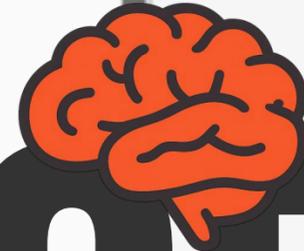


BY CRYSTAL COLLIER, PHD, LPC-S

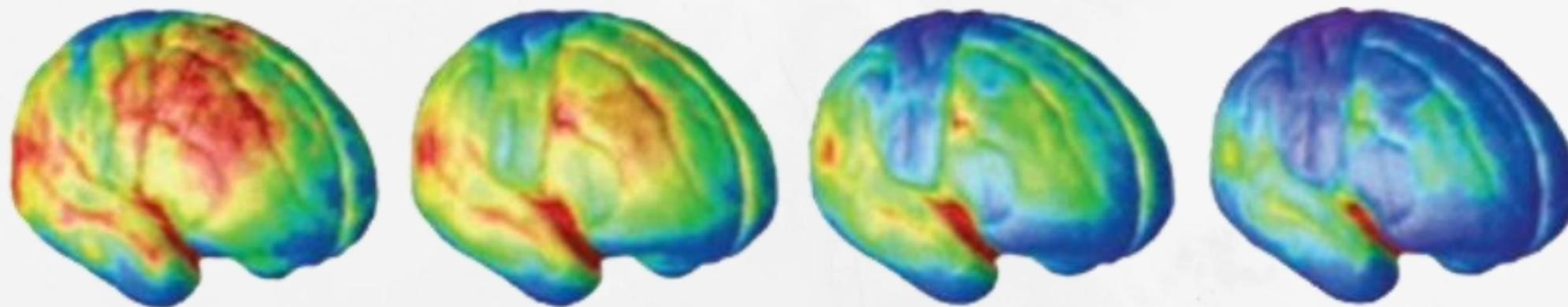


# NEUROSCIENCE

*of Screens*

# About Me

ages 5 ← → 20



*Introduction*







# Know Your *Neuro*.org

The screenshot shows the homepage of the Know Your Neuro website. At the top left is the logo, and to its right are navigation links: About, Contact, Shop, Calendar, Donate, and a language dropdown menu set to English. Below this is a horizontal menu with categories: Topics, Skills, Age/Grade, Schools, Families, and Students. The main content area features a large green graphic with the text "strong brain healthy choices" in a mix of green and black fonts. Below this is a paragraph of text: "Prevention works if done consistently! Know Your Neuro puts brain-based, social-emotional, and prevention skills training right in the hands of schools and caregivers. Designed to be integrated into a school's health or homeroom curriculum, Know Your Neuro videos and class activities can be easily integrated and tailored to fit the developmental needs of K-12 youth." To the right of this text is a photograph of two young boys, one with his arm around the other's shoulder. Below the main text is a yellow button labeled "Program Description Handout". At the bottom, there are three white boxes with icons and text: "families" (with a green speech bubble icon), "students" (with a blue speech bubble icon), and "schools" (with a purple speech bubble icon). Each box has a partial line of text below it: "Get the parenting tools that will", "Find youth-friendly resources to", and "Utilize brain-based skills training".

# The Website ✨

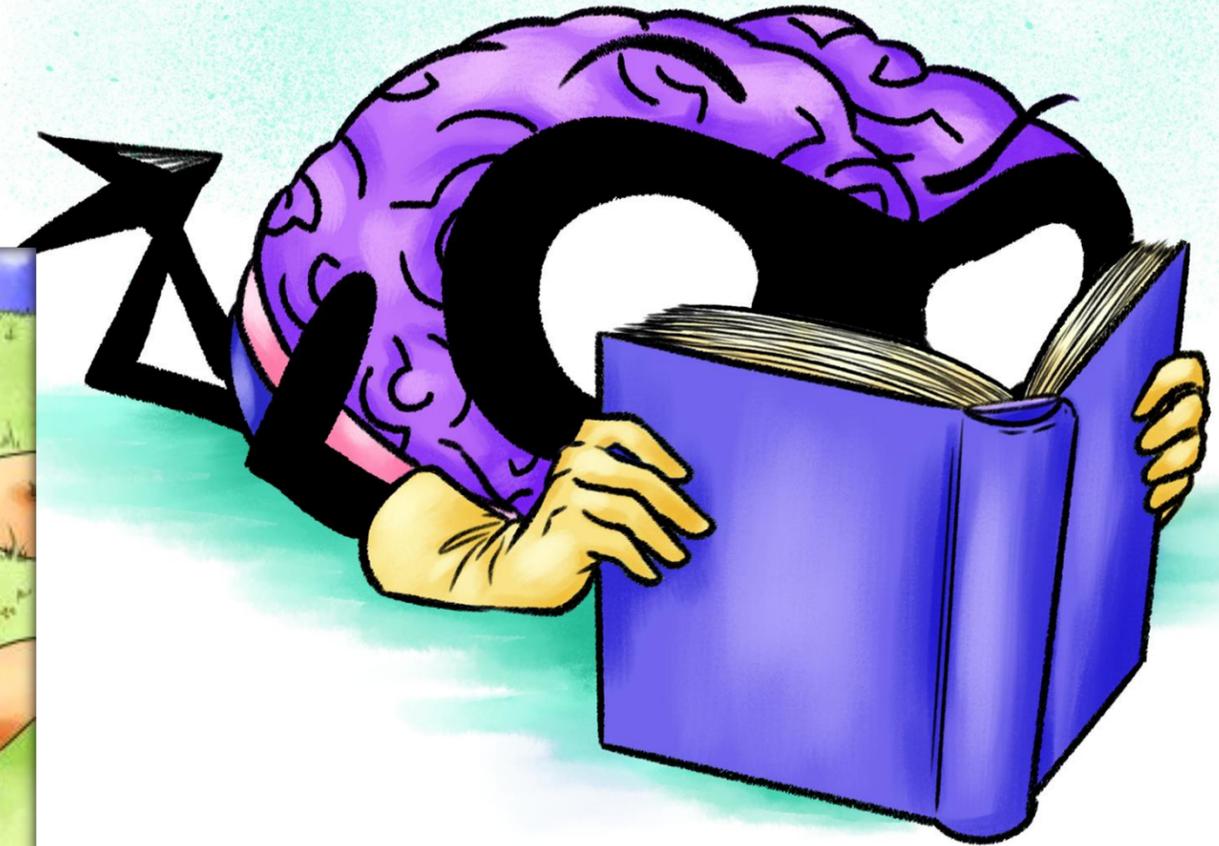
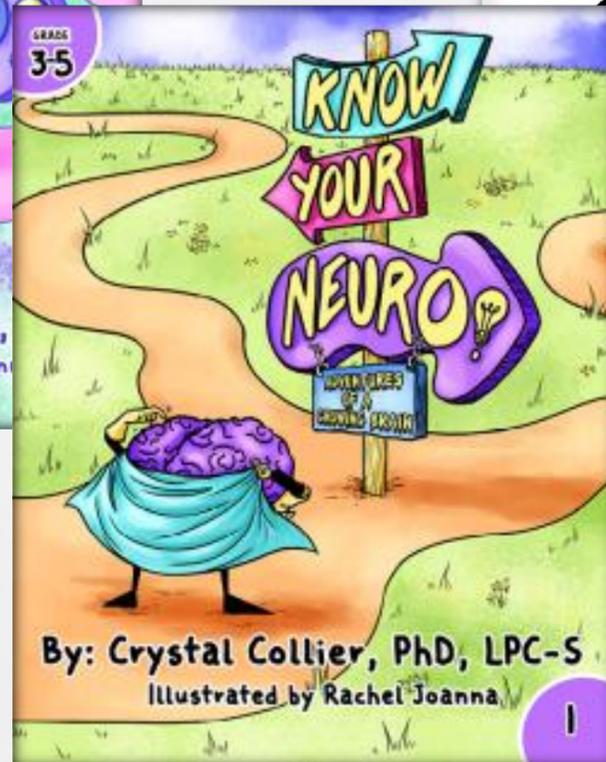
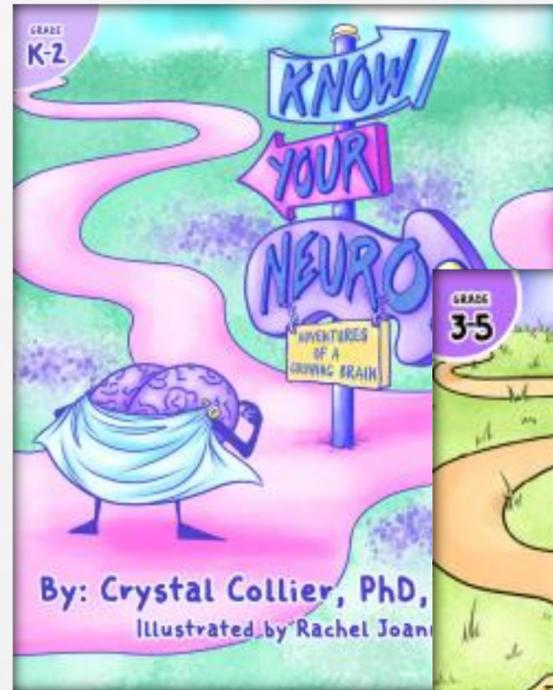
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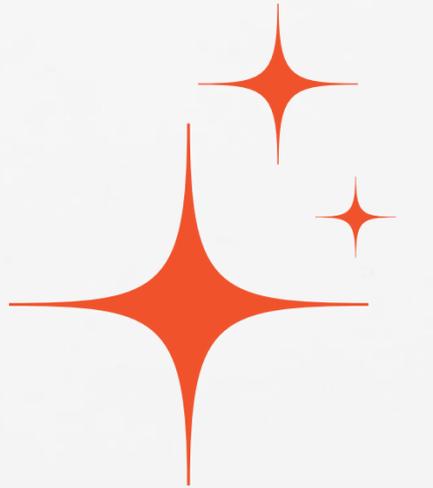
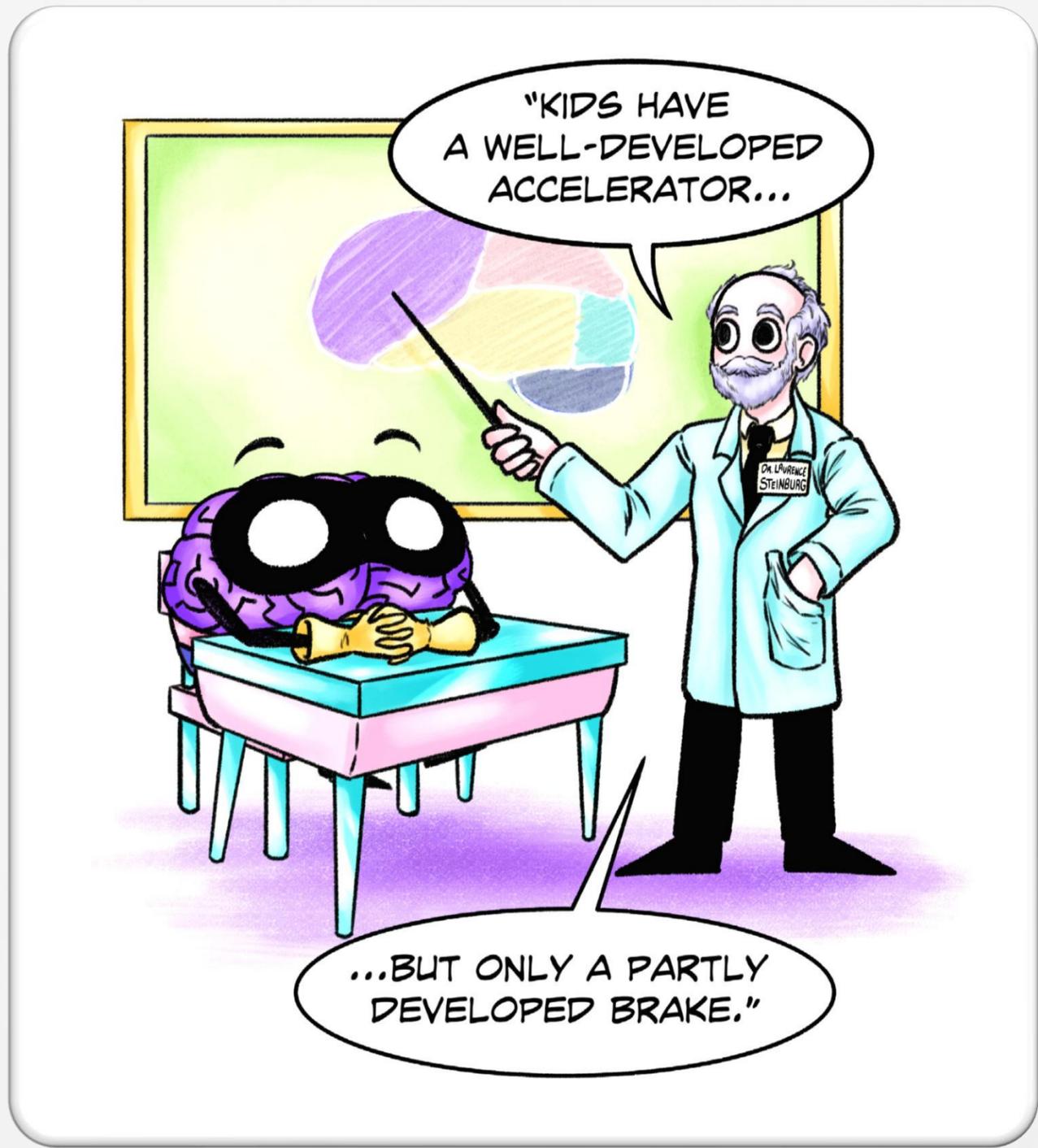


# The Hero *Neuro*



# The Adventure

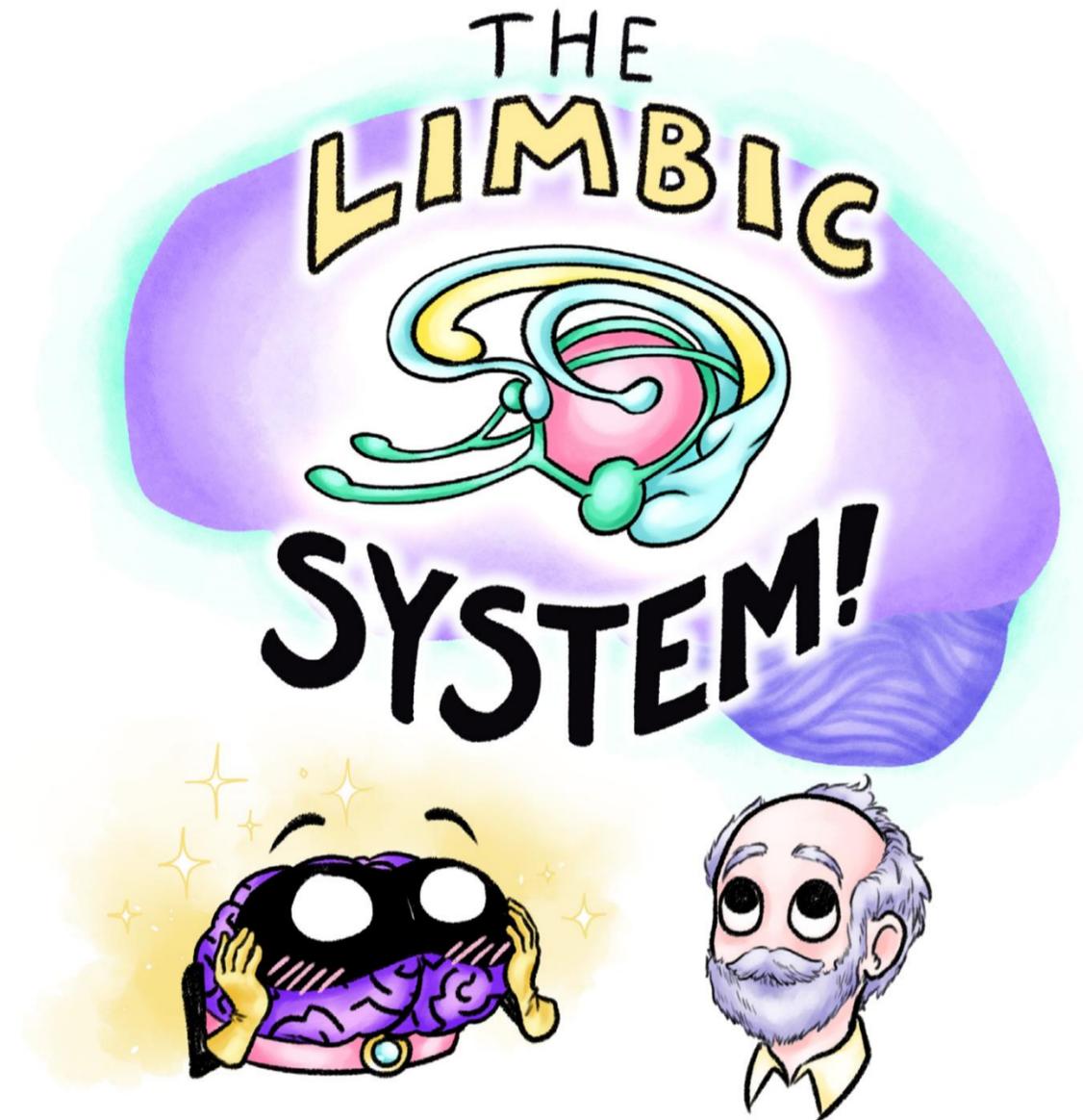


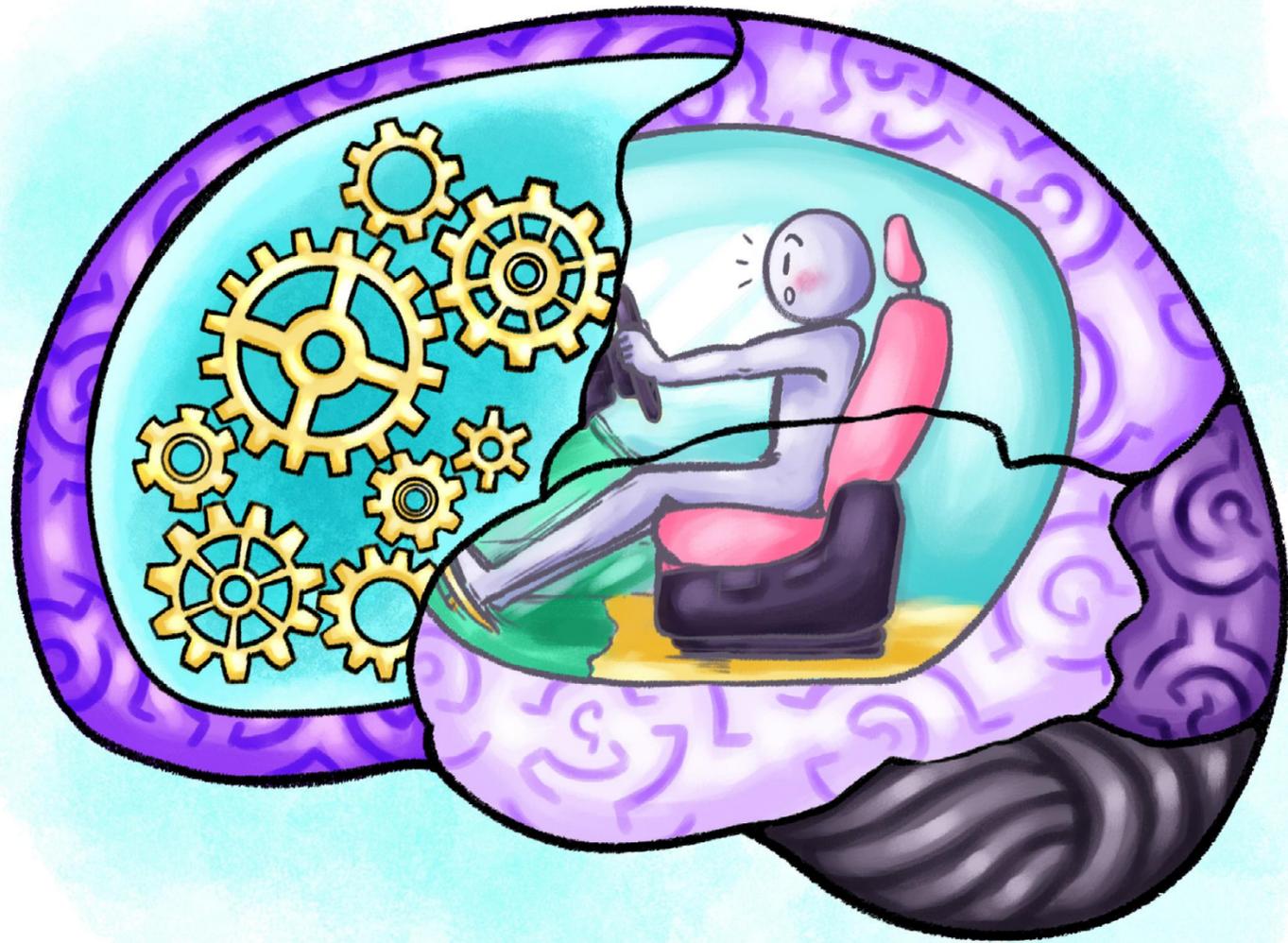


# Brain Development

DEVELOPED BRAKE."  
"...BUT ONLY A PARTLY

What part of your brain is the ***accelerator***?





What part of your brain is the **brake**?

# AGE

**11-12**

**200**



**24-25**



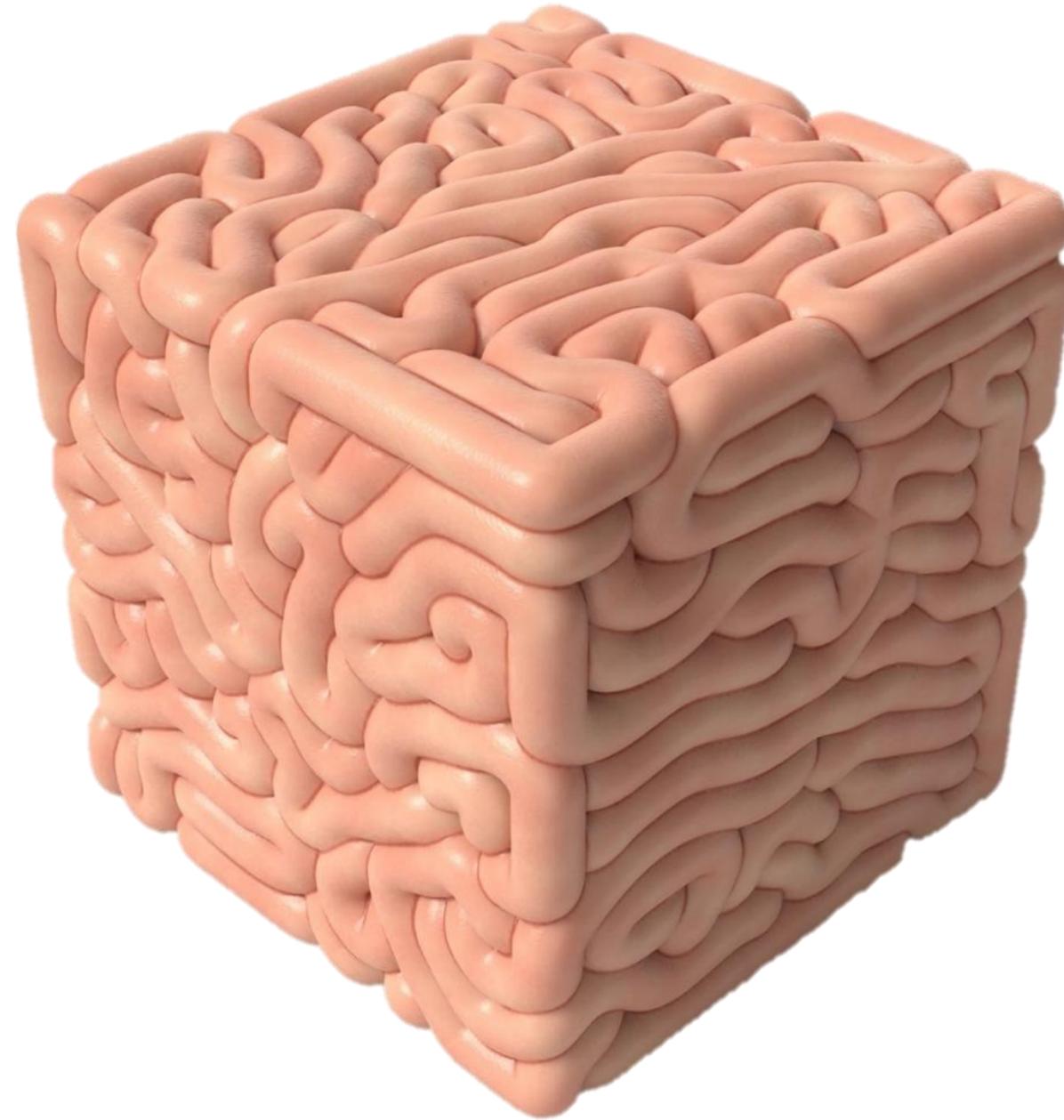
# AGE

**11-12**

**200**



**24-25**



# AGE

**11-12**

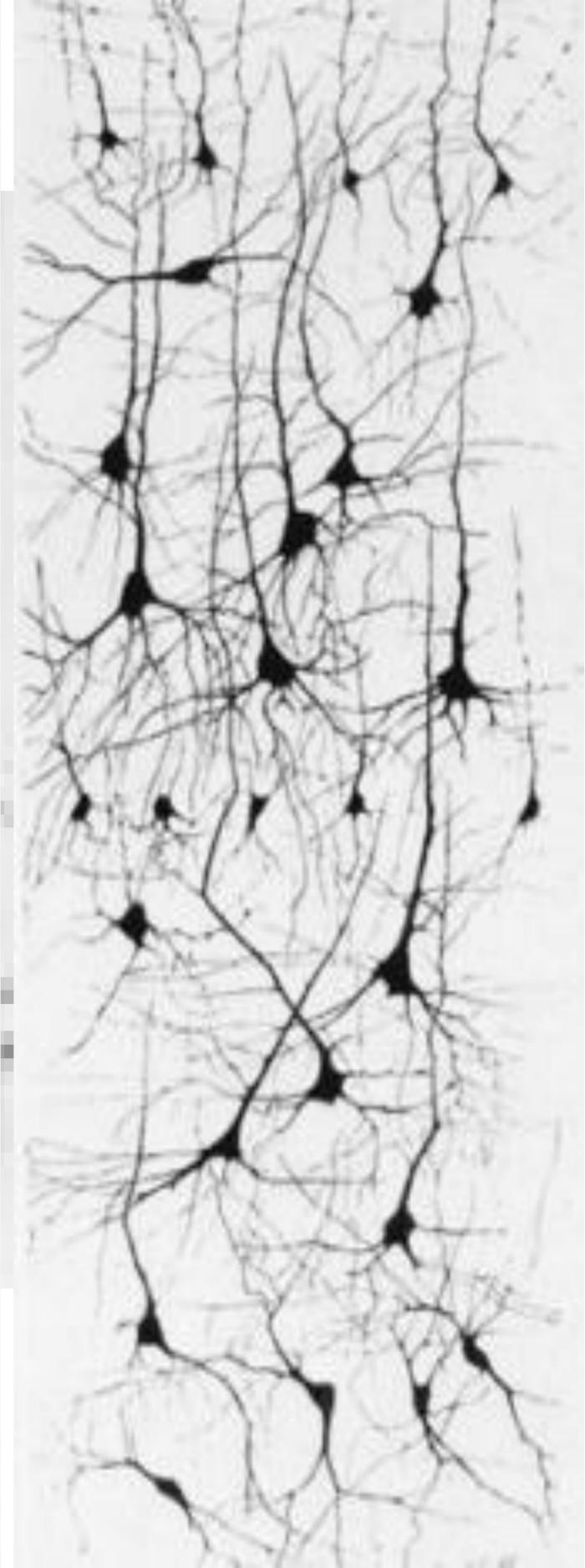
**200**



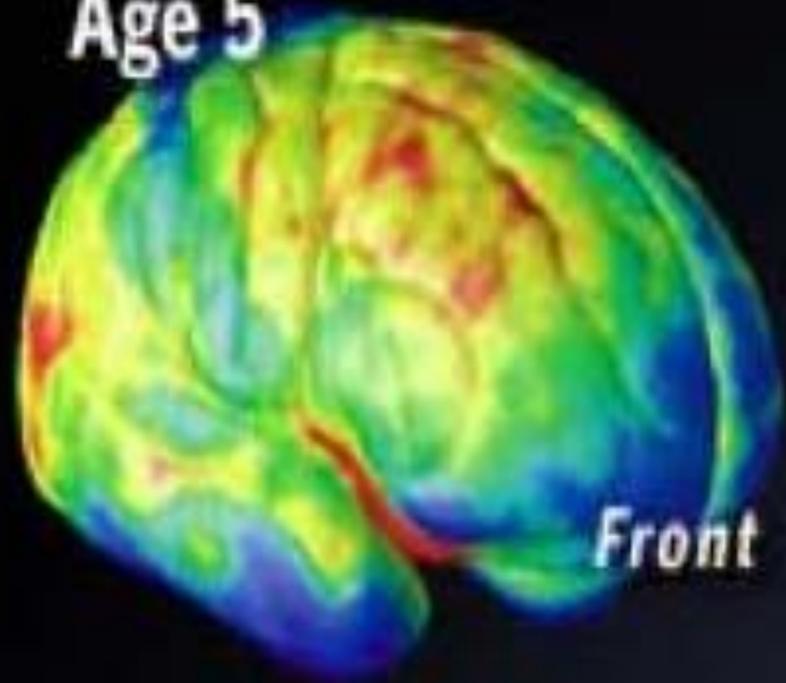
**24-25**

**100**

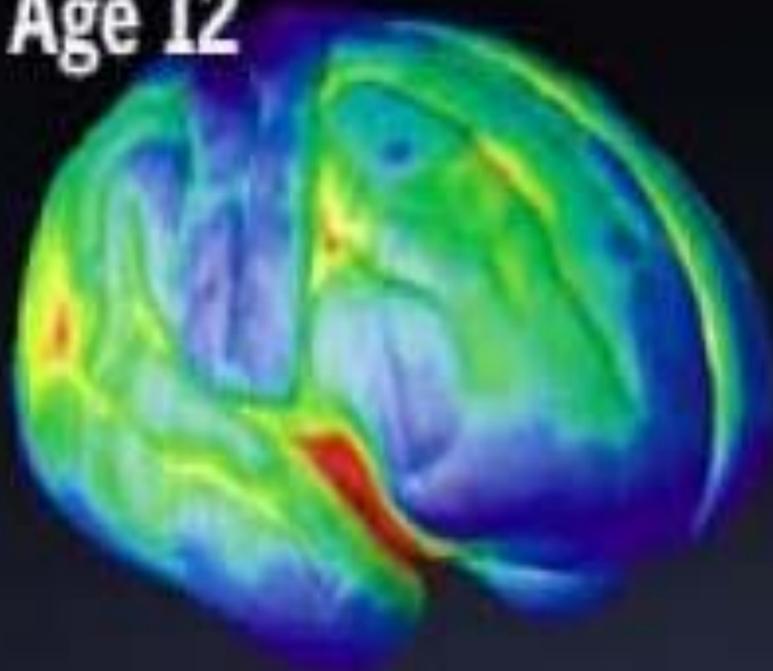




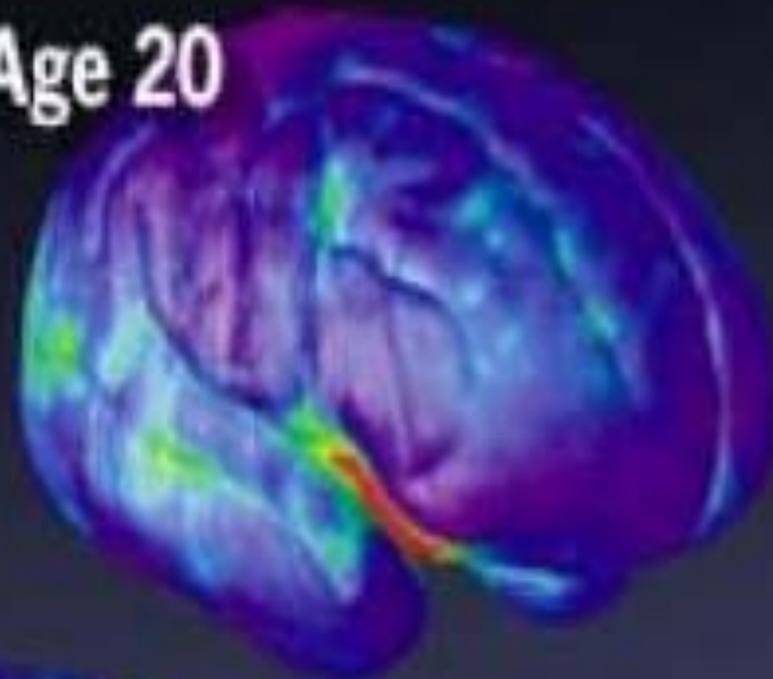
Age 5



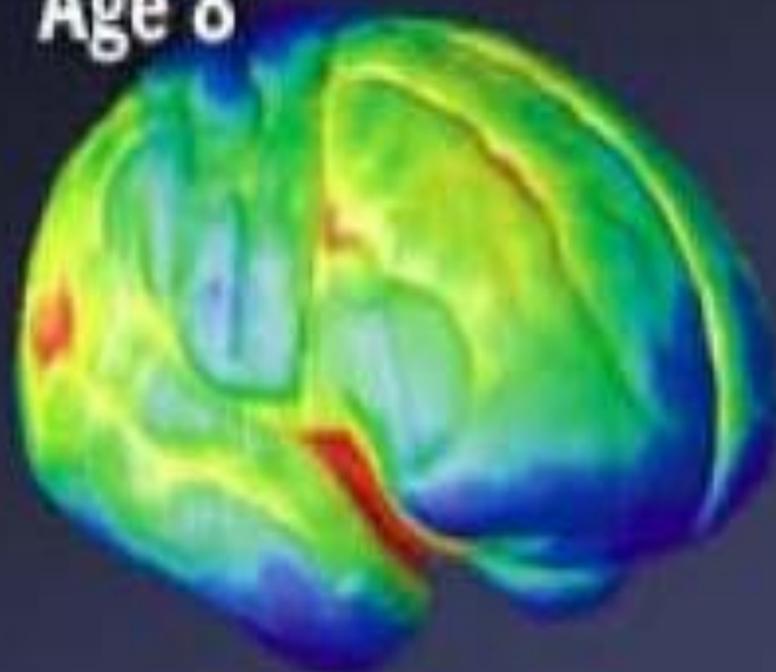
Age 12



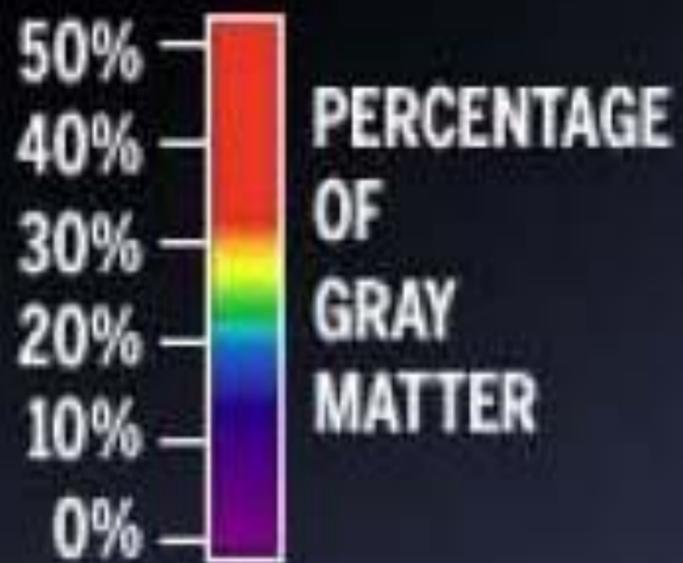
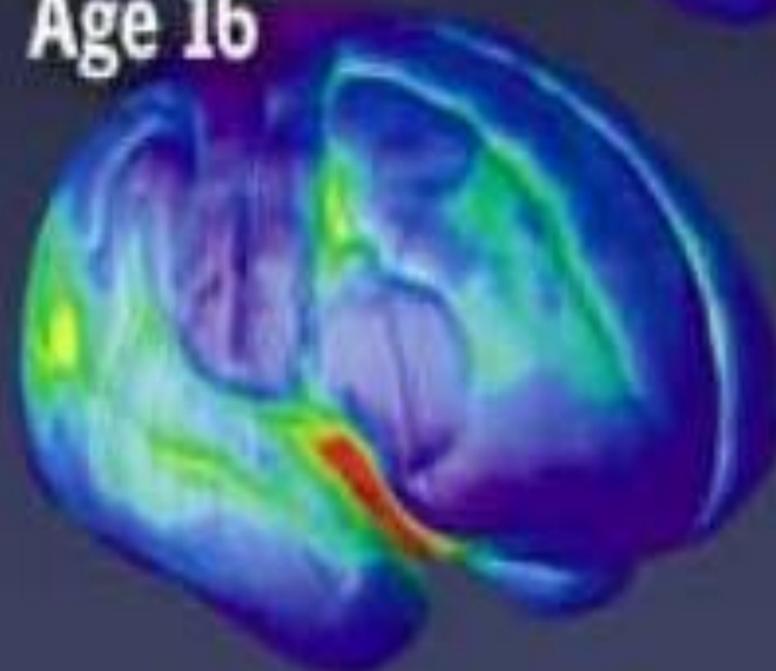
Age 20



Age 8



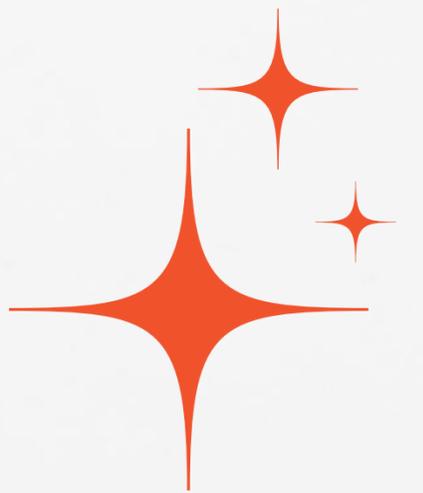
Age 16



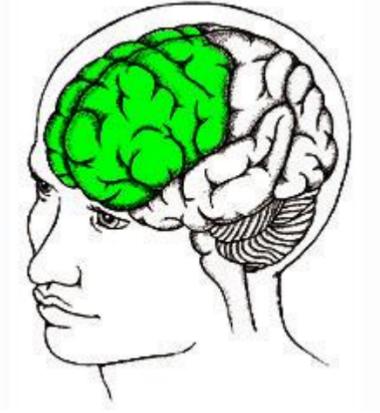


# The Skills

*Executive Functions*



# Executive Functioning Skills



## Birth to Age 11/12

- Task Initiation
- Flexible Thinking
- Planning and Prioritizing
- Organization
- Working Memory
- Self-Monitoring
- Selective Attention
- Coordination

## Age 11/12 to 24/25

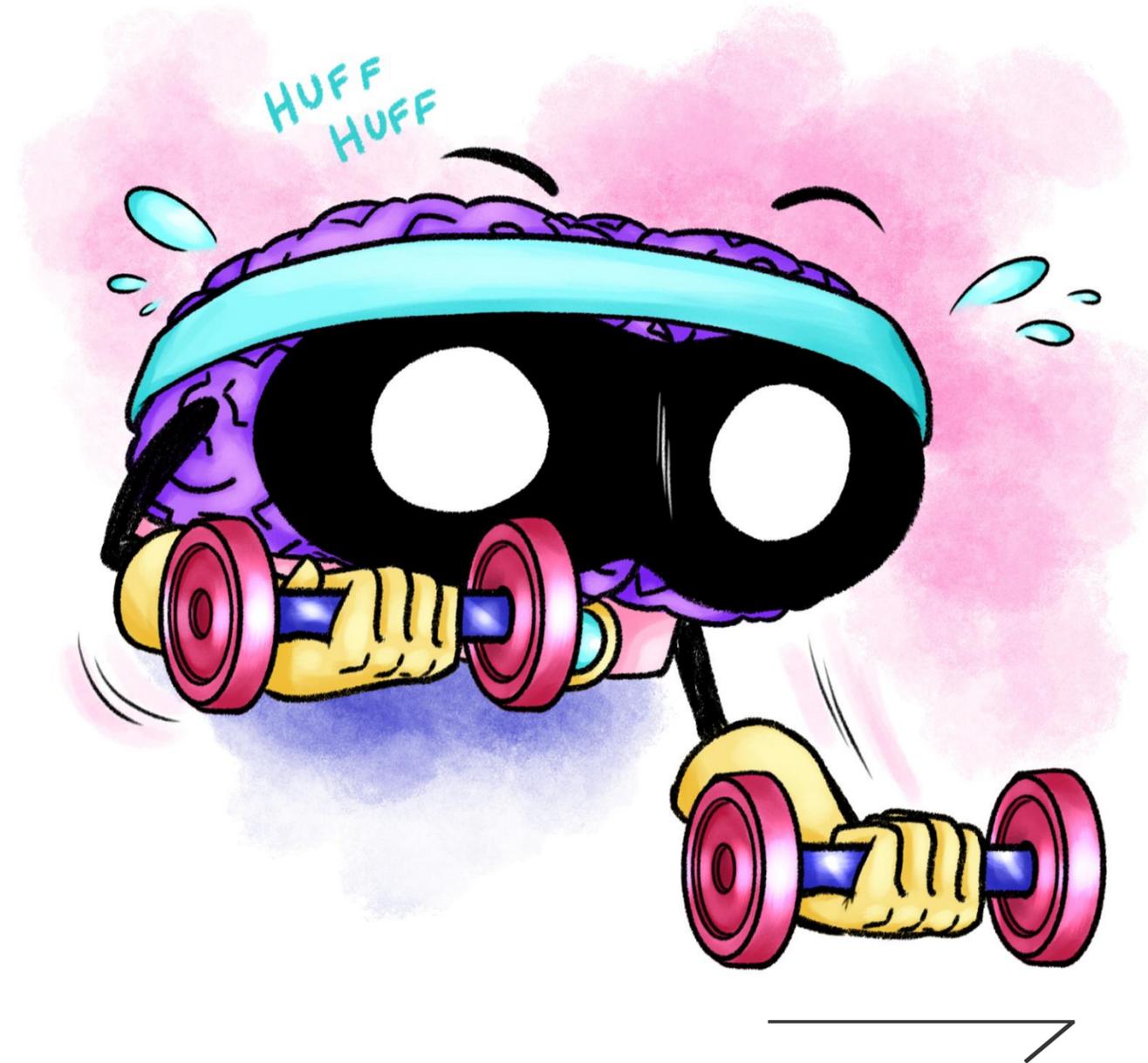
- Abstract; conceptual understanding
- Impulse Control
- Problem-Solving
- Decision-Making
- Judgment
- Emotion Regulation
- Frustration Tolerance
- Ability to Feel Empathy

# The Brain's

*Rule*



USE IT OR **LOSE IT**

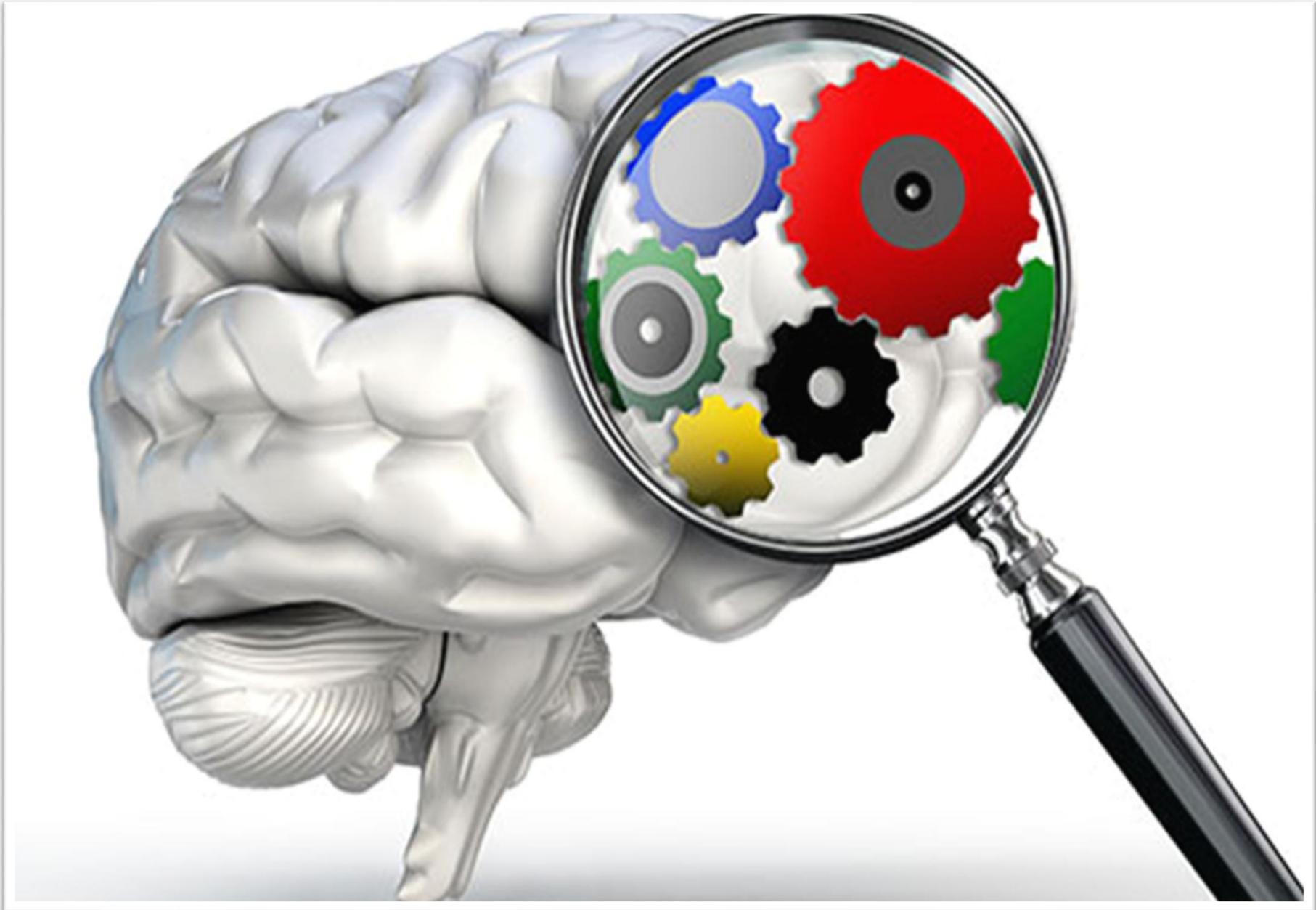


**DENDRITES!  
DENDRITES!  
DENDRITES!**



# SCREENS

*Effects on the  
Brain*





# FORTNITE

3-4 hours

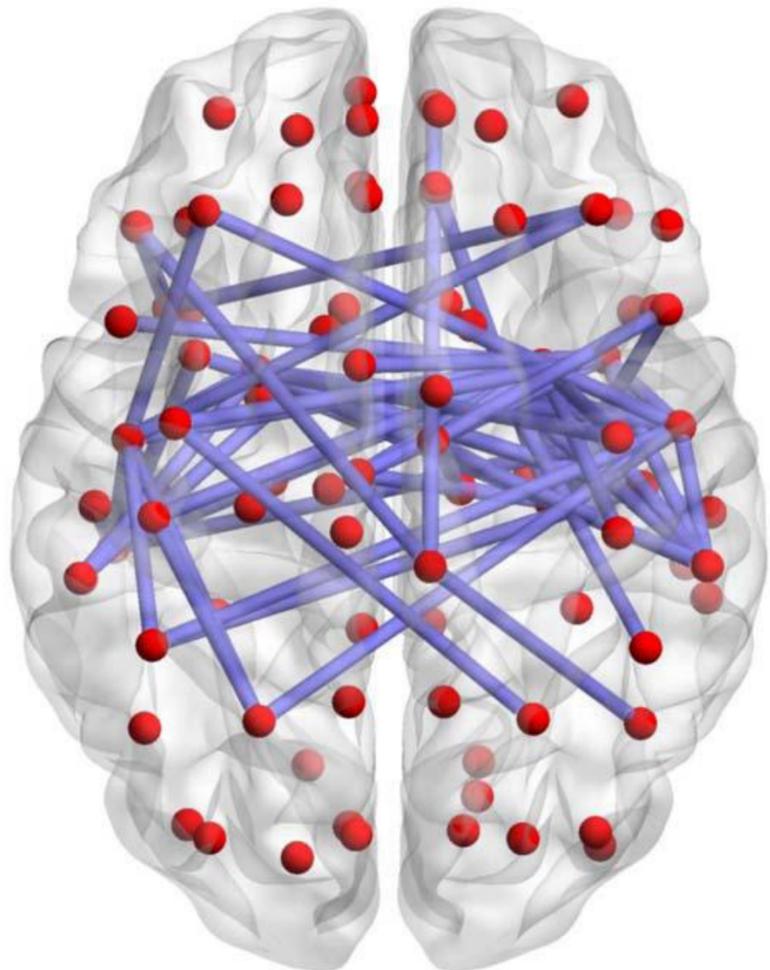
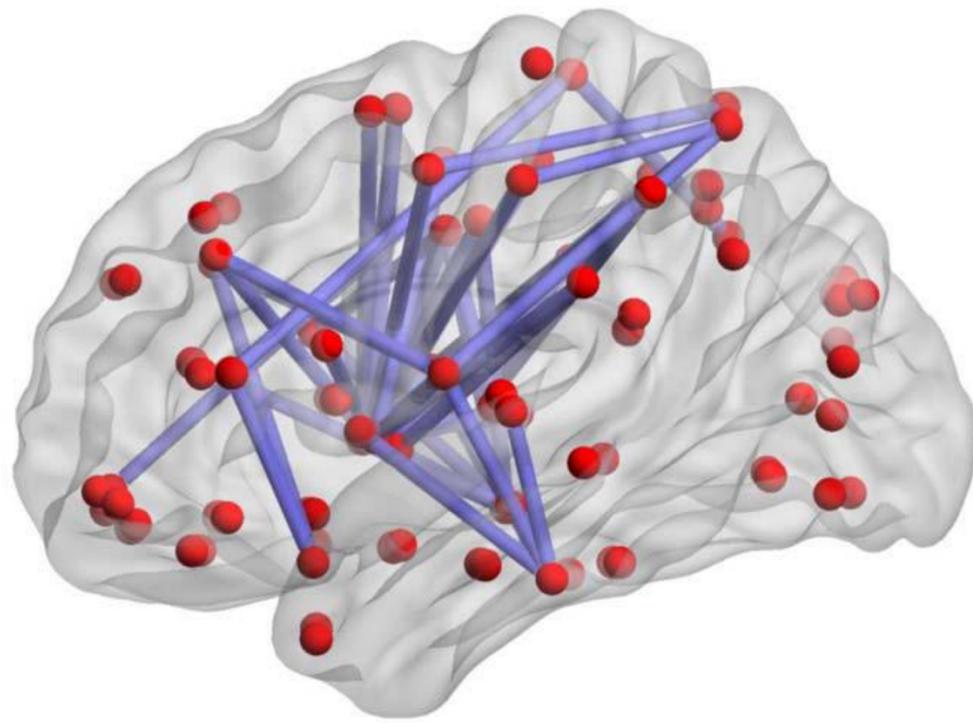
consecutive activity =

Brain changes



TikTok





**Adolescents  
with internet addiction  
display **altered brain  
functional connectivity** and  
decreased connections  
within all three  
major cerebral lobes  
involved.**



# Healthy

*Habits*

**Parenting is more a verb than a noun.**

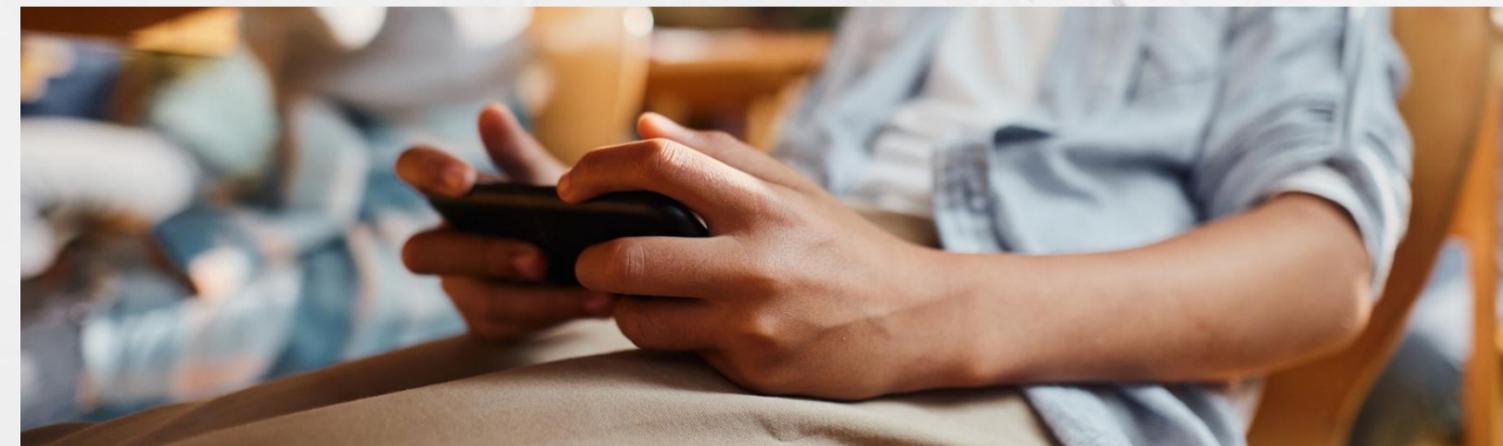
~ Michael Rich, MD, MPH



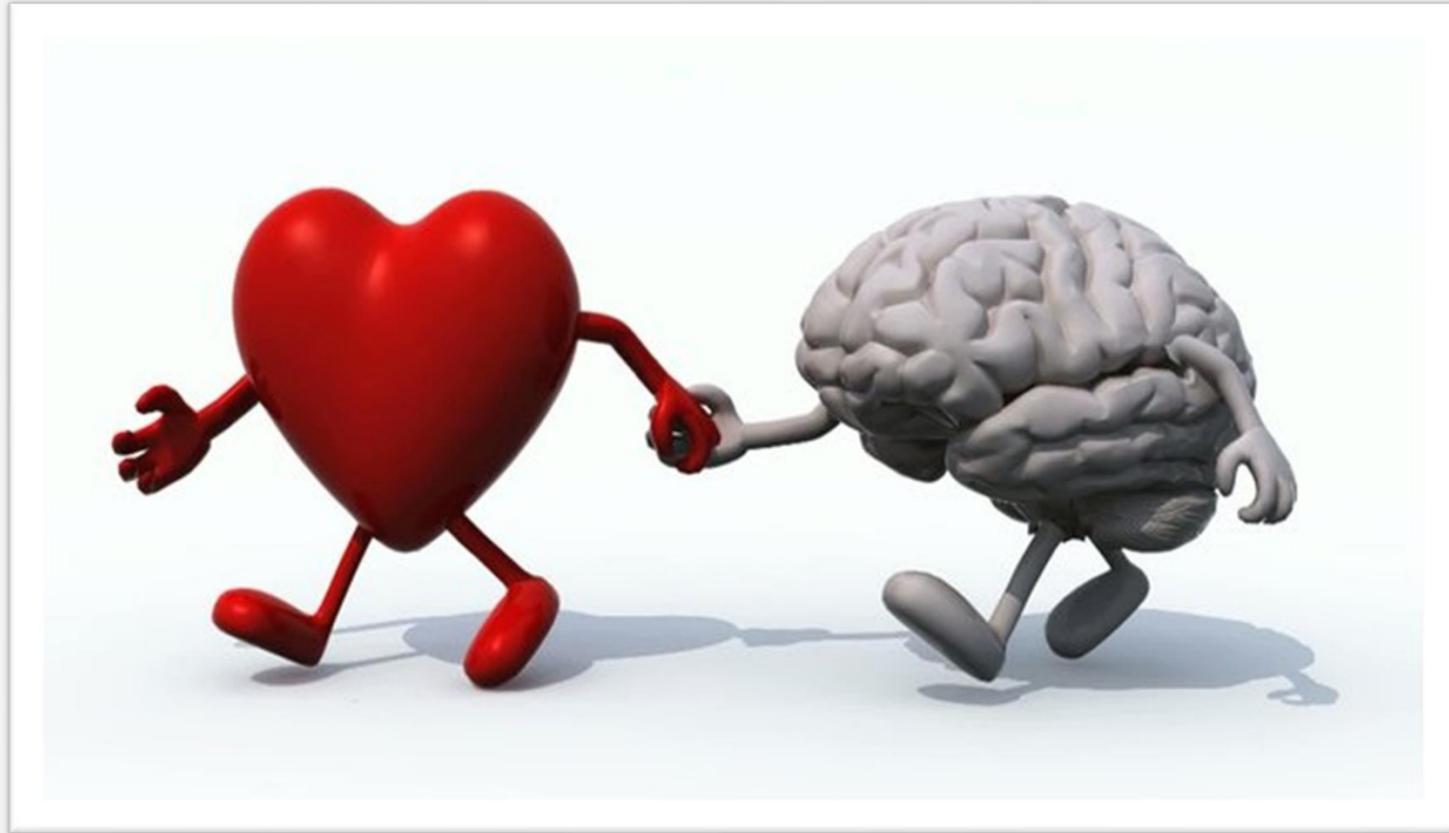
# The Great

*Rewiring* 

- ✦ ATTACHMENT & CONNECTION
- ✦ PHYSICAL WELL-BEING
- ✦ LEARNING & MOTIVATION
- ✦ MOOD & SELF-PERCEPTION
- ✦ ADDICTION & VICTIMIZATION



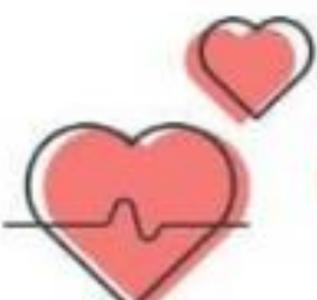
...



# Attachment & *Connection*



# Limbic System: Happy Chemicals



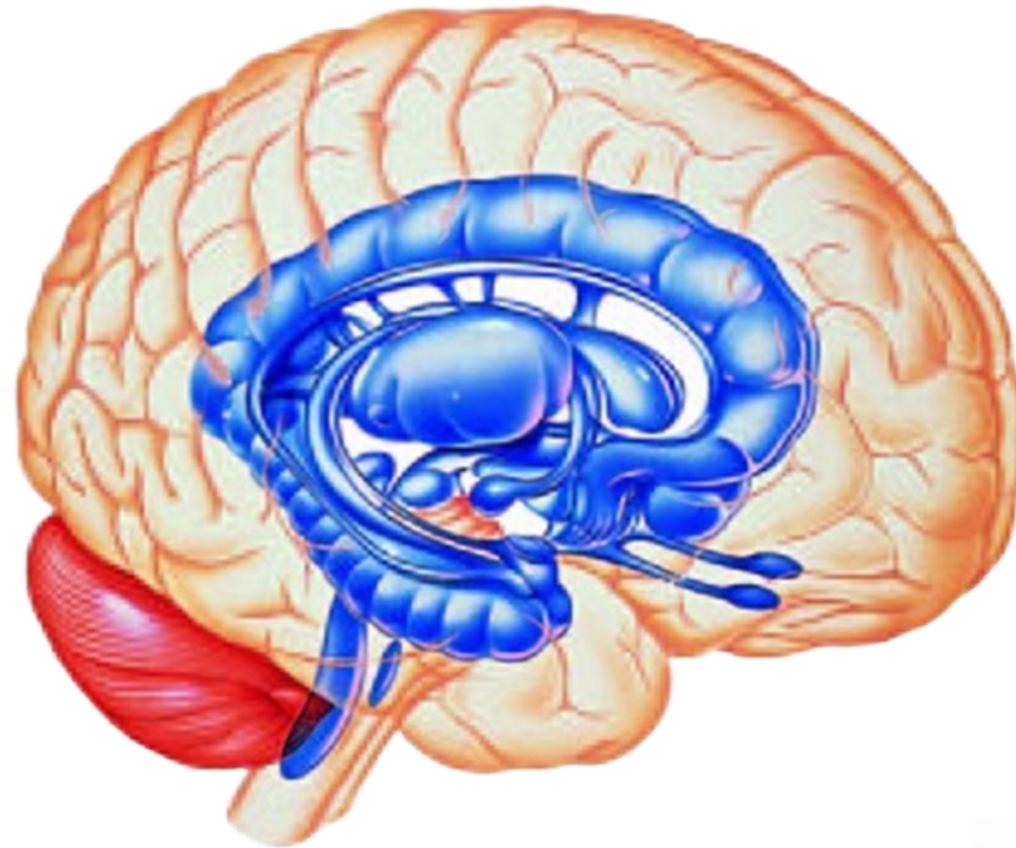
**OXYTOCIN**  
LOVE CHEMICAL

PETTING ANIMALS  
PHYSICAL TOUCH  
HELPING OTHERS  
SOCIALISING

**SEROTONIN**  
CALMING CHEMICAL



MINDFULNESS  
SUN EXPOSURE  
NATURE WALKS

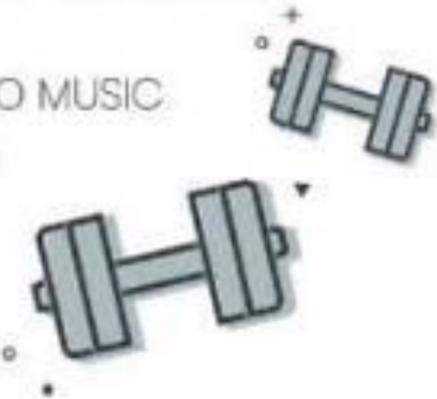


**DOPAMINE**  
REWARD CHEMICAL

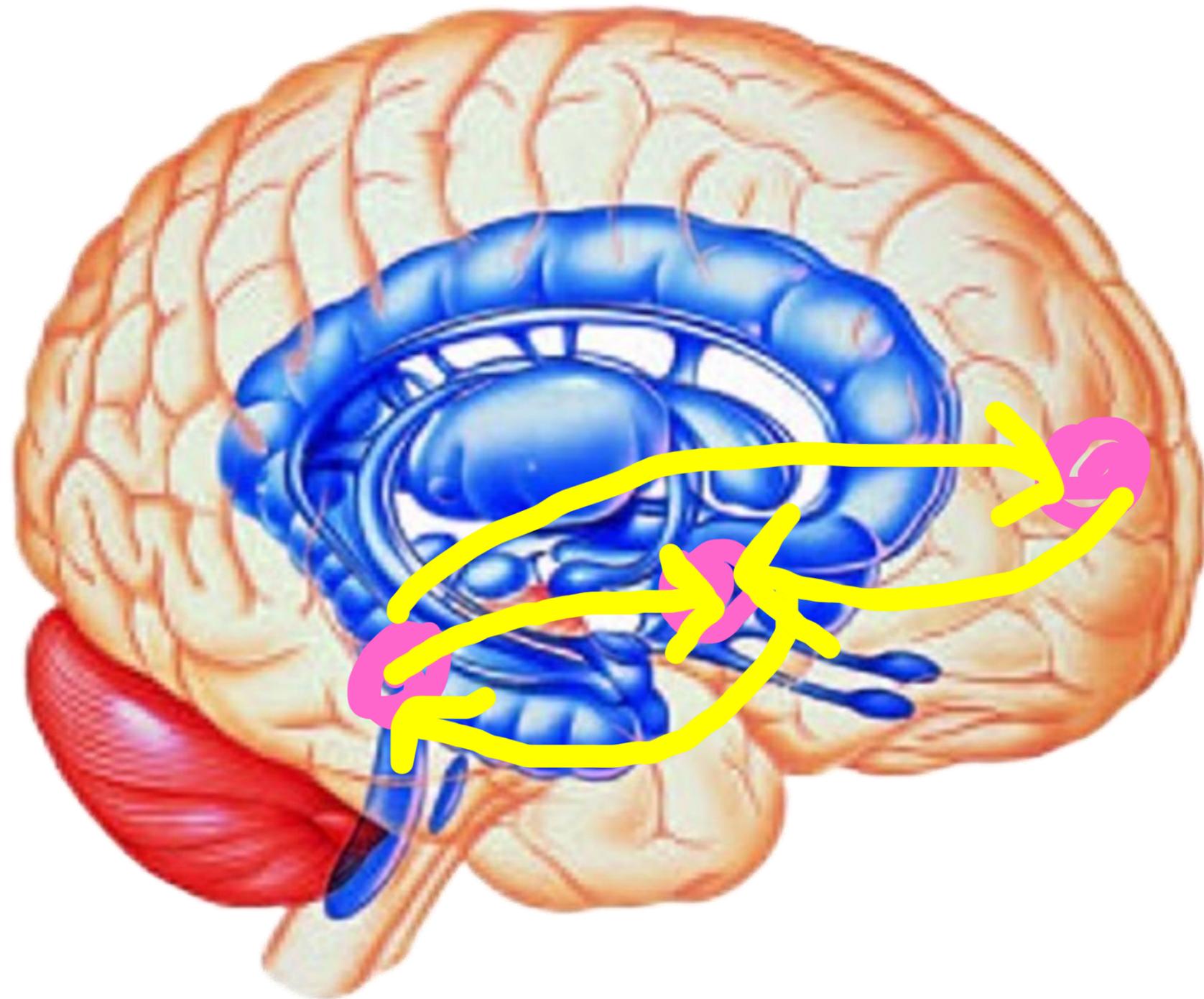
GETTING ENOUGH SLEEP  
ACHIEVING A GOAL  
HAVING A BATH  
EATING FOOD

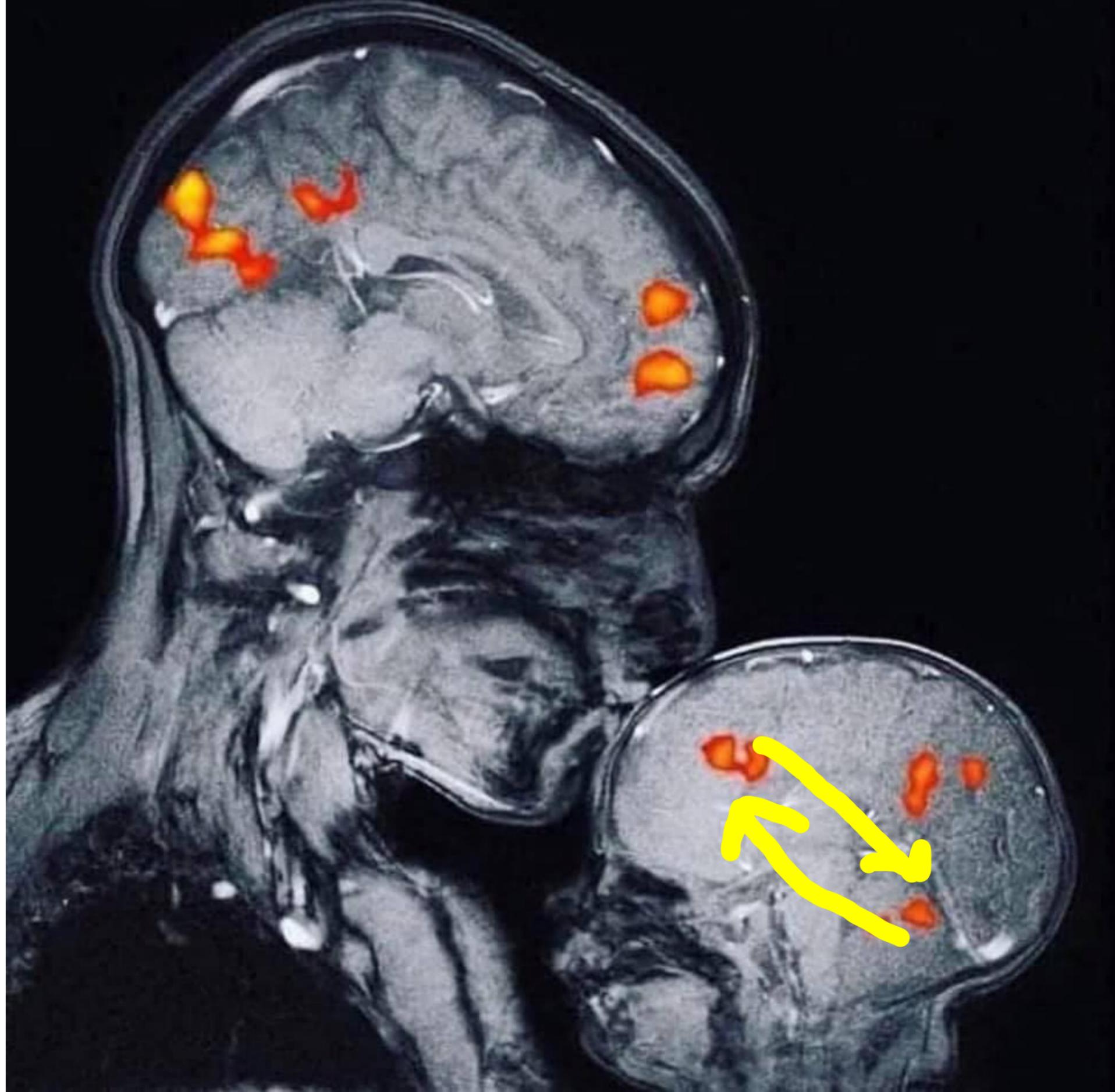
**ENDORPHIN**  
PAIN KILLER CHEMICAL

LISTENING TO MUSIC  
EXERCISING  
LAUGHING



# Reward Pathway





## **Brexting: Texting while breastfeeding.**





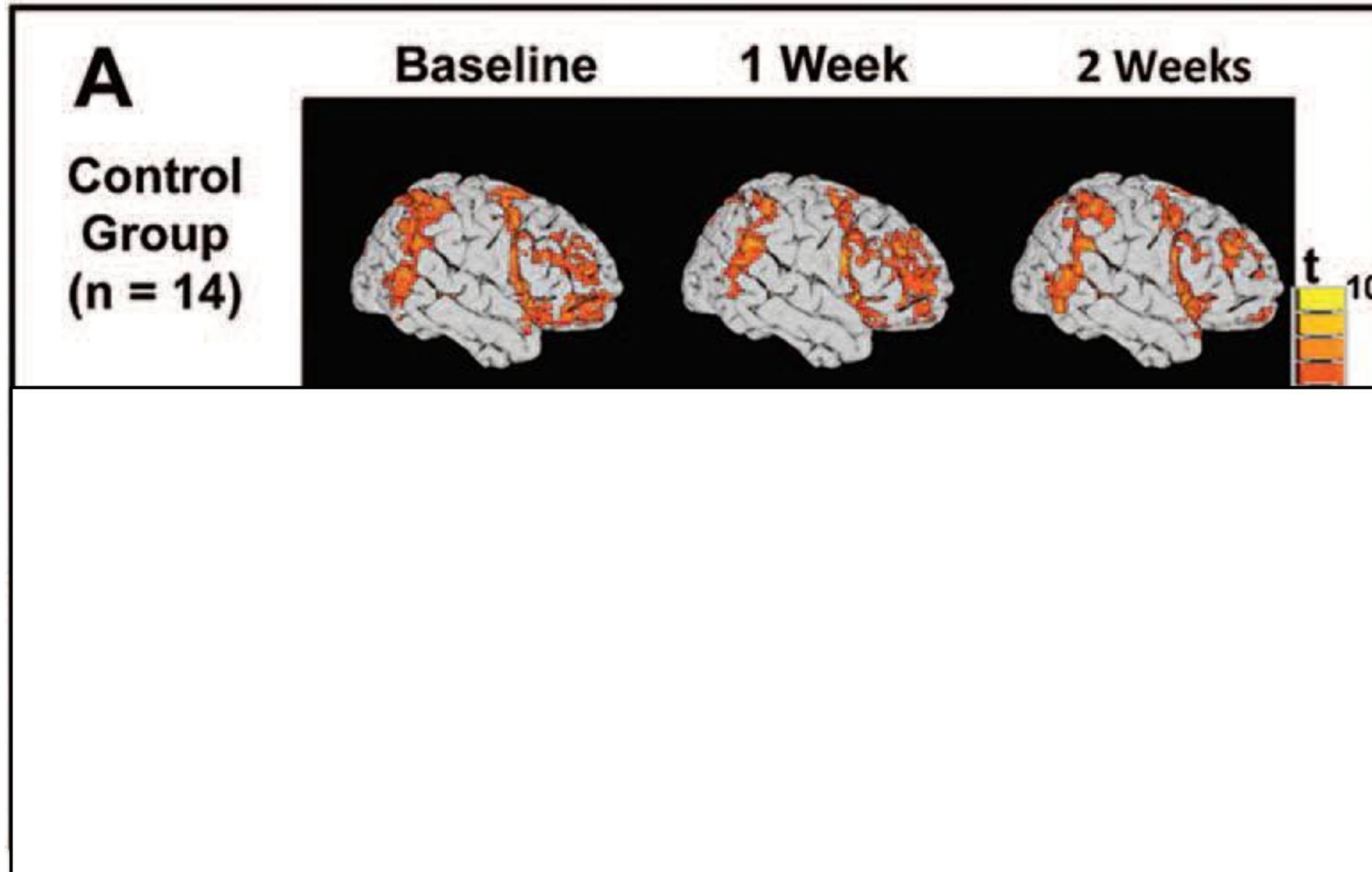
**SCREEN-BASED CHILDHOOD**  
**VS.**  
*Play*-**BASED CHILDHOOD**

# Phubbing: Ignoring someone in favor of using your phone.

*"You are not as important as what is on this screen."*



# DID NOT PLAY ANY VIDEO GAME



**PLAYED CALL OF DUTY 4: MODERN WARFARE**

...

# The Tools

*For Healthy Wiring of* 



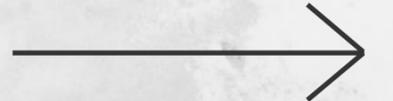
## ATTACHMENT & CONNECTION

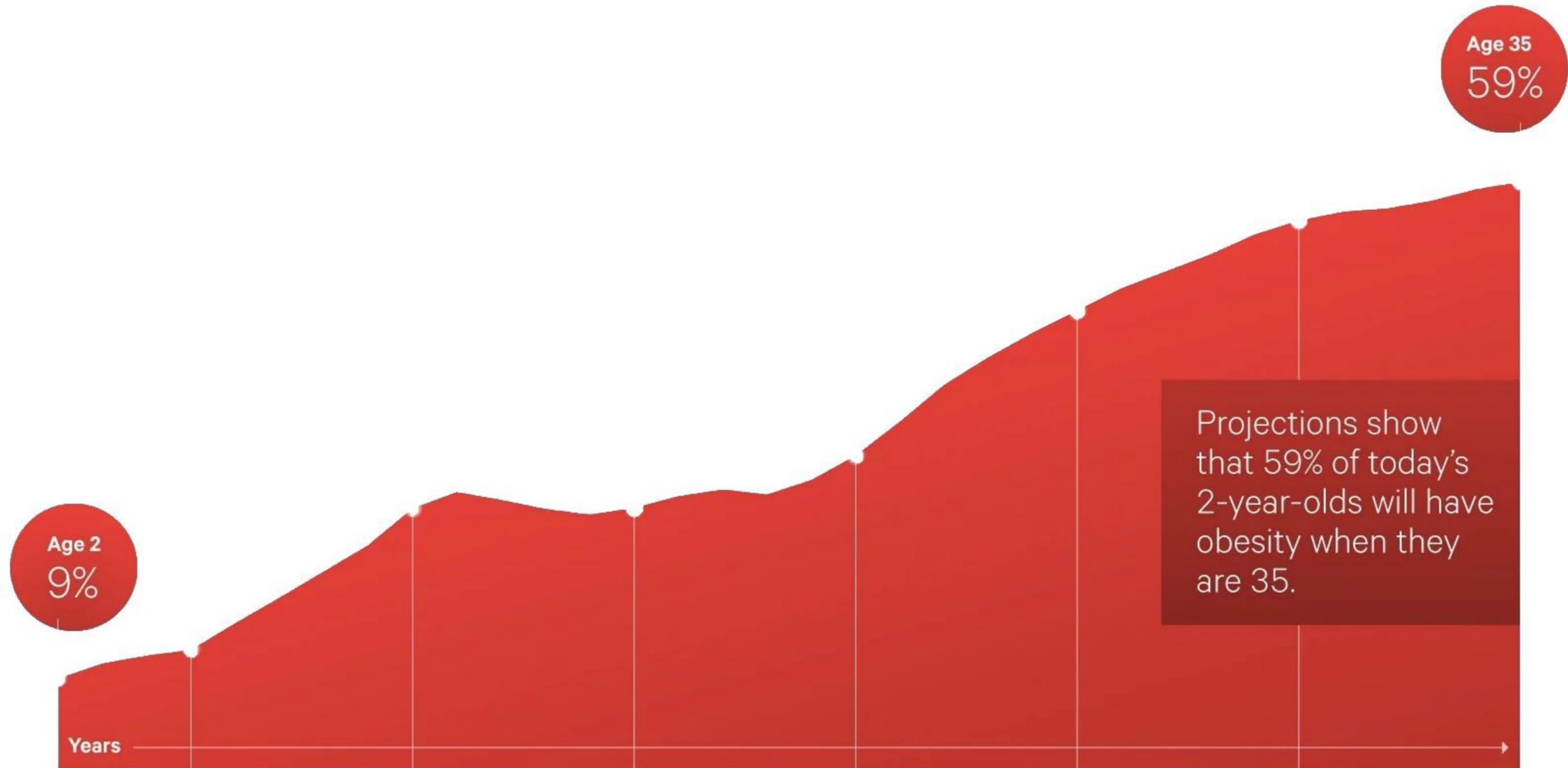
- Put phone down
- Increase eye contact & face-to-face
- Have five family meals/week
- No first-person shooting games



...

# Physical Wellbeing





- **59% of children will be obese by age 35**
- **Screentime ↑ plus ↓ outdoor time associated with poorer nutrition, weight gain, lower immune resistance**



- **Screen time ↑ associated with sleep problems**
- **Homework interference = 3 hours longer to finish homework**

# ***Near-sightedness***



# ***Near-sightedness: Myopia***



Nearsighted vision



Corrected vision

**Cannot see *far*.**

...

# The Tools

*For Healthy Wiring of*



## PHYSICAL WELL-BEING

- One hour exercise/day
- Devices off 2-3 hours before bedtime
- No screens in bedroom
- Follow brain-balance rule

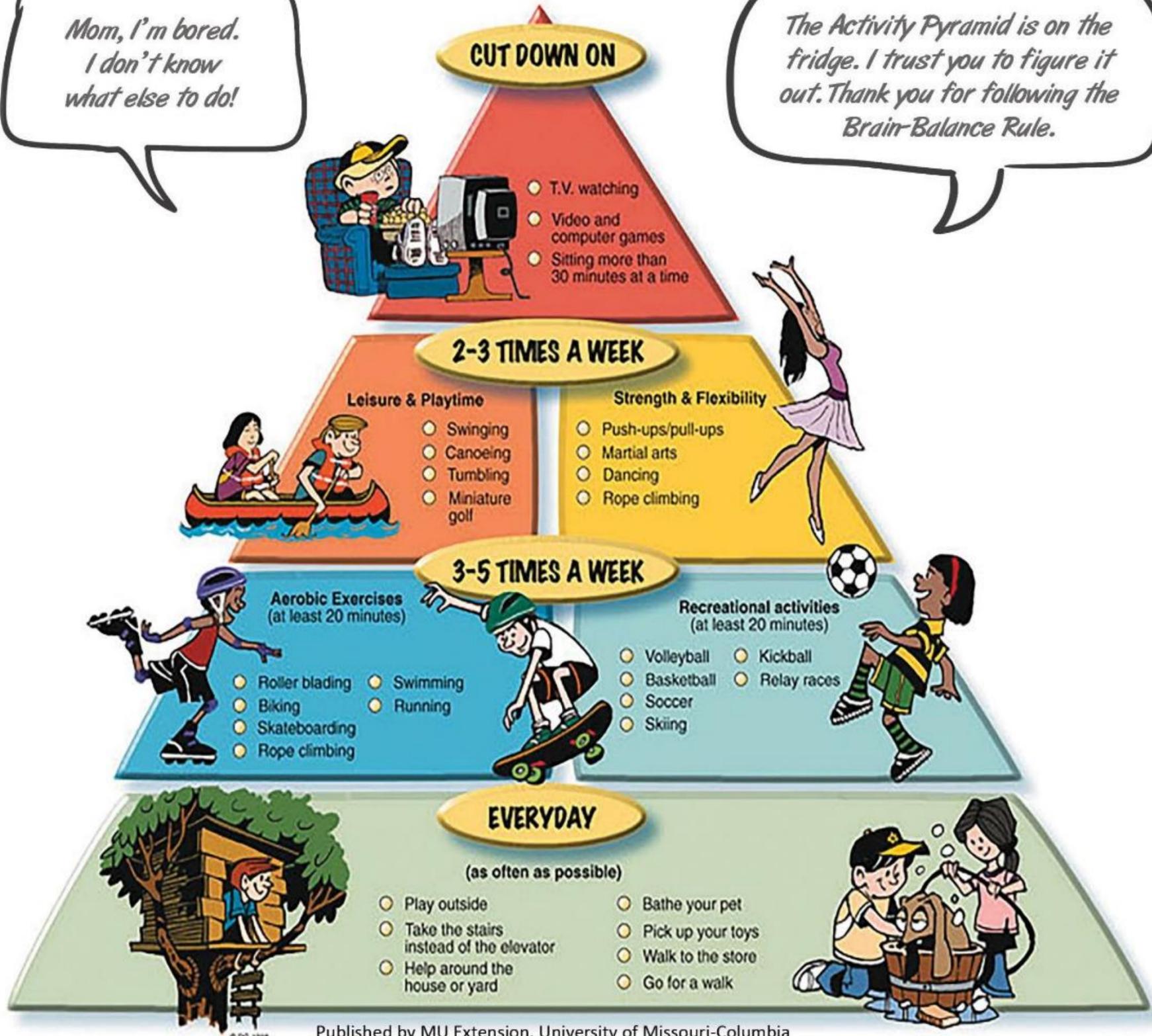




## **The Brain Balance Rule**

Mom, I'm bored.  
I don't know  
what else to do!

The Activity Pyramid is on the  
fridge. I trust you to figure it  
out. Thank you for following the  
Brain-Balance Rule.





Put Family First

Phone-Free School Day

Delay Smart Phone Access

Delay Social Media Access

Build Community & Face-to-Face Time

# SMART FAMILY NORMS

## Pediatrician's Guide

*As recommended by the American Academy of Pediatrics & Smart Families*

Smart Families is a non-profit organization that works directly with families, school district leaders, school administration and teachers to implement a pledge and educational program for families to wait until after eighth grade to give children smartphones.

## Guidelines by Age & Smart Family Norms

**Under 18 Months**

- No screen time except video chatting with loved ones
- Provide ample face-to-face, skin-to-skin time and eye contact
- Offer touch, toys or soft objects to calm and soothe
- Offer physical objects or toys for distraction, not screens
- Develop attachment to people, not attachment to screens

**18-24 Months**

- Little to no screen time except video chatting with loved ones
- Provide ample physical interaction and creative play
- Offer touch and physical objects for soothing and distraction
- Read books and offer toys to develop social and creative skills
- Screens develop watching skills NOT learning skills

**3-5 Years**

- Up to 1 hr/day of co-watched high-quality educational content
- Read books together to develop reading and social skills
- Discuss characters from the books and educational shows
- Provide toys from books and shows to grow creative skills
- Praise when children use play to self-soothe and distract

**6-10 Years**

- Up to 1-1.5 hrs/day earned recreational screen time
- None or minimal rec tech on school nights
- Rec tech earned with completed homework and good behavior
- Provide family media-free meals, activities, communal screens
- Use Brain Balance Rule: Every hour tech = hour of other activity

**11 - 16 Years**

- Up to 2 hrs/day earned recreational screen time
- None or minimal rec tech on school nights
- Rec tech earned with completed homework and good behavior
- Reinforce media-free time, healthy sleep hygiene, social skills
- Smart phone earned in HS, social media earned at age 16

**As recommended by the** The American Academy of Pediatrics (AAP) Center of Excellence (CoE) on Social Media and Youth Mental Health and The NeuroWhereAbouts Guide at [www.neurowhereaboutsguide.com](http://www.neurowhereaboutsguide.com)

**Take the Smart Pledge.** Letting parents know you have signed the pledge helps give others the courage to join and helps us all change the cultural norms of your school.

**Contact us** at [info@smart-families.org](mailto:info@smart-families.org)



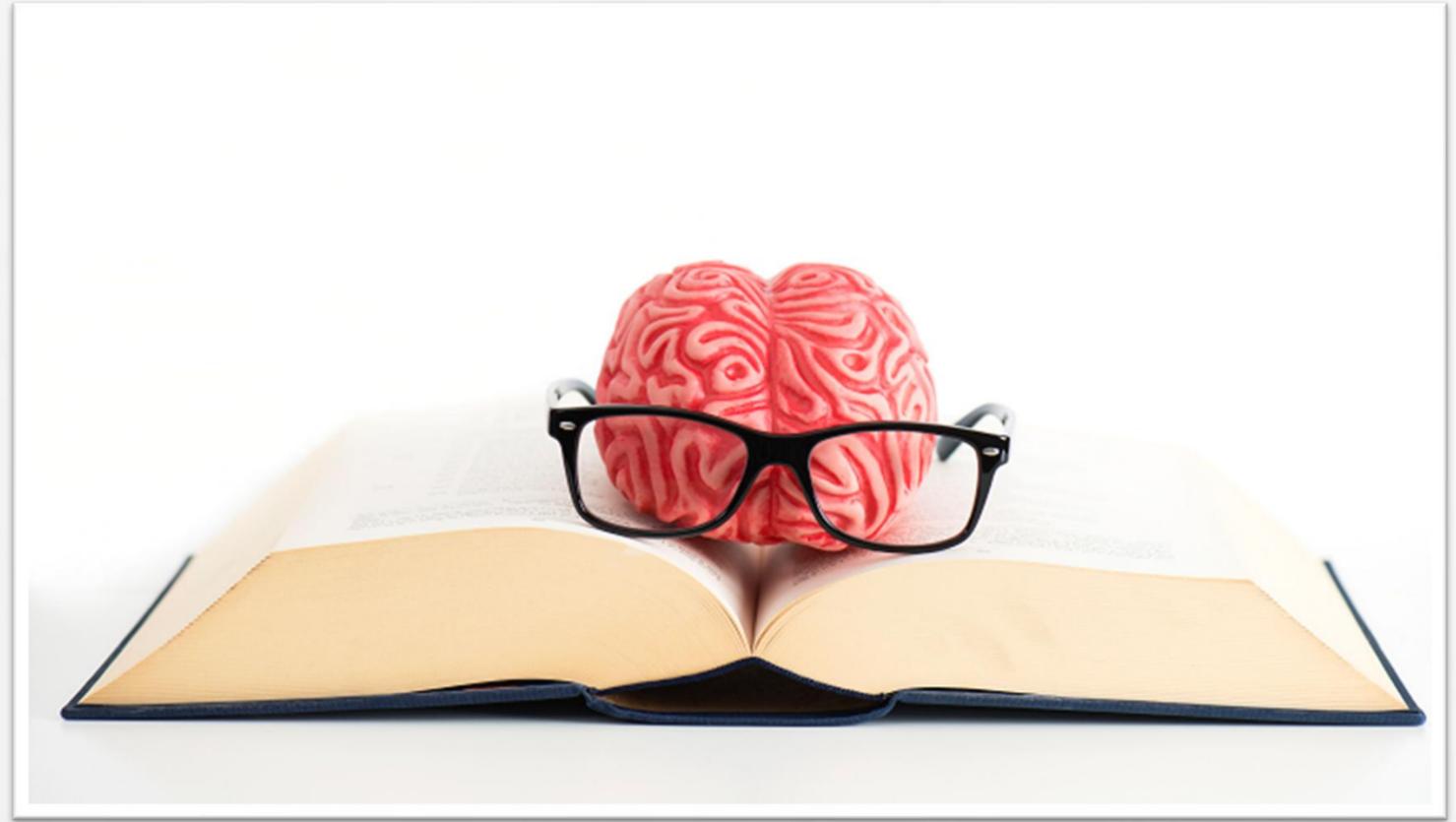
Let us help you with the right tools needed to successfully make a positive change for all families in your community.

**Contact us**  
[info@smart-families.org](mailto:info@smart-families.org)

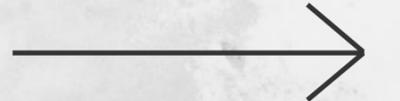
### We provide:

- Community Education
- Latest Neuroscience
- Smart, Alternative Solutions
- Community Building
- Tools to Change Culture

...



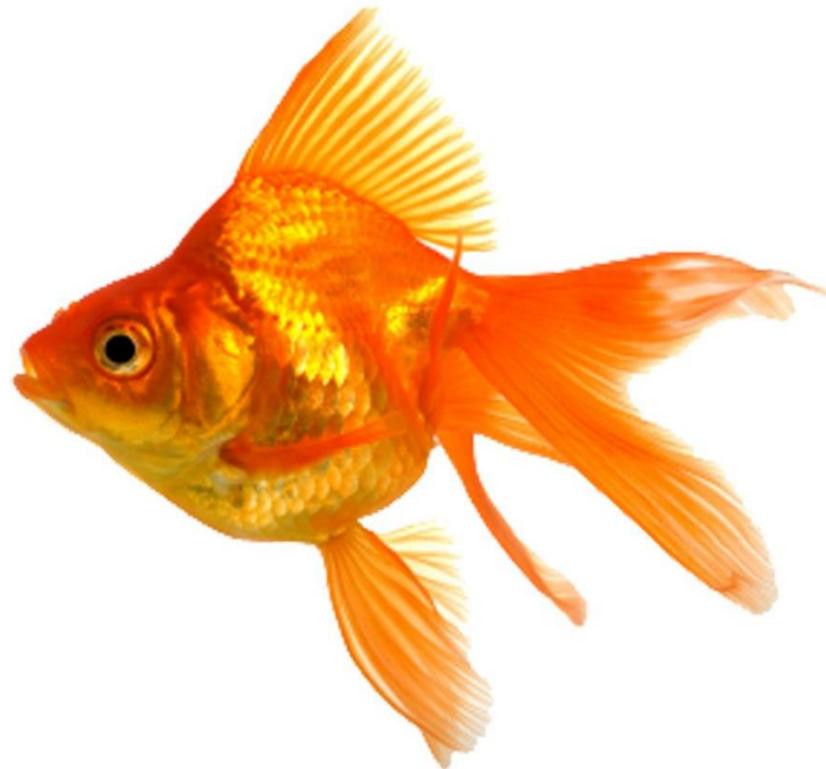
# Learning & *Motivation*



# Attention Span: Use It or Lose It

Year 2000      12 seconds

Year 2018      8 seconds

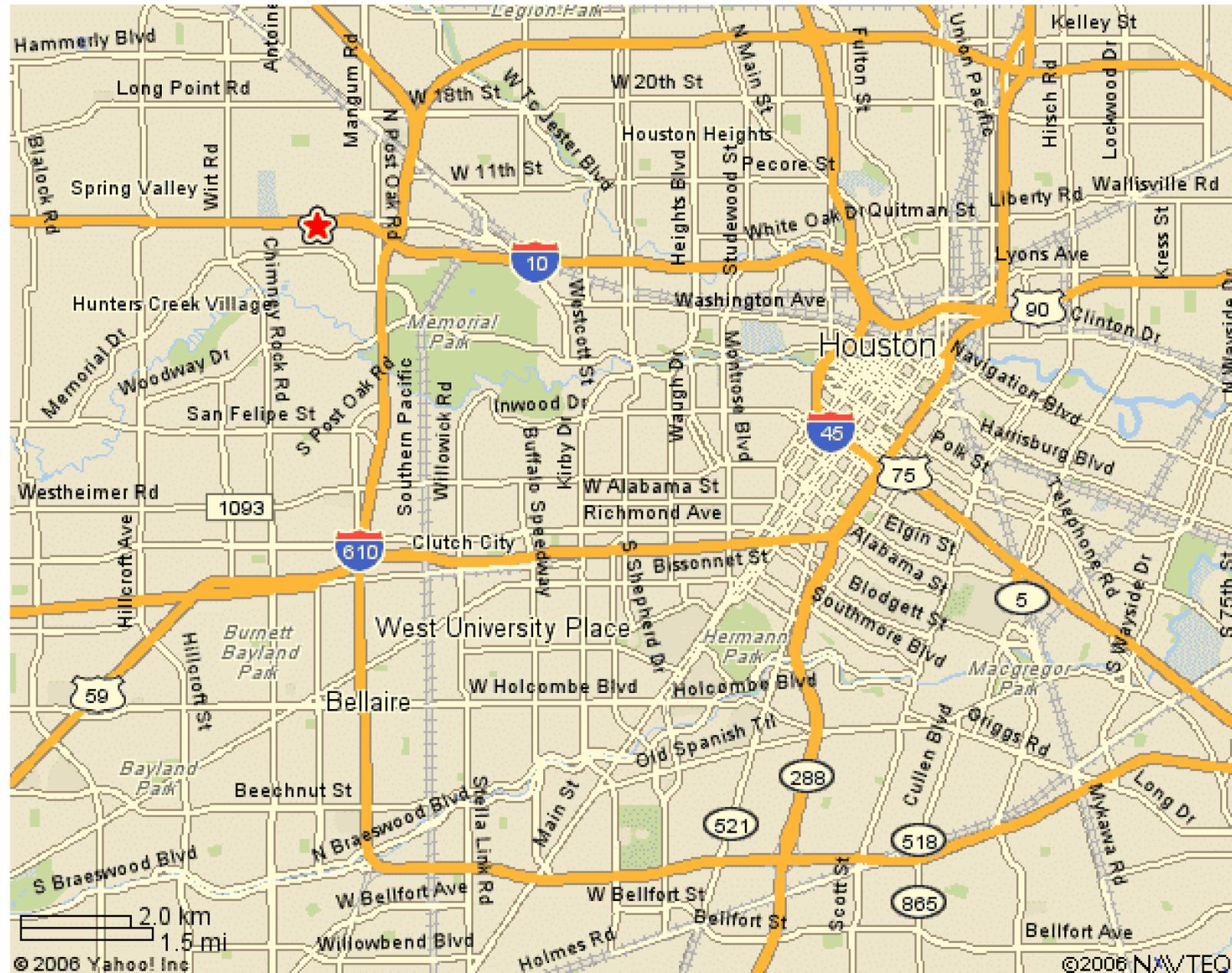


# Switch-Tasking Supernormal Stimuli



- Attention being split due to multiple stimuli
- No need to imagine, daydream or solve as many problems

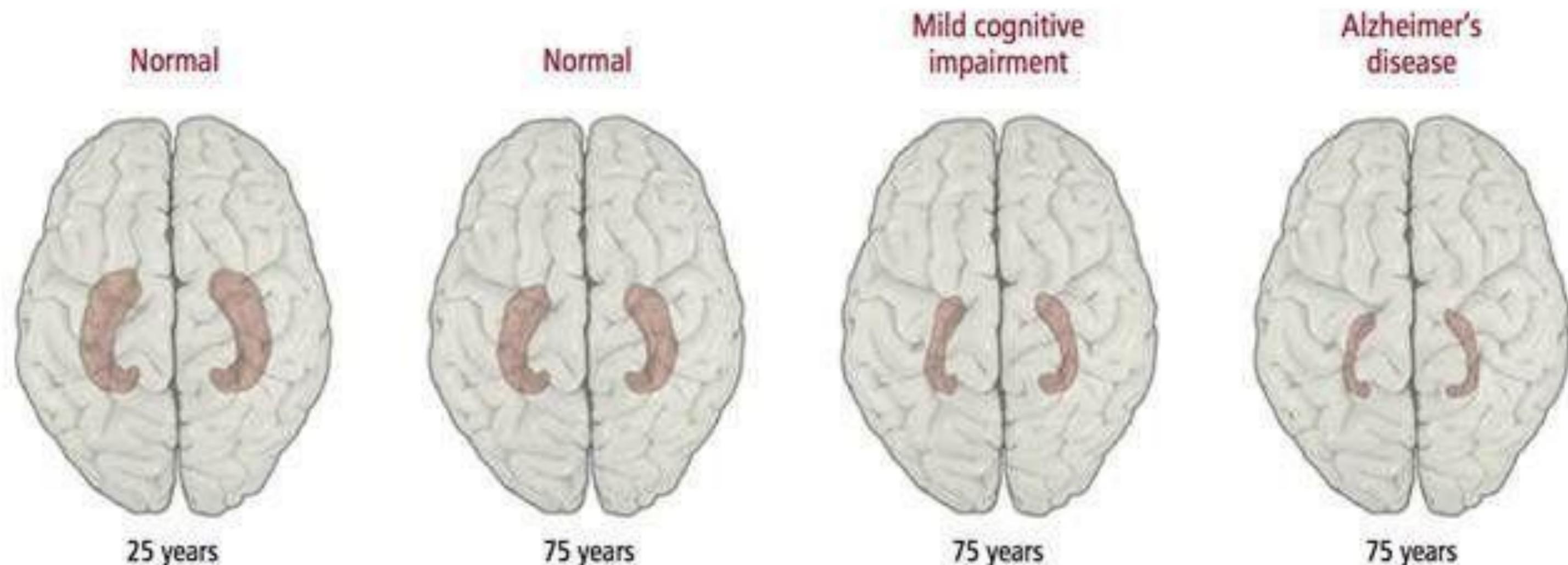
# Reliance on the Cloud



- Loss of navigation skills

## Figure 7 The shrinking hippocampus

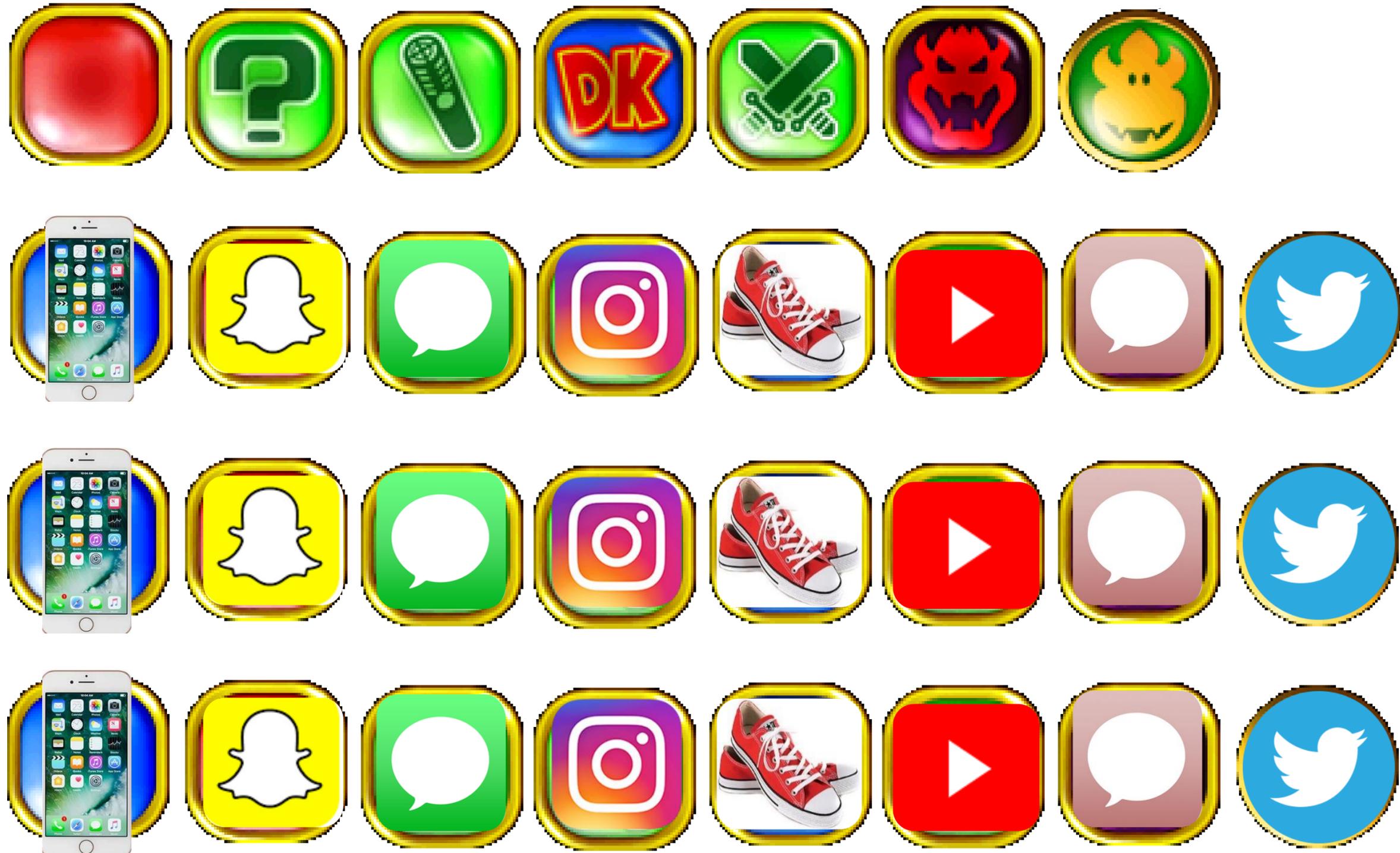
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A curved structure nestled deep within the brain, the hippocampus (from the Greek word for sea horse) plays a major role in forming, storing, and processing memories. The hippocampus becomes somewhat smaller as a part of normal aging, as shown by the comparison between the hippocampus in a healthy 25-year-old and a healthy 75-year-old. But the structure diminishes in size even more in a person with mild cognitive impairment and is markedly smaller than normal in a person with Alzheimer's disease.

---

# Working Memory: 7 Bits of Space



# The Past 9 Minutes of Learning



# Amotivation & Constant Novelty Seeking



# Gamification

---

- Combining the mechanics of gaming with social media, employment platforms, or video games to increase motivation or productivity.



# Extrinsic Motivation



**Fear of Failure**

**Competition**

**Rewards**

**Gold Stars**

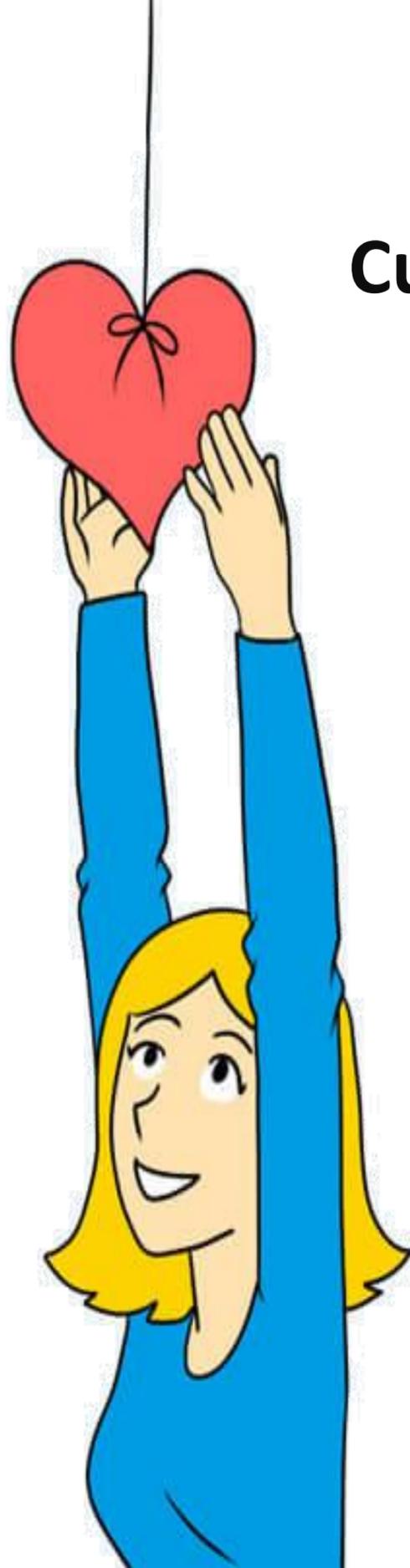
**Money**

**Skins**

**Points**

**Fear of Punishment**

**Badges**



**Curiosity**

**Love**

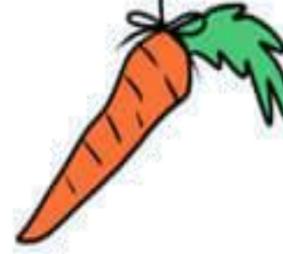
**Learning**

**Autonomy**

**Belonging**

**Meaning**

**Mastery**



**Intrinsic Motivation**

...

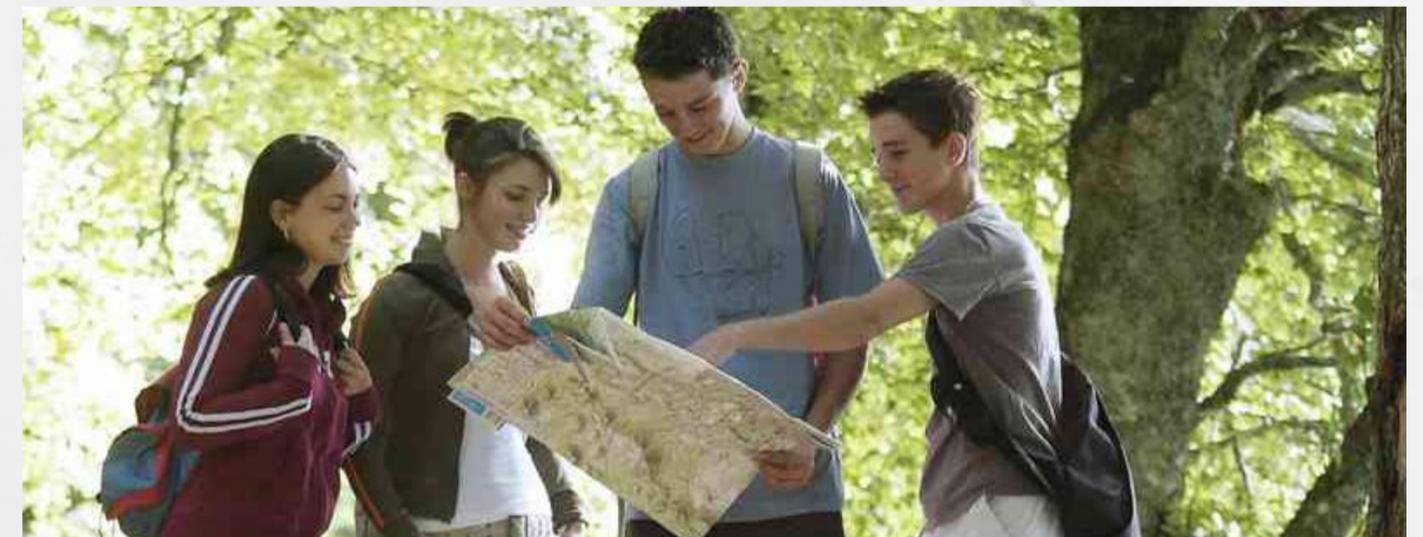
# The Tools

*For Healthy Wiring of*



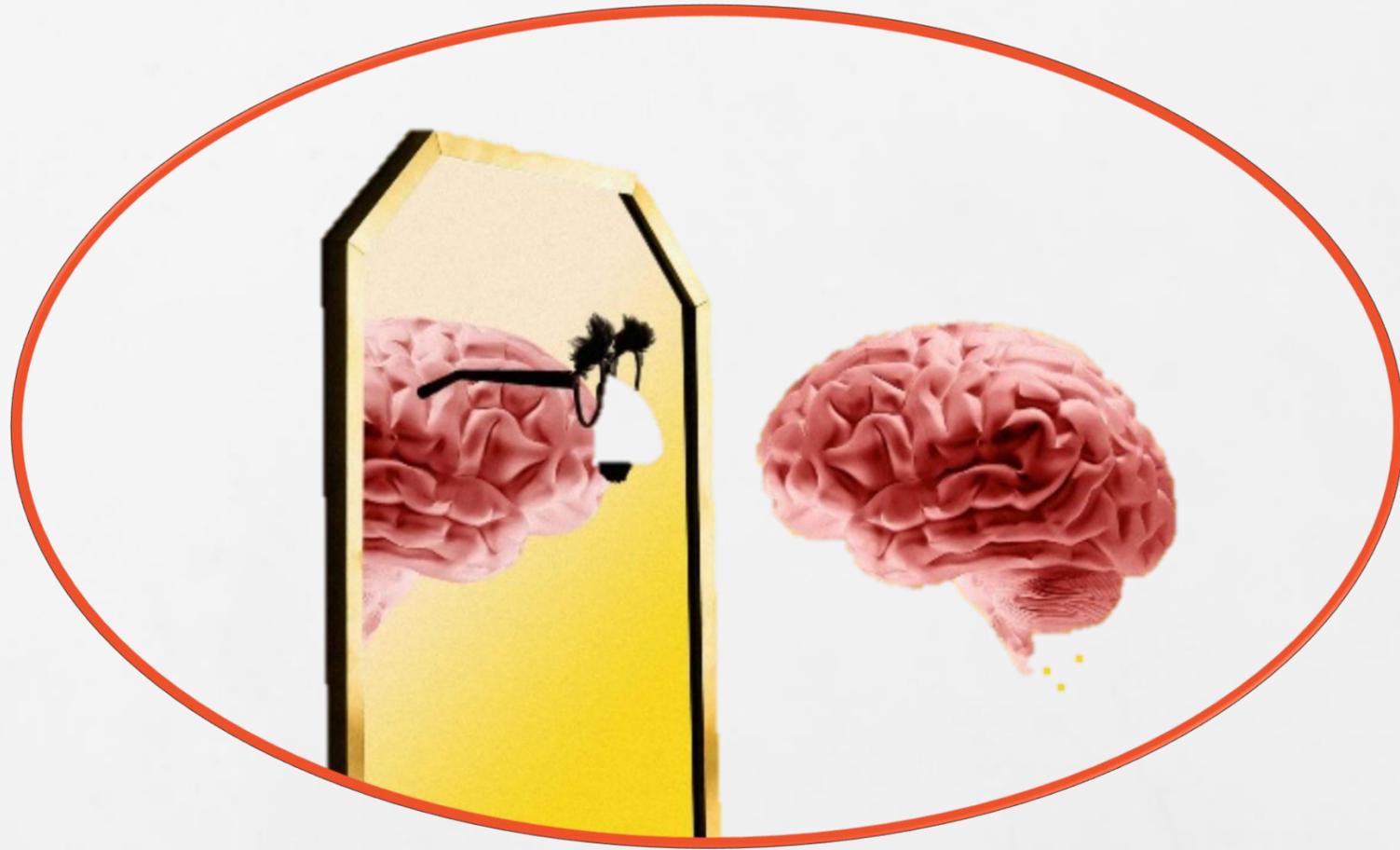
## LEARNING & MOTIVATION

- Assign chores early
- Teach navigation skills
- Practice attention skills
- Do not use gamified ed tech



...

# Mood & Self-Perception



# Attunement & Co-Regulation → Self-Regulation

*Children need attunement to feel secure and to develop well, and throughout our lives we need attunement to feel close and connected.*

~Dr. Dan Siegel

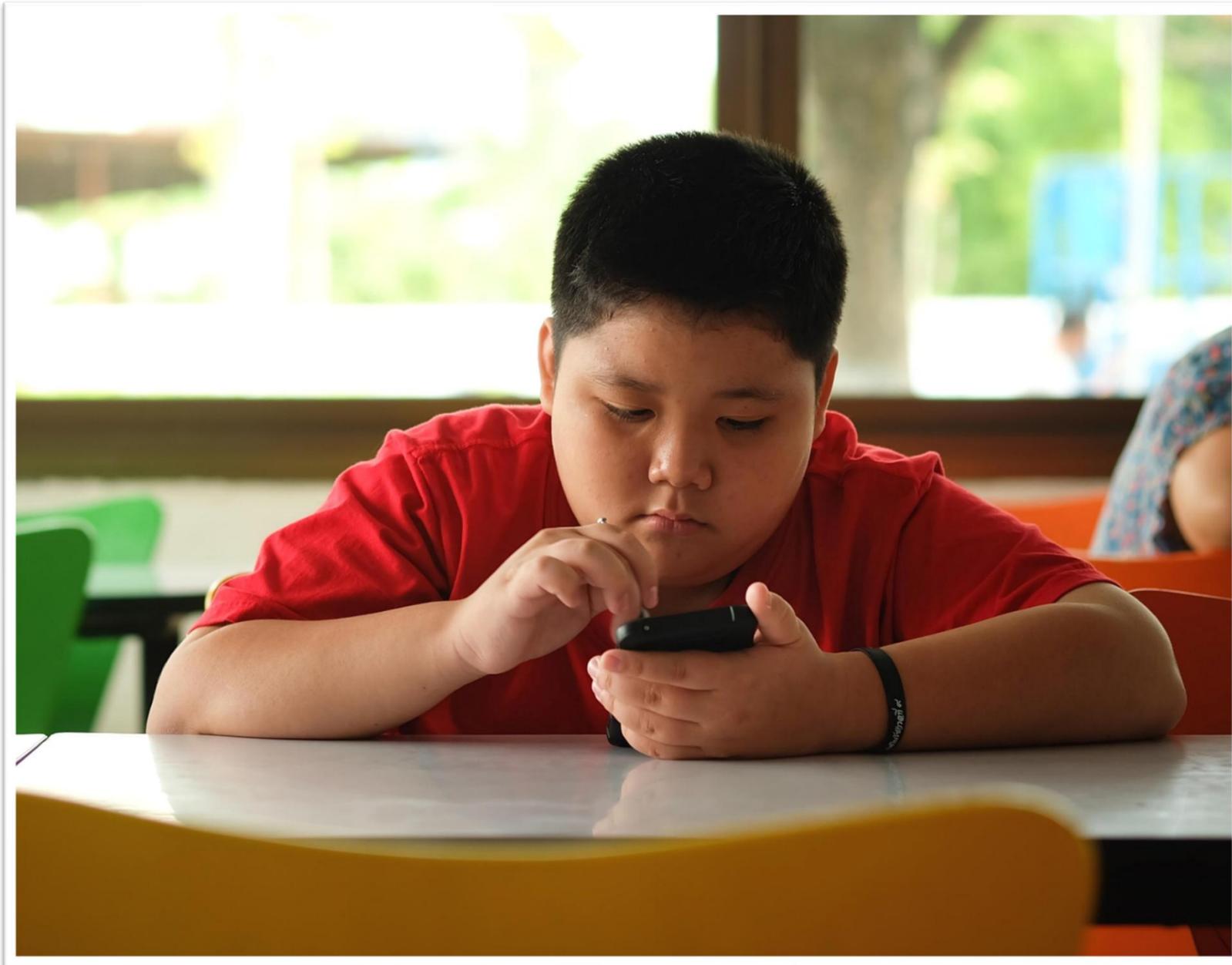


Babies don't  
"self-soothe".

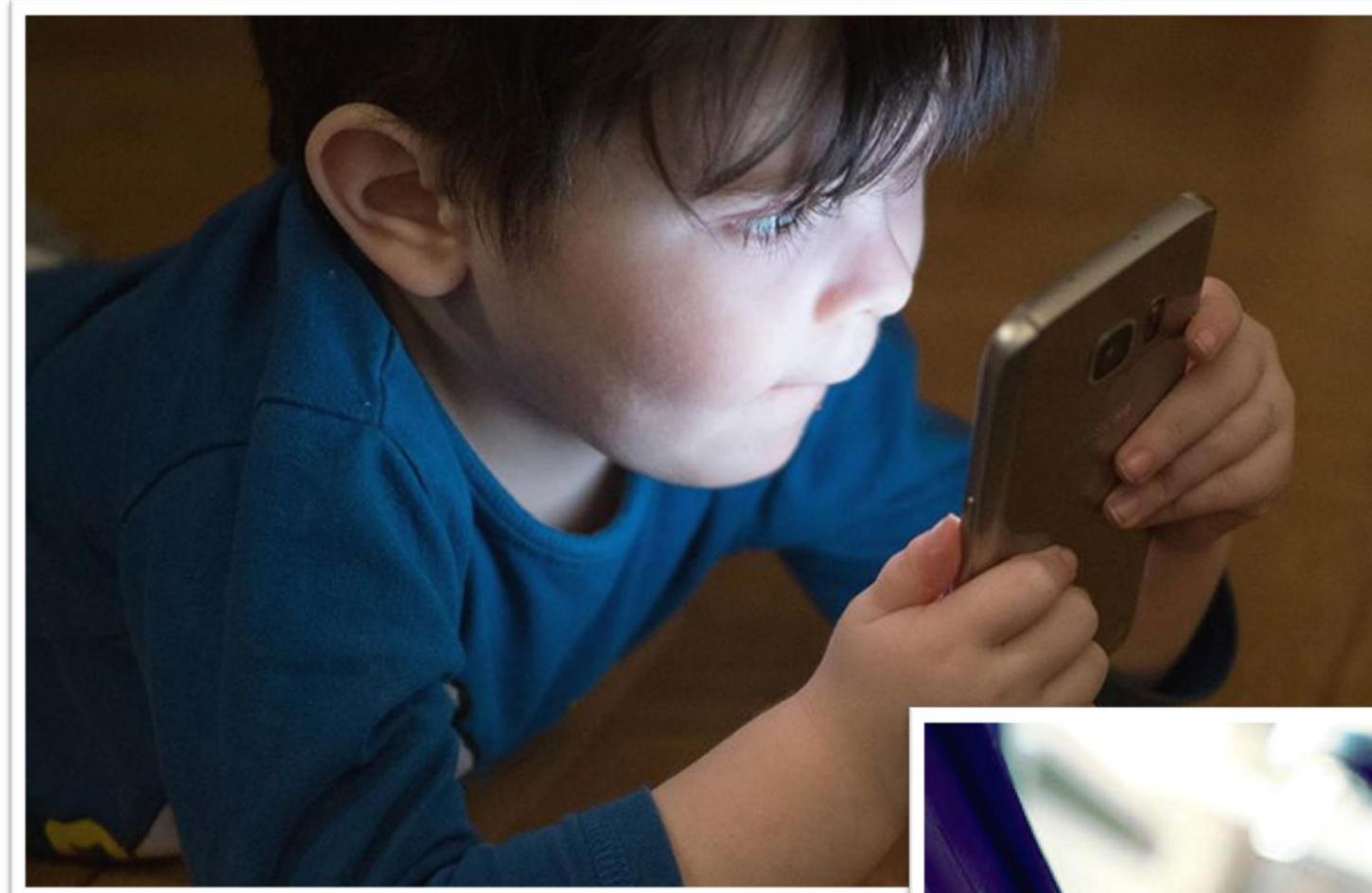
They co-regulate.

GREEN HOUSE DOULA

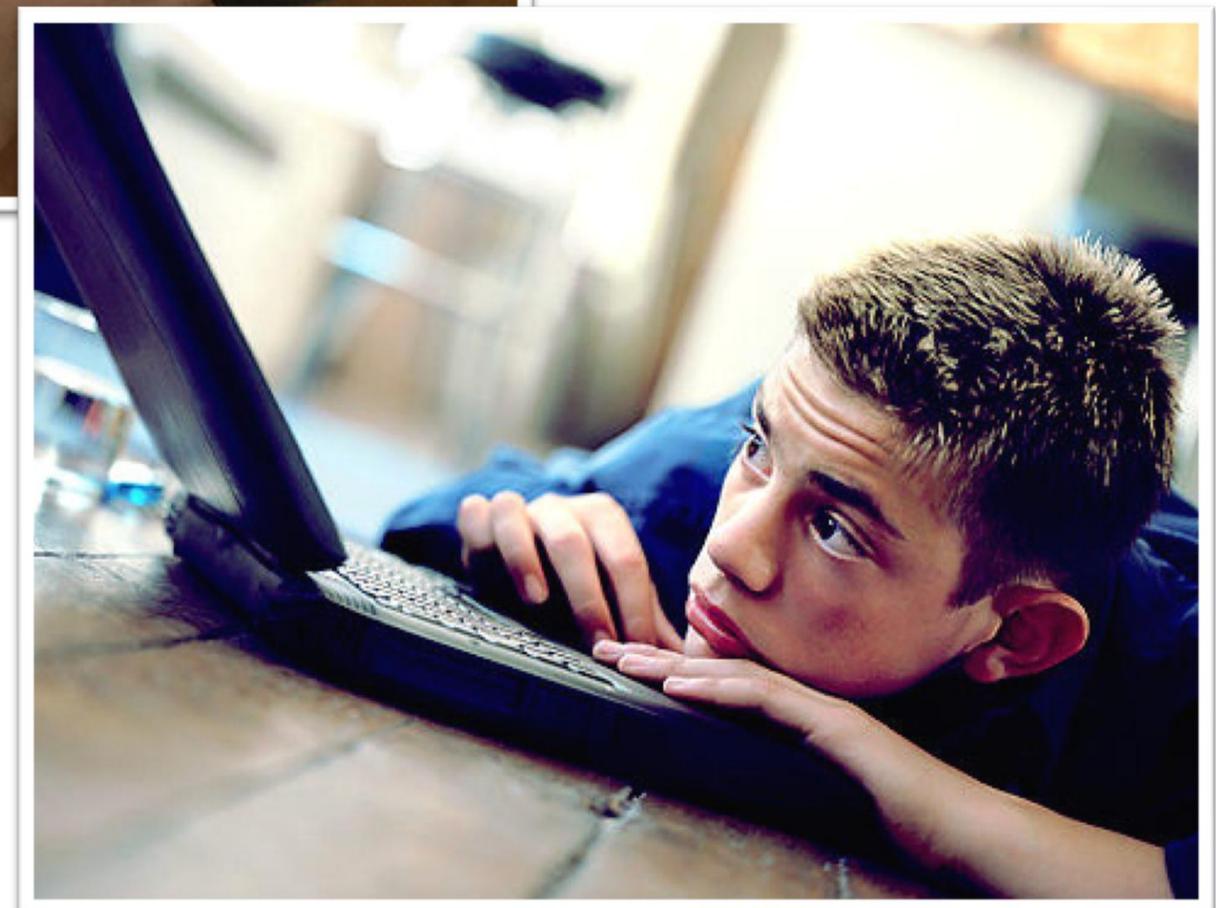
# Deprivation of co-regulation from early screen use at age 2-4



- Less curiosity
- Less self-control
- Less emotional stability
- Problems with self-regulation
- Difficulty developing executive functioning
- Poorer math & literacy skills
- Higher sensory processing disorders & behavior disorders
- Higher ADHD
- Wears out the brain's pleasure center



**Depression**  
**Hopelessness**  
**Meaninglessness**  
**Isolation**  
**Anxiety**  
**Jealousy**  
**Low Self-Esteem**  
**Suicide Risk**



# Digital Self-Harm

New method of Nonsuicidal Self-Injury (NSSI) wherein a youth creates an online account and uses it to send hurtful messages, threats, or content to themselves, pretending they are anonymous for the following reasons:

- Self-hatred or self-punishment
- Gain the attention of their peers or adults
- Prove they can handle being bullied
- Create worry in others
- Accuse others of doing it to start a fight
- Feel that someone cares about them



# Anxiety

Avoiding fears, difficulties and challenges yields **experience deficits** and neural networks for avoidant coping mechanisms.





Technology anxiety keeps the brain on edge looking for the next thing to see or do.

**Anxiety**

# What is **Popcorn Brain**?

The constant stimulation from electronics makes our brain accustomed to "popping", preferring fast-paced stream of information, and less adept to handle the slower pace of real life.

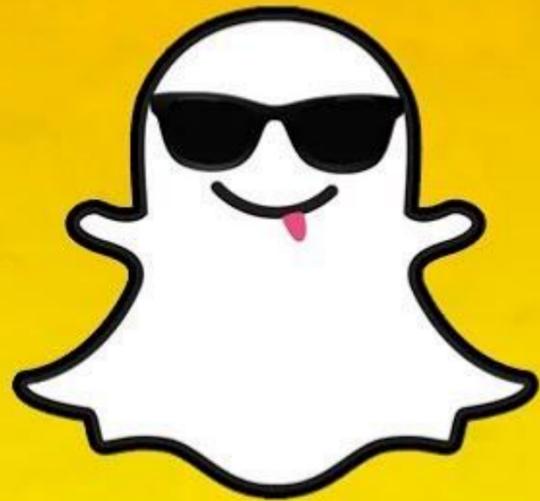


# **Constant State of *Insufficiency***

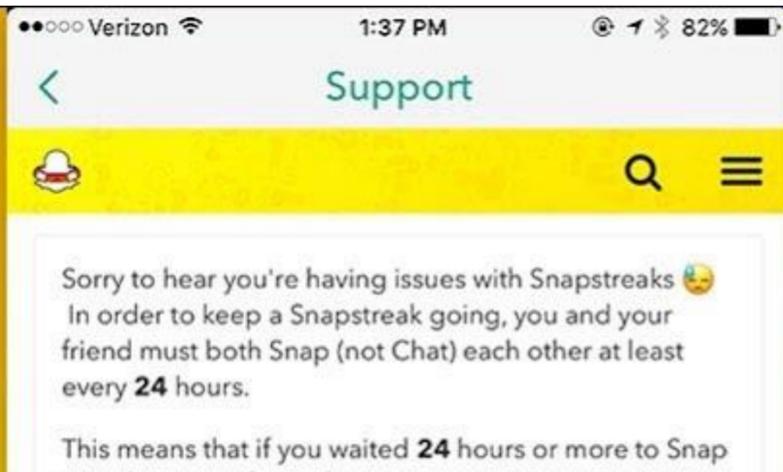
In the online world, we are never finished...



Tips &  
Tricks!



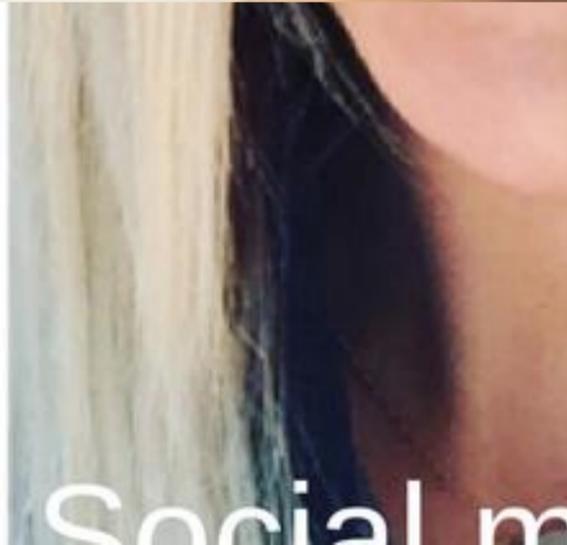
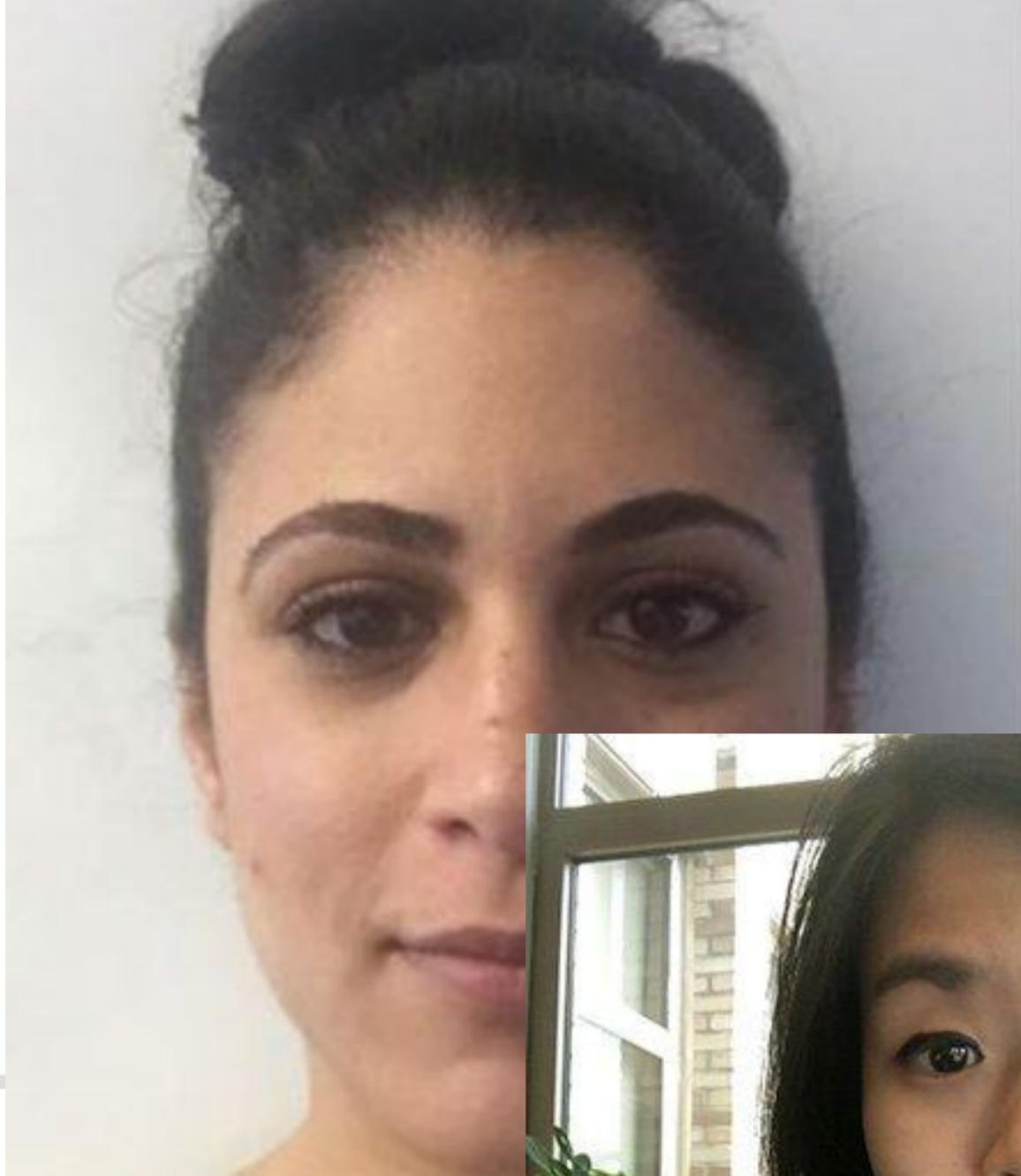
Snapchat Update  
August 2017



# How to get more **LIKES** on *Instagram*

ULTIMATE GUIDE 2017





Social m

...

# The Tools

*For Healthy Wiring of* 



## MOOD & SELF-PERCEPTION

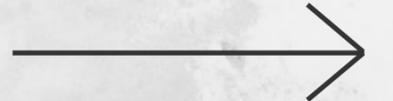
- Delay smartphone until high school
- Delay social media until age 16
- Get a lot of experiences
- Praise healthy coping skills



...

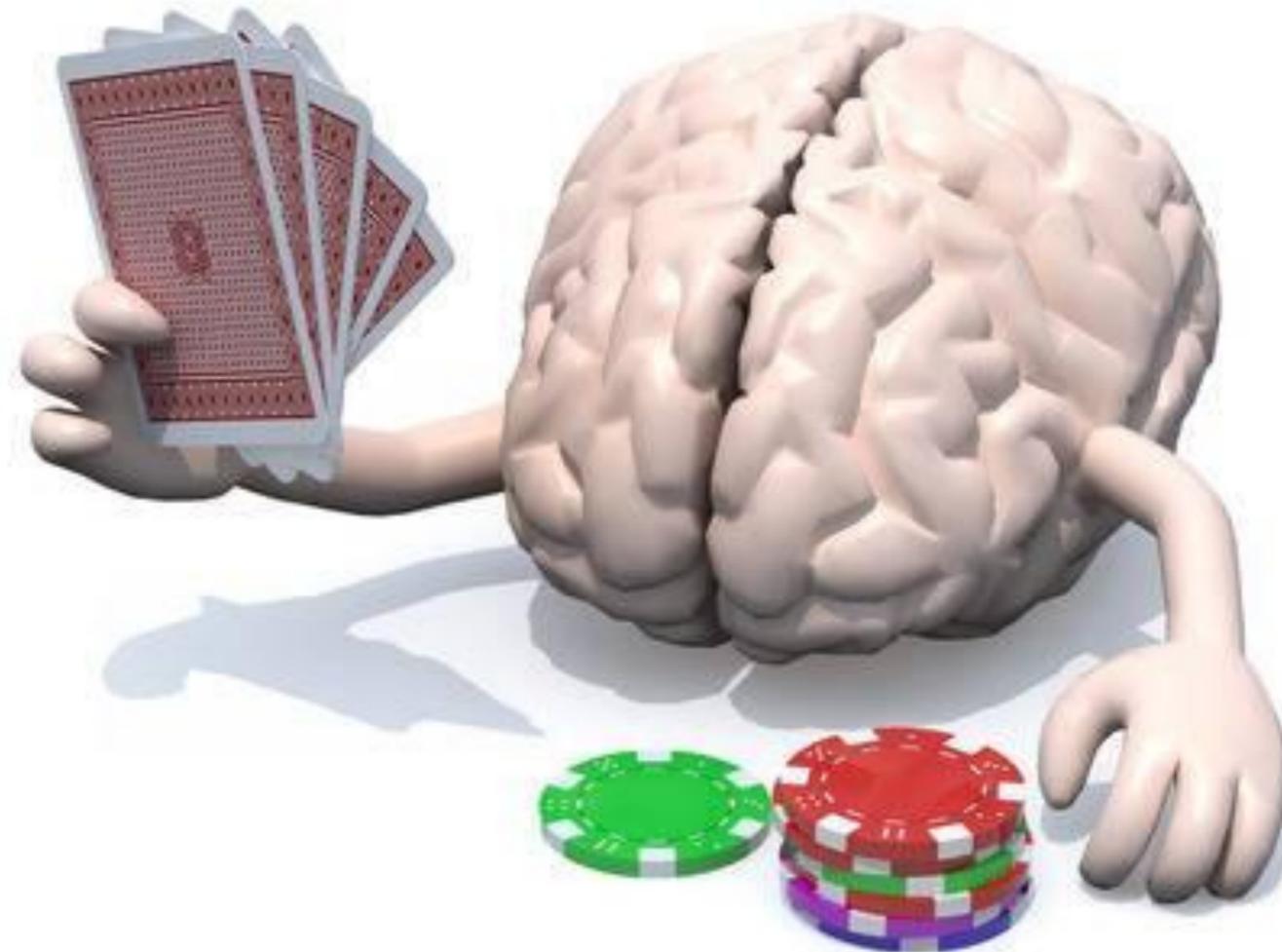


# Addiction & *Victimization*



# Attention Economy, Persuasive Apps & Gamblification

Combing the mechanics of **gambling** with social media or video games to entice use such as free-to-play online games or apps that include play options that cost money.



# Predatory Monetization Scheme

- Designed to encourage **spending**
  - Gamer information such as preferences, available funds, and playing habits are **used** to determine when to solicit gamers for money



# “Whales”

- 1.5% of users make microtransactions in games
- majority are children



SHOP

# Loot Boxes

A predatory monetization scheme that contains:

- random selection of game content
- may or may not have the player's desired item
- purchased with real money
- **low probability** of desired item
- requires the player to have to purchase many loot boxes until they get the item they want



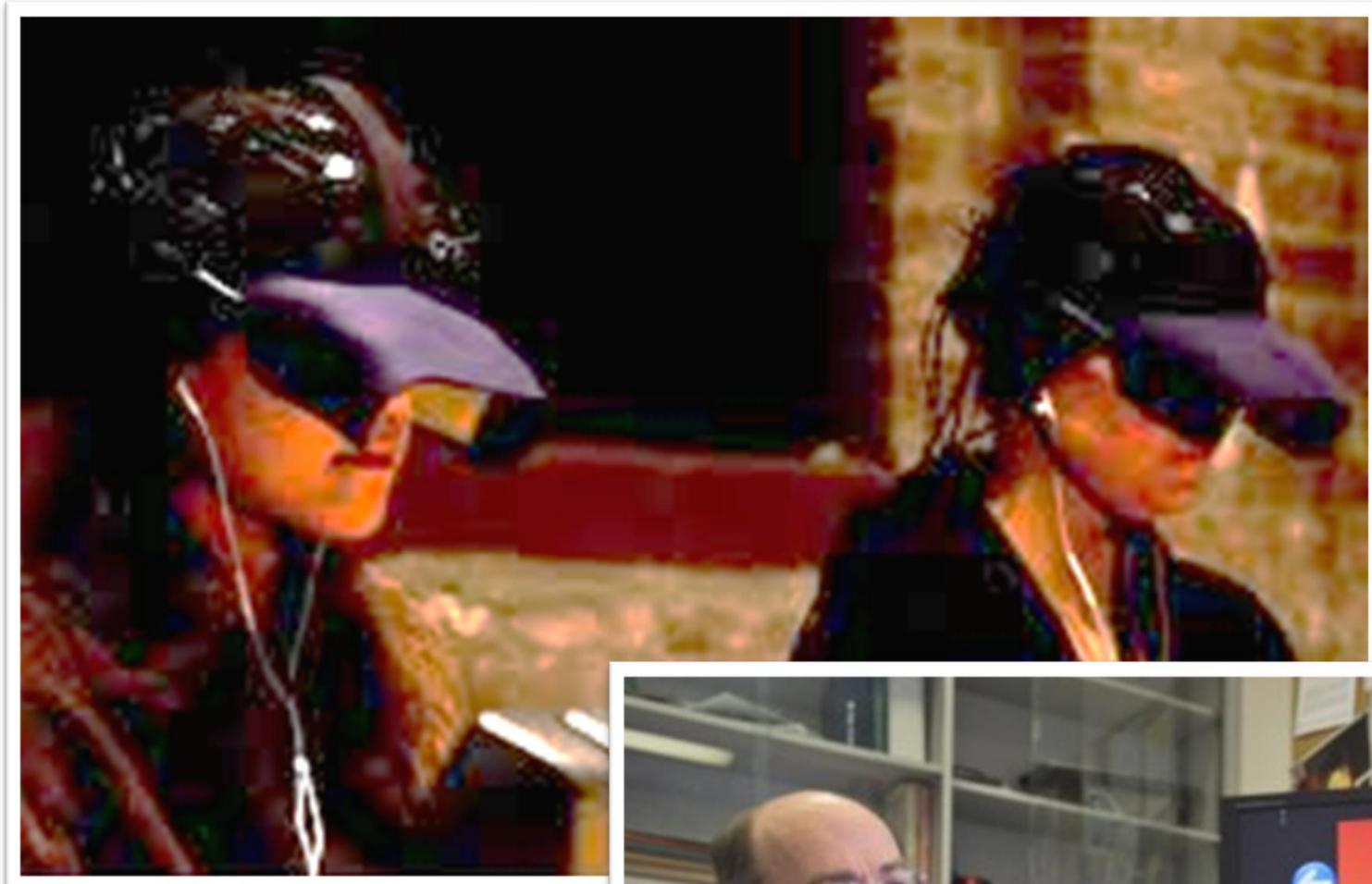
*2 LOOT BOXES*



*5 LOOT BOXES*



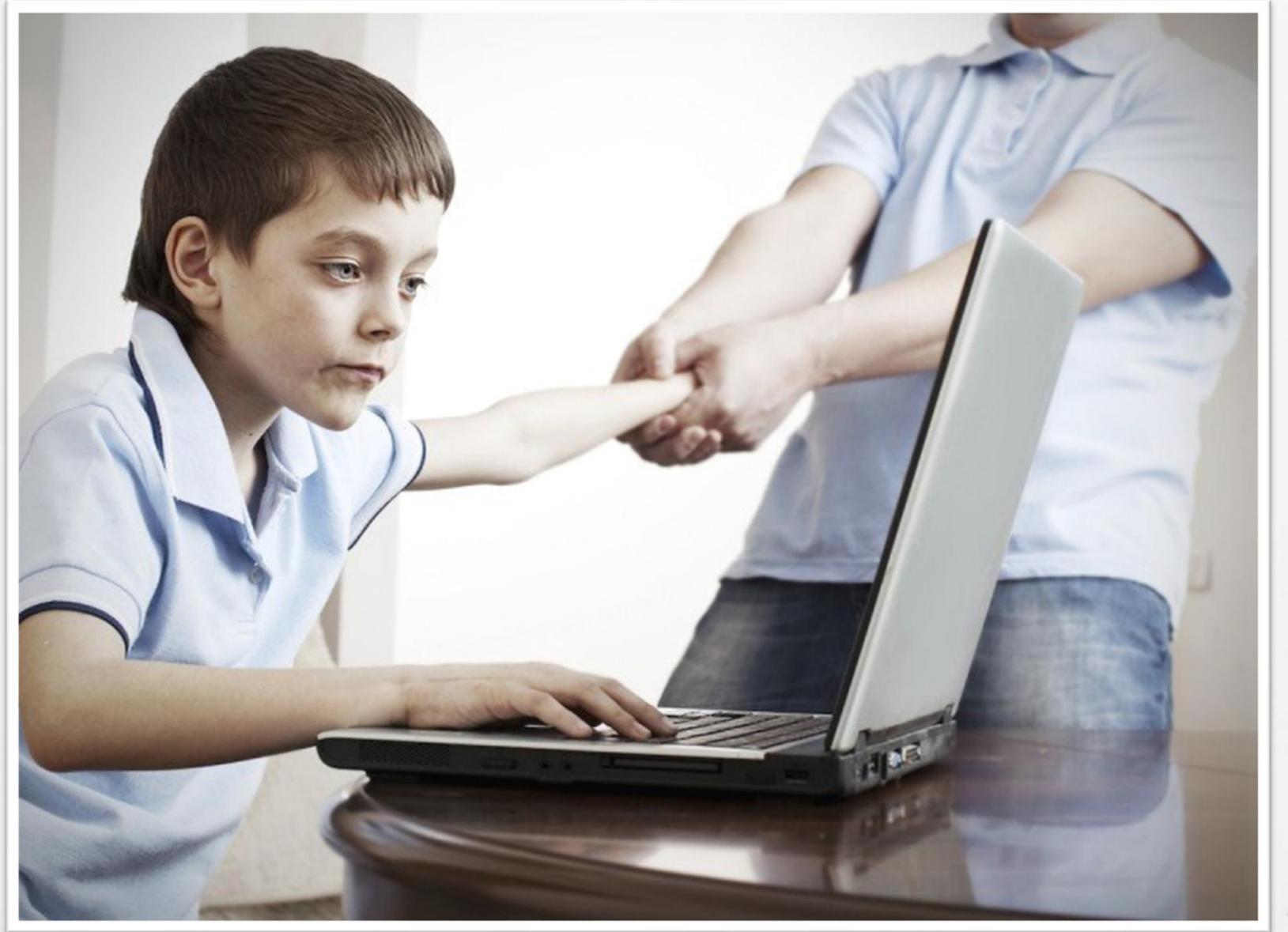
*11 LOOT BOXES*



## Teen Testers

are hooked up to polygraph devices to measure their heart rate, respiration, and sweat on their fingertips while playing games to find the most stimulating scenes.

# Techno Tantrum

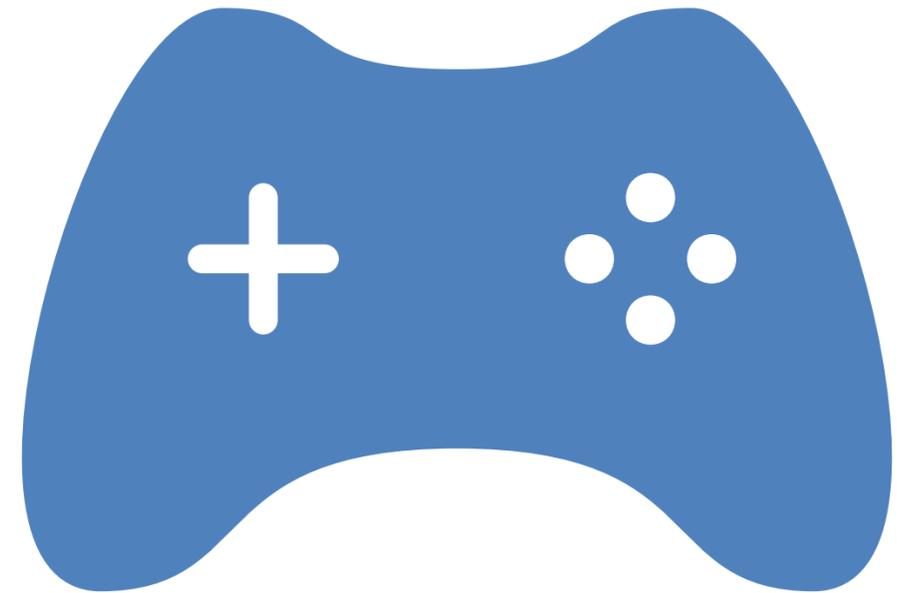


# ***Techno-Tantrum***



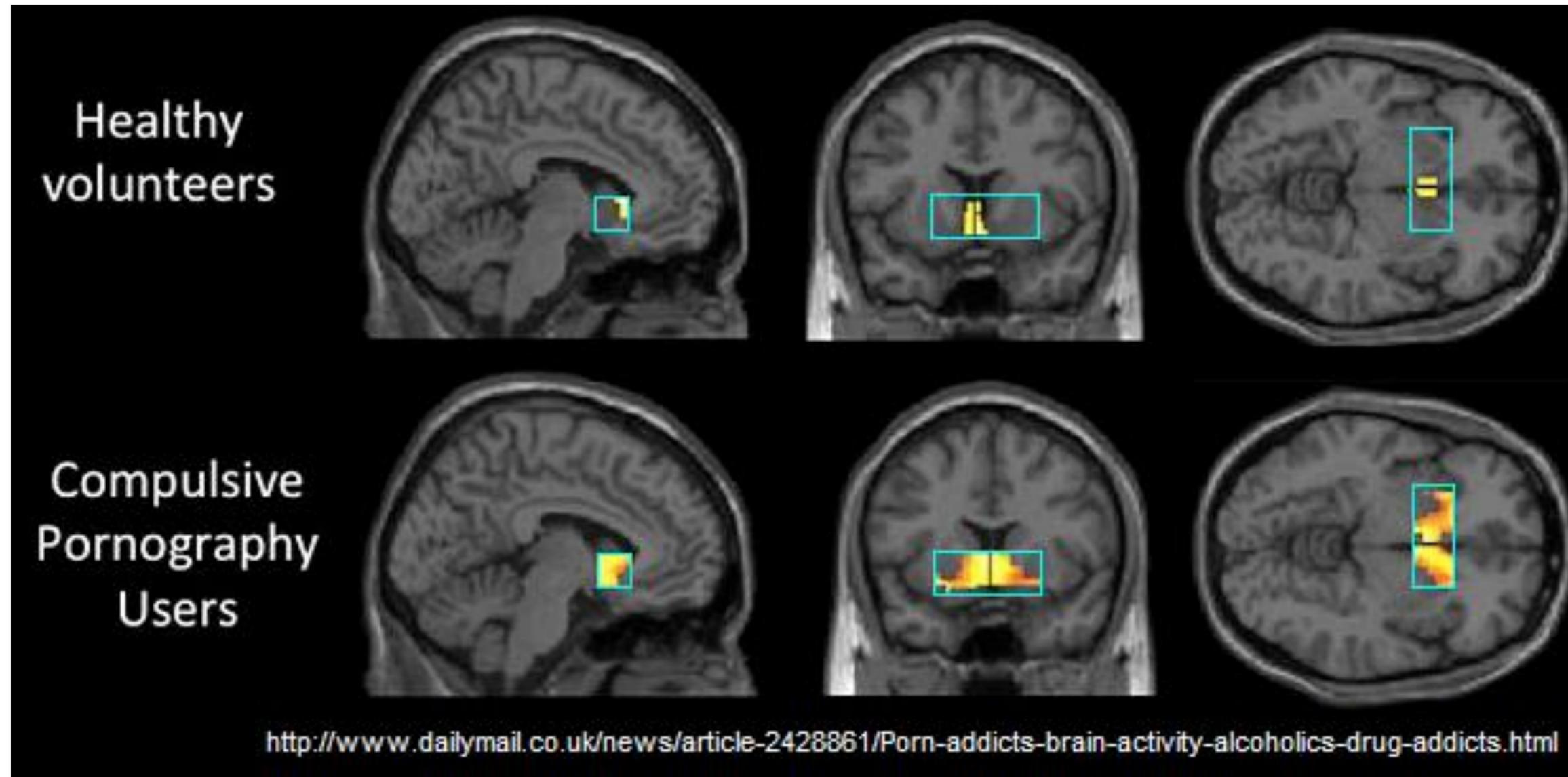
# PIMU: Problematic Interactive Media Use

1. Playing games for more than 3 hours/day
2. Thinking about games/craving often
3. Skipping social events, work, or school to play
4. Scheduling around game play
5. Gaming becomes central to life
6. Blurring of games and reality
7. Playing to modify mood or emotional escape
8. Playing to socialize thus becoming isolated
9. Neglecting work/study/homework
10. Sleep disturbances
11. Unable to stop playing
12. Falling or failing grades

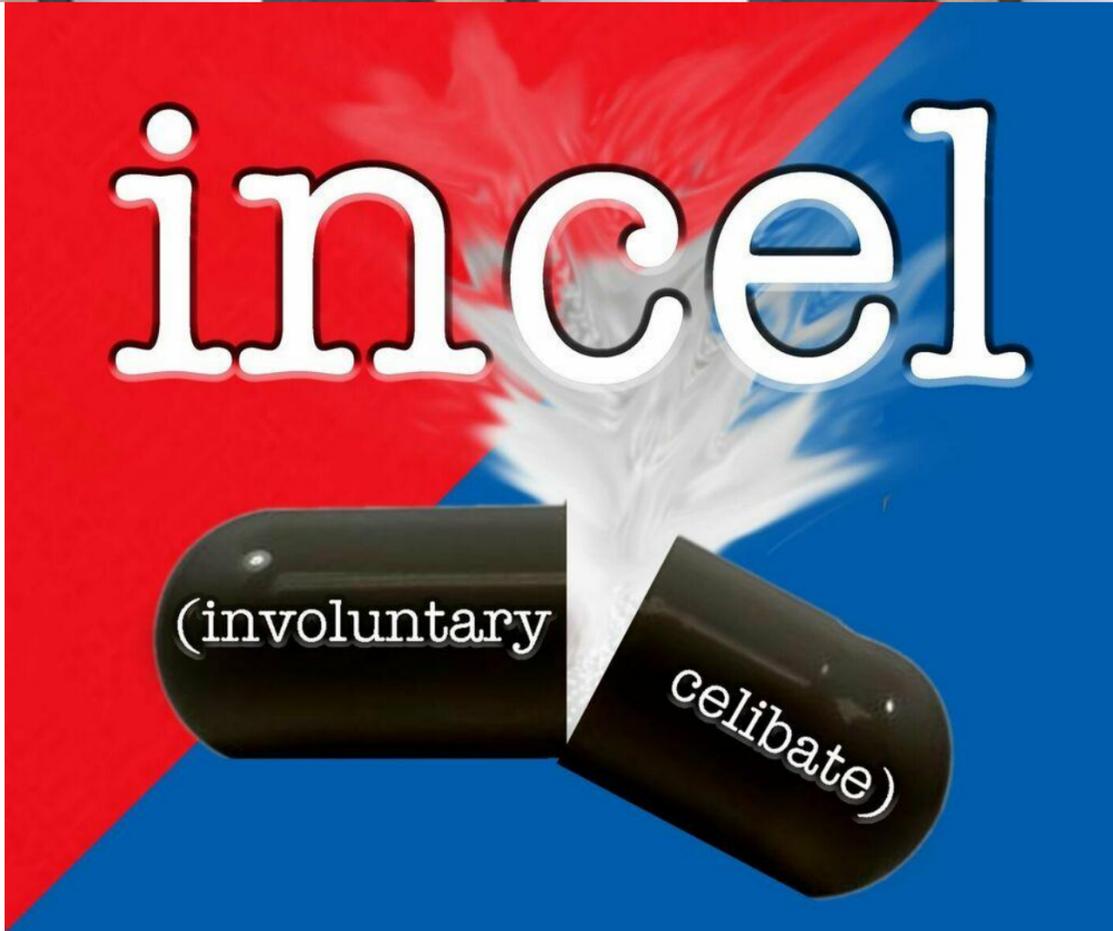




**PORN**



**Arousal Addiction : Digital “re-wiring” of the brain from too much dopamine which competes against real-life dopamine spikes from healthy relationships.**



- Home Page
- Information
  - Anorexia
  - Bulimia
- BMI Calculator
- Calorie Calculator
- Links
- Diet Plans
- Community
  - Forums
  - Guestbook
- About Me

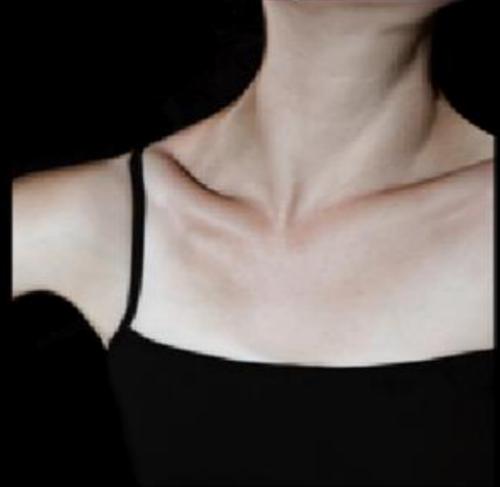
### About My Site

I hope that those who currently have eating disorders can find love and support here. This is meant to be a place of understanding and acceptance.

### DISCLAIMER

This is a pro-Ana, pro-ED site made to support people who already have an eating disorder. Please do not come here to criticize or judge. If you have come here in hopes of developing an eating disorder, you should leave right now. Eating disorders are not cool or glamorous. They are not a quick fix. They are not a diet. They are a living, breathing hell. So please, I beg you, don't let this monster into your life.

### Thinspiration

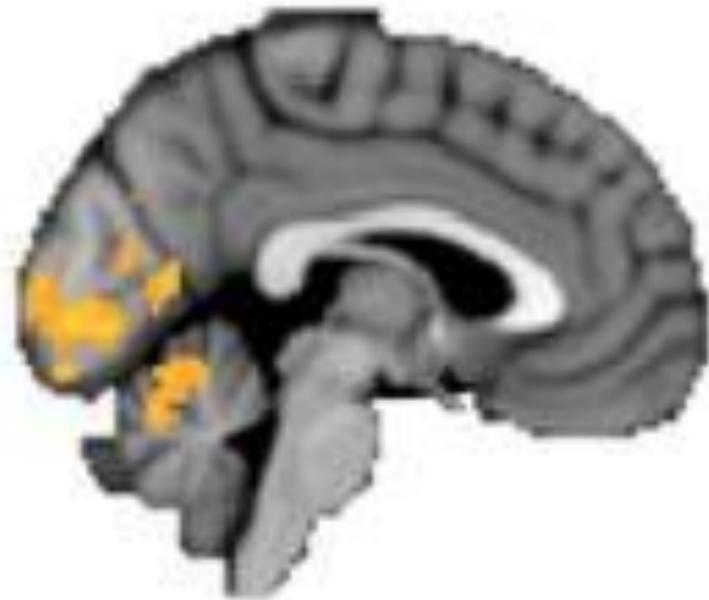


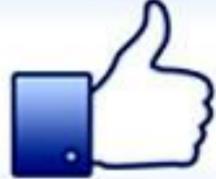
Tips and Tricks  
Click Here

Photos      Artwork      Quotes



Like  6



Like  87



# AI effects:

- Generate grade-A papers
- Remove clothes from a picture of a person
- Create **deepfakes**, revenge porn, & child sexual abuse content
- Create false videos & fake voices to be used as **sextortion**
- Outsources critical thinking
- Blurs reality



...

# The Tools

*For Healthy Wiring of* 



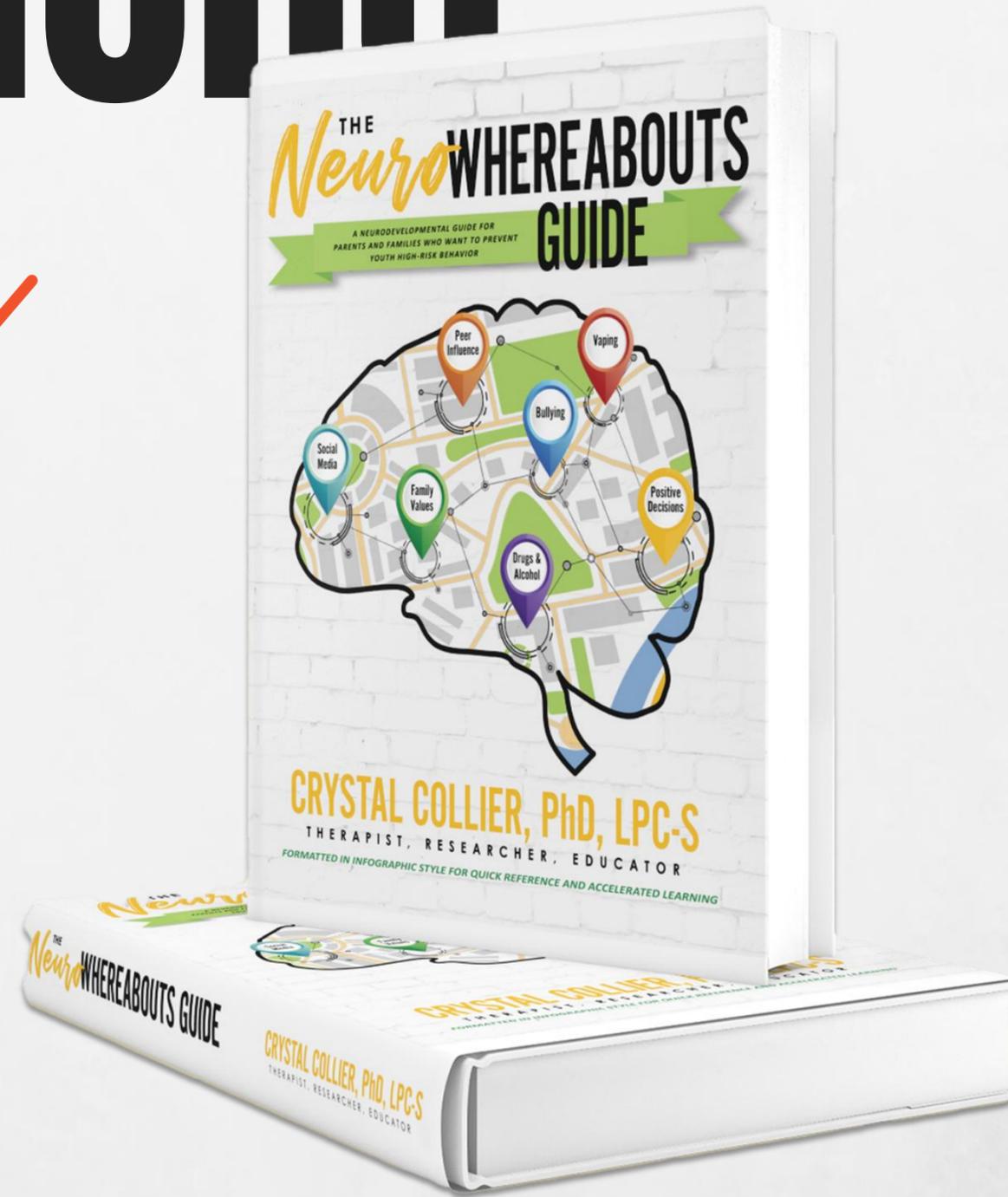
## ADDICTION & VICTIMIZATION

- Educate & teach self-protection skills
- Tech-free zones
- Monitor games & media
- Free play



# Solutions

& Tools



- High-Risk Behavior Checklist
- Executive Function Scripts
- Emotional Literacy
- B-Mod Contract
- Family Code
- Calendar of Conversation Starters
- Alcohol Poisoning Card
- Activity Pyramid
- High-Risk Behavior Talks
- Driving Contract
- Smartphone Contract
- WhereAbouts Log



# BEHAVIOR MODIFICATION

## B-Mod Guidelines

- 1** **KEEP IT SIMPLE.** One page. Simple language results in less nagging, reminding, or manipulating. Use one row, if that is all that is needed, and no more than 3-4 behaviors.
- 2** **KEEP IT POSITIVE.** Write behavioral expectations in positive terms and enlist youth to help fill in rewards.
- 3** **KEEP IT CONSISTENT.** Deliver the consequences set out in the contract consistently. Giving rewards back too soon, or failing to institute consequences, results in longer extinction bursts.

### BEHAVIOR MODIFICATION (B-MOD)

— A technique that uses rewards and consequences to shape or modify behavior based on B. F. Skinner's Operant Conditioning Theory.<sup>33,34</sup>

**SHAPING** — A technique that involves patiently rewarding behaviors that are close to the target behavior until the target behavior is achieved.<sup>33,34</sup>

**EXTINCTION BURST** — A temporary increase in a behavior that a B-Mod contract is meant to decrease — this is a normal and expected reaction when a consequence is earned, or a reward is lost.

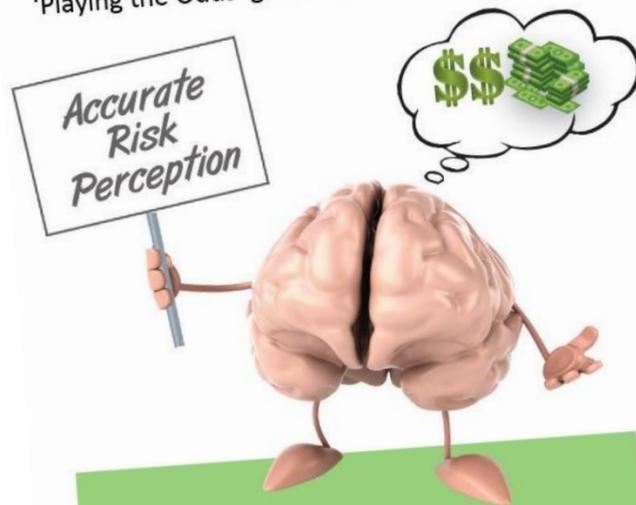
## B-Mod Contract Sample

Behavior	Rewards (Earnings)	Consequences (Losses)
1. Be sober	<ul style="list-style-type: none"> <li>• Cell phone use</li> <li>• Peer privileges</li> <li>• Privacy (such as having a door)</li> </ul>	<ul style="list-style-type: none"> <li>• Cell phone use</li> <li>• Peer privileges</li> <li>• Privacy (no door on room)</li> <li>• <b>Emergency family session (earned this one)</b></li> </ul>
2. Follow rules (includes doing chores)	<ul style="list-style-type: none"> <li>• Allowance</li> <li>• Cell phone use</li> <li>• Technology privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Allowance</li> <li>• Cell phone use</li> <li>• Technology privileges</li> </ul>
3. Get good grades	<ul style="list-style-type: none"> <li>• Cell phone use</li> <li>• Technology privileges</li> <li>• New games or clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Cell phone use</li> <li>• Technology privileges</li> <li>• New games or clothing</li> </ul>

Behavior	Rewards	Consequences
1.	• • •	• • •
2.	• • •	• • •
3.	• • •	• • •
Developing Person's Signature _____		Date _____
Parents or Guardian Signature _____		Date _____

# THE GAMBLING TALK

Research indicates that many problem gamblers begin gambling as young as ages 8 to 11.<sup>141-143</sup> Around that age, begin discussing this issue by asking the questions in the box at the right, creating family rules about gambling games, and praising them for demonstrating good Executive Function skills, such as accurately perceiving the risks of gambling and predatory monetization schemes.<sup>144</sup> Definitions can be found in Ch. 4 and 'Playing the Odds' game is below.



## Play the Odds Game

What do you think the odds are of...

1. Winning the lottery?
2. Being hit by lightning?
3. Winning an online poker tournament?
4. Being bitten by a shark?
5. Getting a royal flush?
6. Picking the winning horse at a track?
7. Hitting the jackpot on a slot machine?
8. (Add your own odds questions)

## Gambling Prevention Questions

- What is gambling? What should our family rules about gambling be?
- How old do you have to be to gamble in our state?
- How do video games gamblify game play? What is a predatory monetization scheme?
- What would you do if, when you're playing a free game, it prompts you to buy something?
- If someone loses money at gambling, is it due to bad luck or the odds against winning?
- What are odds? What does it mean when they say 'the house always wins'?
- What are the emotional outcomes of losing money to gambling?
- What type of betting or wagering is allowed in our family? Do you need parental permission to buy tickets?
- How much money would you be comfortable losing at gambling?
- Is it okay to bet on a friend's basketball game? Or, on which football game?
- What would the consequences be if you used your parents' money to make an online bet?
- What would you do if you felt pressured to make a bet?

# THE PORNOGRAPHY TALK (S)

## PORN PREVENTION BY AGE

### ELEMENTARY (6 to 9 years, depending upon maturity level)

- Discuss the difference between good pictures and bad pictures;<sup>140</sup> give examples of good pictures like school photos or puppy videos
- Define the word pornography: Printed or visual material showing sexual images or activities; sexual images show private parts of the body that we keep covered with clothes
- Define pornography as 'bad picture' because it may make kids feel yucky or uncomfortable to see someone's private parts
- Explain what you expect them to do if they see a bad picture: Show good self control and look away, then tell a parent or adult
- Tell them they will not get in trouble if they see pornography, but that in order to protect their brain, they should look away
- Let them know that you will stay calm and be proud of them when they tell you if they see pornography

### MIDDLE SCHOOL (10 to 13 years)

- When young people see sexually explicit scenes on TV, media or video games, take the opportunity to review the topic of pornography
- Validate that being curious about pornography is normal, but that viewing it could change their brain in negative ways
- Ask them to refuse to look if someone tries to show it to them, and to never show it to others in case they see it by accident
- Set limits regarding taking photos: Do not allow others to take pictures of your private parts. No 'selfies' of your own private parts.
- Let children know:
  - 1) Perpetrators use pornography to manipulate children because they know how curious kids can be
  - 2) Viewing pornography is linked to child sexual abuse because kids may want to try the things they see, and don't know the dangers
  - 3) Pornography changes the brain and can cause addiction

### HIGH SCHOOL (14 to 18 years)

- Monitor their technology for pornography use, and let them know they will incur a consequence if they watch pornography
- Discuss the potential social and emotional consequences of pornography use and addiction



# THE MEDIA TALK

**DANGERS OF DOING 'RESEARCH' ON THE INTERNET** — The Internet contains hundreds of pro-drug and pro-risky behavior websites that cherry-pick research to bolster their stance, result in reduced perceived harms and increased use or engagement. Teach children how to critically evaluate media for buzzwords and conflicts of interest, and how to spot reliable and objective sources.

Marketers and advertisers use buzzwords to entice buying behavior and divert attention from adverse public health effects. Some may rely on research based on limited evidence, or on research conducted by investigators that have **conflicts of interest**.

In the era of 'fake news', it may be confusing to know where to locate accurate information, at least the most accurate and **unbiased** as it can be. The list below describes information sources in order of most to least reliable.



## Beware of Buzzword:

Natural • Pure  
Clean • Organic  
Cures or Treats Illness  
Cure-All • Miracle  
Growing Body of Evidence  
Holds Promise  
Generally Recognized as Safe  
Healthier Choice

**SYSTEMATIC REVIEW** — An article or book that summarizes research conducted in a specific area or research topics, including carefully designed studies, clinical trials, or other research that includes reliable sources of evidence to guide practice.

**PEER-REVIEWED JOURNAL ARTICLES OR BOOKS** — Research articles or books that are reviewed by other scientists and experts, then reviewed by many other experts in the field to ensure accuracy and scientific validity before publication.

**PROFESSIONAL ARTICLES OR BOOKS** — Research, knowledge or practice articles or books written by professionals or experts in the field.

**OFFICIAL GOVERNMENT OR UNIVERSITY WEBSITES** — Information provided by government institutions and organizations.

**NEWSPAPER OR MAGAZINE ARTICLES** — Information gathered by reporters and editors from writers who fact-check information from reliable sources, but may not be as rigorous as peer-reviewed research.

**WEBSITES OR BLOGS** — Information or editorial opinions written by bloggers, business owners who may or may not have a biased agenda or financial stake in the product being discussed.

# THE MEDICINE TALK



**MEDICINE** — A substance or formulation of ingredients used to treat a disease or condition.

**FOOD AND DRUG ADMINISTRATION (FDA)** — A government agency responsible for ensuring that medications are safe and effective. This organization conducts scientific testing to determine if the benefits of a drug are greater than any potential harmful effects. If a drug fails to meet FDA standards and approval, it cannot be sold as a medicine in the United States.

## What it is

Medicine is a tool to be used cautiously. It should be obtained from healthcare professionals who have been trained to know the benefits and potential risks of drugs.

Many medicines can have harmful side effects, and some have the potential to cause addiction when overused, such as certain pain medications. They should be taken only when necessary, and only in amounts directed by the prescribing professional.

For a medicine to be considered reliable, it should meet certain standards, such as containing well-defined, measurable effective ingredients that are identical in each dose.



## What it is Not

Medicine is not a 'street drug' that is being depicted as medicinal, such as marijuana, pain medications and amphetamines taken without a prescription. Some 'street drugs' have medicinal properties **and** potentially harmful effects.<sup>70</sup>

The FDA has approved two medications that contain ingredients derived from marijuana, but has not approved marijuana itself as a medicine. Scientific research has been conducted on these medications for treatment of the symptoms caused by cancer, multiple sclerosis and HIV/AIDS.

These medications do not cure illness but only treat their symptoms. If you have any of these illnesses, consult a doctor regarding the safest, most appropriate medicine.

## Smartphone Contract

*In order to earn a smartphone connected to the Internet, I will:*

- Demonstrate and represent our Family Code when using it.
- Understand that having it is a privilege, not my right.
- Never take or send inappropriate pictures of myself or others with it.
- Never cyberbully with it, and report cyberbullying if I see it happening to others.
- Understand my parents own it, and turn it off or on when they say so.
- Never add or download anything on it without parental permission.
- Know the signs of technology addiction, and change my usage if I show any.
- Value people more than technology by refraining from using it when talking or eating with others.
- Turn in my phone at night, and refrain from using it behind closed doors.
- Commit to doing chores and homework before smartphone time.
- Pay, or help to pay, the cost of replacing it if I break it.
- Follow my school's smartphone rules and refrain from using it in class.
- Never use the phone to view or purchase inappropriate content or items.
- Be safe online, and never enter my information on unknown sites or interact with unknown people.
- Allow my parents to set up security and know my passwords.
- Tell my parents if I see something inappropriate that goes against our Family Code.
- Ask for permission before posting pictures of myself, friends, or family.
- Always answer a call or text from parents, and call or text immediately back if missed.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Driving Contract

*In order to earn the privilege of driving a motor vehicle, I will:*

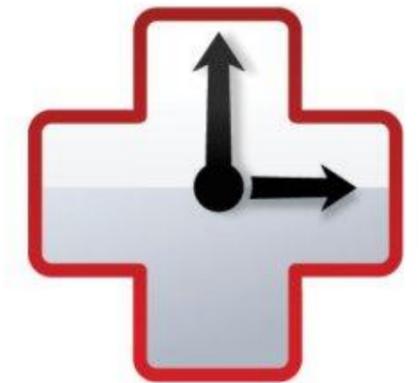
- Understand that driving is an earned privilege, and not my right.
- Understand that these privileges can be taken away by my parents.
- Obey all driving laws to protect myself and others, and wear seatbelts at all times.
- Observe and follow all posted speed limits, especially when driving with others.
- Drive carefully. I will not text, eat, play loud music, put on makeup, or be distracted by others while driving. I will not drive when emotionally upset or angry. I will not drive in a rush or hurry, and may be required to find an alternative ride if running late. I will not engage in thrill-seeking or stunts while driving.
- Understand that the motor vehicle belongs to my parents, even if it was a gift. Know that driving irresponsibly will result in loss of driving privileges.
- Not use mind-altering substances, such as alcohol or drugs, especially while driving. I will not ride in a vehicle with someone who has used alcohol or drugs.
- Stay on the scene in case of a motor vehicle accident, and notify authorities and parents immediately.
- Stay within the location bounds set by my parents, and agree to allow my location to be tracked.
- Use the vehicle only during hours set by my parents, and return the vehicle by curfew.
- Drive with passengers only when given permission, and never with more passengers than the law allows.
- Surrender the keys if I lose my driving privileges, with no argument or debate.
- Understand that failure to surrender the keys will mean indefinite loss of the vehicle.
- Understand that if I drive the vehicle without parental permission, the police may be notified.
- Do not give parental permission for anyone else to drive the motor vehicle.
- Understand I am responsible for any costs incurred by tickets or accidents.
- Understand I am responsible for the maintenance of the motor vehicle by keeping it clean and maintained.

Signature \_\_\_\_\_ Date \_\_\_\_\_

# Parenting Tools



**My Mobile  
Watchdog**



**RescueTime**





# SMART FAMILIES



Pledge



Norms & Guidelines

[Topics](#)[Skills](#)[Age/Grade](#)[Schools](#)[Families](#)[Students](#)

# strong brain

## healthy choices

Prevention works if done consistently! Know Your Neuro puts brain-based, social-emotional, and prevention skills training right in the hands of schools and caregivers. Designed to be integrated into a school's health or homeroom curriculum, Know Your Neuro videos and class activities can be easily integrated and tailored to fit the developmental needs of K-12 youth.

[Program Description Handout](#)**families**

Get the parenting tools that will

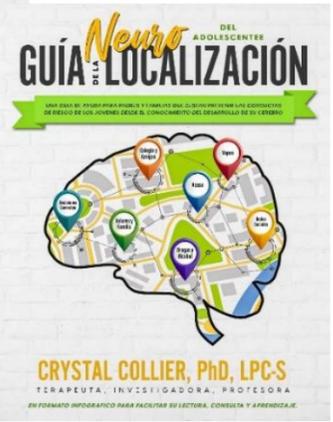
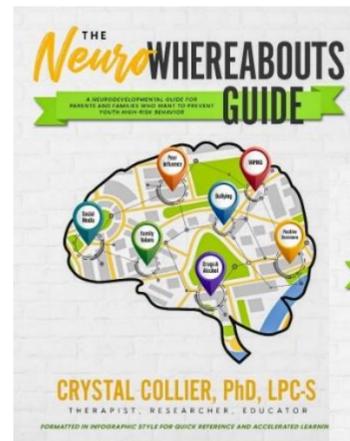
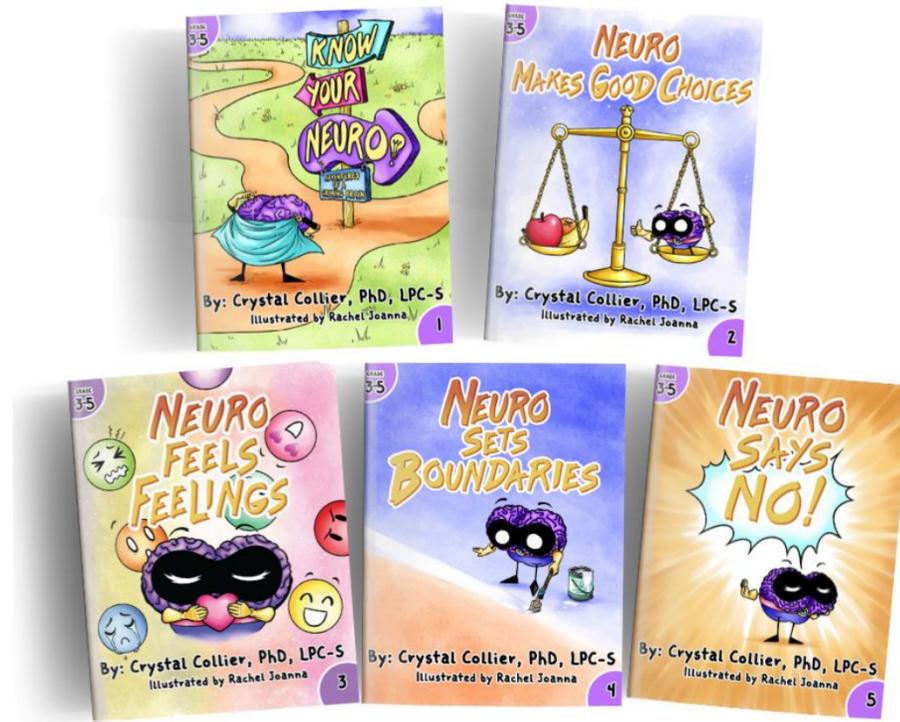
**students**

Find youth-friendly resources to

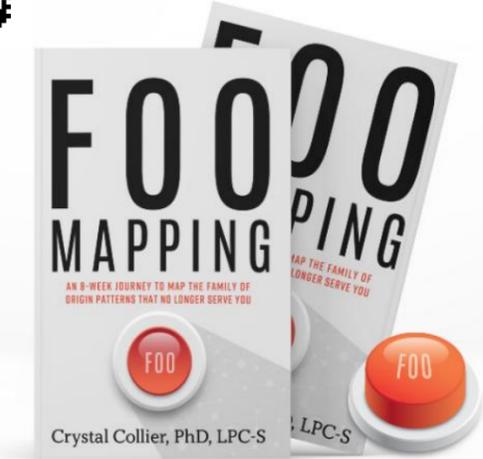
**schools**

Utilize brain-based skills training





Crystal Collier, PhD, LPC-S  
 (713) 254-9719  
[www.drcrystalcollier.com](http://www.drcrystalcollier.com)  
[www.knowyourneuro.org](http://www.knowyourneuro.org)  
[www.neurowhereaboutsguide.com](http://www.neurowhereaboutsguide.com)  
 crystal@drcrystalcollier.com



KnowYourNeuro.org

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