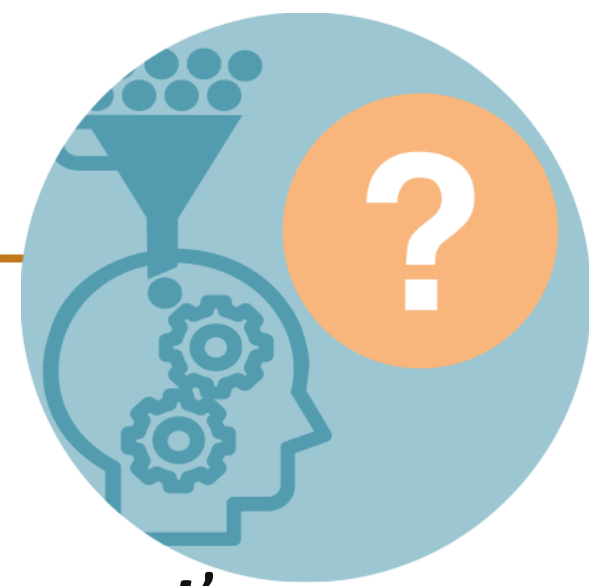


Principles of Healthy Tech Use

- Increase face-to-face interactions
- Social-emotional awareness
- Scaffold risk taking
- Hold off access as long as possible to cell phone/social media
- Monitor tech use and interaction



Social/Emotional Awareness



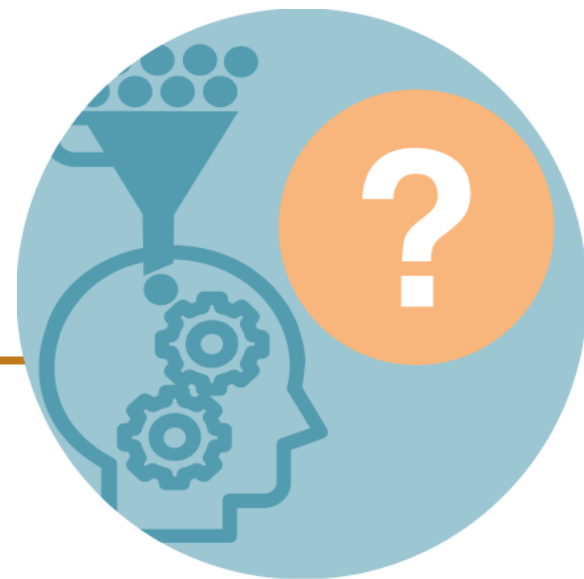
Healthy social media and screen use principles:

1. Social media & video gaming as a form of '*entertainment*'

1. Awareness of state of regulation after its consumption

1. Executive functioning – Have a plan and structure for its use

Social Media & Video Game Mastery: Entertainment

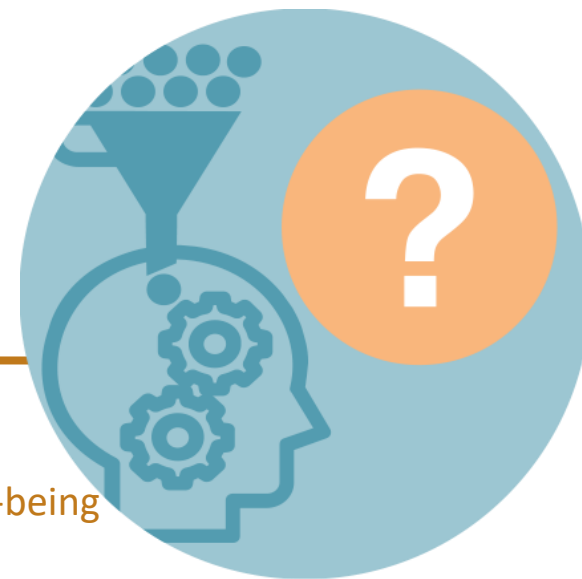


When viewed as “**entertainment**” we are less likely to allow social media & video games to guide how we live our daily life

Entertainment fits the human need for **fun** – we need enough but too much leaves us unfulfilled

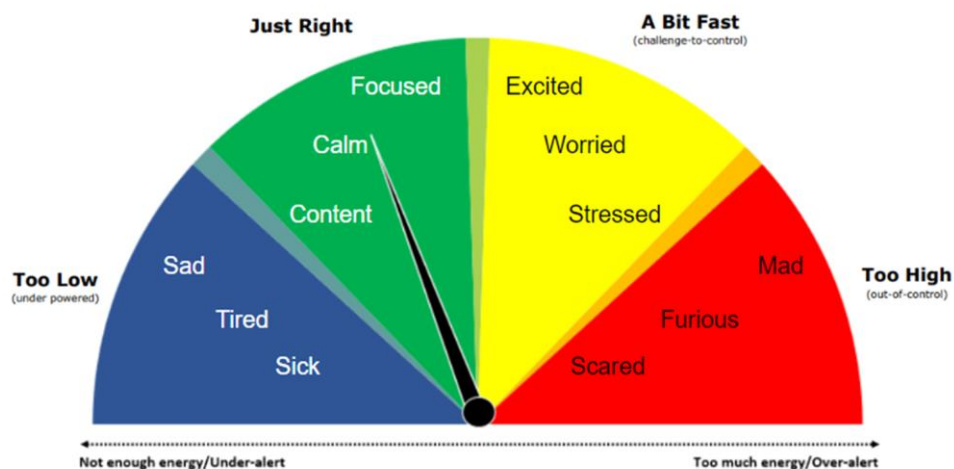
Entertainment should not be expected to be a replacement or distraction for meeting other needs

Social Media & Video Game Mastery: Awareness of State of Regulation

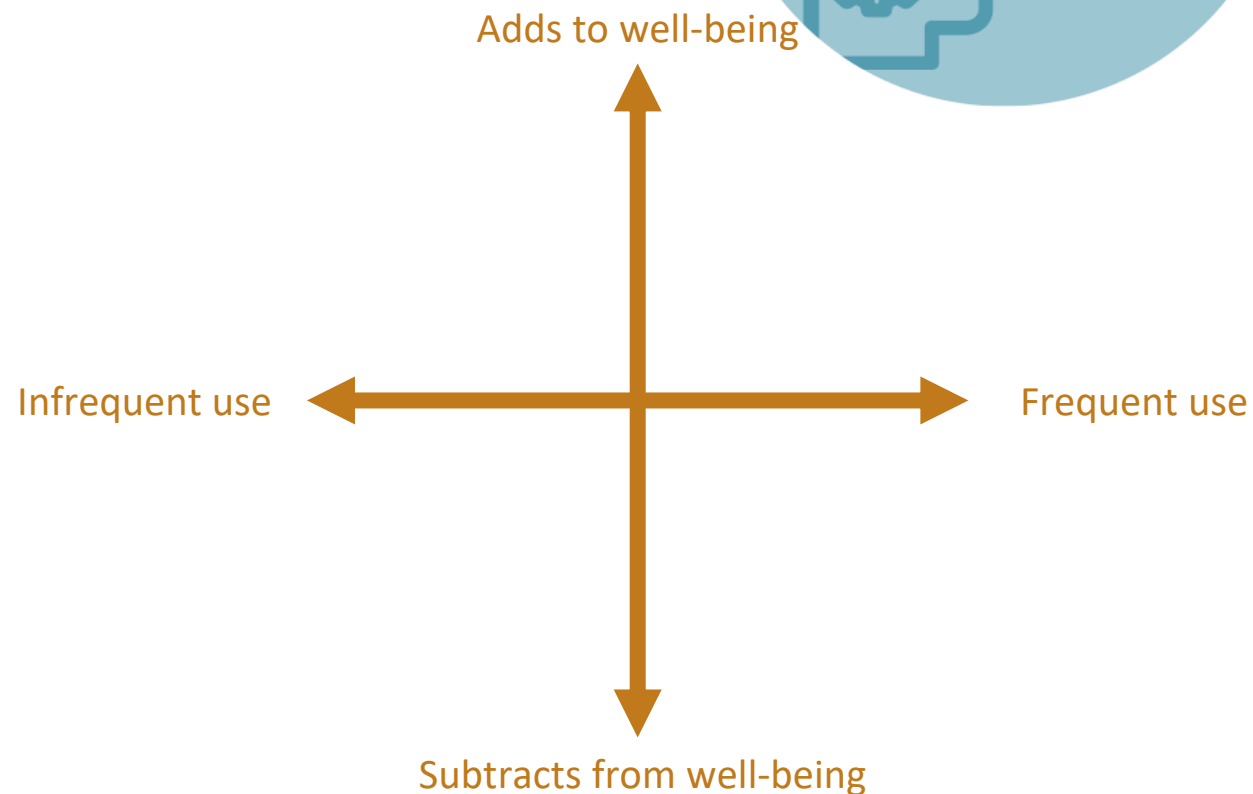


Check-in: What color zone am I in after consuming social media or video games?

How Is Your Engine Running?

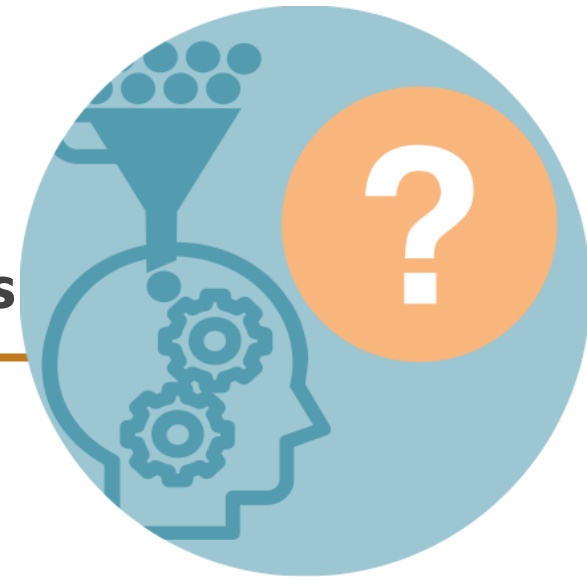


Karyn Purvis Institute of Child Development (2019). TBRI & trauma-informed classrooms.



Social Media & Video Game Mastery:

Developmentally Appropriate Scheduling, Planning, Boundaries



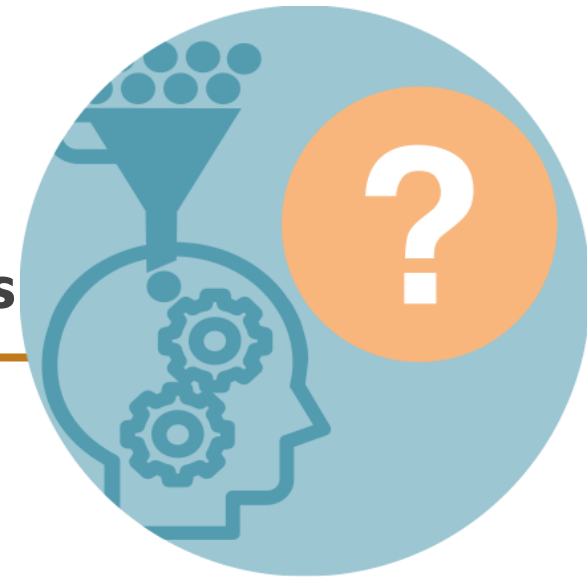
Schedule ***when/how long*** to consume social media & video games
(include children in developing expectations; plan in 15 minute segments; set timers)

Plan an event or activity that releases oxytocin after extended
social media/technology consumption (oxytocin mediates stress)

Discuss how social media & video games are designed
(unprompted user engagement)

Social Media & Video Game Mastery:

Developmentally Appropriate Scheduling, Planning, Boundaries



13 years old is minimum age for most social media sites

(to comply with the Children's Online Privacy Protection Act; healthy brain development)

Model responsible social media and video game behavior

Monitored tech use and interaction

Habits of Mind



Managing Impulsivity



Taking Responsible
Risks



Questioning & Posing
Problems

Managing Impulsivity

- Practice waiting (count to 10) before sharing your thoughts. Sometimes the family member can come up with an idea, strategy, or solution to their own problem when given an opportunity to think aloud.
- Remember that you are all working on this together. Talk about how you managed your impulsivity in a situation. Perhaps you opened the door too soon and your cake collapsed. It would be a good time to reflect and think about what you might have done instead.
- Use the language of managing impulsivity. For example, saying something like, “just wait and make sure you read the instructions first. Manage your impulsivity!”



Taking Responsible Risks

- Preview new experiences. Do a little research with your child about what opportunities exist and what challenges they might face with something they are considering.
- Evaluate a situation afterward. Oftentimes, experiences that push outside of a child's comfort zone can be really uncomfortable. A little debriefing afterwards may help to process how your child dealt with challenges and see small accomplishments



Questioning & Posing Problems

- Use tentative language that implies that you do not know the answer:
 - *How might we...*
 - *When could...*
 - *Perhaps it might be...*
 - *What do you imagine an alternative might be...*
- Use plurals to indicate that there might be more than one answer or approach:
 - *What are some strategies...*
 - *What are some of your goals you are considering...*
- Use invitational sentence stems before asking a question:
 - *As you analyze this problem...?*
 - *As you consider...?*
 - *As you evaluate...?*
 - *As you compare...*



Discussion:

- What are your takeaways?
- How can you apply what you learned?
- What do you still wonder?

Resources

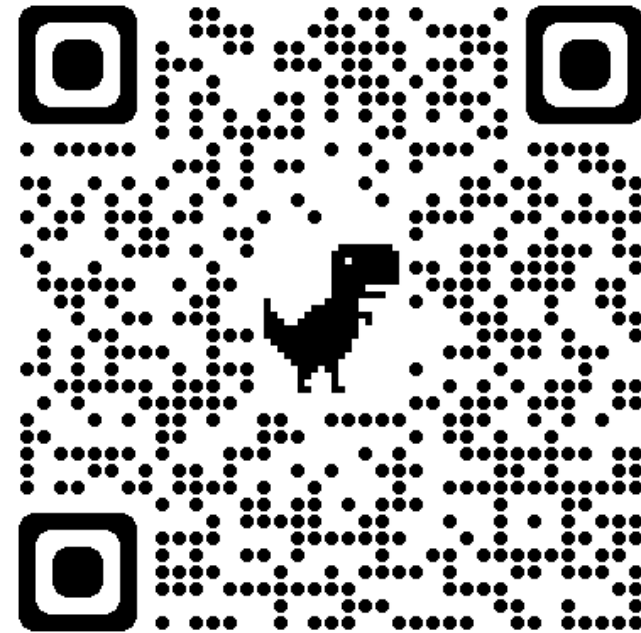


Boston Children's Digital Wellness Lab

Family Digital Wellness Guide

<https://digitalwellnesslab.org/parents/family-digital-wellness-guide/>

- Parent guides
- Research regarding digital media



Links to resources for alternatives to technology

Alternatives for social media consumption:

<https://www.makingsenseofcents.com/2020/02/things-to-do-instead-of-social-media.html>

Alternatives for video game consumption:

Children/teens

<https://healthygamer.gg/blog/13-hobbies-to-replace-video-games>

Teens/young adults

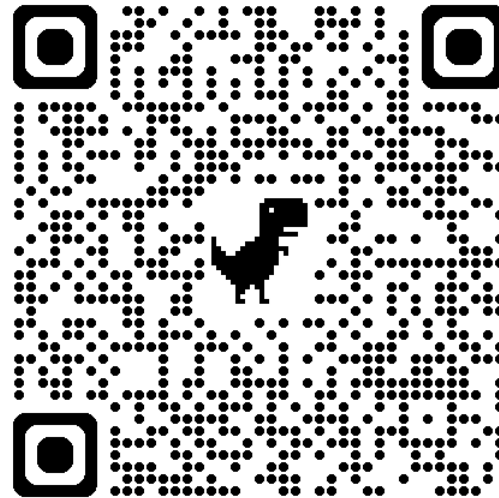
<https://gamequitters.com/hobby-tool>

Links to resources

Norton article: *Digital generations: The technology gap between seniors, parents and kids*

<https://us.norton.com/blog/how-to/digital-generations>

Habits of Mind Guide for Parents



Please join us for our next parent session:

Gifted Children and Friendships

Thursday, October 24, 2024

6:00pm - 7:00pm

Location: Knox Gifted Academy, 700 W. Orchid Ln., AZ 85225

Gifted children often see the world through a unique lens, thus peer relationships are very complex. How do gifted children view the concept of friendship? What do gifted children value in a friendship? How can we help foster healthy friendships?

April Dailey, CUSD Gifted Specialist, & Dan Utrera, Weinberg Gifted Academy School Counselor, will host an informational presentation to answer these questions and more.