

“**I CAN'T LIVE
WITHOUT IT!**”
UNDERSTANDING & ENGAGING
OUR DIGITAL NATIVES



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This handout is intended for those who have attended the workshop and is **not for sale**. It is best to understand its contents in the context of having attended the workshop. If you have not personally participated in the session, do join our **telegram channel** (details within) to be updated on future runs of this workshop.

UNDERSTANDING THE CONCERNS

Distraction	<p>Games and Social Media are Designed to Hook</p> <ul style="list-style-type: none"> • Action – Reward – Expansion (<i>Further Reading: Core / Compulsion Loop</i>) • Games: Getting items and Levelling Up • Social Media: Likes and Shares • Dopamine: Feel-good chemical released in rewarding situations, reinforcing pleasure and motivating toward goals, desires and needs <p>Instant Gratification: Frequent release of dopamine in gaming and social media use as rewards are purposefully timed and dispensed (regularly and intermittently) to keep user in the game or app</p>
	<p>Dopamine</p> <ul style="list-style-type: none"> • Feel-good chemical released in rewarding situations • Reinforces pleasure feelings • Motivates us towards goals, desires and needs • Users of smart devices get frequent doses of dopamine hits due to nature of how devices and apps are designed • Users gravitate toward smart devices due to instant-feedback nature compared to other activities requiring more time and effort to complete / achieve
	<p>FOMO</p> <ul style="list-style-type: none"> • Fear of Missing Out • Ease of access to devices, apps and social media contacts resulting in felt anxiety when separated from them
	<p>Multitasking</p> <ul style="list-style-type: none"> • Slows us down – brain can only focus on one thing at a time • Loss of time in the process of switching tasks due to Goal Shifting (deciding to do one task over the other) and Role Activation (changing of rules between tasks) • Need to acclimatise to exam hall conditions when studying or revising
Addiction	<p>Frontal Lobe Atrophy</p> <ul style="list-style-type: none"> • Excessive screen exposure affects the development of the frontal lobe (frontal portion of brain) • Shrinkage and loss of tissue volume in the region • Executive function housed within the region (allowing self-regulation, planning, etc. – skillset that allows us to thrive as human beings) • Refer to "Excessive Internet Usage Indicator" on the next page
Social Emotional Well-being	<ul style="list-style-type: none"> • Online Strangers and Grooming • Negative Media Influence <p><i>More details on social media risks and how we can help our children in this area are available in module iPost, iShare, iLike - Thrills and Spills of the Social Media World</i></p>

	<ul style="list-style-type: none"> • Inappropriate Content <ul style="list-style-type: none"> ○ Violence & Profanities ○ Pornography • Cyber Bullying • Negative Digital Footprints • Family Disconnection 	<p>More specific details on how we can communicate with our children on pornography and cyber bullying are available in modules Porn-No-Graphy – Broaching the Subject with Our Digital Naives and Standing Up Against Cyber Bullying - Enabling and Helping Our Digital Natives Overcome this New World Danger</p>
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EXCESSIVE INTERNET USAGE INDICATOR

This indicator is meant to be used as a gauge to see if an individual is prone towards addiction; it is not meant to be used as a diagnostic tool.

#1	In the past year, has your schoolwork suffered because you spent too much time online (<i>surfing the net, playing games, using social media, etc</i>)?	Yes +1	No +0	Sometimes +0.5
#2	In the past year, have you become restless or irritable when you try to cut down or stop your online activities?	Yes +1	No +0	Sometimes +0.5
#3	In the past year, have you ever skipped school or your CCA because of your online activities?	Yes +1	No +0	Sometimes +0.5
#4	In the past year, have you ever lied to family or friends about how much time you spend online?	Yes +1	No +0	Sometimes +0.5
#5	In the past year, do you need to spend more time or money on online activities to feel the same amount of excitement?	Yes +1	No +0	Sometimes +0.5
#6	In the past year, have you gone online to escape from problems, bad feelings, or stress ?	Yes +1	No +0	Sometimes +0.5
#7	In the past year, have you been thinking about your online activities more and more?	Yes +1	No +0	Sometimes +0.5
#8	In the past year, have you ever stolen money so you could spend it on your online activities?	Yes +1	No +0	Sometimes +0.5
#9A	In the past year, have you tried to go online less often or for shorter periods of time?	Yes +0	No +1	Sometimes +0.0
#9B	If your answer to 9a was "Yes" or "Sometimes", were you successful in spending less time on the Internet?	Yes +0	No +1	Sometimes +0.5
#10	In the past year, have you ever needed to borrow money to spend on your online activities?	Yes +1	No +0	Sometimes +0.5

SCORE RANGE	DESCRIPTION
0 to 1.5	CASUAL Person interacts with content on screen, but focus can be easily diverted (i.e person responds immediately upon calling his/her name).
2 to 2.5	ENGAGED Person is engaged with content on screen; may need a little prodding to get him/her attention (i.e need to call his/her name a number of times).
3 to 4.5	PROBLEMATIC For parents, may find it hard to get the child off the screen / device, but parenting and discipline strategies will still work. If person falls within this range, work out strategies to bring person back to being engaged or casual.
5 and Above	EXCESSIVE / PATHOLOGICAL Person's daily functioning may be affected negatively (skips school / work, meals, etc). Parenting and discipline may not be sufficient; parent-child relationship might be strained. External intervention might be needed.

INSIDE-OUT PARENTING MODEL

Parental Dispositions (Being)

Parent Intentionally	<ul style="list-style-type: none"> • Being purposeful in interaction with child • Taking initiative to update oneself in parental knowledge and skills
Prioritise Wisely	<ul style="list-style-type: none"> • Scheduling and making time for self, family and child • Not waiting until issues arise before trying to problem solve
Persevere Fiercely	<ul style="list-style-type: none"> • Not giving up in following through with parental strategies when problem behaviours in child persist

Parental Strategies (Doing)

Engage the Heart (Connect, not Control)	<p style="text-align: center;"><i>"Do I feel more ENGAGED or more ENRAGED after a talk with my parents?"</i></p> <ul style="list-style-type: none"> • Strategies that promote the improvement of parent-child relationship • Relating to child and behaviour instead of retaliating
Enrich the Mind (Instill, not Insist)	<p style="text-align: center;"><i>"Does my mind feel more ENRICHED or ENTANGLED by my parents' sharing?"</i></p> <ul style="list-style-type: none"> • Strategies that allow child to learn and be part of problem-solving process • Instilling positive values and traits instead of insisting right behaviours

<p>Enable the Person (Be a Mentor, not a Tormentor; Coach, not Encroach)</p>	<p style="text-align: center;">"Do I feel <i>ENABLED</i> or <i>ENSLAVED</i> by my parents?"</p> <ul style="list-style-type: none"> • Strategies that empower the child toward being well-adjusted • Mentoring over simply monitoring the child toward personal success
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PARENTAL STRATEGIES DISCUSSED IN THIS MODULE

Strategy	Details	Engage the Heart	Enrich the Mind	Enable the Person
<p>Pause, Understand, Then Respond</p>	<ul style="list-style-type: none"> • When we react immediately to problem behaviour to curb it, we allow the roots (motivation, driving force) to continue to grow; problem behaviour likely to resurface continually and become worse • Responding is when we pause and not confront the behaviour straightaway while we are emotionally strained, but instead process through on why the child is behaving in the certain way, before we plan on what to say or do to reach the heart of the issue and the child <p>Unmet Needs IRL (In Real Life)</p> <ul style="list-style-type: none"> • Based on the Self-Determination Theory (SDT): <ul style="list-style-type: none"> ◦ Autonomy: need for a sense of control over one's life ◦ Competence: need for a sense of achievement ◦ Relatedness: need for a sense of community and belonging <p>Unprepared Child</p> <ul style="list-style-type: none"> • Child has not been taught or trained to use the smart device responsibly • Lack of role modelling / reference for child to learn how responsible use of smart device looks like 	✓		
<p>Show Interest in Child's Activities</p>	<ul style="list-style-type: none"> • Seize opportunities to talk about child's online activities and interests • When we listen and reflect the child's emotions and sharing back to him or her, we are telling the child that he or she matters • Communicate their #Lingo <p><i>We teach participants some of the common youth internet speak in module iPost, iShare, iLike - Thrills and Spills of the Social Media World</i></p>	✓		

Strategy	Details	Engage the Heart	Enrich the Mind	Enable the Person
Understand the Apps and Communicate their Potential Risks	<ul style="list-style-type: none"> Asking and knowing more about the apps from the child promotes parent-child interaction; helps parent to know if the child is aware of the potential risks A good go-to resource to learn about the apps and media that youths consume: www.common sense media.org Popular Game Genres: <ul style="list-style-type: none"> Multiplayer Online Battle Arena (MOBA) Battle Royale First-Person Shooter (FPS) 	✓	✓	✓
Communicate the Value of Money	<ul style="list-style-type: none"> Game credits are now easily obtainable by purchasing of top up cards from supermarkets and convenience stores; it is insufficient to simply withhold money from our children Helpful for the child to understand the financial model of the billion dollar mobile gaming industry <i>Further Reading: Loot boxes and skin gambling</i> 	✓	✓	✓
Set / Discuss Suitable Boundaries	<ul style="list-style-type: none"> For younger children (lower primary and below), parents to set suitable time, content, location and behaviour boundaries and process through the reasonings behind them For older children (upper primary and above), good to sit children down to discuss and work out the suitable boundaries Work out appropriate consequences for each boundary should it be overstepped Ensure that consequences are meted out consistently 	✓	✓	✓
Use of Monitoring and Control Softwares	<ul style="list-style-type: none"> Effective strategy to promote self-control in child but backfires as a daddy-mummy-in-control tool as all such apps in the market have loopholes that child can exploit and overcome For younger children without much exposure to a smart device yet, it is opportune to use such an app to limit device and app use while training up self-discipline, and granting more freedom as such character traits become more evident in the child's life For older children in denial of their screen habits, parents can utilise in-built apps within child's phone to have child track screen 	✓	✓	✓

Strategy	Details	Engage the Heart	Enrich the Mind	Enable the Person
	<p>usage for a period of time – better buy-in if child realises need for time and use regulation:</p> <ul style="list-style-type: none"> ○ Android Phones: Digital Wellbeing ○ Apple Phones: Screen Time ● For older children understanding the need for time and use regulation, use of such apps will allow parents to monitor use and encourage the child towards becoming more self-disciplined and controlled ● Comprehensive and Free App <ul style="list-style-type: none"> ○ Google Family Link families.google.com/familylink ● Paid Apps (Free Limited Functionality) <ul style="list-style-type: none"> ○ Screen Time www.screentimelabs.com ○ Qustodio www.qustodio.com ○ Mobicip www.mobicip.com ○ OurPact www.ourpact.com 			
Adopt a Win-Win Family Philosophy	<ul style="list-style-type: none"> ● Build a family culture that seeks for everyone's voices to be heard and respected, where everyone's interests are suitably met in every situation(win-win) <ul style="list-style-type: none"> ○ Win-Lose: I confiscate the phone as a punishment for you. You deserve it for not listening. ○ Lose-Lose: I confiscate the phone and you fight back. We argue and fight. ○ Lose-Win: I feel helpless and let you continue to use the phone. I don't want to experience lose-lose again. ○ Win-Win: I confiscate the phone as an agreed form of discipline. We can do this together. Let's try again. 	✓	✓	✓
Work Together Towards an End	<ul style="list-style-type: none"> ● Help child understand the importance of setting personal goals, including how you hope to see him or her grow character-wise ● We have identified the following 5 traits that may be helpful for an individual to possess in order to manage the use of a smart device responsibly – will be helpful to use these as a starting point to talk to your child about whether it is important to be this S.M.A.R.T for a smartphone: <ul style="list-style-type: none"> ○ Self-Disciplined: Has he shown any form of self-control in his day-to-day activities? Is he able to extricate himself from 		✓	✓

Strategy	Details	Engage the Heart	Enrich the Mind	Enable the Person
	<p>engrossing activities (i.e television watching, reading his favourite books, playing with his friends, etc) by himself within an agreed-upon duration, or without excessive repeated instructions?</p> <ul style="list-style-type: none"> ○ Mindful of Self and Others: Is he aware and considerate of the feelings of others in his interactions other than his own? Has he shown appropriate responses in his behaviours according to situations and other people's reactions (i.e consoling a crying sibling, remorseful after a wrongdoing before an angry parent, not feeling overwhelmed by anger or sadness, etc)? ○ Astute: Has he shown the ability to process the information that he takes in and not simply take everything at face value? Is he able to gauge the appropriateness of the content that he takes in? To navigate through the free-for-all world wide web, has he been taught to identify what is not suitable for consumption, and what to do when he comes across them? ○ Resilient: Has he shown the ability to recover effectively and appropriately from setbacks, not dwelling on them and allowing the experiences to negatively define him? When he loses in a competition or game, is he able to pick himself up and learn from the experience? When he gets picked on by a peer, is he able to protect himself appropriately? ○ Trustworthy: Is he able to keep to the promises that he has agreed upon? Have there been instances that he has demonstrated this ability without extra supervision or prodding (i.e tidying up after himself, finishing his homework before other activities, etc)? 			
<p>Build & Model Positive Values & Behaviours</p>	<p>"My parents taught me service – not by saying, but by doing. That was my <i>culture, the culture of my family</i>." - Alice Walker</p>			<p>✓</p>

Engage the Heart  foremost
to effectively Enrich the Mind ,
thereby  Enabling the Whole Person.

PROCESS • PLAN • PRACTISE

- Have I been **parenting intentionally, prioritising wisely** and **persevering fiercely** in bringing up my child and in building up my family? What would allow me and my spouse (if applicable) to start being so?
- What are some of the presenting behavioural and attitudinal issues that my child is showing? Why is my child behaving and thinking this way?
- What are some of the strategies that I have been using to parent my child? Have they been effective in **engaging my child's heart, enriching my child's mind** and **enabling my child** to be the best version of himself or herself each day?
- What are some of the strategies discussed in this module that I would like to implement? What is preventing me from implementing them?
 - Where and how can I know more beyond what has been covered?
 - How can I practically implement the strategies?
- If there is a report card for a **Cyber Well Family**, how would you want yours to fare?

HOME FRONT BY TIFG TELEGRAM CHANNEL



t.me/TCSPSP

You are invited to join our **Home Front by TOUCH Integrated Family Group (TIFG) Telegram Channel**; we will be using this channel to keep you periodically updated on family related news and articles, as well as information on future workshops and relevant activities. If you do not already have Telegram installed in your phone, you will be brought to a page with a link to download it. Once you have downloaded it, do access the QR code or the short link above and you should be able to join in the channel. Glad to be partnering with you in this parenting journey!

POSITIVE PARENTING PROGRAMME (TRIPLE P)

If you have attended our workshop or webinar and are wondering if there is a follow up program that you can attend to put strategies into action in a facilitated and individualised process, you may wish to consider joining the **Positive Parenting Programme, Triple P** for short.

Triple P is an evidence-based and research-backed parenting and family support strategy that has been proven to enhance the knowledge, skills and confidence of parents, as well as reduce parenting-related stress. It is suitable for all parents, be it for those looking to resolve certain behavioural issues in their children or for those wishing to level up a notch in their parenting.

The **Ministry of Social and Family Development (MSF)** has made the provision of this programme free of charge to all parents whose children are studying in local schools. This programme is delivered to parents via the schools' appointed **Parenting Support Providers (PSP)**.

If you are interested in the program and your child is studying in any of the schools listed below in which we have been appointed as the Parenting Support Provider (PSP), please email us at parenting@touch.org.sg with the following details, and we will be happy to follow up with you:

Your Name • Your Child's Name • Your Child's School • Your Child's Level

If your child's school is not in the list overleaf, you may refer to your child's school contact or general office for more information.

TOUCH Community Services is the **Parenting Support Provider (PSP)** for the following schools in the Toa Payoh and Jalan Besar Region:

Primary Schools

- Ai Tong School
- Anglo-Chinese School (Primary)
- Bendemeer Primary School
- Catholic High School (Primary)
- Cedar Primary School
- CHIJ Primary (Toa Payoh)
- Farrer Park Primary School
- First Toa Payoh Primary School
- Guangyang Primary School
- Hong Wen School
- Kheng Cheng School
- Kuo Chuan Presbyterian Primary School
- Maris Stella High School (Primary)
- Marymount Convent School
- Pei Chun Public School
- Singapore Chinese Girls' School (Primary)
- St Andrew's Junior School
- St Joseph's Institution Junior
- Stamford Primary School

Secondary Schools

- Anglo-Chinese School (Barker Road)
- Bartley Secondary School
- Beatty Secondary School
- Bendemeer Secondary School
- Catholic High School (Secondary)
- Cedar Girls Secondary School
- CHIJ Secondary (Toa Payoh)
- Dunman High School
- Guangyang Secondary School
- Kuo Chuan Presbyterian Secondary School
- Maris Stella High School (Secondary)
- Peirce Secondary School
- Raffles Girls' School
- Raffles Institution
- Singapore Chinese Girls' School (Secondary)
- St Andrew's Secondary School
- St Joseph's Institution
- Whitley Secondary School

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ABOUT TOUCH PARENTING

TOUCH Parenting is a service of **TOUCH Integrated Family Group, TOUCH Community Services**. It aims to empower parents in **building strong families** through the **effective nurturing of their children** in becoming **resilient, respectful** and **responsible individuals**. It achieves this through helping parents and caregivers adopt **evidence-based** and **informed strategies** and **approaches** in individual and group settings.

To help parents understand evidence-based and informed programmes better and to help debunk certain myths surrounding them (i.e. only parents with parenting issues should attend, etc.), we have created a **short video introduction** which we find would be of help to you. The video can be accessed at <https://youtu.be/WcZwb8y4lzU>.

To help us better understand your needs and preferences, please click through the following link to fill in a quick **parenting needs and preferences survey**; we will follow up with you thereafter based on your inputs as and when relevant resources are available for you. The link to the survey is <http://bit.ly/tppnps>.

For more information on our programmes and other available workshops, please visit www.touch.org.sg/parenting.