




THE PROBLEM

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THE PROBLEM


- Let's first review a bit of information about disruptive behavior.
- I'm not going to drown you in research statistics
- I'll share some basic information on this problem so that you have some context before we move into the reasons why it's a problem and what to do about it.



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THE PROBLEM

- **Disruptive Behavior:** behaviors that occur when a child has a difficult time controlling their actions- i.e. temper tantrums, interrupting, impulsiveness, aggressiveness, or other socially inappropriate behaviors



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THE PROBLEM

- Hyperarousal and mood dysregulation (Dunckley, 2015):
 - Electronic Screen Syndrome (ESS)
 - Can affect relationships with peers and family
 - Can stall social development, and diminish capacity for empathy and intimacy



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THE PROBLEM

- Hyperarousal and mood dysregulation
 - Research suggests that there is a link between media consumption and disruptive behavior (Weiss, M.D. et al., 2011).
 - How kids use opposition and defiance to manage their world
 - Attentional or learning issues, hyperarousal, overstimulation, or poor sleep.



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THE PROBLEM

- Poor frontal lobe function
 - What are executive functioning skills?
 - In general, aggression and delinquency are associated with poor frontal lobe functioning



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WHY IT'S A PROBLEM

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WHY IT'S A PROBLEM


- We will review the following 2 reasons for disruptive behavior related to interactive screen time:
 - State of Disregulation
 - How Screens Effect our Brains



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WHY IT'S A PROBLEM

- State of Disregulation (Dunckley, 2015):
 - Shifts the nervous system into fight or flight mode
 - Stress response can be immediate, or accumulate over time



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WHY IT'S A PROBLEM

- State of Disregulation (Dunckley, 2015):
 - View electronics as a stimulant, not unlike caffeine or amphetamines.
 - High arousal and hyperfocus, followed by a crash
 - Similar presentation to that of stimulant drug abuse



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WHY IT'S A PROBLEM

- How Screens Effect our Brains (Dunckley, 2015):
 - Evolutionary design of the brain
 - Understanding the orienting response that helps us assess threat
 - How screens repeatedly hijack the orienting response



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WHY IT'S A PROBLEM

- How Screens Effect our Brains (Dunckley, 2015):
 - When under stress, blood flow in the brain changes.
 - Blood is shunted from the cortex to the limbic brain.
 - Blood is directed to these areas to improve chances for survival.



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WHY IT'S A PROBLEM

- How Screens Effect our Brains
 - What it looks like when blood is shifted away from the cortex
 - Impulsive behaviors
 - Delays in maturation



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WHY IT'S A PROBLEM

- So a quick recap, we reviewed these 2 reasons for disruptive behavior related to interactive screen time:
 - State of Disregulation
 - How Screens Effect our Brains



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WHAT TO DO ABOUT IT



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WHAT TO DO ABOUT IT

- This section covers major concepts for decreasing disruptive behavior related to interactive screen time
- It is not intended to be prescriptive
- It is intended to provide guidance toward your own personal strategies



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WHAT TO DO ABOUT IT

- We will review the following 2 steps to decrease disruptive behavior related to interactive screen time:
 - Reset Program by Dr. Victoria Dunkley
 - Reintroduce Limited Screen Time and Monitor



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WHAT TO DO ABOUT IT

- The Reset Program, Dr. Dunkley
 - A straight-forward 21-day electronics fast
 - It's helpful in conceptualizing what screen time does to the brain and its impact on behavior.
 - Think about not only video games, but all electronic devices, such as smartphones, tablets, e-readers, and so on.



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WHAT TO DO ABOUT IT

- Prepare your kid
 - Start with “the why” so your kid has a clear purpose.
 - Educate them about what is happening to their brain.
 - Empathize with your child while helping them to see where this can lead if they don’t get a handle on screen time.



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WHAT TO DO ABOUT IT

- Prepare your kid
 - Explain that you are in this together and it won't be easy.
 - Meet defiance with the explanation that defiance is a symptom of the problem, and their defiance provides even more reason to eliminate electronics for a specific period of time.
 - Prepare yourself to stand firm in your position.



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WHAT TO DO ABOUT IT

- Plan activities to replace screen time
 - Kids must fill the screen time void with constructive activity.
 - Work with them to create a list of individual and social activities.
 - Have age-appropriate, creative activities available at home, such as puzzles, coloring books (kids or adults), or other hobby materials.



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WHAT TO DO ABOUT IT

- Plan activities to replace screen time
 - Television is considered passive screen time versus interactive.
 - 1/2 to 1 hour a day of television is okay.
 - Use the television strategically within your household.



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WHAT TO DO ABOUT IT

- Set a date and collect devices
 - Set a date for the electronic fast to begin and put it on the calendar.
 - Have your kid bring you all their devices (and do a double check).
 - Lock up the devices, or take them with you to work.



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WHAT TO DO ABOUT IT

- Eliminate electronics and monitor your kid
 - Three-week electronics fast is straight forward
 - School time and schoolwork screen time can be 2 hours+ per day
 - Consider factor of electronics at school while evaluating behavior



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WHAT TO DO ABOUT IT

- What about electronics for homework?
- Have a discussion with the teacher about non-electronic solutions.
- If electronics for homework are unavoidable, do homework earlier.
- Set a homework deadline at least 2-3 hours before bedtime.
- Allow the nervous system to wind down for proper sleep.
- Follow homework with activities intended for relaxation, such as breathing exercises, listening to music, and taking a bath or shower.



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WHAT TO DO ABOUT IT

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WHAT TO DO ABOUT IT

- Reintroduce limited screen time and monitor
- Pick an amount of daily screen time, 30-minutes to start
- 30-minutes during weekdays and 60-75 minutes per day on the weekend
- Monitor your child for any pre-fast behaviors returning



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WHAT TO DO ABOUT IT

- Reintroduce limited screen time and monitor
- If the pre-fast behaviors return, do another fast, and reintroduce electronics in shorter increments of 15-30 minutes any day of the week.
- Keep reminded of the science of what is happening in the brain.
- Consider if your child was disruptive before electronics were introduced?



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WHAT TO DO ABOUT IT

- Just a quick recap, we reviewed these 2 steps for decreasing disruptive behavior related to interactive screen time:
- Reset Program by Dr. Victoria Dunckley
- Reintroduce Limited Screen Time and Monitor



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