

IN THE NAME OF GOD



Digital Parenting

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A recent study indicated that 95% of teens have access to a smartphone, and 45% say they are on the internet nearly constantly.





Digital Parenting is the modern practice of raising children in the digital age. It involves guiding, supervising, and educating children on how to use technology, the internet, and social media safely, responsibly, and healthily.



Core Goals

Protect: Shield children from online risks like cyberbullying, predators, inappropriate content, and scams.

Educate: Teach digital literacy, critical thinking, and online etiquette ("netiquette").

Guide: Help children develop healthy habits around screen time, social media, and gaming.

Empower: Enable children to use technology as a tool for learning, creativity, and positive connection.

Connect: Use technology to strengthen family bonds and communication.



Key Areas of Focus



**1. Online
Safety &
Privacy**



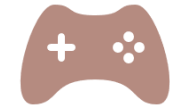
**2. Screen
Time &
Digital
Wellness**



**3. Content
& Media
Literacy**



**4. Social
Media &
Communica
tion**



5. Gaming



The Biggest Challenge: Finding Balance between:

Protection vs.

Trust: Shielding your child while giving them the space to learn and make mistakes.

Monitoring vs.

Privacy: Keeping them safe while respecting their growing need for independence.

Control vs.

Empowerment: Setting boundaries while teaching them to self-regulate.



The most powerful tool in net parenting is not a piece of software, but open, ongoing, and non-judgmental communication. By building a relationship of trust, your child is much more likely to come to you when they encounter a problem online.





Screen and age

For 18 months, of age limit screen use is limited to video chatting with an adult (for example, with a parent who is out of town).

Between 18 and 24 months, screen time should be limited to watching educational programming with a caregiver.

For children 2-5, limit non-educational screen time to 1 hour per weekday and 3 hours on weekends.

For ages 6 and older, encourage healthy habits and limit activities that include screens.





Recommends time limits for children for the Internet in the following:



Up to 7 years: 30 minutes daily

8 to 9 years: 45 minutes daily

10 to 11 years: 60 minutes daily

12 to 13 years: 75 minutes daily



No screen time

"No screen" times such as "no screens at the dinner table," "no screens in bedrooms" after a certain time of day, or "no social media use until homework is done"





2 to about 4

This is the age when children start interacting with the computer in the presence of a parent or sibling.

Numerous activities and sites are likely to be appropriate for this age group but, in most cases, it makes sense for the parent and child to be exploring together. This is not just a safety issue, but also a way to ensure that the child has a pleasant experience, and to help build bonds between the child and the older person who is surfing the Internet with them.

Parents shouldn't give free access. It's probably best for parents to websites they visit and not let them leave those sites on their own.

You don't necessarily need to stand over them or sit with them the entire time that they're in a known safe site.



4 to about 7

Children begin to explore on their own, but it's still important for parents to be **in very close touch** with their children as they explore the Net.

When your child's at this age, you should consider **restricting her access only to sites that you have visited and feel are appropriate.**

At this age, it's important that kids experience positive results from sites that can enhance their discovery.



7 to about 10

During this period, children begin looking outside the family for **social validation and information**. This is when **peer pressure** begins to become an issue for many children.

Just as you wouldn't send children at this age to a movie by themselves, it's essential to be with them when they explore the Net.

For this age group, **consider putting the computer in a kitchen area, family room, den,** or other areas where the child has access to Mom or Dad while using the computer. That way, ***they can be "independent" but not alone.***

Also, consider using a **filtering** program or restricting them to sites that you locate via a child-safe search engine.



7 to about 10

Another option for this age group is a child-friendly browser.

When your child is at this stage, you need to be concerned **not** so much about what he's doing online and with the PC as **how long** he's spending on the PC.

Be sure that his time on the computer and the Internet **doesn't take away from all his other activities**. **Kids need variety**, and it's not a good idea for them to be spending all of their time on any single activity, even reading books. One way to deal with this might be through the use of a software time-limiting tool. It's even important to **be sure that they are varying what they do online**.



Elementary School Kids Start Learning Responsibility

In elementary school ages from 7 to 10 years, the Internet and digital devices for most children are becoming more interesting; they are increasingly using the devices independently.

A daily usage time of **30 to 45 minutes** recommends.

The time limit for the Internet should **not be completely rigid**, since primary school children through school, sports club and other activities do not have the same amount of free time every day.

By independently **dividing** the online time they also learn more **responsibility**.



10 to about 12

During this *pre-teen* period, many kids want to experience even more independence. If children aren't already doing so, **this is a time when they should start using the Internet** to help with **schoolwork** and, perhaps, discover resources for their **hobbies, sports** activities, and other interests.

This is also an age when you have to be concerned not just about **what** kids see and do on the Internet, but **how long** they are online.

Set limits on **how often and how long** kids can be online, and be sure that they are engaged in ***other activities*** such as sports, music, and book-reading.



10 to about 12

At about age **12**, children begin to take on the values of their **peers**. Before that they're more likely to reflect the values of their parents. It's important at this age to begin to emphasize the concept of **credibility**.

Kids need to understand that not everything they see on the Internet is true or **valuable**, just as not all advice they get from their peers is valuable.



10 to about 12

The importance of mobile Internet use is increasing and should be regulated by explicit agreements, including in terms of **costs**, they need to realize this stuff isn't free.

Set usage at approximately **60 minutes per day, up to 12 hours per week.**



12 to about 14

This is the time when many kids *become very social* and when they are most likely to be interested in online chat.

Go over the basic **privacy rules** with your kids to be sure they understand **never to give out information about themselves or to get together with anyone they meet online** without first checking with their parents. Also, emphasize the importance of **never exchanging photographs** with people they don't know. At this age they need to understand clearly the fact that people on the Internet **may not be who they appear to be**.



12 to about 14

During this early exploratory period, kids need to know that their **parents are around and aware of what they are doing.**

You **may not need to be in the same room** as your kids the entire time they're on the Net, but they do need to **know that you and other family members can walk in and out of the room at any time, and will ask them about what they are doing online.**



14 to about 17

Teens are complicated in that they demand both independence and guidance at the same time.

Teens are also more likely to engage in **risky behavior both online and offline**. While the likelihood of a teen being abducted by someone he meets in a chat room is extremely low, there is always the possibility that he will meet someone online who makes him feel good and makes him want to strike up an in-person relationship. It is extremely important that teens understand that people they **meet online** are not necessarily who they seem to be.

Although it's sometimes **difficult to indoctrinate teens** with safety information, they can often understand the need to be on guard against those who might exploit them.



But you can expect challenges to the rules, as teenagers look for more autonomy and independence.

At this age, a change in language from 'rules' to 'expectations' can help your child feel like they're being guided rather than controlled. This might encourage them to follow the rules.



14 to about 17

The greatest danger is that a teen will get together offline with someone she meets online. If she does meet someone she wants to get together with, it's important that she not go **alone** and that she meet that person in a public place.

when you find out that your teen has done something online that you don't approve of. That doesn't mean that you shouldn't take it seriously and exercise appropriate control and discipline.

If your teen confides in you about something scary or inappropriate that he encountered online, **your first response shouldn't be to take away his Internet privileges.**



14 to about 17

Young people are **better** acquainted with internet usage than their parents. In terms of data protection and copyright or personal rights, however, they are generally still very **unaware**, their parents should talk to them about these topics.



Parents should keep an eye on whether there is **enough time** for school and hobbies such as sports in addition to the use of media – they should also try and recognize excessive online use. In such cases, an Internet time limit should also be considered.



You can use **filtering and monitoring** software at this age, but you may start to run into some resistance. What's important is that you are **honest** with your kids and that they know what you are doing and why you are doing it. If you use filtering software, for example, you need to **explain** that you are doing it to protect them from material that you consider harmful.

Just as you **might not let them** go to certain places in your community, you are exercising your parental right to keep them from surfing to certain types of places in cyberspace.



If you feel your teen is spending too much time on social media, is upset by what they see, or becomes involved with risky behaviors, talk to a trained and qualified **mental health professional**. They can help you and your child develop safe and appropriate rules regarding social media use



parents need to learn not to overreact when they find out a child or teenager has been exposed to inappropriate material or strayed from a rule. Whatever you do, don't **blame** or **punish** your child if he tells you about an uncomfortable online encounter. Your best strategy is to work with him, so you both can learn from what happened and figure out how to keep it from happening again. •



Making Threats / Law Breaking

There are several reported cases of kids getting into trouble for posting **threatening or harassing** material on Web pages, in chat rooms, and in newsgroups.

Kids should remember that anything they say about anyone can be **viewed by people all over the world** and can have a **damaging** effect on the person being talked about.

Kids should never post anything about another person that could in any way harm that person. That includes publishing **names**, **addresses**, or **phone numbers** of anyone they know..



Kids should refrain from saying bad things about other people in public forums, **even if they feel they are true**, and **even if they are angry** with that person.

Even what appear to be **"positive" comments about someone's appearance can be degrading** and have a negative affect on that person



Legal Risks

Kids need to understand that they do not have the right to **re-post or distribute copyrighted** graphics, music, videos, and text from Web sites without permission.

This includes giving copies of the material to friends. There are some conditions where it is OK to use copyrighted material as part of a student paper or other project, but students should always check with their teacher first and cite the source of the information. Plagiarism - claiming that you wrote or drew something created by another person - is illegal, and committing plagiarism at school can be grounds for **serious punishment**.



Cyberbullying

Cyberbullying, sometimes termed electronic bullying, e-bullying, mobile bullying, or digital bullying, is defined as “any behavior performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict **harm or discomfort** on others”





Cyberbullying can be detrimental to the health of adolescents and is considered an emerging **public health concern**.

The compromised health conditions tied to cyberbullying are related to the **emotional, social, behavioral, and even physical domains** of a youth's life.

As a result of cybervictimization, youth may experience numerous emotional challenges including: increased anger and sadness, **depression and anxiety**.

Youth also tend to experience negative social consequences from victimization, such as increased **social anxiety**, increased **loneliness** as well as problems with peers, and **fewer friendships** overall.



In addition, youth may experience **behavioral changes** as a result of cybervictimization.

Young people who are perpetually victimized in the cyber world are at risk for increased **violent behaviors at school, delinquency, and substance use**.

Unfortunately, cybervictimization has also been shown to increase **suicidal** ideation and suicidal behaviors.





Point out good behavior, such as cooperation, friendship, and concern for others.

Make connections to meaningful events or places of interest.

Be aware of **advertising** and how it influences choices.

Encourage your child to learn other activities and hobbies that do not involve screens.

Set a good example with your own safe and healthy screen habits.

Teach children about online privacy and safety.

Actively decide when your child is **ready** for a personal device.

Encourage using screens in ways that build **creativity** and **connection** with family and friends.

Consider your child maturity. The right plan for one family may **not be a good fit for another**.



Cyber Bullying and Online "Fights"



People sometimes get angry. It's normal, nothing to be ashamed of.

The trouble with expressing anger on the Internet is that it's sometimes difficult to resolve disputes.

You don't have the normal clues you get when you're with someone in person. When people are communicating with text, or in writing, sarcasm and some humor can be insulting instead of funny.

It's difficult to know the intensity of someone's feelings and it's very hard to resolve emotional disputes that occur online.



Fundamental pillars to reducing cyberbullying behaviors

**Recommendations
for cyberbullying
prevention and
intervention: A
Western Canadian
perspective from
key stakeholders**

Ongoing education and awareness of cyberbullying



Awareness of legal consequences
Digital citizenship programming



Social skills training (These social skills include teaching youth about empathy, respect, and conflict management)



Restorative conferencing (it gives them a chance to explain why they were doing it, but also the victim too. You know, see how it made them feel and what have you done).



Parental involvement with technology



Thanks for your attention