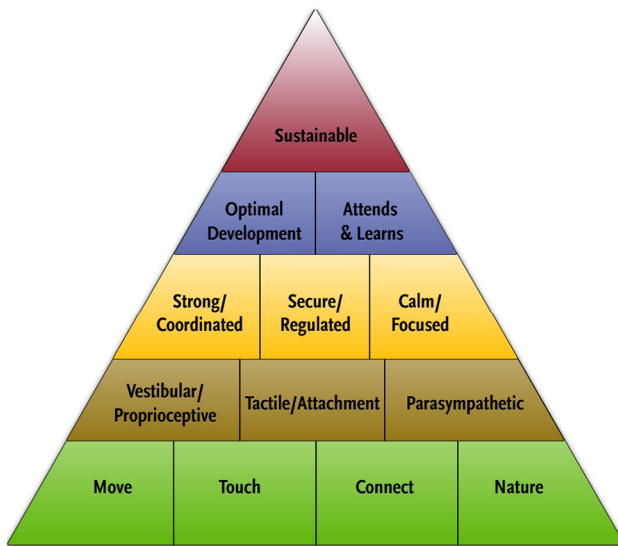




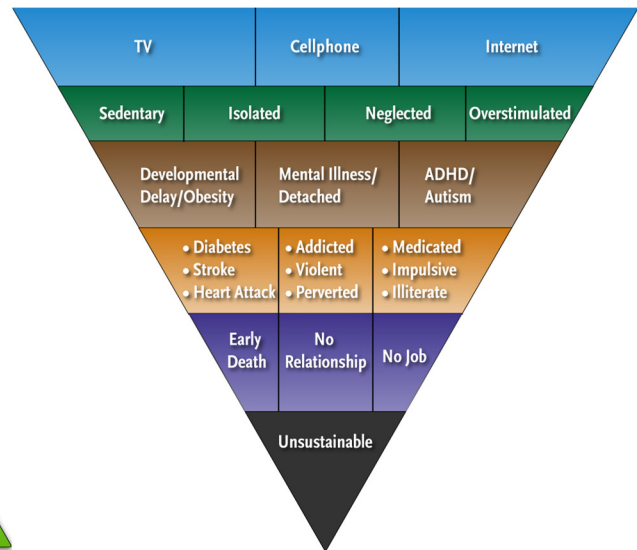
Tech Tool Kit

...to be used with or without
Tech Talks for Families Webinar Series



Building Foundations

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Virtual Futures

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By Cris Rowan, Pediatric Occupational Therapist, Biologist,
 International Speaker, and Author of Virtual Child

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The Tech Tool Kit – Info Sheet

The **Tech Tool Kit** was designed by pediatric occupational therapist, biologist, speaker and author Cris Rowan, an expert in the impact of technology on children to assist families, educators and clinicians in better managing balance between technology and healthy living. The **Tech Tool Kit** can be used with or without the **Tech Talks for Families** or the **Tech Talks for Therapists** webinar series. The **Tech Tool Kit** is a compilation of handouts designed to guide users in the tech management process. The **Tech Talks for Families** webinars are a series of ten 30-minute webinar sessions watched by whole family over the course of ten weeks. The **Tech Talks for Therapists** webinars are a series of 5 one-hour sessions for clinicians and educators. Webinars are followed by homework which engrains progressive strategies to redesign lifestyles for health.

The **Tech Tool Kit** contains 25 tools and techniques to guide users toward increased knowledge regarding their tech usage patterns, increase engagement in healthy activities, and finally begin to manage balance between technology use and healthy activity. 10 fun cartoon drawings are included throughout, for the young and the old who love to color.

If you have just purchased the **Tech Tool Kit**, Cris suggests you use the following tools and techniques in the order they are presented, as this specific progression allows participants to gain useful information regarding the impact of technology on child development, increase confidence and skills in alternate activities to technology, and move forward toward reduction and reliance on technology. The following supportive, additional information can be located at www.zonein.ca website:

- 1) **Zone'in Fact Sheet** – over 300 research evidenced facts regarding the impact of technology on child physical, mental, social and cognitive development.
- 2) **Child Development Series Newsletter** – free, monthly newsletter containing new research, news, conferences, books, and feature articles on the impact of technology on children.
- 3) **Moving to Learn** blog – read timely, research referenced articles regarding issues associated with child technology overuse in homes, clinic, school, and community settings.
- 4) **Virtual Child – The terrifying truth about what technology is doing to children.** Cris Rowan's landmark book available on Amazon.com and translated into both Spanish and Chinese versions.
- 5) **Unplug'in** – a board game for 1-5 players where they are trapped in a TV, and need to travel through four dimensions of self, others, nature and spirit in order to escape! Builds skills and confidence in healthy activities.

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Tech Tool Kit - Outline

Part One – Exploration			
Goals: recognize impact of recent rise in technology use on child and family; identify four critical factors to optimize child development, learning and behavior; decide on two initiatives to enhance movement, nature, touch, and human connection.			
Session	Title	Topic	Tech Tools and Objectives
1	Virtual Child	Tech Trends and Statistics	<i>Tech Usage Screen</i> - document individual technology usage. <i>Tech Unplug Tracking Tool</i> - track improvements in child impairments. <i>Tech Point Sheet</i> - collect points for doing alternate activities. <i>Family Tech Contract</i> – sign on for the tech/healthy activity balance challenge!
2	Play Deficit	Movement and Nature	<i>Out/Indoor Activities</i> – pick an activity, and go outside (or inside) and play! <i>Movement Initiatives</i> – pick an activity, build strong core and motor coordination. <i>Nature Initiatives</i> – pick an activity, go visit Mother Nature to chill out and learn.
3	Tech Neglect	Touch and Human Connection	<i>Attachment Questionnaire</i> – for parents to evaluate their attachment to children. <i>Touch Initiatives</i> – pick an activity, go get/give a hug and feel yourself relax. <i>Connection Initiatives</i> – pick an activity and reconnect your family!
Part Two – Preparation			
Goals: review research on impact of technology on four domains of human function: physical, social, mental and cognitive; identify family issues related to technology overuse; enact counteractive measures.			
4	Tech Fat	Brain/Body Development	<i>Tech Usage Questionnaire</i> – improve your knowledge regarding tech usage. <i>WiFi Radiation brochure</i> – learn about how to keep your family safe.
5	All Alone	Social Development	<i>Family Values and Rules</i> – establish cultural traditions and values; begin the process of creating rules to support family values. <i>Parent Unplug'in brochure</i> – handout and get your friends/family on board!
6	Tech Crack	Mental Development	<i>Tech Addiction Questionnaire</i> - identify causal factors for technology addiction. Quantify level and type of technology addictions.
7	Learning Paradox	Cognitive Development	<i>Productivity Scale</i> - determine productivity parameters. <i>Productivity Tools and Techniques</i> – understand educational technology risks/benefits, strategize and plan for content/duration of educational technology.
Part Three – Management			
Goals: review technology reduction and management strategies and customize for family; identify long term goals and supports; enact technology maintenance procedures; measure functional outcomes of <i>Tech Talks</i> webinar.			
8	Creating Balance	Tech Reduction	<i>Tech Usage Guidelines for Children and Adults</i> - determine technology usage. <i>Tech Zones</i> – decide on green/yellow/red zones; location and/or time. <i>Tech Schedule</i> – schedule technology and healthy activity; put on fridge.
9	Digital Detox	Tech Unplug	<i>Tech Rewards & Penalties</i> - Identify tech rewards and penalties. <i>Tech Supports & Trackers</i> – identify tech supports and need for tracking tools. <i>Tech Unplug Protocol</i> – do a 3 day family technology unplug.
10	The Future	Tech Maintenance	<i>Family Tech Rules</i> - determine long term technology goals and maintenance. <i>Tech Resources</i> – variety of books, treatment centers, and helpful websites. <i>Tech Unplug Tracking Tool</i> – revisit the tracking sheet, and see what changed!

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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, mental, social and academic performance. Please see www.zonein.ca *Fact Sheet* for additional information.

This screen has been designed to provide information needed to guide you toward managing a balance between healthy activities your child needs 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 _____



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Technology Unplug Tracking Tool – Individual (TUTT-I)		
Name:	DOB:	Person filling out form:
Pre-Unplug Date:	Post-Unplug Date:	
<i>0 – no impairment; 1 – resolved; 2 – minimally impaired; 3 – moderately impaired; 4 – severely impaired</i>		
	Scores	
	Pre	Post
Physical		
• <i>Development:</i> age appropriate speech, fine motor, gross motor ability		
• <i>Weight:</i> fitness level and weight within age appropriate guidelines		
• <i>Sleep:</i> can go to sleep, wake up, and doesn't wake during the night		
Functional		
• <i>Dinner:</i> sits through dinner without device use, talks to family during dinner		
• <i>Self-care:</i> age appropriate for dressing, hygiene, toileting, bathing		
• <i>Community outing:</i> appropriate behaviour at restaurants, events, parks		
Emotional		
• <i>Withdrawn:</i> depressed, sad, cries silently by self		
• <i>Anxious:</i> nervous, worried, obsessive, high anxiety		
• <i>Up and down:</i> fluctuates between okay and not okay		
Self-regulation		
• <i>Impulsive:</i> acts without thinking of consequences, quick to react		
• <i>Tantrums:</i> meltdowns, crying, whining		
• <i>Entertains self:</i> initiates activities (other than technology) on own		
• <i>Transitions:</i> moves easily from one task to next		
Social Communication		
• <i>Expression:</i> initiates conversations or gestures		
• <i>Comprehension:</i> understands what is being told to them		
• <i>Interaction:</i> participates in conversations with others; communicates needs		
• <i>Eye contact:</i> looks at others who they are familiar with in conversation		
• <i>Playful:</i> initiates play and fun, laughs appropriately, smiles at others		
Behavior		
• <i>Odd:</i> does unusual things, does things that don't make sense		
• <i>Perseverates:</i> ruminates on one thought, does same thing over and over		
• <i>Aggressive:</i> violent, explosive, angry, acting out physically toward others		
• <i>Defiant:</i> says "No" constantly, refuses to do what is asked, no empathy		
Sensory		
• <i>Hyper-reactive:</i> responds adversely to normal sensations		
• <i>Hypo-reactive:</i> does not respond to normal sensations		
Cognitive		
• <i>Attention:</i> attends to task one minute per year of age		
• <i>Learning:</i> retains and applies age appropriate information; imitates others		
• <i>Decisions:</i> easily makes decisions, knows what they want		
• <i>Safety awareness:</i> engages in safe behavior, is aware of risks		
TOTALS		

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Tech Tool Kit - Point Sheet

Each day, family members will be required to do two tasks for which they get a daily score. If a family member breaks a commitment, the family may decide in advance to deduct points from the weekly score. The family member who has the most points upon completion, might receive a prize determined in advance from other family members. Suggest family keep the *Tech Tool Kit Point Sheet* on the fridge and in the evening after dinner, fill in each member's daily score.

0 – didn't do task; 1 – only did one task; 2 – did both tasks

Week One – Tech Trends and Statistics – task: record tech usage daily								
Name	S	M	T	W	T	F	S	Total

Week Two – Movement and Nature – task: do 2 movement or nature initiatives each day								
Name	S	M	T	W	T	F	S	Total

Week Three – Touch and Connection – task: do 2 touch or connection initiatives each day								
Name	S	M	T	W	T	F	S	Total

Week Four – Brain/Body Development – task: do 2 movement initiatives each day								
Name	S	M	T	W	T	F	S	Total

Week Five – Social Development – task: do 2 connection initiatives each day								
Name	S	M	T	W	T	F	S	Total



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Week Six – Mental Development – task: do 2 touch initiatives each day								
Name	S	M	T	W	T	F	S	Total

Week Seven – Cognitive Development – task: do 2 nature or productivity initiatives each day								
Name	S	M	T	W	T	F	S	Total

Week Eight – Tech Reduction – task: follow tech zones and schedule								
Name	S	M	T	W	T	F	S	Total

Week Nine – Tech Unplug – task: follow tech rewards/penalties and unplug protocol								
Name	S	M	T	W	T	F	S	Total

Week Ten – Maintenance – task: follow long term tech goals								
Name	S	M	T	W	T	F	S	Total

Weekly Points Totals											
Name	1	2	3	4	5	6	7	8	9	10	Total

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Family Technology Contract

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

Write in your own Family Tech Tasks!

Family Tech Task	Each family member initials box below their name, indicating their commitment to Family Tech Task					
Family member's name.						
Admit that family has problems associated with tech overuse.						
Attend each of the ten 20 minute Tech Talk webinars.						
Participate fully in requested tasks without complaining.						
Offer own ideas and suggestions to customize Tech Talks.						
Complete 20 minutes of homework following webinar.						
Not cheat, lie, or misrepresent own level of tech use.						
If slip-up on commitment, report issue to rest of family.						
Complete full Tech Talks ten series.						
Be sure to have fun!						

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Activities for Children to Enhance Child Development, Behaviour, and Learning - Outdoor and Indoor

Outdoor Activities

Bird watching

Anywhere you go there will be birds. Get a book from the library to find out what kind of birds you can expect to see in your area. Birds owe their success as a species to their ability to fly. Flight enables birds to feed where other animals cannot, escape enemies, and move with the seasons. Birds in flight are a beautiful sight. Take your binoculars and look for birds flying and resting. A few things to look for when bird-watching: type of bird, different beak shapes to cope with main food source—long or hooked beaks for tearing at prey, short and stout cone shapes to crack seeds, feet—for different purposes like perching on twigs, running, clinging to trees, grasping prey, paddling in water, color—to blend with environment or to stand out, nests and eggs

Bug hunting

Have you ever taken the time to observe bugs? They are amazing creatures. They fly, buzz, sting, leap, and even light up. A good way to attract bugs is to put out something sweet like a banana with brown sugar sprinkled on top. Let the banana mixture sit outside a while, then spread it onto the bark of a tree. Check it regularly to see what new bugs you have attracted. Look through the magnifying glass and draw what you see. Come out at night with a flashlight and see if there are any newcomers. If you want to watch a particular bug, put it in your container with a bottle cap of water, a stick, and some green leaves. Cover the container with netting or waxed paper (make sure to poke small holes). Return your bug to the place you found him within twenty-four hours.

Rock garden

Find a sunny spot in the garden or outside, about one square yard (meter). Arrange the rocks in a creative or pleasing mound or as a border, leaving space between them for soil and plants. Half fill the spaces with soil and press firmly into all the nooks and crannies. Water carefully and thoroughly. Add and subtract rocks where the water is running out to make the rock garden watertight. The best plants to put in the rock garden are small or tiny shrubs, miniature bulbs, and annuals and perennials that form low tufts of leaves and flowers. In mild climates, plant succulents and cacti. After planting, add more soil and press firmly. Keep lightly watered and remove weeds as they appear.

Bird bath

Fill the pan with water and place in the window box. If the water is over two inches deep, place a rock in the middle for birds to perch on. Rainwater is best, so whenever you can, collect it and save it to use when refilling the bird bath. You might want to string popcorn, berries, raisins, or nuts around the edge to draw the birds attention.

Snail farm

Your snail farm will be contained within the plastic bottle. Cut a small door in the side of the bottle about three inches by two inches so that when the bottle is on its side the door is at the top. Next, place damp soil in the bottle. Go outside and look for snails in the yard. Look around leafy plants, in the vegetable garden, or at the base of brick walls. Put them in your snail farm and give them fresh food like lettuce and weeds. Seal the door at the top with some clear tape and punch holes in the tape for air vents. Make sure the bottle top is sealed. Watch your snails for a few days then let them go.

Plant a tree

Plant a tree in your yard, watch it grow and change, sit by it and talk about your problems, nurture and love it! Here's how you do it. Dig a hole bigger than the seedlings roots. Pour water into the hole to give your tree an extra drink on its first day. Set the tree in the hole and cover its roots with soil, filling the hole and packing the dirt around it as you go. Put wood chips, bark, and leaves around the base of the tree, but not right next to the trunk. The leaves and bark will break down and provide food for the tree. This is called mulching. Water the tree regularly the first few weeks.

Listen to the world

This activity can be done inside or outside. Sit children back-to-back, and ask them to close their eyes. Concentrate on listening to all the sounds around you. Listen to the world. Is a plane flying overhead, the dog barking, or telephone ringing? Say what you hear. Can child identify all the sounds? Are there any soft sounds? High sounds? Take turns being very quiet and then share what sounds you can hear.

Nature hunt

Give each player a paper bag and a list of natural objects (a bird's feather, a leaf, a smooth rock, a pine cone, a wildflower, and so on) to collect. You can give the same list to all the players or have each player look for a different group of objects. Challenge the players to find all the objects on their lists. Set a time limit: perhaps twenty minutes to find ten objects. The first player to find all the items on his list is the winner. A child may play this game alone or with others. For a group of children, pair up nonreaders with readers.

Decorate flower pots and plant with seeds

This can be a great party craft or a fun project at home. Have kids paint the outsides of their flower pots and allow to dry. When pots are dry enough to handle, have the kids pour in the potting soil and sprinkle seeds in. Hopefully in a few weeks they will have a sprouted plant!

Scavenger hunt

The idea of a scavenger hunt is to find all the items on a list and return them to a designated place as quickly as possible. There are many ways to organize a hunt and many choices to

make. You can play as individuals or on teams either inside the house or outside. Here are a few ideas to try:

- All items on the list are easily found in the backyard (they can be hidden before the party). Things like a red leaf, matchstick, old bottle or can, feather, etc.
- Each person or team is given a different list of items to find by asking people around the neighborhood.
- Alphabet hunt—must find something for each letter of the alphabet.
- Indoor hunt where each person looks for things and checks them off their list when they find them without picking them up.
- Newspaper hunt—each person is given a list of words, sentences, advertisements, or photographs that are to be cut out or circled in a newspaper.
- Pick one of your favorite places to visit: the beach, dump, store. From old magazines, find 5-10 pictures of what you might find there. When you go to the place, you and your child will have a great time looking for those items.

Worm farm

If you like to fish or live near a lake, a worm farm could be a fun hobby! To prepare the bucket, make plenty of small drainage holes on the sides and bottoms with a hammer and a thin nail. Fill the buckets with rich garden soil, add the dog food, and mix well. Sprinkle water on the soil until it is moist but not soggy. Now go digging in your yard or compost pile to find twenty-five worms. Put them on top of the soil filled buckets and watch them burrow out of sight. Stand the bucket on bricks in a pan full of water to keep the ants from eating the worms. Start a crop of worms in the second bucket after a month to give you a steady supply. Check your worm farm once a week to see if it is still moist. Too much water is worse than too little. Every three weeks, dump the top five inches of dirt out and mix it with a half cup of dog food. Dump the rest of the dirt out, put the dirt with the dog food in the bottom of the bucket, and pile the rest of the dirt back in. This is a good time to check how your farm is growing. You should have hundreds of worms in twelve weeks.

Journey mapping

Get or make a large map of BC or Bella Bella. Each time you take a trip, mark the place you visit with a sticker on each child's map. You'll have fun tracking where you've been and where you'd like to go. Talk about how far these places are from where you live. If a parent has to travel on his or her own, this is also a good way to help kids visualize where they are.

Outdoor plays

Next time you have a group of children together, try this fun activity. Let the children choose a story to act out, one that you know the story of, as well. Let each child choose each part that he or she wants to play -- its fine if there's more than one child playing a character. Then narrate the plot or read aloud the story to the group of children. As you narrate the story, the children should act out their roles according to your instructions. Be sure to give extra verbal cues when necessary, like "then Sleeping Beauty climbed the stairs" and all the Sleeping Beauties should pretend to climb stairs, or "the prince chopped through the vines to the castle" and all the princes

should pretend to chop with a sword. It won't matter if there are several children for each part. They all will act together and have fun together.

River rafting

Pick a location that has a stream, creek, or river. Collect plastic bottles and onion bags in advance. How many bottles and bags you get will determine the size and shape of the raft. To make the raft, put one onion bag inside another for extra strength, then fill it with plastic bottles making sure all the lids are fastened tightly so no water gets in. Use fishing line and a large needle to sew up the openings in the bags. When you have all the bags stuffed, sew them together. When it's time to try out the raft, make sure the people riding it are wearing life jackets.

Outdoor Games

Sardines

What child doesn't love hide-and-seek? Here's a fun variation to play with a group, inside or outside. While the group counts to 50, one person goes to hide (find a place that's big enough to fit the whole group). When the group is finished counting, everyone spreads out to look for the hider. When you find the hider, quietly climb into the hiding place, too. Play continues until all the seekers have discovered the hiding place and crammed themselves in. The last person to find the hiding place is now the hider for the next round.

Racing Games

Who doesn't remember the fun of a good race? The screaming sideliners, the rush of adrenaline ... There's nothing like a good, close race to get the blood pumping and the appetite up.

Three-Legged Race

For a Three-Legged Race, you'll want to have a little practice walking around for a while—before the race begins—until you and your partner figure out how to move that leg in unison. It's a lot harder than it looks! You'll need a start and goal line and several pieces of twine for this game. Form teams of partners. Each player must tie one of his or her legs to the other player's leg so that when they move, they move with three legs. The goal is to race from the start line to the goal line and back again. The first set of partners to reach the start line again is the winner. You can fall and get back up and continue the race, but you won't win unless you catch up to those who are still moving at a steady pace. Kids will want to pair up with adults in this game, but be careful. You are likely to fall during this race, and kids take smaller steps than grown-ups. You don't want to fall and hurt a child, so if you do pair up with a kid, be sure to move slowly when the race is on.

Potato on a Spoon Race

For the Potato on a Spoon Race, you'll need some regular-sized stainless steel or plastic spoons and some small- to medium-sized potatoes. The potato should be slightly larger than the spoon to make balancing a little tricky. You will also need to establish a start line and a goal line. Everyone balances a potato on his or her spoon and when the whistle blows, you must make it to the goal

line and back without dropping your potato. If you make it back first, you are the winner. You can also play this game with an egg—but it might be a good idea to hard-boil the egg before the game begins!

Sack Races

For this game, you'll need to dig up some old pillowcases or burlap sacks. Kids really love this game. Each kid climbs into the sack and, holding the edges of the sack up around his or her hips or waist, must hop from the start line to the goal line and back again. Many kids will fall over and you'll laugh a lot during this crazy game. If adults grab a sack and start hopping with them, the kids will squeal with laughter—the adults will look even sillier than the kids!

Hopscotch spelling

A great way to improve spelling skills while having fun! Using either sidewalk chalk or foam interlocking-letter squares (you can find them at Right Start or Ross), list the alphabet. Say a word and have your kid(s) spell out the word hopping on the letters. Younger kids can play by just finding a letter and then progressing to finding the letter that sounds like "ssss."

Jug Toss

Use a utility knife to cut a one-gallon plastic jug in half horizontally. Recycle the bottom half of the jug, but save the top half (the half with the handle). If you like, cover the cut edge of the jug with duct tape. Two or more children playing together can use the jugs to toss a tennis ball or beanbag back and forth without touching it with their hands. Child playing alone can toss a ball or beanbag in the air and catch it in his jug, seeing how many successful catches he can make in a row.

Indoor or In Car Activities

Mineral – Vegetable – Animal

One person is "it" who thinks of a mineral, vegetable or animal (but doesn't tell anyone). Each person has a chance to guess what it is, but can only ask "yes" or "no" questions. If the person with the hidden word answers "yes" to a question, the asker can keep asking questions until they receive a "no". Tips are to start with questions to decide if hidden word is a mineral, vegetable or animal, and then can ask about habitat (water, forest, desert), relative size e.g. "Is it bigger than a breadbox?", and commonality e.g. "Did we see this today?"

20 Questions

This is a neat exercise to do with or without a video camera, although a recording of this would make a great gift when your child grows up. Explain to your child that you would like to interview him or her (you can talk about what this means and why people give interviews). Ask questions like: 'What do you want to be when you grow up?' 'Do you want to do one thing or lots of different things?' 'Where will you want to live?' 'What will your house be like?' 'Your friends/ neighbors?' 'Will you have hobbies?' 'What do you want the world to be like?' Invite your child to interview you, too. They can ask questions about when you were little.

Paper plate clock

Write the numbers 1 through 12 on the outer edge of a white paper plate. Create hands for the clock by cutting off two half-inch wide strips of black poster board. Make one strip three inches tall and the other five inches tall. Cut off two small triangles from the black poster board. Glue one to the end of each of the strips of poster board. Line up the ends of the two strips of poster board that don't have a triangle glued to them. Poke a closed paper fastener through the pieces of poster board. Then, poke a small hole in the center of the plate. Push the fastener through the hole and spread out the prongs on the back of the plate. Arrange the hands of the clock to the correct time and explain to your child that the shorter hand represents the hour and the longer hand represents the minute. You can use this tool to help your child learn how to tell time or you can set the paper plate clock to an important time (like when a friend will be coming over to play) and then set it next to a real clock so that your child can begin to understand the passage of time.

"I'm a great helper" coupon book

To help your child realize what a help they can be to us grown-ups, make it fun by creating a 'coupon' book of things they can do or 'give' to parents. Take blank white 8 1/2 x 11 paper or construction paper and fold in half. To create the coupon book, cut the paper along the fold and then staple the paper together along the short side. Then, come up with a list of things with your child that he or she can do to help their parents, such as feeding the pet, helping load the dishwasher, picking up their room, etc. then, have them draw a picture that represents those helping tasks, one on each page. Once the booklet is complete tell them that whenever they want to help or give Mommy or Daddy a gift, they can give a helping coupon. They will really grow to enjoy giving their gift of help!

Storey starter

Suggest three or four characters (say a pig, a basket, a car, and an apple) and challenge each child to create a story that uses these characters. Then switch roles either using the same characters or have the child pick new ones for you. You can also play this game in restaurants, using the menu and things you see there. This is a great imagination developer.

Shoe box trains

Shoe boxes come in handy for so many crafts - here's another idea for any empty boxes you have lying around the house. Have your preschooler decorate the shoe box with markers, crayons, stickers, and other art supplies. Once they've finished decorating the shoe box, poke a hole in one end, and tie a string (about 3 feet long) through the hole. Let your child fill the box with stuffed animals or other cargo, and then use the string to pull it around the house or yard. You can even string several boxes together to make a longer train. All aboard!

Life size paper doll

Take a long piece of butcher paper and have each child lie down on top of it (his or her entire body needs to fit within the edges with a good margin around the sides). Trace around your child's body with a Sharpie. When each child stands up, they will have an outline that they can dress and decorate however they wish e.g. draw face; cut out hair and shoes from construction

paper; and cut out her dress from wrapping paper. Decorate the rest -- jewelry, socks, even a bow for hair.

Banking 101

Sorting, counting, and rolling coins is a great way to teach children about money. Get parents to put spare change in jar and then when it's full, bring to class and dump it out and roll the coins together. First have them sort the different coins, then put the coins into stacks of 5-10, then roll the coins. Great fine motor skill builder, too, since it takes dexterity to drop each coin into the coin wrapper.

Puppets

Puppets are fun to make and great to play with, especially when acting out stories. Silly dog -- An old sock can be quickly transformed into a "silly dog" puppet. Make a dog from a sock by cutting out two ears from some felt -- or any sort of fabric scraps you may have -- and sewing them on either side of the heel. Sew on two buttons for eyes, and add some black stitching for a nose (or you can draw these on with a Sharpie). Snake - Create a snake from any color sock. To begin, sew a strip of red rick-rack starting at the heel and going along the back of the sock. Glue or sew on two black eyes that have been cut out of felt and a red felt tongue.

Stick puppets

A great use for old greeting cards and coloring books! Cut out a few characters from old birthday cards or books, or draw the outline of a character (a cat or teddy bear) and color it in with your child. Glue a washed Popsicle stick to the back, which you can use to move the puppet around. Spoon person - Using felt-tip pens, draw a face on an old wooden kitchen spoon. Cut out some clothes for your spoon person from some extra fabric or an old shirt, and glue it on to the handle of the spoon. Don't expect the spoon back for cooking, though!

Mirror image drawing

Find in a magazine a full page 8 1/2 x 11 picture of an animal, if possible just of the face. Fold or cut the picture in half vertically. Tape or glue the half picture to a thick piece of paper, drawing or painting quality, if possible. Have your child draw with a pencil a mirror image of the animal's half face (or complete the rest of the animal if it is a full body picture). Then have him fill in the details and color with watercolors, crayons, colored pencils or pastels. You will be amazed at the results!

Make a book

Make a booklet of five or six pages. Your child can help punch holes close to one edge and thread yarn through the holes to keep the pages together. You can also bind the book with twisted pipe cleaners, or staple the pages together. On the outside cover, write your child's name. Explain to him that this is going to be a book about him. Let your child decide what will go on each page. Write it down. Examples: Other people in my family. My favorite toys. My favorite books. My friends. My pet. My neighborhood. My home (or my bedroom). My own drawings.

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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 reduces 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. Technology gravely restricts movement. When a child (or adult) is using a device, they stop moving. Put the device away, and children and adults get up and move. 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.

- 1) Chin-ups using either wall mount or door frame bar.
- 2) Do homework in standing (instead of sitting) – on chalkboards, easels, or at kitchen or raised counter; can fabricate raised counter using plywood covered with counter surfacing (plastic, vinyl). Desks and tables restrict movement, and therefore limit learning.
- 3) Do homework lying on floor propped on elbows to strengthen neck and back.
- 4) Play family games such as jumping jacks, running in place, *Tour de France* (using two desks/tables for support, lift feet off ground and pedal in air), or ball over/under pass. Could be played as competing teams if large family or if friends over.
- 5) Fencing with foam noodles (usually used for swimming floatation).
- 6) Volleyball or basketball with Nerf ball; wobble or balance boards.
- 7) Build climbing wall on side of house, in garage, or on indoor wall. Ensure safety mat if mounts are high enough that children might get hurt in fall.
- 8) *Tug of War* using 4' piece of rope with knot each end; excellent activity for children who are fighting; called a "Tug Off".
- 9) Bicep curls using old bicycle tubes; anchor with feet or place around table legs.
- 10) Lye on floor facing partner, and blow/suck on straw to push ping pong balls across masking tape line, scoring "goal" when cross line.
- 11) Climbing rope with knots every 1' attached to ceiling mount.
- 12) Calisthenics on floor e.g. sit-ups, push-ups.
- 13) Exercise bike, elliptical, rowing or treadmill machine in corner of room; try garage sales.
- 14) Resistive suspension training with TRX equipment (www.trxtraining.com).
- 15) Barstarzz training for youth (www.barstarzz.com) or Parkour tracks.
- 16) Use Hokki Chairs (www.letsmovecanada.com), "T" chairs (2" X 4"s nailed together in a "T" shape), or therapy balls for improved "in seat" time at dinner or while doing homework.
- 17) Position swing bar under desk/table (dowel suspended with chain or rope from desk where child places feet to "swing" them for energy release).
- 18) Create a garage gym with suspended rings, climbing rope, chin up bar, hockey net, agility ladders, TRX Training, mini-trampoline, and/or climbing wall.
- 19) Sign up for sports lessons e.g. swimming, dance, karate, gymnastics, soccer, baseball, basketball, football, yoga, tennis, or skiing.
- 20) Not physical? Sign up for alternate movement activities such as musical instrument or singing lessons, making pottery, bird watching, or gardening.

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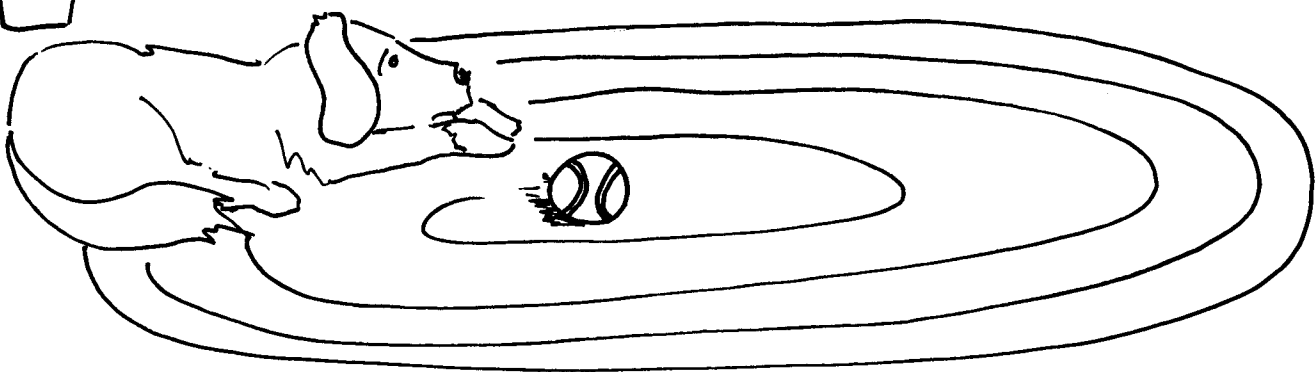
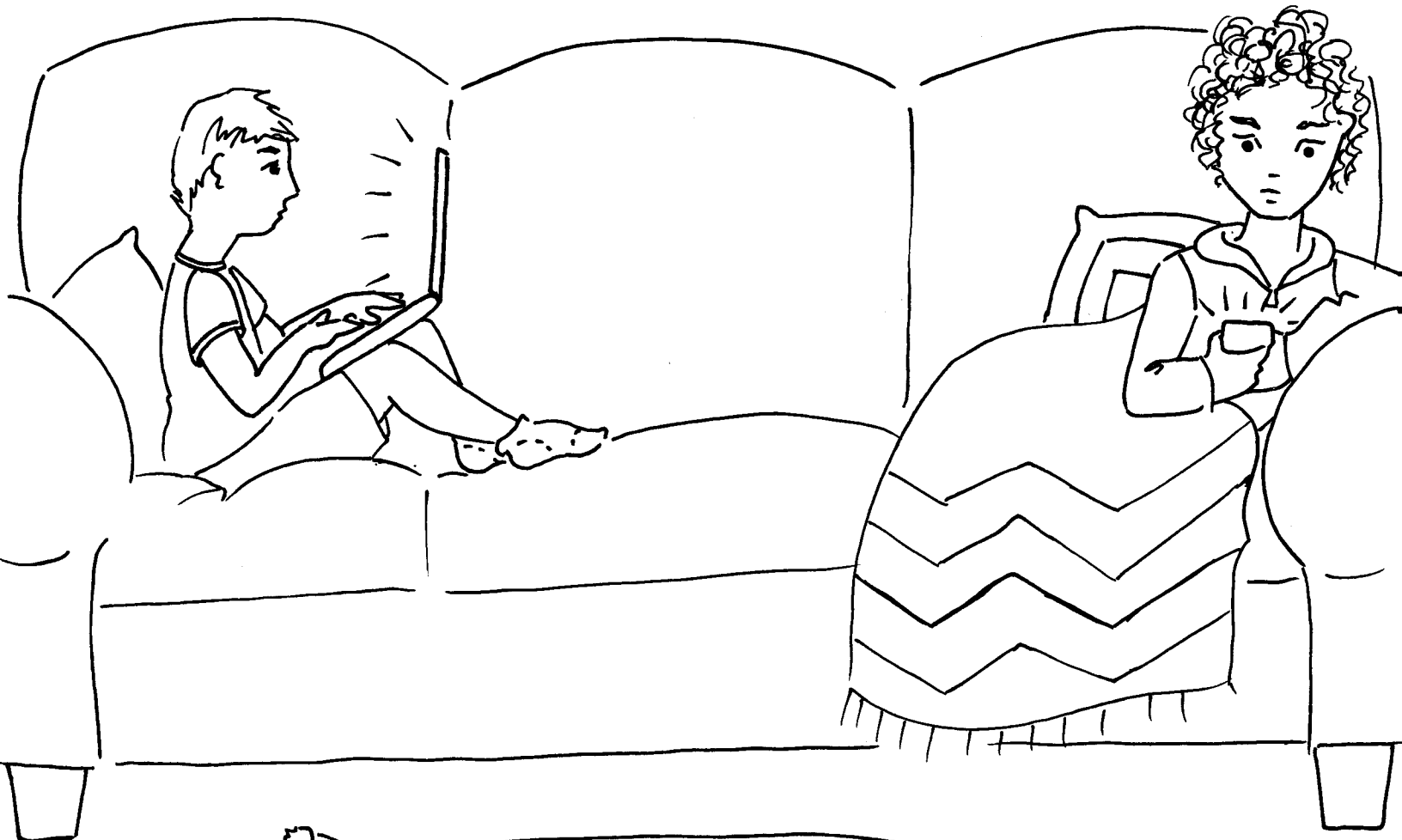
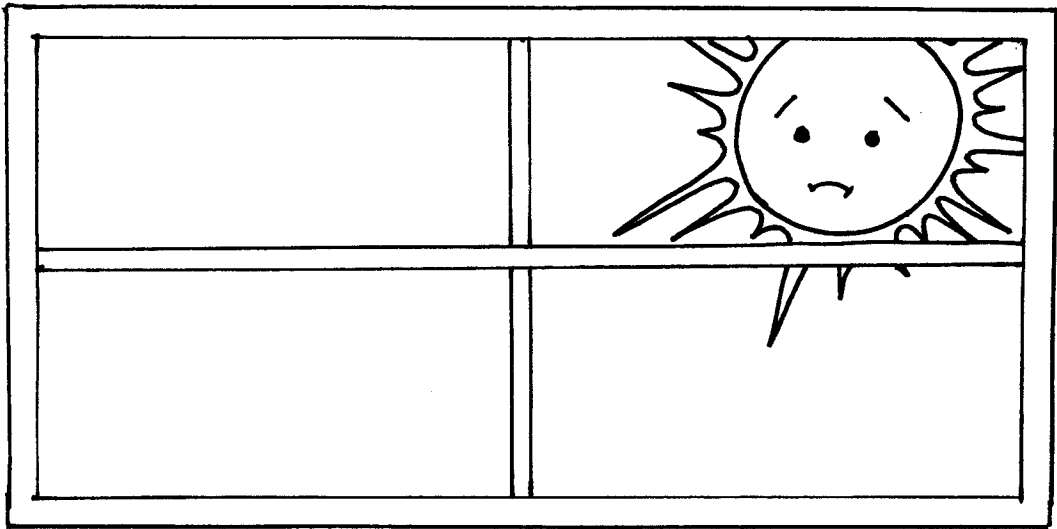
Nature Initiatives

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. As overuse of technology results in attention deficit, green space found in nature can be an effective tool to counteract technology’s damaging effect on attention. Parents who view outdoors as “unsafe” have children who use twice the amount of technology.

1. Have a family meeting to discuss outdoor safety and determine family rules for outdoor nature play.
2. Walk or bike whenever possible; leave the car at home.
3. Get a dog and take it for twice daily walks.
4. Fence yard for safety if possible.
5. Create play spaces in own yard, or team with neighbors to find best neighborhood play spaces and make them safe e.g. fencing next to traffic flow.
6. Team with neighbors to take kids to park on rotating parent basis.
7. Hang a swing from tree or brace attached to side of house.
8. Build a tree house; let the kids do the planning and construction.
9. Build a bird house or bird bath station.
10. Build a deck with old wood scrounged from neighbor’s back yards. Get kids to help.
11. Build or buy a playground. Look on eBay, Craig’s List, or in local paper for used equipment or good deals. Get the kids to do the research.
12. Throw a bunch of wood, rope and nails etc. in yard space and provide minimum tools to build forts, tree houses, or anything kids decide they want to build.
13. Build a covered fire pit with surround seating and have the neighbors over for hot dogs and marshmallows.
14. Experience a forest, park or even just a grassy spot under a tree.
15. Explore creative playing with dirt, leaves, twigs and rocks. Build a village with sticks wearing leaf clothing, rock or stick houses, and rivers if have flowing water.
16. Build garden boxes and grow flowers, herbs or vegetables.
17. Grow seeds in the spring and plant flowers around your yard or the neighborhood.
18. Rooms with a view of green space are calming; screens are not. Arrange furniture to face windows, not TV’s. Rearrange home to have one calming space without screens.
19. Add greenspace indoors with plants, ponds, water features, or fish tanks.
20. Do birthday parties outdoors e.g. scavenger hunts, nature games, blind walks in the woods, or nature identification games.

Community initiatives might include 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.

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Attachment and Connection Questionnaire For Parents and Teachers

	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). - or - Demonstrative - Verbal: "On a daily basis, I tell my children one positive attribute about themselves to build their self esteem."		
4. Available: "I make myself available to interact with my children on a regular, scheduled daily basis" e.g. meals or recess.		
5. 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."		
6. Interactive: "Rather than 'preach' to my children, I encourage questions and healthy interaction of thoughts and ideas."		
7. 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, family wrestling night, dancing, biking, climbing trees, playing sports, baking, 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..... _____

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 sensory 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. So 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!

- 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 is to have child sit in between your legs, with your legs looped up and over the child's, 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. Do not break contact quickly, as this type of touch forms a bond with the child, and should be sustained.
- 4) **Steamroller:** have child lie 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 lie between two large bean bag or couch cushions (with head exposed), and gently exert pressure on the top bean bag, again asking child to tell you how much pressure.
- 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 after a bath.
- 7) **Burrito (or hot dog):** lie large blanket on floor, and have child lie 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 using deep pressure touch.
- 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 shoulders and across their chest, providing deep pressure touch 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 child to climb inside, initially keeping head out, but if they would like, eventually enclosing them inside sock for a nice lycra deep pressure touch and sensory deprivation cave. If have more than one child, get two, as a favored activity is to put head inside sock and run into each other and fall down. Available at www.schoolspecialty.ca.

Family 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 to serve as entertainment for the child, and an "escape" for the parent. Technology is also often 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 each other is never going to be an easy task, but can be a lot of fun if that's what you make it!

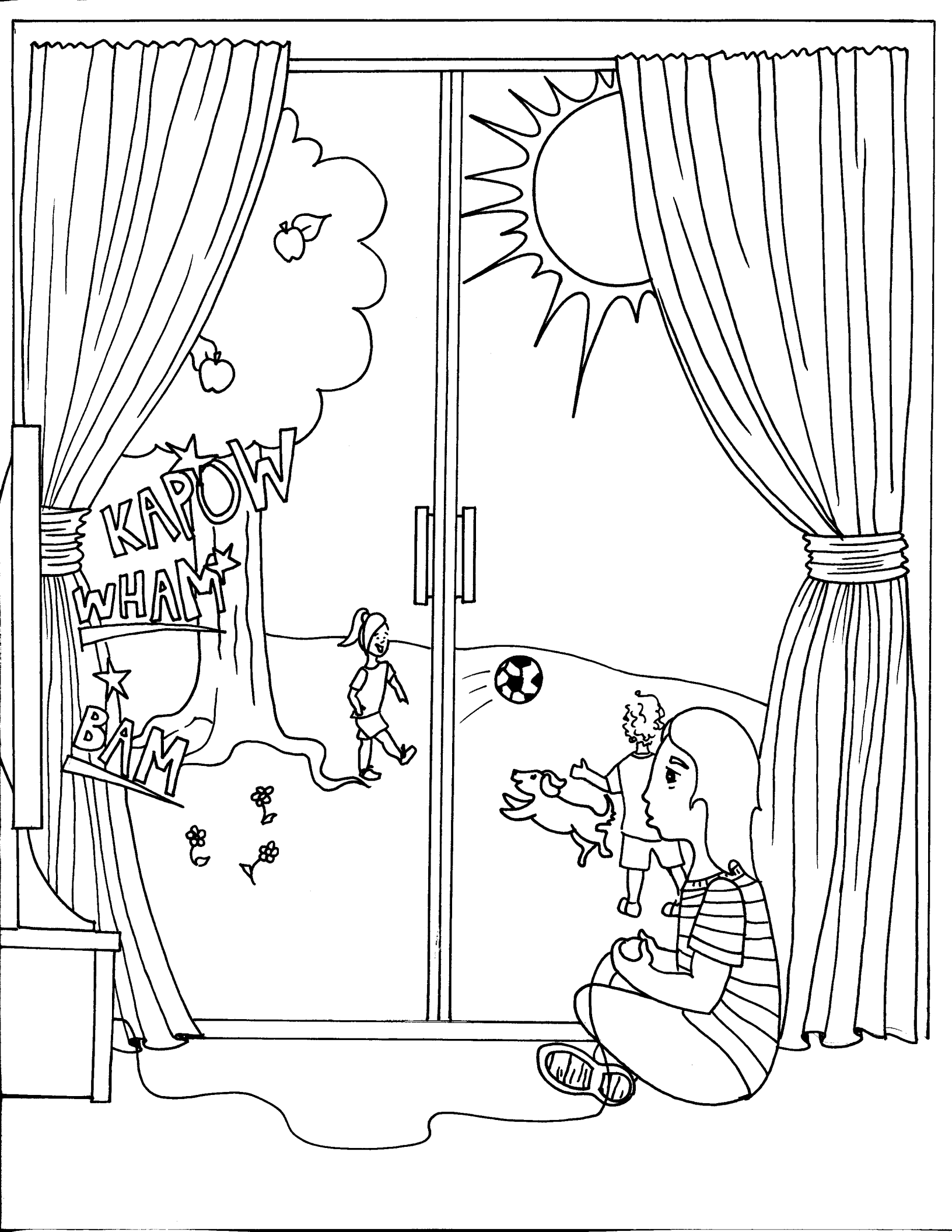
The following play ideas will help families as they explore different ways of interacting and connecting with each other. Parents should not take control of this process, but rather offer suggestions if children asks questions or indicate they are unsure of how to play the game.

- 1) **Follow the leader.** Leader acts out movements or activity for 1-2 minutes, and everyone has to follow their lead. Could involve a series of exercises or just running through the house.
- 2) **Listening Game.** One family member says something, and next in line repeats exactly what the first person says, and so on, and so on. Continue until everyone has had a chance to start the listening game.
- 3) **Hide and Seek.** Rotate seeker until everyone has a chance. Team up to support younger children.
- 4) **Wrestling Night.** Dad or Mom assumes 4 point kneeling position e.g. on hands and knees, and child tries to get them onto their backs for count of ten.
- 5) **Couch Forts.** Use couch cushions and blankets to make a fort. Can combine with making a tent over the kitchen/dining table.
- 6) **One Chore per Day.** Children like to help out, and feel they are an integral part of the family pack. Everyone decides on one chore they do every day, and make sure the child knows their chore ensures their family's survival.
- 7) **Dinner Talk.** To get conversation going at the table, every family member shares one good thing and one bad thing that happened to them that day.
- 8) **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. Pick one night per week for board game night.
- 9) **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. Assign a short family activity for each night this week, and discuss continuing throughout Tech Talks.
- 10) **Prohibit technology** from the car, an hour before bed, and during dinner prep/eat/clean-up, or meals in restaurants, and replace with a structured activity.

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100 + THINGS to do OTHER THAN SCREENS

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





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Technology Usage Questionnaire (TUQ)

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, desk top computers, laptop computers, video games, movies, cartoons, and music videos (not audio).

- **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.

Technology addiction is defined as not being able to stop, excessive use, persistent thinking about tech, can't put it down, needing more, withdrawal when stop.

WHO are you?

At what age did you start using technology?	Year	Mo.
Do you have any mental health <i>conditions</i> : depression, anxiety, obsessive/compulsive disorder, adhd, autism, bipolar disorder, schizophrenia (circle your <i>problems</i>)?	Yes	No
Do you have any <i>developmental disorders</i> : developmental delay, tantrums, aggression, defiance, learning difficulties (circle your <i>disorders</i>)?	Yes	No
Are you <i>addicted</i> to technology (see above definition): TV, internet, video games, pornography, texting, facebook, other social media (circle your <i>addictions</i>)?	Yes	No
Do you participate in <i>alternate activities to technology</i> : sports, music, dance, hobbies, crafts, school/work/volunteer committees (circle your <i>alternate activities</i>)?	Yes	No
Do you participate in <i>off-line social activities</i> with friends: dating, parties, meals out, coffee, recreational outings, barbecues (circle your <i>off-line social activities</i>)?	Yes	No
Are you <i>physically active</i> : team sports, individual sports, walking, hiking, swimming, bowling, dancing, gym, martial arts (circle your <i>physical activities</i>)?	Yes	No
Do you have any <i>academic or work related issues</i> (grades, drop-out, skipping class, detentions, probations, firings (circle your <i>academic/work problems</i>)?	Yes	No

WHAT type of technology are you NOW using?

Do you watch TV (<i>passive technology</i>)? If so, what <i>type of TV</i> do you watch: sports, cartoons, movies, sitcoms, violence, sexual, reality, nature, educational, music/dance (circle <i>type of TV</i>).	Yes	No
Do you use <i>active technology</i> ? If so, what <i>type of active technology</i> do you use: cell phone, tablet, desk-top computer, laptop computer, gaming device (circle <i>type of active technology</i>).	Yes	No
Do you use <i>education</i> technology? If so, what type?	Yes	No
Do you use <i>therapy</i> technology? If so, what type?	Yes	No
Do you use <i>work</i> technology at home?	Yes	No
Do you have a <i>home-based business</i> ?	Yes	No
Do you <i>watch/use</i> the following <i>content</i> on TV or other device: violence, deviance, swearing, rape, pornography, sodomy, torture, educational, therapeutic, pro-social (circle <i>type of content</i>).	Yes	No
Do you watch/use <i>fast paced content</i> e.g. screen changes every 1-2 seconds?	Yes	No



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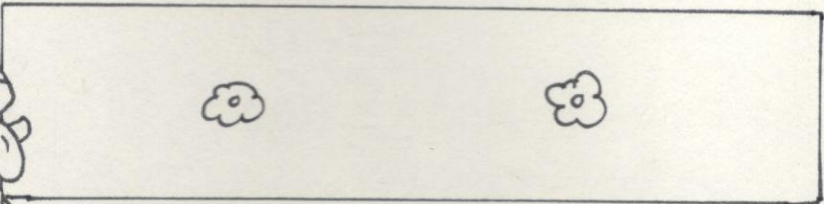
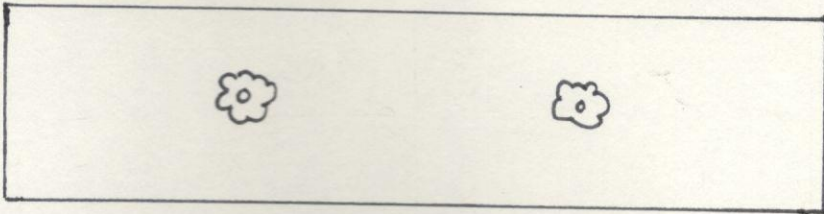
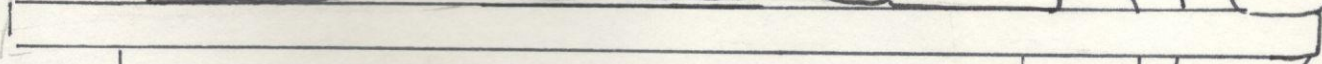
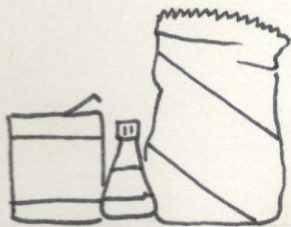
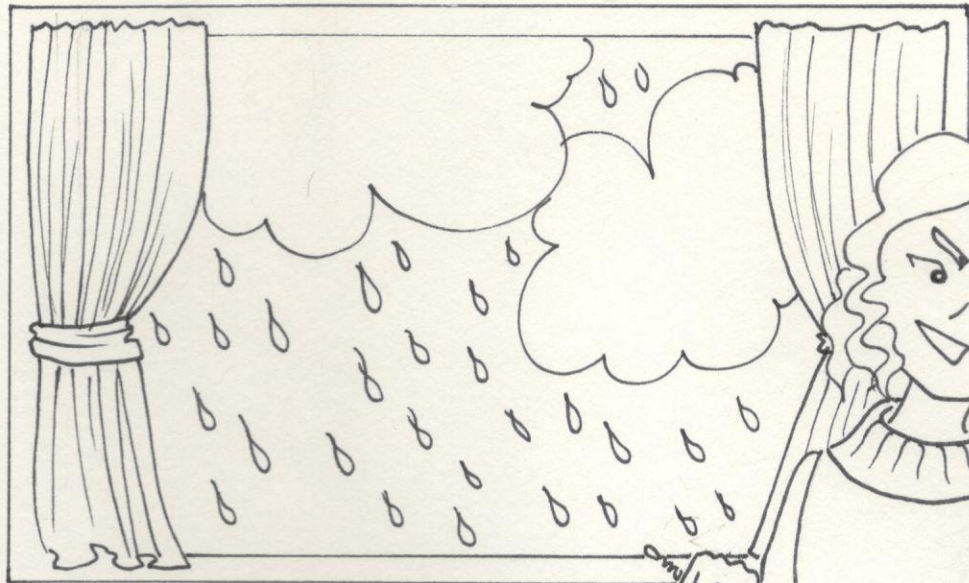
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WHEN do you use technology?		
Do you use technology right before bed?	Yes	No
Do you wake up at night to use technology?	Yes	No
Do you use technology during meals?	Yes	No
Do you use technology during the week?	Yes	No
Do you use technology on weekends?	Yes	No
Do you use technology on holidays?	Yes	No
WHERE do you use <i>entertainment technology</i> (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 <i>entertainment technology</i>?		
Do you use <i>entertainment technologies</i> because you are: lonely, depressed, for escape, boredom, to fit in, feels 'normal', fear of face to face (circle <i>reasons why</i> you use technology)?	Yes	No
Is there another reason you use <i>entertainment technology</i> ?	Yes	No
If so, what is it?		
HOW do you access <i>entertainment technology</i>?		
Do your parents or partner have <i>rules</i> regarding your use of <i>entertainment technology</i> ?	Yes	No
Do your parents or partner <i>supervise</i> your use of <i>entertainment technology</i> ?	Yes	No
Are your parents or partner <i>addicted</i> to technology?	Yes	No
Do you currently <i>own</i> a device(s): cell phone, tablet, desktop computer, laptop computer, gaming device (circle <i>devices you own</i>)?	Yes	No
HOW LONG do you use <i>entertainment technology</i>?		
Daily average at home during the week?		hours
Daily average at home on weekend or holidays?		hours
HOW LONG do you use <i>education technology</i>?		
Daily average at school?		hours
Daily average at home?		hours
Daily average on weekend or holidays?		hours
HOW LONG do you use <i>therapeutic technology</i>?		
Weekly average?		hours
HOW LONG do you use <i>work technology at home</i>?		
Daily average at home during the week?		hours
Daily average at home on weekend or holidays?		hours

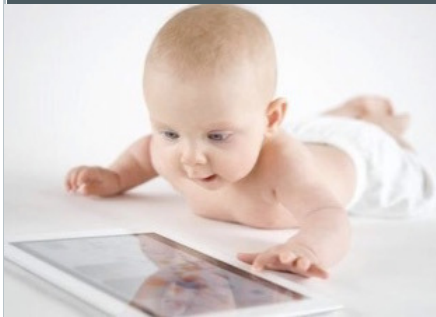
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WiFi Radiation & Children



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**.

Q & A

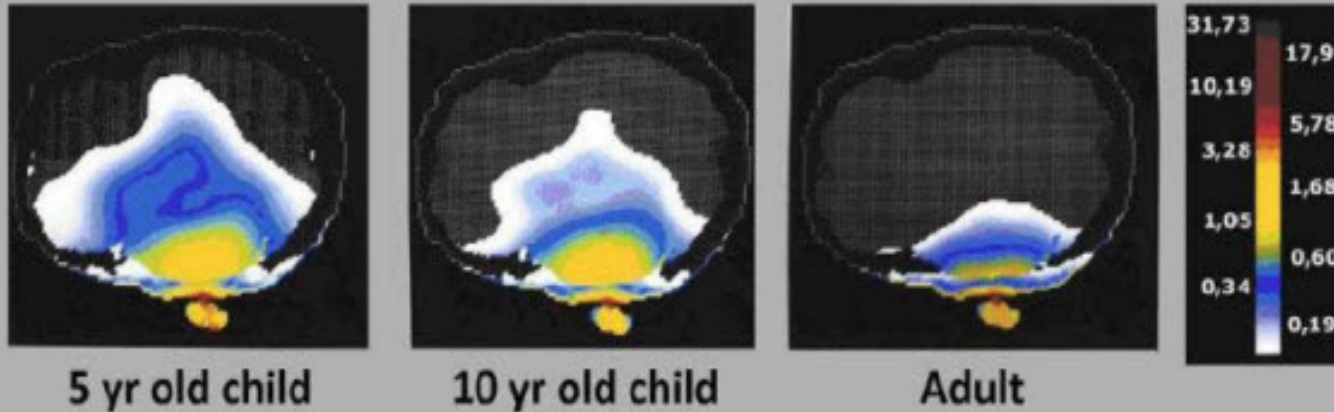
Is wireless technology safe?

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



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 than 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.**



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Family Values and Rules

Family Values	
1.	What are your family values?
2.	What are your cultural beliefs regarding parenting and raising children?
3.	What are your dreams and goals for your children?
4.	Ask children what are their dreams and goals?
Family Rules	
1.	What are your family rules? These could be in relation to technology usage, or just general rules.
	a.
	b.
	c.
	d.
2.	Are the children in agreement with the family rules?
3.	What are the consequences if children (or parents) don't follow the family rules e.g. lose a freedom, gain a chore, get a reward, receive praise, and/or add a privilege?
4.	Have you explained to your children how you feel when they misbehave? If not, do that now.
5.	Do you let your child know you care about them when setting rules and consequences for breaking rules?

Quick ideas for improved family communication:

- Listen first...then ask questions. Don't react.
- If a situation gets out of hand, take a break and make a plan to come back to it later.
- Think about what you are going to say before you say it.
- Count to 8 after asking other family members to do something; it takes children longer to process verbal requests.
- Slow down and pay attention to each other. 10-15 seconds of sustained attention is often all that is needed to help each other feel 'heard'.
- Describe what you want to see in each other e.g. "I love watching you..." Or "I love it when you do/say..."
- Don't forget to have fun! Life doesn't always have to be serious!

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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...but do it TOGETHER!

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Unplug'in Brochure



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

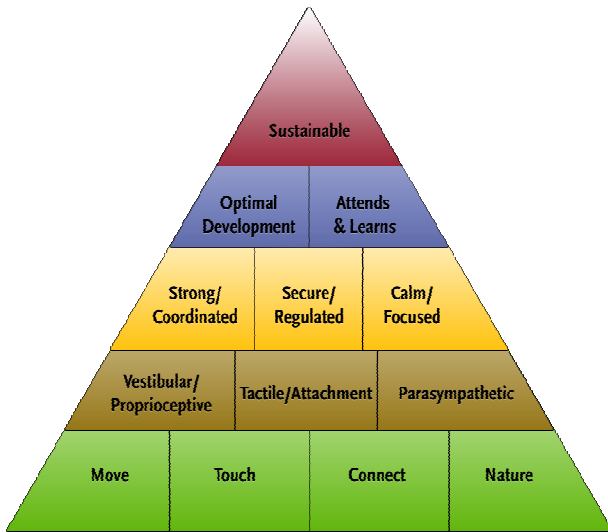
**Addressing the effects of
technology on child
development and learning.**

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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

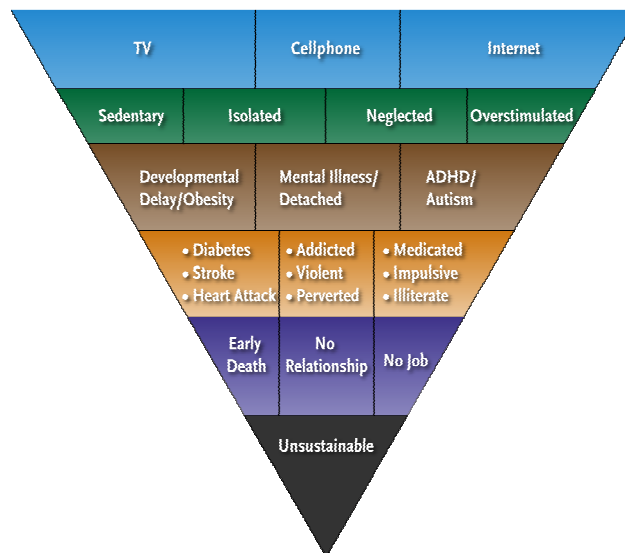
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When children **move**, they build strong, stable core and their muscles become coordinated, making it easier for them to print and read when they enter school. **Touch** helps children to feel secure and able to self soothe and regulate their energy 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
- ✓ Can't focus on tasks
- ✓ Learning difficulties



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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:

- hour a day (dinner), day a week (Saturday), week a year (holiday).
- while driving in the car and eating at restaurants.
- Hour prior to bed. Try bath, book, bed...and no screens in bedrooms!

Balance 'energy in' (technology) with 'energy out' (movement, touch, connection, nature). An hour 'in' = 'out'.

Start healthy activities

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...but do it TOGETHER!



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Unplug'in Brochure



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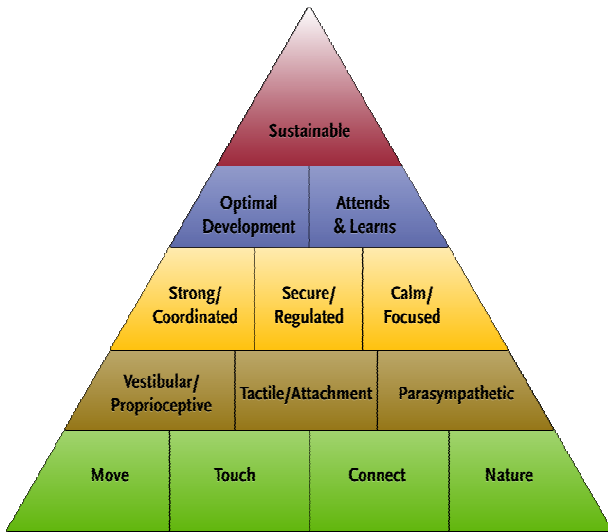
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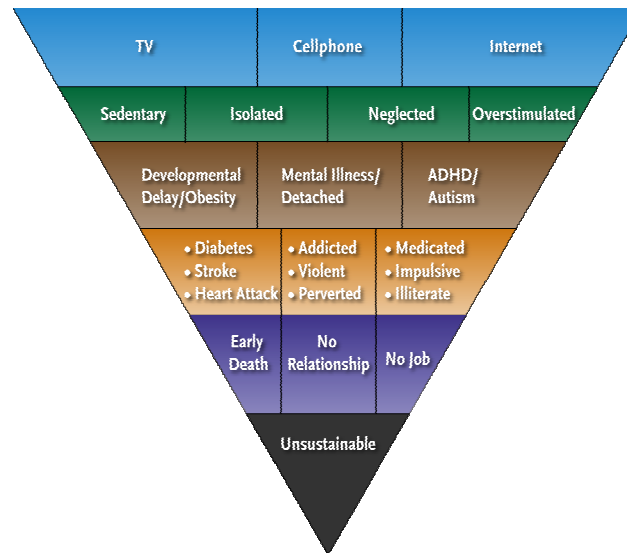
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Technology (TV, internet, cell phones)

Children now use an average of 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.



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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.

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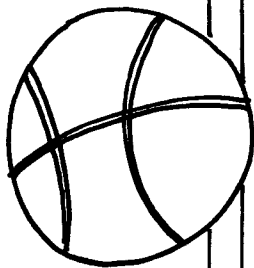
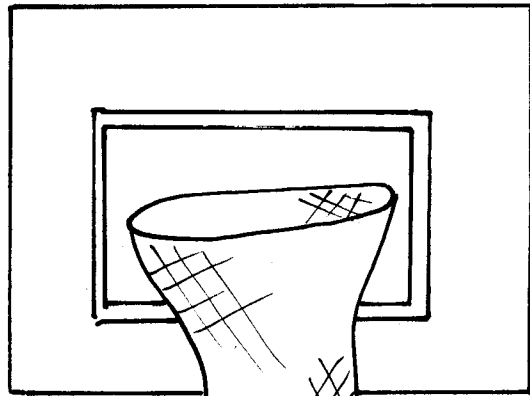
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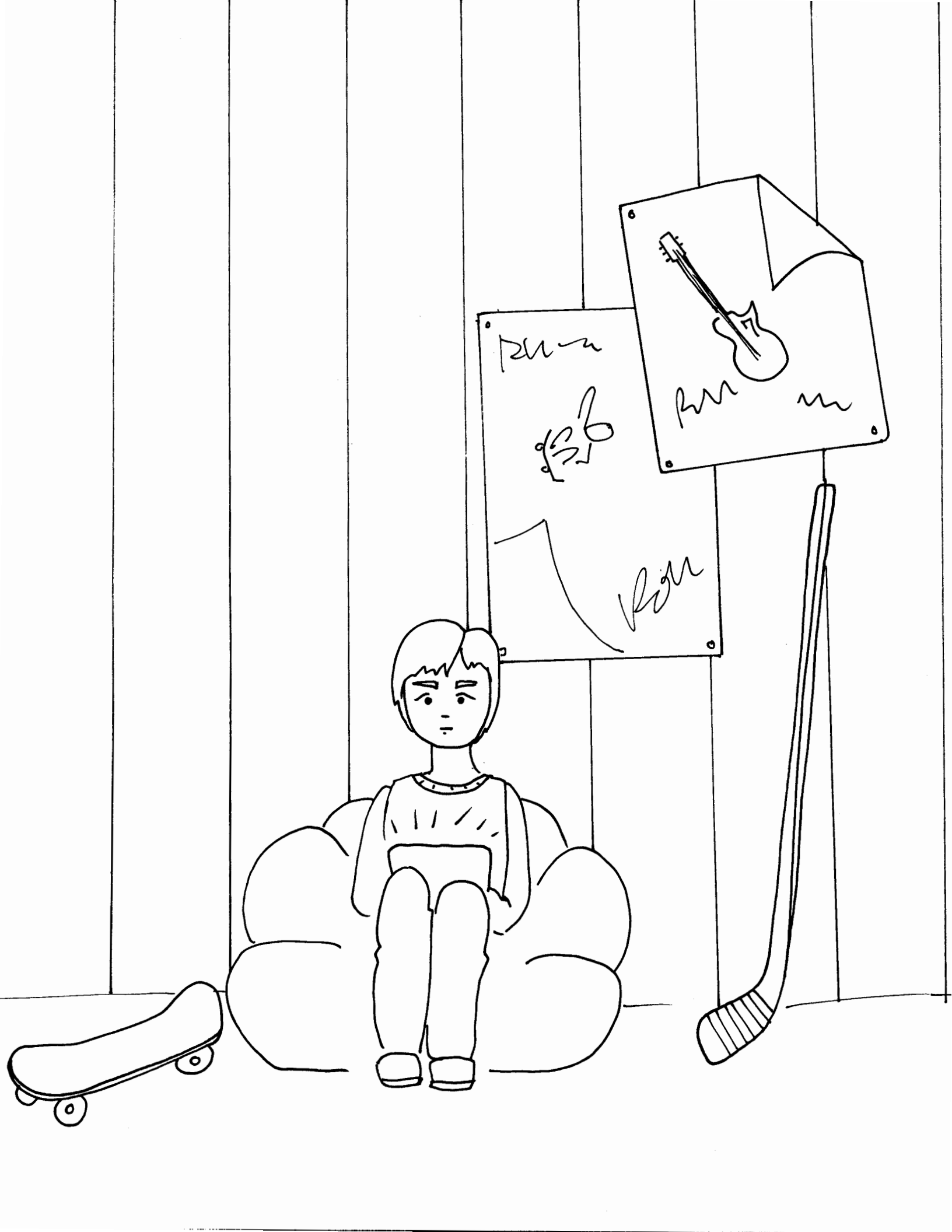
Technology is very addicting, and if your child cannot easily put down technology and go outside and play, then they may have a problem.

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.

- ✓ Aggression/defiance
- ✓ Delayed development
- ✓ Obesity/diabetes
- ✓ Sleep deprivation
- ✓ Depression
- ✓ Anxiety/agitation
- ✓ Emotionally detached
- ✓ Lack of play/sports activities
- ✓ Attention deficit
- ✓ Learning difficulties









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Technology Addiction Questionnaire

For All Ages

	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."		
5. Time Spent: "Technology use take up almost all my play time."		
6. Displacement of Other Activities: "I sometimes use technology when I should be spending time with my family or friends, doing my homework 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 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, climbing trees, playing sports, baking, sewing, playing cards and/or board games,
playing outdoor games with friends, call a friend, do volunteer work, visit elderly people,
play with my bro/sis, garden, do chores for my family, build something, take something
apart, or.....





School / Workplace Productivity Scale

School / Workplace Productivity is defined as your ability to be focused, connected with others and on task. Productivity is measured by your quality and quantity of work output, as well as your energy level. **Productivity Determinants** are stress, sleep, drug and alcohol use, fresh air and exercise, experience of nature, duration and type of technology use, connection to teachers, boss and coworkers, and the day of the week. The following procedure for measuring your school / workplace productivity will take you two weeks. Please refer to *Zone'in Techniques for School and Workplace* for additional information.

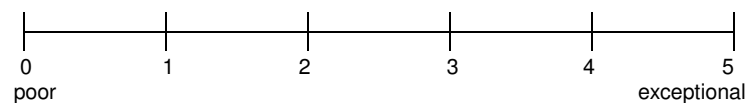
Week 1 - Determine your baseline productivity levels at your school or workplace by scoring your perception of your quality and quantity of work output, as well as your energy. You should do this at the end of each day.

Week 2 - Measure the effectiveness of 5 different *Zone'in Techniques* in improving your school or workplace productivity.

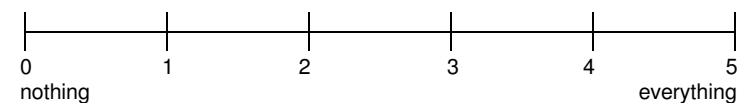
Weeks 3 & 4 - Continue to identify and refine *Zone'in Techniques* to optimize productivity; continue to practice techniques for 7 weeks at which time habits will be routine.

	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 Technique	QL	Zone'in Technique	QL	Zone'in Technique	QL	Zone'in Technique	QL	Zone'in Technique
	QT		QT		QT		QT		QT	
	ES		ES		ES		ES		ES	
	PQ		PQ		PQ		PQ		PQ	
Week 3	QL	Zone'in Technique	QL	Zone'in Technique	QL	Zone'in Technique	QL	Zone'in Technique	QL	Zone'in Technique
	QT		QT		QT		QT		QT	
	ES		ES		ES		ES		ES	
	PQ		PQ		PQ		PQ		PQ	
Week 4	QL	Zone'in Technique	QL	Zone'in Technique	QL	Zone'in Technique	QL	Zone'in Technique	QL	Zone'in Technique
	QT		QT		QT		QT		QT	
	ES		ES		ES		ES		ES	
	PQ		PQ		PQ		PQ		PQ	

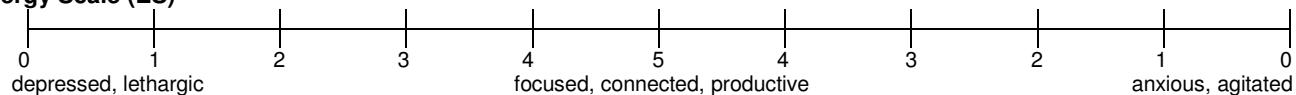
Quality Scale (QL)



Quantity Scale (QT)



Energy Scale (ES)



Productivity Quotient (PQ) is the sum of QL + QT + ES = PQ.



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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.RElinstitute.com
Journey to the Wild Devine videogame; D. Chopra	Parasympathetic Nervous System, Vagus	Calming	www.chopra.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.therapysshoppe.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" motion 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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“Tech Talk” Guidelines for Talking to Children and Teens

Tech Talks for Families webinar was designed by an occupational therapist for parents to use as a tool to help their family better manage use of screen-based technologies. *Tech Talk Guidelines for Talking to Children and Teens* can be used by parents to provide structure to family conversations where children and parents work together to negotiate their *Family Technology Plan*.

I. Start with an Observation

“I see you’ve been having difficulty turning off the 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 – for younger children:

“Did you know....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.



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III. Provide Information – for older children and teens:

“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. Background TV limits development of speech and social skills.

- Kids are using 4-5 times the amount of technology recommended by doctors affecting their fitness level, sleep, mood, social ability and school work.
- 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.

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?”

“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 us five non-screen activities you like to do?”

V. Determine Family 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 while adding 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 Technology Contract*.

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Technology Use Guidelines for Adults

Consider both Duration and Content

1. No more than 2 hours personal digital and internet based activity per day including phones, laptops, tablets, desktop, video games, facebook, you tube etc. (not including music).
2. Work off-line whenever possible.
3. Set your digital devices so they will not alert you when a new email or text message arrives. Set specific time aside 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. It is important to not be always working or available to work.
6. Maintain home for yourself and your family. Turn off your phone. Don't migrate over to your computer. If you absolutely must work from home, designate a time and place for this to happen. 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. Turn off your phone when you sleep, and keep outside of bedroom, unless there is some absolute necessity otherwise.
8. Make sure you and your family are getting the 8 or more hours they need for sleep.

The Case Against Pornography

1. Separates sex and relationship (interferes with the development or maintenance of emotional intimacy).
2. Generates unrealistic expectations for self and others.
3. Supports a psychologically unhealthy and morally bankrupt industry.

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Technology Use Guidelines for Children and Youth – Healthy Tips

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

Strategies for Reducing the Use of Technology

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, and hour before bed, and when eating at restaurants
- 2) Balance 'energy in' (technology) with 'energy out' (movement, touch, connection, nature). An hour 'in' = 'out'.

Start Healthy Activities for Your Whole Family!

Ride bikes, go for a walk in the woods, chop and pack wood, go fishing, go swimming, visit family and friends, build a fort out of couch cushions or under the table, 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!

Created by Cris Rowan, CEO Zone'in Programs Inc. 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. © Zone'in Programs Inc. 2014

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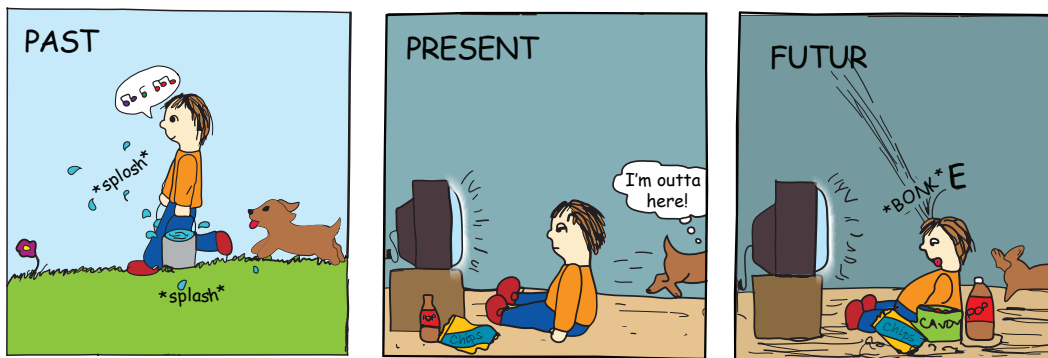
Get Zoneⁿ

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, videogames 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!!!

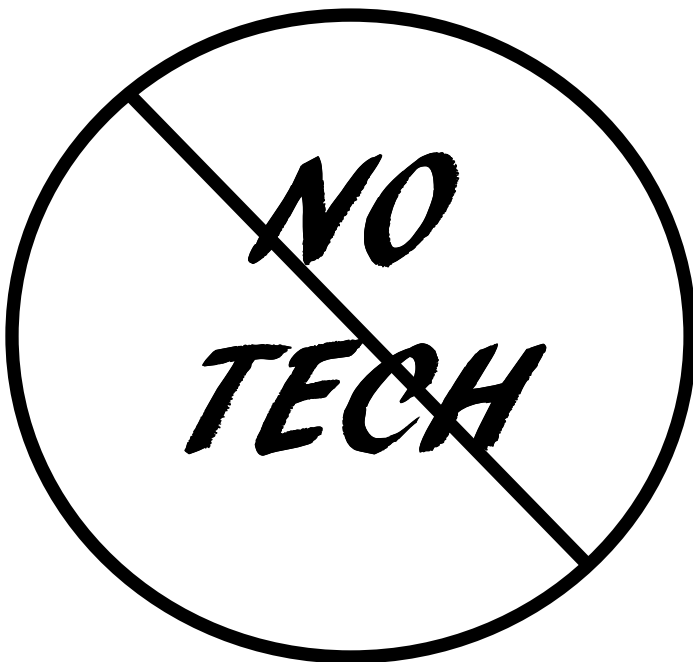
Technology Zones

The following suggestions are in regard to *locations* and/or *times* when technology should be managed in order to improve optimize physical, social, mental and cognitive development.

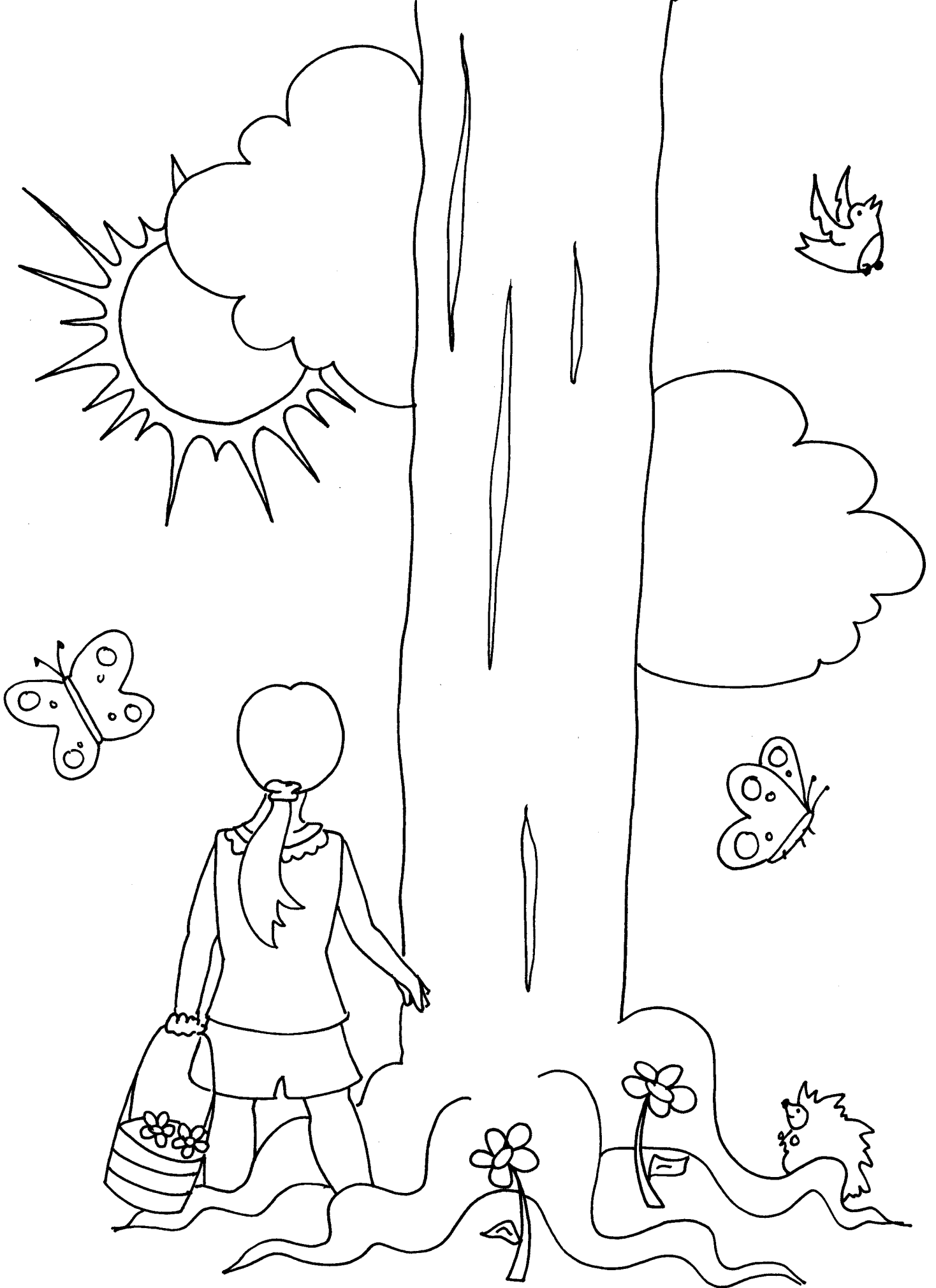
Children can cut and color NO TECH signs below (red, yellow, or green) and place in pre-determined zones as reminders. Customize your own family Tech Zones in table below!

Location	Red Zone – no tech	Yellow Zone – modified tech	Green Zone – go tech!
Home	<ul style="list-style-type: none"> Dinner, restaurant, car, bedrooms, 1 hour prior to bed Half day Saturday Family holidays 	<ul style="list-style-type: none"> Children: don't modify rules; be consistent Parents: emergency calls only; no emails, texts while children awake 	<ul style="list-style-type: none"> Refer to Technology Usage Guidelines for Children and Adults Parents: use tech only when children asleep
School	<ul style="list-style-type: none"> Students: no personal devices at school Teachers: no personal devices in classrooms 	<ul style="list-style-type: none"> Education technology supervised and limited to evidence based only 	<ul style="list-style-type: none"> Students: > 12 years of age only Teachers: before or after school only

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



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Tech Rewards and Penalties

Prior to creating your final goals regarding technology management for your family, it's good to talk about some rewards for following the agreed upon rules, and penalties for not. Remember that these goals and rules are agreed upon by the whole family, so shouldn't be against someone's will. Technology management isn't easy for everyone, and some family members might find this process to be quite difficult. Rewards, praise and added privileges are integral for a job well done at the end of the technology unplug. Following are some suggestions for family discussion regarding ideas for both rewards and penalties. Discuss and decide on three daily rewards (1-2 hours) and one completion reward (1-2 days) to honor your dedication and ability to complete the three day technology unplug.

Daily Rewards: baking cookies, board/card games, meal out, friend sleep over, bowling, swimming, recreation centre, hiking, biking, dog walking, or playground. Parents might want to consider adding a privilege that recognizes increased maturity shown by their children in following family rules of Technology Unplug, such as riding bike to park, going to mall, or going to movie with friends.

Completion Rewards: music event/concert, outdoor festival, sports event, spa date, camping weekend, beach day, trip to friends/relatives, or trip to science or art centre.

Penalties: add a chore such as doing family laundry, cooking family dinner, cleaning house, vacuuming, mowing lawn, gardening, helping younger siblings with homework, or babysitting. Penalties should "fit the crime" and not be in excess, as this first family Technology Unplug is a trial, and family members are sure to slip up on occasion.

Tech Supports and Tracker Tools

Any endeavor is easier by surrounding yourself with supportive people and tools. In preparation for your 3 day Technology Unplug, it will be much easier if you employ some or all of the following suggestions.

Supportive People: arrange a meeting with close friends, relatives, teacher or a family counsellor to tell them what you are doing, and enlist their assistance. Explain that your family have decided to take on a significant challenge and go without all technology for 3 days. Ask that they be available during that time for a phone call, visit, or meal. It is strongly suggested that you take all of your technology over to their home or office and store it there for the duration of the Technology Unplug, including all internet access phones, tablets, laptops, gaming consoles and routers. Without internet, using your desktop computer will be less of a temptation. A non-internet cell phone can be cheaply purchased for the Technology Unplug, and kept around for future unplugs should your family decided to do another in the future.

Tracker Tools (OurPact, Moment Family): there exists a variety of technology tracker tools that can link all personal devices, providing everyone with a report of who was doing what on the internet, or internet blocker tools (Freedom). If you have chosen to store all devices outside of family home, then tracker tools are not necessary unless you perceive a problem following Tech Unplug. If not, it is suggested that family purchase a technology tracker tool to monitor family technology usage.

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Technology Unplug Protocol (TUP) ***Technology Withdrawal Plan for Families***

What do you mean by technology?

Technology is defined as TV, video, video games, internet, cell phones, tablet, and all hand held devices. Technology referenced in *Technology Unplug Protocol* is technology used for entertainment purposes only, e.g. not music or technology used for vocational or educational purposes. That said, many parents assume that they need to be available 24/7 for work, and therefore are constantly plugged into their technology devices. This creates numerous issues regarding technology reduction, and requires parents get on the same page and agree on designated times of no technology to set an example of appropriate technology use for their children.

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* in order 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* (TUTT).

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 protocol 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 ubiquitous. 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 *school* related technology at home is difficult for the user and other family members to discern from *entertainment* technology, and requires family discussion.

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 are your family members. 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 TUP 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 <i>Tech Box</i> , locked cupboard or filing cabinet. <i>Work</i> or <i>school</i> tech times should be designated and managed by family.	Follow same rules for Moderate Use . Create specific <i>times</i> and <i>zones</i> for tech e.g. red – no tech, yellow – some tech, green – all tech.	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.

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Technology Unplug Score Card

Pre-Technology Unplug Date: _____ Post Technology Unplug Date: _____

Name and designation of person filling out form _____

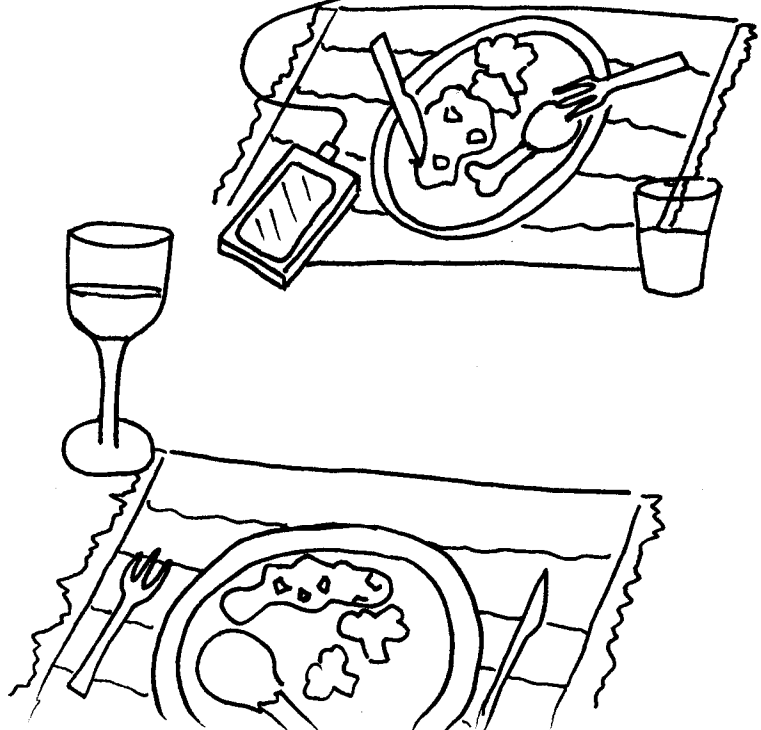
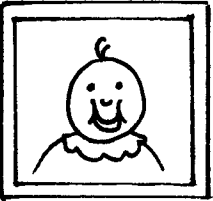
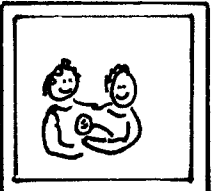
0–no impairment; 1–resolved; 2–minimal impairment; 3–moderate impairment 4–severe impairment

Performance Domains	Name:		Name:		Name:		Name:	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Physical								
• development								
• weight								
• sleep								
Functional Independence								
• dinner								
• self-care								
• community outing								
Emotional								
• withdrawn								
• anxious								
• up and down								
Self-regulation								
• impulsive								
• tantrums								
• entertains self								
Social Communication								
• expression								
• comprehension								
• interaction								
• eye contact								
• playful								
Behaviour								
• odd								
• perseverates								
• aggressive								
• defiant								
Sensory								
• hyper-reactive								
• hypo-reactive								
Cognitive								
• attention								
• learning								
• safety awareness								
TOTALS								

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Technology Addiction Resource List

Therapists, Speakers, Treatment Centers, Websites, Books for *Children and Youth*

TECH ADDICTION THERAPISTS/SPEAKERS				
Contact	Website	Ages Treat	Contact info	Location
Ryan Anderson	Telos	13-17 yrs	801-426-8800 ryananderson@telosu.com	Orem, Utah
Jason Brand	Jason Brand	13-17 yrs	510-488-3093 jason@jasonbrand.com	Berkley, Calif.
Stephanie Brown	Stephanie Brown, PhD	Families	650-322-0943 info@stephaniebrownpd.com	Menlo Park, Calif.
Hilarie Cash	reSTART Center for Digital Technology Sustainability	15-17 yrs & speaker	800-682-6934 connect@restartlife.com	Seattle, Wash.
Gail Curran	Optimal Edu Options	8-17 yrs	602.904.1282 gail@OptimalEduOptions.com	Peoria & Tucson, Utah
Andy Doan	Andrew Doan	0-17 yrs & speaker	951-303-6111 andy@andrew-doan.com	Temecula, Calif
Victoria Dunckley	Victoria L. Dunckley, MD	0-17 yrs	714-926-4796 info@drdunckley.com	LA, Calif
David Greenfield	Virtual Addiction	13-17 yrs - outpatient	860-561-8727 drdave@virtual-addiction.com	West Hartford CT
Tracy Markle	Collegiate Coaching Services	11-17 yrs speaker	303-635-6753 tracy@marklesolutions.com	Boulder, Colo.
Kim McDaniel	Thrive Professional Coaching	0-17 yrs	425-208-1385 thriveprofessionalcoaching@gmail.com	Newport Beach, Calif.
Cris Rowan	Zone'in Programs Inc.	0-17 yrs & speaker	888-8zonein crowan@zonein.ca	Vancouver, BC
Ryan Spodek		12-17 yrs	416 318 8424 rspodek@hotmail.com	Toronto, Ont.
Ann Steel	Steel Counseling PLLC	12-17 yrs & speaker	206-707-1683 steelcounselling@gmail.com	Bellevue, Wash.
Min Tan	Min Tan	0-17 yrs	415-265-1750 mintan.mft@gmail.com	San Fran, Calif.
Lynn Telford-Sahl	Addiction Counseling Modesto	13-17 yrs	209-492-8745 lynnelfordsahl@gmail.com	Modesto, Calif.
Kimberly Young	Net Addiction	0-17 yrs & speaker	netaddiction.com@gmail.com 716-375-2076	Bradford PA

TECH ADDICTION CENTERS				
Contact	Website	Ages Treat	Contact info	Location
Addictions Institute	Stephanie Brown, PhD	Families - outpatient	650-329-9779 addictionsinstitute@stephaniebrownpd.com	Menlo Park, Calif.
Center for I & T Addiction	Center for Internet and Technology Addiction	13-17 yrs - outpatient	860-561-8727 drdave@virtual-addiction.com	West Hartford, CT
Last Door	Last Door	14-17 yrs -	604-520-3587	Coquitlam, BC

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		residential	youth@lastdoor.org	
<i>Liberty Springs</i>	Liberty Springs	To come! 13-17 yrs - residential	435-757-2080 info@libertysprings.com	Logan, Utah
<i>Outback Therapeutic Expeditions</i>	Outback Therapeutic Expeditions	13-17 yrs residential	800-817-1899 pmcavoy@outbacktreatment.com	Lehi, Utah
<i>Reset Summer Camp</i>	Reset Summer Camp	13-18 yrs 1 mo. camp	info@resetsummercamp.com online application	Rotating US Universities
<i>reSTART Center</i>	reSTART Center for Digital Technology Sustainability	12-17 yrs residential	800-682-6934 connect@restartlife.com	Seattle, Wash.
<i>Second Nature Wilderness Therapy</i>	Second Nature	12-17 yrs wilderness	chadb@second-nature.com 877-701-7600	Utah

TECH ADDICTION WEBSITES (see also therapists and center websites)

Name	Website	Type
Center on Media and Child Health	Center on Media and Child Health	Child health - research, blog, toolkits
Citizens for Safe Technology	c4st	Radiation – research, info, strategies
Commercial-Free Childhood	Campaign for a C-F Childhood	Ending commercialization of children
Common Sense Media	Common Sense Media	Media guide for parents
Douglas Gentile PhD	Dr. Douglas Gentile	Video games – research, resources
Dr. Peter Breggin	Psychiatric Drug Facts	Psychotropic meds - research, info
Families Managing Media	Families Managing Media	Tech management - tools, support
Game Quitters	Game Quitters	VG addiction - support
On-line Gamers Anonymous	On-line Gamers Anonymous	VG addiction - forum, clinicians
Real Battle Ministries	Real Battle Ministries	Video games - tools, seminars
Sherry Turkle	Sherry Turkle	Social communication - books, info
Tech Addiction	Technology Addiction	Internet and computer addiction
Unplugged Challenge	Unplugged Challenge	Tech unplug tools, techniques
Wowaholics Anonymous	Wowaholics Anonymous	WOW - support forum

Books

Virtual Child – The terrifying truth about what technology is doing to children by *Cris Rowan*

Learning in a digitalized age – Plugged in, turned on, totally engaged? *edited by Lawrence Burke, Chapter 15 The impact of technology overuse on child sensory development by Cris Rowan*

Reset Your Child’s Brain – End meltdowns, raise grades, and boost social skills by reversing the effects of electronic screen-time *by Victoria L. Dunckley, MD*

Video Games & Your Kids: How Parents Stay in Control *by Hilarie Cash and Kim McDaniel*



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Hooked on Games: The Lure and Cost of Video Game and Internet Addiction by *Andrew P Doan and Brooke Strickland*

Glow Kids: How Screen Addiction Is Hijacking Our Kids -- And How to Break the Trance by *Nicholas Kardaras*

iDisorder – Understanding Our Obsessions with Technology and Overcoming Its Hold on Us by *Larry D. Rosen*

Wired Child – Reclaiming Childhood in an Digital Age by *Richard Freed, PhD*

Talking Back to Facebook – The Common Sense Guide to Raising Kids in the Digital Age by *James P. Steyer*

In the Shadows of the Net: Breaking Free of Compulsive Online Sexual Behavior by *Patrick J. Carnes, David L. Delmonico, Elizabeth Griffin and Joseph M. Moriarity*

Internet Addiction: A Handbook and Guide to Evaluation and Treatment by *Kimberly S. Young and Cristiano Nabuco de Abreu*

Tangled in the Web: Understanding Cybersex from Fantasy to Addiction by *Kimberly S. Young*

Caught in the Net: How to Recognize the Signs of Internet Addiction and a Winning Strategy for Recovery by *Kimberly S. Young*

The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age Hardcover by *EdD. Steiner-Adair Catherine and Teresa H. Barker*

Endangered Minds: Why Children Don't Think – And What We Can Do About It, by *Dr. Jane M. Healy, PhD.*

Failure to Connect: How Computers Affect Our Children's Minds-For Better or Worse, by *Dr. Jane M. Healy, PhD*

The End of Absence – Reclaiming what we've lost in a world of constant connection by *Michael Harris*

The Shallows – What the internet is doing to our brains by *Nicholas Carr*

Raising Parents – Attachment, parenting and child safety by *Patricia McKinsey Crittenden*

Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder, by *Richard Louv.*

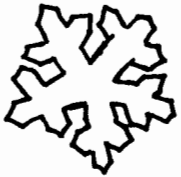
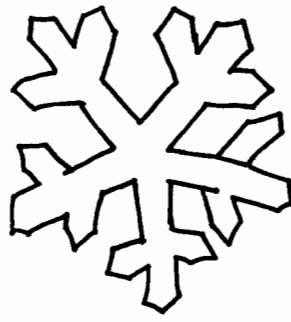
The Brain's Sense of Movement, by *Dr. Alain Berthoz.*

Touching: The Healing Significance of the Skin, by *Dr. Ashley Montague, Professor of Anthropology and Anatomy.*

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Ten steps to successfully unplug children from technology

1. Become informed regarding the effects of technology on physical and mental health.

Technology overuse is related to child attention problems, poor academics, aggression, family conflict, impaired sleep, developmental delays, attachment disorders, 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 7.5 hours per day!

2. Disconnect yourself – Be available for your children!

As child technology use patterns parallel that of their parents, a technology addicted child is likely to live in a high technology usage household. Parents need to determine how much technology is too much, and set limits. Parents should then model balancing technology use with other activities. Schools could sponsor a *Technology Reduction Week* where classrooms compete to reduce technology use.

3. Reconnect - Designate “sacred time” with your children.

The root of addiction is fear of human connection or “social anxiety”, and results from poor parent – child attachment formation. Adults may benefit from exploring past experiences of attachment with their own parents, and think about how this experience may have affected how they relate to their own child or students. 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.

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. Have a family meeting or class session to identify new activities and interests alternate to technology.

5. Enhance performance skills PRIOR to unplugging your children.

Children with technology addictions have poorly developed identities, social skills, relationship to nature and sense of their own spirit. Drastically or suddenly reducing technology with a child who has an addiction, may result in chaos at school and home, as the child is now alienated from what has become their whole meaning for living. Teachers and parents can help build performance skills by exposing children to activities that are “just right challenge”, not too hard, not too easy. When alternate activities are identified, and skills and confidence established, unplugging from technology is likely to be more successful and long acting.

6. Meet developmental milestones through engagement in the four critical factors for child development - movement, touch, connection and nature.

Children need to rough and tumble play 3-4 hours per day, preferably outside, and need to spend time connecting with their parent(s), teacher and other children, in order to achieve optimal physical and mental health. This type of play promotes adequate sensory development of the vestibular, proprioceptive, tactile and attachment systems needed for paying attention, printing and reading.



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7. Address perceptions of safety – Go Green!

Parents' perceptions of safety correlate with child time indoors in front of TV and videogames e.g. if a parent perceives the world as unsafe, that child will spend more time indoors using technology. Fear of litigation has drastically changed playgrounds. Outdoor rough and tumble play is a biological need for children, and has been proven to significantly reduce ADHD! Choose "green time" over "screen time" to build family fabric, and ensure optimal health for parents and children.

8. Create individual roles and foster independence.

Children benefit from knowing their role in the big picture, and self esteem comes from being independent and 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. Make sure every child has one job they do every day, whether at home or in classrooms. Every child should feel that if they don't do this job, their family or classroom will fall apart!

9. Schedule a balance between technology use and activities.

Follow the *Zone'in 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 movement, touch and connection. When beginning the technology 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.

10. Link Corporations and Community to create sustainable futures for children!

Zone'in Programs Inc. offers an invitation to all corporations involved in technology production, to re-direct a percentage of their gross profits back into building healthy communities. Free recreation passes for children, building safe parks, and school camping trips are but a few sustainability initiatives to ensure children stay unplugged. Contact an organization in your community today, and enlist them to assist in supporting playgrounds, nature trails, park enhancement, or other spaces that will bring families together and off the technology.

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