Developmental Phases - Ben Klocek

	Early Years (0-7)	Tween Years (7-14)	Teen Years (14-21)
	Will/volition - Power	Feeling/affect - Love	Thinking/cognition - Wisdom
Guiding Principle	Goodness	Beauty	Truth
Basic Need	Movement, warmth, rhythm	Connection	Knowledge/truth
Body area	Limbs	Trunk (gut, heart, lungs)	Head
Learning to	Control impulses, follow directions, accept boundaries.	Have empathy, understand feelings of others and self, strengthen social abilities.	Make healthy decisions.
Brain Development	Lower brain (reptile): survival, movement, sense experience	Limbic (mammal): learning, emotions, behavior, situational memory, picture forming	Fore brain (human): concepts, abstract thought, judgment, planning
Attention	Outer world	Inner world	Both
Learning Method	Imitation and play, "sensory-motor learning" (Howard Gardner)	Understanding through pictures, arts, experiences, "symbolic knowing" (Jane Healy)	Independent judgements, "formal conceptual knowledge" (Gardner)
Cost of screen overuse	Any reduction in active play reduces brain development, language, and social skills.	Important social cues are missed online, and social skills don't develop. Identity becomes determined by likes and follows. Risk for screen addiction due to risk/reward hyperactivity in the brain.	Its addictive nature creates irresistible distractions resulting in difficulty managing responsibilities.
Ideal Activities	Sense experiences: playing with water, sand, food, climbing, crawling. Home life with worthy examples.	Aesthetic experiences: art, craft, open-ended play with creative materials, explore nature, pursue hobbies.	Challenges: outdoor activities like rock-climbing, biking, hands-on hobbies, time with friends in active "real-life" experiences.

"Our highest endeavor must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility — these three forces are the very nerve of education." –Rudolf Steiner

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Slow Tech Media Diet for Children - Developed by Diana Graber and Patti Connolly - Adjustments/additions by Ben Klocek

Age	How much screen time?	Non-participatory media	Participatory media					
		Consume non-interactive media (certain TV, DVDs, streaming media)	*Participate in video calling (FaceTime, Skype, etc.)*	*Play educational apps, non-violent games (Minecraft)*	*Write emails and texts*	*Use family computer/tablet to read, watch videos, do homework, etc.*	*Have own smartphone*	*Social media (Facebook, Instagram, Snap, Tiktok)*
0-2 yrs.	Extremely limited if at all	None	**With** parent	No	No	No	No	No
3-6 yrs.	Very limited, co-view **with** parent	None to little educational content **with** parent Fri-Sat.	**With** parent	No	To family **with** parent typing	No	No	No
7-9 yrs.	Limited, co-view **with** parent	Educational content **with** parent Fri-Sat.	**With** parent initiating contact	Play **with** parent on weekends (15 min. limit)	To family **with** parent as child learns to type	No	No	No
10-12 yrs.	Gradually increase, co-view **with** parent	Educational content **with** parent reviewing first, Fri-Sat.	**With** parent initiating contact	Play **with** parent on weekends (30 min. limit)	Limited **with** parent, as child improves typing	Read e-books, research **with** parent (30 min. limit)	No. Voice- or text-only phone **possibly**, w/ parent supervision.	No
13-14 yrs.	Increase with limits and agreements	Age appropriate on weekends	**With** parent aware who child is talking with	Play on weekends (30 min. limit)	To family and friends they know in "real" life	Read e-books, research for school, complete homework	Maybe, with clear rules	Age appropriate social networks
15-18 yrs	None at night and during school. Limits and agreements.	Age appropriate on weekends	**With** parent aware who child is talking with	Play on weekends (60 min. limit)	To family and friends they know in "real" life.	Read e-books, research for school, complete homework	Yes, with clear rules	Age appropriate social networks

Slow Tech Parenting Guide - By Patti Connolly

Slow Tech Parents…

- Understand that children develop the thinking and social/emotional skills needed for engaging in digital technology very slowly.

- Know that it takes years to model and teach their child these needed skills so that he/she will become an ethical, balanced, creative digital citizen.

- Have different expectations of how each of their children will engage with tech devices, depending on how old each child is and what her developmental needs are.

- Are lovingly firm about their values concerning tech use.

- See screens as tools, not just entertainment. Learn the difference between passive consumption of media (TV, DVDs, etc.) and participatory media - especially interactive apps and games. Show their child how to use their tech tools when the need arises, just like they teach her to use a hammer or a broom.

- Know that for their children to develop healthy habits in using screens they gradually let them use them to learn how. (It's similar to learning how to dress. We don't wait to teach our children to dress themselves until they can do it completely on their own. We gently guide them to do more and more of it themselves until they can complete the myriad of tasks in dressing independently. The child shouldn't be on screens for hours each day, but it can't be zero either.)

- Are engaged in participatory media with their child by co-viewing/helping them figure it out.

- Say "tell me" instead of "show me". It's so easy to quickly pull up a definition, video, etc. Instead they encourage their kids to let a thought or question incubate.

- Know that it's healthy for all of us to watch an age-appropriate movie just for fun, or to watch one's favorite sports team play a game, and to listen to age-appropriate music that interests us – all with healthy limits.

- Know that when their child initiates a connection with them they need to respond with full attention. For example, they limit their own smartphone use for communication when with their child.

- Keep aware of what out there in the virtual world – the latest trends, safety issues, etc.

Slow Tech Parents Create Boundaries

- Designate "Device-Free Times" for **everyone** in the family – mealtimes bedtimes, family outings, and visits to grandparents. For sleep to be restful they shut down all devices one hour before bedtime.

- Ban handheld devices in all bedrooms.

- Have a family computer in the busiest room in the house and place the charging station for all devices in one central location.

- Watch only one device at a time together when they are viewing. All eyes on one screen!

- Create clear boundaries for their children on how to use technology based on age, academic need, and types of devices (See "Slow Tech Media Diet for Children" handout).

Slow Tech Child's Digital "Media Diet"

0-2 Years your child needs:

- To explore, learn to trust, and engage in "joint attention" with you.

- No passive screen time - TV, DVD's tablets, smartphone viewing.

- Her parent(s) to put away computers, phones and tables when with her.

3-6 Years your child needs:

- Uninterrupted time engaged in unstructured old-fashioned play (dress up, active outside play, creative, rough and tumble), playing with toys that require a "stick-to-it kind of attention", exploring nature, listening to your read and tell stories.

- Strict limits on her passive screen time of educational programs - either none or with you co-viewing on Friday night/Saturday night, max viewing time = 1 hour total.

- An introduction to participating with tech devices in a very limited, positive way by engaging in these activities **with your child**, such as FaceTime or Skype with grandparents or extended family or the child dictates an email to grandparents as she sits next to you and the computer.

7-9 Years your child needs:

- Uninterrupted time to play with other children and with open-ended, creative toys, to be actively engaged in real life experiences, to read and be read to, to pursue hobbies, to explore nature.

- Your firm guidance on how to move through boredom without engaging in screen time.

- Limited passive screen time with you co-viewing Friday/Saturday night, max viewing time = 1 hour total.

- Time **with you** co-participating with media through tech devices no more than 15 minutes a day total, such as: emailing grandparents with you typing for child, co-creating media (videos, music, etc.), co-viewing media that helps the child learn how to make something new, sing a song, etc., use interactive educational apps with your child, playing creative, interactive, non-violent video games together.

10-12 years your child needs:

- Uninterrupted time to play with others with open-ended, creative play materials, to be actively engaged in real life experiences, to read, to pursue hobbies, to explore nature.
- Your firm guidance on how to move through boredom without engaging in screen time.
- Limited passive screen time with you co-viewing Friday or Saturday night.
- Time **with you** co-participating with media (see above for 6-9 year olds) and adding the following: researching a question they have online with parent,

Slow Tech Child's Digital "Media Diet"

beginning to learn how to keyboard and how to program, setting up an email account that you monitor and control the password for.

- Limited time participating with media through tech devices (maximum 30 min/day total), such as reading e-books, writing family and friends occasional emails, playing creative interactive non-violent video games.

13-14 years your child needs:

- Time to engage in nature in new, challenging ways (rock climbing, mountain biking, etc.), to pursue hands-on interests/hobbies, and spend time being with friends in active, "real life" experiences.
- Your firm guidance on how to move through boredom without engaging in screen time.
- Limited passive screen time on weekends only.
- Daily opportunities using tech devices so as to become and ethical, responsible use (no more than 1 hour/day), such as the above suggestions and the following: creating media (videos, music, stories, etc.) with parent supervision, researching online for school or for own interests with parent support, completing homework on computer on common area of the house, watching media that helps her learn how to make something new

- Possibly having own "flip phone" style phone to communicate with others.
- Clear agreements with you about tech use tailored to her age. It's more *how* she uses technology instead of *how much* she uses it.
- Create a code of conduct with you child. Here is one from Janell Burley Hofmann: "Don't be mean, don't lie, don't embarrass other people, don't pretend to be someone you're not, don't go places you're not allowed to go. Don't post pictures Grandma wouldn't love."

Resources

- *The Big Disconnect* by Catherine Steiner-Adair
- *More about Slow Tech* http://janellburleyhofmann.com
- *Further Resources at* https://benklocek.com

Family Screen Culture Plan by Ben Klocek

Why do you want to change your family relationship to screens? What are your concerns? What are you hoping the outcome will be?

Strategies: Which ones appeal? (check all that apply and pick the easiest one to focus on first)
Introducing screen time :
[_] Supervised screen learning   [_] Digital communication with family [_] Family media time
[_] Create a contract [_] Weekly tech talks   [_] Educational apps/games   [_] _____

Reducing screen time :
[_] More family-time   [_] Airplane mode when with people   [_] Leave tech at home on walks
[_] Screen-free times/days   [_] Screen-free zones [_] _____

Barriers: What are the likely barriers to implementing this strategy?

Strengths for overcoming the barrier. How have you overcome similar barriers in the past? What personal traits do you have?

Resources: What do you have or need to actualize this strategy? For reduction, what substitutions can you use, e.g. have a good book handy to use in place of going onto the screen, or activities like crafts, board games?

Social Support: Who can help you when you need support, a different perspective, etc.? Co-parent, therapist, relative, neighbor, friend.

 1st Step: What do you need to do first, second, third to get started?
    1.
    2.
    3.
Commit to do this by _____ *(date).* Connect with your social support on that date to talk through how it went.

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Personal and Family Commitments

"What is called our experience is almost entirely determined by our habits of attention."
— William James

Personal

- I choose _____ to be my tech-free day
- I have turned off non-essential notifications on my phone.
- I am taking time to sit quietly, away from screens, even just 10 minutes a week.
- I acknowledge that my kids will model my behavior, good and bad.
- I use my phone in ways that serve my highest good.
- _____
- _____

Family

- Moderate use of tech in home. Don't go overboard.
- People before screens. Put the device away when you are with someone.
- Learning: Real world first, then books, then internet. Build knowledge, not information.
- The dinner table is a media-free zone.
- No phones in bedrooms.
- Screens off 1 hour before bedtime.
- Tech use only in the Family Tech Zone (a public, easy to supervise area in the home).
- All screens will be monitored. We will use it together while kids learn.
- No texting and driving. The kids can can call it on the parents.
- _____
- _____