

DUPLICATION AND COPYRIGHT

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopy, recording or otherwise without prior written permission from the publisher except for all worksheets and activities which may be reproduced for a specific group or class. Reproduction for an entire school or school district is prohibited.

Bonus!

**Downloadable Reproducibles
Now Available Online!**

See page 122 for details.

Download
and print the
reproducible
pdfs at:



**[www.ncyi.org/
lost_and_found](http://www.ncyi.org/lost_and_found)**



**National
Center for
Youth Issues**

Practical Guidance Resources
Educators Can Trust

P.O. Box 22185
Chattanooga, TN 37422-2185
423.899.5714 • 866.318.6294
fax: 423.899.4547
www.ncyi.org

ISBN: 978-1-937870-15-7

© 2013 National Center for Youth Issues, Chattanooga, TN
All rights reserved.

Written by: Kim "Tip" Frank, Ed.S., LPC
Contributing Author: Mike Paget, M.Ed.
Edited by: Louise Frank and Beth Rabon
Cover Design and Page Layout: Phillip Rodgers
Published by National Center for Youth Issues

Printed at Starkey Printing • Chattanooga, TN, USA • August 2017

Dedication	6
Introduction	7
How to Use This Book	8

CHAPTER ONE

Living In The Digital Age	9
Positives of the Digital World	12
Pitfalls of The Digital World	13
Parent Problem?	14

CHAPTER TWO

The Nature of Mental Wellness	17
Social Skills Experiences.....	19
Emotional Regulation Skills	19
Communication Skills	19
De-escalation Skills	20
An ability to call upon your Relaxation Response.....	20
“Executive Function” Skills	20
Self-Actualization	20

CHAPTER THREE

Characteristics and the Impact of Technology Addictions.....	21
Just how Serious is Internet Addiction?	25
The Stages of Addiction	27
Classic Warning Signs	29
Parallel Warning Signs with Video Game Addiction	30
Circumstances Around Gaming Addictions.....	31
Breakdown of Problems Associated with IAD	31
The Profile of an Internet Addict	32
Symptomology of Internet Addiction	34
What Makes Video Games So Addictive?	36
A Bad Combination	37
The Most Addictive Video Games.....	38

Manufacturer Improvement	39
Detox for Video Game Addiction	39
How Serious is the Problem?	40

CHAPTER FOUR

A Gigabyte of Prevention on the Homefront.....	41
Building a Firewall in the Home	43
If You Can't Beat 'Em, Join 'Em: Four Things a Parent or Caregiver Needs to Do	44
Contract for Use of Internet:	
Cyber Safety and Citizenship Contract (Gr K-5).....	48
Contract for Use of Internet:	
Cyber Safety and Citizenship Contract (Gr 6-12)	49
Beware of Serious Cyber Situations.....	50
Cat Fishing.....	50
Cyber Bullying.....	51
What Can Young People Do to Protect Themselves?	53
Sexting.....	55
Social Contagion.....	57
Blurred Boundaries in Social Media	58
War Driving.....	58
Managing Your Child or Teen's Media Consumption.....	58
A Hill Worth Dying For: Nine Non-Negotiables	60
The Guidelines for Choosing Software	62
Rating Categories	63
Content Descriptors.....	64
Parent Power	65
Move Around and Monitor.....	66
Internet Safety for Children.....	67
Internet Safety for Teens.....	68
Internet Safety Resources.....	70
Filtering Software.....	74
Internet Safety Websites	74

CHAPTER FIVE

In the Schoolhouse: Casting the Net Wide in Our Schools..... 75

Internet Safety Resources for School Curriculums 78

Model Curriculum Overview..... 78

CHAPTER SIX

Interventions After the Point of No Return: Helping Youth with Internet Addiction 83

A Mindset that Makes Sense..... 85

Provide a Chance to Change..... 86

Limits and Boundaries..... 86

Self-Help: If It can Be Done 88

Tools to Take on Life 91

ROCK and ROLL 91

Food for Thought 92

Problem FADE 93

Mental Math: $A + B = C$ 94

Outward Focusing 96

Improving Your ZQ 97

SCALE Your Mountain of Anger 98

Catching Friends 99

The Friendship Model..... 100

Outside Interventions..... 103

Therapy and Counseling for Internet Addiction 104

Other Types of Helpful Therapy 106

Appendix A 111

Helpful Website Resources..... 113

Helpful Books..... 114

Appendix B 115

Internet Addiction Test (IAT)..... 117

References..... 119

Index for Reproducibles 122

DEDICATION

This book is dedicated to Louise Frank...

(Tip's wife) for her impeccable editing skills. Her countless hours in editing this book and other books that Tip has been a part of writing were essential. Thanks for being so skillful and generous in this work!

Also, this book is dedicated to all the young people that the authors, Mike and Tip, have been privileged to serve over the years. In particular, we appreciate those young people who have taught us more about technology than we will ever learn. Some of these youth are working through addictions to technology. May this book be a great tool to help them and many others!

INTRODUCTION

Internet Addiction Disorder (IAD) is a relatively new phenomenon. Thus today's parents, and others trying to help young people find a proper relationship with the Internet, feel understandably overwhelmed. The parents of the 1960's trying to deal with the new drug culture of the day likely had similar feelings. Wisdom found over the previous decades in regard to addictions can be of great help now as we grapple with addiction related to technology use. Internet Addiction Disorder follows some of the same patterns as other addictions such as alcoholism or gambling. Thus the recognition and treatment of IAD has some age old behavioral markers and general treatment practices. Nonetheless, in our book, *Lost and Found*, you will find ideas and principles that are very specific to issues related to overuse and abuse of technology. While Internet Addiction Disorder, like all addictions, is very powerful, the good news is that it is treatable. We trust that the comprehensive approach provided in this book to this challenging issue of our day will help parents, caregivers, and professionals feel more confident and effective. It is our hope that valuable information and effective principles will be garnered by our readers to ideally prevent Internet addiction or, when needed, to intervene proactively for the young person who has crossed that line into addictive behaviors.

HOW TO USE THIS BOOK

This book is intended to be straightforward and to the point. It is essentially a “handbook” for prevention, identification, and treatment of Internet Addiction Disorder. The early emphasis of this book is about coming to grips with the reality of our day that it is essentially impossible to live in our world without interacting with technology. It is quite easy for many people to get “hooked” on the Internet with its various forms of amusement. So all of our readers, especially those who possess much less knowledge and competence in the area of technology in comparison to our Generation Y and Z counterparts, can readily appreciate the dilemma of living in the world of technology, but not having it consume us.

Our book then moves in Chapters Two and Three to a comparison of the nature of mental wellness versus the profile of what unhealthy addiction looks like. In particular, technology addiction is plainly and thoroughly described. You should be able to get a real sense if someone you know has a bent toward Internet or “screen” addiction. You will see the huge impact that technology addiction has on a person and those who care about him or her.

Chapters Four and Five provide several ideas and tools to prevent addictive habits from forming. Emphasis is on how the home and school play key roles in this. Specific prevention strategies and programs are delineated.

The final chapter is about intervention. Chapter Six starts out with the idea of self-help if it can be done. These practical tools get young people started in trying to overcome weaknesses that likely were the reasons why the addiction started in the first place. These skills include problem-solving, constructive thinking, friendship and relationship building, and managing emotions. Also imparted are mechanisms that help the youth with technology issues track and manage their Internet use. In many cases, given the nature of addictions, these tools are not enough. In this case, outside interventions are provided. Effective counseling and psychotherapy interventions that are research-based are discussed. Twelve step programs and group counseling as related to Internet addiction, are explained as well. Finally, wilderness therapy and inpatient treatment services are described in detail. You’ll note the progression from least to most intrusive approaches in these interventions.

CHAPTER ONE

LIVING IN THE DIGITAL AGE

LOST *and* FOUND

RESCUING OUR CHILDREN AND YOUTH FROM VIDEO,
SCREEN, TECHNOLOGY, AND GAMING ADDICTIONS





We live in a truly amazing time that is so predicated upon the use of technology. To not involve oneself in our current technological society is to be ostensibly left behind in the 1990's--frozen in time so to speak. On the other hand, diving or even wading into this relatively new world can cause one to drown. The following quote found on the web summarizes this well.

From the Stone Age, to the Industrial Age, to the Information Age, the rate of technological change has increased exponentially, and it appears to continue to do so for the foreseeable future. Our world is changed by the new technological innovations every second of every day, and we struggle to deal with the negative impacts on society, as well as reap the benefits of technological innovation. Is this really what we want to call 'progress?' (Roszac, 1994)

Since it is virtually impossible to avoid this technological revolution, the only answer seems to be to learn to swim well rather than to drown. As far as young people go, they will take their cues from adults for better or for worse. We, the authors, hope that the parents and professionals reading this book will model and actively teach the ideas contained so that today's technology can be used as a blessing rather than a curse.

Believe it or not, Albert Einstein made the following observation well over one hundred years ago. "It is appallingly obvious our technology has exceeded our humanity." What would he think today!!! Unless you are sixty years of age or older, your attention has likely shifted from newspapers, magazines, radio, and television toward electronic delivery of content. Based on current estimates, there are over a TRILLION sites on Google's index; 3.8 MILLION articles on Wikipedia; 120 MILLION plus videos on You Tube; 240 MILLION blogs; over 1 BILLION users who log on to Facebook daily; and there are more than 58 MILLION Tweets sent through Twitter daily.

One of the more interesting twists in the technology craze is that it is not just generated by the media alone. The audience, formerly known as the consumers, has become "producers of media." Average people create blogs filled with posts on a given topic, publish videos, create podcasts, etc. These types of participative behaviors result in both consumption and production of media. In this new digital world, anyone with a cell phone or tablet is potentially a journalist taking videos and photos and posting them instantly on the web. Thus, teaching wise use of technology today involves learning how to both be a consumer and a producer of media. There seems to be no end to how one can be involved with technological pursuits. Beware of the potential "web" that can so easily entangle even the best and the brightest of our young people! As Crosby, Stills, Nash, and Young taught way back in 1970, "Teach your children well."

You, who are on the road, must have a code, that you can live by.

*And so, become yourself, because the past, is just a goodbye.
Teach, your children well, their father's hell, did slowly go by,
And feed, them on your dreams, the one they picked,
the one you're known by.*

*Don't you ever ask them why, if they told you you would cry,
So just look at them and sigh, and know they love you.*

POSITIVES OF THE DIGITAL WORLD

The world of information that is now available at our fingertips has contributed so many positives to our lives, including:

- ✱ 24/7 access to the world of information.
- ✱ Speed and efficiency of engagement with information.
- ✱ Filtering of information – to find a specific topic all you need to do is conduct a “search”.
- ✱ Efficient storage of information – it’s possible to carry entire libraries in your pocket.
- ✱ The ability to work remotely with others on projects – shared documents, emailed attachments, working in “the cloud”.
- ✱ Backing up of documents for security and access – no longer do you have to worry about losing paper documents – it’s possible to have them available “in the cloud” from any location.
- ✱ Erasing the distance between people – it is possible to instantly see, hear, and talk to someone from any location on the planet (or even above the planet!). For example, “Skype” is a popular software program that allows such digital interactions.
- ✱ Time and distance are not the factors they once were – we are able to instantly connect to people and businesses.
- ✱ Though face-to-face will always have unique benefits, gatherings may now be supplemented with electronic meetings in which you can both see and hear all participants, regardless of where they are sitting at the time.
- ✱ And for those who choose, it is possible to spend time in a social world making connections beyond our physical location – social networking is possible, in spite of the physical distances.

PITFALLS OF THE DIGITAL WORLD

In the midst of these amazing and tantalizing advantages, there are some likely pitfalls of this increasingly digital world.

- ❁ Privacy and security issues – regardless of protections, ultimately it is possible for someone/anyone to look at what/when/where you are doing everything.
- ❁ Data overload – you may think you know it all because you have access to it all, but you may be missing the important experience of critical thinking. Have we become simply repositories of information, vs. critical thinking appliers and expanders of information?
- ❁ With unlimited access to information, it's possible to become frozen in making decisions, worried that you have yet to exhaust all available ideas before moving forward.

Have you ever sat down to get some information, and three hours later you realize you have been lost in the overload, perhaps not even sure of what the original question was?

These never-ending explorations can rob you of time and energy.

We become experts at information retrieval but not at critically thinking about the details that are most relevant to our lives.

What about relationships? Real relationships may be lost through virtual relationships. What is the real meaning of having 5,327 friends on Facebook? It is too easy to experience fraudulent relationships. You appear to have digital friends, but may be lacking real friends.

Research says that for every negative feedback one receives, he or she needs up to 13 positives to overcome the impact. Imagine how damaging it can be to receive an overload of negatives coming in over social networking. This can be compounded by social contagion.

PARENT PROBLEM?

As with all aspects of life, parents are the guides. They teach their children the hows, whys, and whats of handling resources and realities of life. The digital world presents a unique challenge: however this happens, our children seem more at ease with any new and evolving technology to the extent that we are sometimes left leading from behind.

Parents have always appreciated good babysitting. In recent times the TV has been used for this purpose. Now, there is an entire array of “screens” available for the job; and unlike television, this array of screens often has the additional aspect of being somewhat addictive. In other words, parents now have, at their electronic fingertips, a “Super Babysitter.”

So how well are parents using and not abusing this new world of digital riches? Let’s look at some of the data.

- ❄ 52% of kids under age one watched 2.5 hours of TV daily (30% watched videos).
- ❄ 60% of one year olds watched 3 hours of TV daily (47% watched videos).
- ❄ 71% of two year olds watched TV 3 plus hours daily (53% watched videos).
- ❄ By three months old, 40% of children regularly consume electronic media. By age two, 90% of children consume electronic media.
- ❄ More than 70% of kids 8 to 18 have a TV in their bedroom.
- ❄ 66% of kids 8 to 18 have a cell phone.
- ❄ Only 21% of kids report parents setting rules about video games.
- ❄ Only 17% of parents report checking warning labels or ratings.
- ❄ Only 1/3 of parents play video games with their kids.

(“Screen Time,” 2012)

It's safe to say that young people in general spend more time with electronic media than any other discretionary activity. Whether this is a good thing or not is up for debate. What we do know is that this aspect of life is here to stay. Dr. Michael Rich, a pediatrician at Children's Hospital in Boston who directs the Center on Media and Child Health, said it best, "With media use so ubiquitous, it is time to stop arguing over whether it was good or bad and accept it as part of children's environment, 'like the air they breathe, the water they drink and the food they eat'" ("Negative Effects," 2011). In the opinion of the authors, the goal here is not to judge but rather to teach young people how to be balanced in their approach toward using technology. Just as adults teach youth, for example, how to wisely budget money or practice proper eating habits, so it is with learning how to manage use of gaming and technology.

Thankfully, the majority of schools are teaching such things now as "cyber safety" and "cyber citizenship." Just what does a healthy relationship look like involving electronics in one's life? Parents and caregivers need to take the lead here also remembering that the school is just an extension of the home. What needs to be emphasized is the vast difference between assistive technology versus addictive technology.



