

GATE MIDDLE SCHOOL COUNSELING RESOURCE NEWSLETTER

January 2020 Edition: Sleep and Screens

Julia Molodt, School Counselor



As the GATE middle school counselor, I will be sending a monthly newsletter with tips, resources, strategies, and interventions to support GT students. This month's newsletter addresses the topic of sleep and electronic screens.

The negative impact of electronic device used before bedtime is becoming common knowledge. Yet, many adults and students spend too much time on their devices in general, and use electronic screens in the hour before bed. One noted characteristic of gifted children is difficulty getting to sleep. Adding use of electronic screen time before bed can increase sleep difficulties for our gifted students. Below are some articles and resources that address these concerns.

Recommended Articles (attached):

1. **Screens and sleep: The New Normal: Parents, Teens, Screens, and Sleep in the United States by Common Sense Media (key findings attached)**
<https://www.commonsensemedia.org/sites/default/files/uploads/research/2019-new-normal-parents-teens-screens-and-sleep-united-states.pdf>
2. **4 Tips to Help Your Gifted Child Fall Asleep by Carol Bainbridge**
<https://www.verywellfamily.com/tips-to-help-your-gifted-child-fall-asleep-1449087>
3. **Screen Time and the Gifted Student: Balance And Quality are Key by Barbara Swicord**
<https://www.nsgt.org/screen-time-gifted-student/>
4. **Parents Ask? How Much Screen Time Should We Allow Our Child? By Dennis O'Brien**
<https://www.giftedresourcecouncil.org/mwarchive/dennys-article/parents-ask-how-much-screen-time-should-we-allow-our-child/>
5. **Screen Time = Scream Time by Julie F. Skolnick**
<https://www.withunderstandingcomescalm.com/screen-time-scream-time/>

KEY FINDINGS

1

Parents and teens keep their mobile devices close by at night, including a third of teens who keep their mobile devices in bed with them.

At night, parents say they keep their device within reach of the bed (62%). While at a lower rate than parents, many children also say they have their device within reach of their bed (39%), but they are more than twice as likely as their parent to have it in the bed with them (29%). Girls tend to sleep with their mobile devices more than boys (33% of girls vs. 26% of boys).

2

Many teens and parents are having their sleep interrupted by notifications.

One in three teens (36%) wakes up and checks their mobile device for something other than the time at least once a night. One in four parents (26%) does this as well. While parents say they are waking up and checking because they received a notification (51%) and/or couldn't sleep (48%), children say they are waking up and checking because they received a notification (54%) and/or they want to check social media (51%).

3

Doctors and researchers say not to use screens in the hour before bed ... but parents and teens do.

A majority of parents (61%) check their mobile device within 30 minutes of falling asleep. Similarly, a majority of children (70%) check their mobile device within 30 minutes of falling asleep at night.

4

The number of parents who say they spend too much time on their mobile devices has increased by 23 points since 2016 (52% in 2019 vs. 29% in 2016).

In other words, more than half of parents feel they are spending too much time on their mobile devices. Parents today are much less likely to say they spend the right amount of time, down 26 points since 2016 (41% in 2019 vs. 67% in 2016).

5

But teens today are much more likely to say they spend the right amount of time on their devices than they were in 2016 (47% today compared to 29% in 2016).

They are much less likely to say they spend too much time on their devices today (39% today compared to 61% in 2016). Girls are more likely to say they spend too much time on their mobile devices (47% vs. 32% of boys).

6

More kids wish their parent would get off their device: There has been an 11-point increase in the number of children who think their parent spends too much time on their device (28% in 2016 vs. 39% today).

There is also a 22-point decrease in the number of children who think their parent spends the right amount of time (64% in 2016 vs. 42% today).

7

When it comes to feeling addicted, most kids aren't concerned, but their parents are worried.

Forty-five percent of parents feel personally addicted to their mobile device, an 18-point increase since 2016. For children, 39% feel addicted themselves, an 11-point decline since 2016.

8

More kids think their parents are addicted to their mobile devices.

Thirty-eight percent of teens feel their parent is addicted to their mobile device, a 10-point increase since 2016. The number of parents who think their child is addicted to their mobile device has remained consistent over time (61% today vs. 59% in 2016).

9

There are many households where everyone feels addicted to their devices.

A majority of children with a parent who feels addicted to their mobile device also feels addicted themselves, creating households where the entire family is more likely to feel addicted to their mobile devices. More than half (56%) of teens who have a parent who feels addicted to their device feels addicted themselves.

10

Lots of people are feeling distracted and think others are distracted as well.

Fifty-four percent of parents and 58% of children say they are distracted by their mobile device once a day or more. While over two-thirds of parents (69%) say their child is distracted by their device at least once a day, only 44% of children believe the same about their parent.

11

Conflicts over mobile device use are less common than they were three years ago.

Parents say they argue with their children over mobile device use less often today (54% say less than once a day and 21% say never) than they did in 2016 (when 43% said less than once a day and 21% said never). Parents who believe their child is addicted to their device are six times more likely than those who don't think their child is addicted to argue with their child once a day or more (34% vs. 5%).

12

Most parents and kids don't think mobile devices are hurting their relationships.

However, parents are more likely to say today that their child's use of a mobile device has hurt their relationship (28% vs. 15% in 2016). Majorities of both parents (55%) and children (72%) say that the use of mobile devices has had no impact on their relationships with each other, but almost one-third of parents think that their child's use of a mobile device has hurt their relationship with their child (28%). Only 9% of children think their relationship with their parent has been hurt. Parents of sons (32%) believe that the impact of mobile devices has hurt their relationships more than parents of daughters (25%). There has been little change in children's views over time.

13

Children see an impact on their relationship with their parent when they believe their parent is addicted to their mobile device.

Children who believe their parent is addicted to their device are 18 points more likely to believe that their parent's behavior has hurt their relationship (20% of children who think their parent is addicted vs. 2% who do not). Similarly, parents who believe their child is addicted to their device are 31 points more likely to believe that their child's behavior has hurt their relationship (40% of parents who think their child is addicted vs. 9% who do not).

4 Tips to Help Your Gifted Child Fall Asleep

By [Carol Bainbridge](#) Updated on June 03, 2019

A commonly noted characteristic of [gifted children](#) is their need for less sleep than other children. What is not so commonly noted, but commonly occurs, is the difficulty many gifted children have getting to sleep.

Why a Child May Have Trouble Falling Asleep

- **Not Tired:** Yes, it could be that simple. Since some gifted children don't need as much sleep as other children, they may just not be tired when their parents put them to bed and want them to go to sleep.
- **Need More Time Alone to Wind Down:** If a child is an introvert, he or she may need extra time alone to settle down from the day. Sleep won't come quickly as the child needs time to reflect.
- **Brain Won't "Shut Down":** A gifted child will often complain to parents that his brain just won't stop working. He or she will even say things like, "My brain won't turn off" or "My brain won't let me go to sleep."

Tips to Help Your Child Get Sleep

Like most advice found in the usual parenting books, [advice](#) for helping children fall asleep doesn't always work. Of course, it doesn't hurt to try it, but don't be surprised if your child still has trouble falling asleep. Here are some suggestions to try:

- **Focus on Relaxing Rather Than on Falling Asleep:** A child can no more will himself to fall asleep than an adult can. In fact, the harder we try to fall asleep, the more elusive sleep seems to become. Instead of insisting on a specific time for lights out and going to sleep, insist on a specific time to be in bed and stay in bed,

a time for quiet and peaceful activities, such as reading, looking at books, or listening to soft music. Getting out of bed is not allowed.

- **Make Bedtime Earlier:** Some children need more time to wind down from the activities of the day. If a child's usual bedtime is 8:00 with lights out at 8:30, parents can move the bedtime to 7:30 and allow the child's brain more time to calm down. This is especially important for introverts. The time should be time alone, not time spent talking with a sibling or a parent. This can be more difficult for children who share a room, particularly if they share a room with an extroverted sibling who needs to talk!
- **Make or Buy a "Bed Tent" for Privacy:** The inner life of a gifted child can make it hard for him or her to sleep, but the world outside can prevent a child from falling asleep as well. There are just too many distractions, too many sights, and sounds. To eliminate some of these distractions, parents can make a "bed tent." Or for parents who want and can afford something a little fancier and certainly easier, ready-made tents are available. A bed tent is a light-weight, bed-sized tent whose bottom fits over the child's bed like a fitted sheet. Bed tents have vents and can remain open or be zippered shut. They are made to look like cars, ladybugs, trains, or "castles."
- **Supply a Brain On/Off Button:** No, of course, the button won't really turn the brain off, but sometimes a child just needs a prop – imaginary or real – to help him or her shut down the brain. Some children can imagine that their brain is like a computer and they simply need to go through a shutdown process. Some children imagine double-clicking on their "brain button." And some children can use an old lamp (with the cord removed) as their on/off switch. Anything that clicks can function as the prop for the brain button. Even if this trick doesn't always work, it serves well as a metaphor for both the child and the parents. And it's just fun. Oddly enough, though, it does sometimes actually work! It can help a child calm down their brain activity.

A Few "Don'ts"

Don't expect any of these methods to give immediate results and don't shift constantly from one to another. You can try all of them all at once or just try some of them, whatever you choose to do, give it a chance to work. Just because it doesn't work on the first night doesn't mean it won't work.

Don't worry if your child is not getting the recommended amount of sleep for his or her age. For example, most children between the ages of one and three need 11 to 14 hours

of sleep each day, but a gifted child may sleep only nine hours a day. Most parents can tell when their child is tired since tired children tend to get cranky.

If your child is getting less than the recommended amount of sleep, is cranky, has circles under the eyes, has headaches and trouble concentrating, he or she is probably not getting enough sleep. However, if your child is healthy and functioning well, he or she probably just needs less sleep than the recommended amount.

Don't automatically assume your child needs less sleep. Some gifted children actually need more, not less, sleep than other children.

Article Sources

Verywell Family uses only high-quality sources, including peer-reviewed studies, to support the facts within our articles. Read our [editorial policy](#) to learn more about how we fact-check and keep our content accurate, reliable, and trustworthy.

1. National Sleep Foundation. [Children and Sleep](#).

Screen Time and the Gifted Student: Balance and Quality Are Key

 nsgt.org/screen-time-gifted-student/

February 8, 2018

Posted 2/8/2018 by Barbara Swicord, Ed.D. Categories: Education, Gifted Education, Gifted Students, Teachers

Last November, Dr. Barbara Swicord at NSGT delivered a webinar on *Family Relationships and the Gifted Child*. If you weren't able to attend and wish to view it, please go to <http://www.giftedstudy.org/webinars/>.

One of the parent questions asked during the webinar, which we did not have time to address at the time, was this one: *It seems like many schools turn to computer programs to address differentiation in the classroom. We are told as parents to limit screen time, so this practice seems counter-intuitive. What are your thoughts on the use of computers as a learning tool for gifted students?*



This question is a good one indeed—much like considering whether the side effects of a drug are worth the benefits at times. Computer programs and courses provide ways for gifted students to work independently and individually, provide quick access to above level content, allow networking with experts and similarly talented peers, and create an alternative to a classroom curriculum that may be lacking in meeting the gifted students' learning needs. Computers that are used to support educational goals and differentiate for specific needs can help gifted students work “smart.”

However, too much computer screen time is definitely a part of the problem as well as part of the solution. There is growing evidence that too much screen usage is shrinking our brains and creating communication problems, resulting in reduced cognitive performance. In 2012, Lin and Zhou et al found that “Internet addiction is associated with structural and functional changes in brain regions involving emotional processing, executive attention, decision making, and cognitive control.”

Beyond damage to your brain, too much computer use can cause serious health issues which include sleep deprivation, obesity, vision problems, and physical aches and pains. These unhealthy outcomes are not what we want to see in our children. Therefore, as parents and educators, we have to be very smart and disciplined about how we encourage the use of computers with our students, even when they can be very helpful in providing great alternatives for gifted students, apart from the core curriculum.

In 2013 the US Department of Health recommended that children under two years of age should not be in front of a screen at all, and over that age the maximum leisure screen time should be no more than two hours a day. Children aged 2-5 years should have no more than an hour a day, and children aged 5-18 years should have no more than two hours a day. Teenagers often have homework that requires computer time, but remember that the real danger is non-educational, leisure screen time, so homework screen time may be discounted to a degree.

I believe the solution to too much computer screen time should be all about balance and quality. Here are some ways to approach this two-pronged solution.

1. To achieve **balance** between screen time and non-screen time:

- Take frequent short breaks; get up to walk and stretch at least once an hour.
- Actively relax.
- Interact with other people.
- Exercise!
- Try to find programs, research, and information that can be listened to, rather than viewed. A student can be physically active while listening and can take a vision break by using audio streaming.
- No devices in the bedroom! Take a break between screen time and bed time for better sleep.
- Set limit rules and explain why you have those rules to the children; and, be a good role model in carrying out those rules.
- Don't eat meals in front of a screen, television, or other device.

2. The **quality** of computer time is also essential. If you are going to limit screen time, you need to be sure what you're viewing during that reduced time is worthwhile.

- Don't use your reduced screen time for mindless activity, such as video games, Internet wandering, and social media. Rather, focus on high quality content and interactions that home in on the students' needs at the time. Engage students in determining what that content might be, so time is not wasted on what the student is not interested in.
- Make sure the content and activities that the students are engaged in are presented at a challenging and rigorous level.
- Engage in courses or programs that are designed for gifted children. For example, in our SIG online learning courses, students engage with other students from around the world in topics that enrich and extend their learning, so the time spent is quality time. Also, as a way to reduce screen time, the students check in once a week and then use the rest of the week to do activities related to their course. These activities might require computer time, but they may also be in engaging in hands-on/minds-on activities, experiments, other types of research, and just think time—something any of us rarely has time for these days.
- Use your computer for research that you cannot get other places. Remember that there are other ways to get information such as interviews, surveys, news and newspapers, and all the multiple resources found in a library. Primary resources are usually the most accurate resources. Leg work research can be satisfying and fulfilling.

So do continue to find ways to help your gifted students become all that they can be. If part of that plan includes computer screen time, be sure to monitor it with balance and quality for a balanced, quality life.



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Ask?

How

much

screen

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should

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our

child?

Because she's very bright, we want her to be well prepared and know what's going on in the world.

Probably a lot less time than you think. A little goes a long way, and excessive screen time endangers children in multiple ways. Here are some practical suggestions to help parents protect their children.

★ **Learn about the dangers of excessive screen time.** The American Academy of Pediatrics (AAP) recommends no more than two hours/day for children over the age of two. However, according to the AAP, studies show that children three to 10 years of age average eight hours/day and older children and teens spend 11 hours/day on entertainment media, including televisions, computers, phones, video games and other electronic devices, far more than the two hour maximum. In addition to the well-known risk of sleep deprivation and weight gain due to inactivity, there are other even more serious threats to a child's well-being.

Studies show that children who exceed the AAP two hour limit are more than twice as likely to have more attention problems than children who don't. Teachers also report that children have increasing problems paying attention and staying on task. Attention deficit hyperactivity disorder (ADHD) is 10 times more common today than it was 20 years ago. Although ADHD has a genetic base, scientists believe this frightening increase is primarily due to behavioral changes driven by technology, especially too much screen time and faster-paced shows, video games and media content.

The AAP also recommends that "all television and entertainment media should be avoided for children under age two. A child's brain develops rapidly during those first years, and young children learn best by interacting with people, not screens." A television should not serve as a baby sitter, nor a tablet as a child's toy – however fascinating he may find it. And don't confuse a child's adeptness with electronic devices like tablets with giftedness. Although her adeptness may be possible because a child is bright, the very activity is destroying the high intelligence that could flourish later in many venues. Trust the experts.

How long does screen time risk persist? Environmental influences, scientists say, are a large factor in brain development – and the prefrontal cortex isn't fully formed until age 25. The AAP insists that teens need age-appropriate limits as much as toddlers do, perhaps even more so because their risk-exposure opportunities are greater.

★ **Document your child's use of screen technologies.** The AAP has a Media History Form readily available online for parents to assess their child's screen time. Answering these questions will help you get an overview of the various media devices you are currently allowing your child to use. However, the AAP form needs to be supplemented to include similar questions about smart phone and tablet usage which are much more common now than when the screening form was developed. After completing your survey, keep a log of your child's actual screen time for several weeks. This will give you an accurate – and possibly alarming – picture of the amount of screen time she is exposed to.

★ **Determine your priorities.** What screens does your child spend excessive time in front of? How dangerous are they? It makes a difference what sort of computer games a child plays. Shooting games, for example, are much more dangerous than problem-solving games. What do you consider acceptable or even

valuable? Using the information your log reveals, decide which screens should be eliminated completely and which others can be allowed in limited fashion.

★ **Set clear, firm limits.** Start with the two hours/day limit that the AAP recommends for children. That's the outside limit. Then consider how screen time can be spent. Also, it's not just about screen time on a device, you also need to make it clear what types of usage are acceptable, what are not. Can your child use a tablet or computer for researching school assignments if he does not exceed the two hour limit? That's different than using it for video streaming or social media. Spell out the time your child is allowed for each. Be specific about the usage – or non-usage – for various screens. Your decisions will depend on multiple factors, including your child's age, maturity and honesty about what he does. Explain your rules and reasons for them.

★ **Create screen-free zones and times.** Keep screens out of the bedrooms, your own as well as your children's. This is basic. Yet 71% of children and teens have a TV in their bedrooms. Everyone needs to sleep without the temptation of watching TV or checking their phones, tablets or computers. They should be recharging in the office, the kitchen or somewhere else in the house far away from sleepers who might be tempted to do one more game, text, email or search. Of course, no screens, including television, at meals. Those are also screen-free times.

★ **Promote other activities.** As the AAP says, "It is important for kids to spend time on outdoor play, reading, hobbies and using their imaginations in free play." Perhaps more than ever, it's important for parents to make sure that their child has a chance to be well-rounded.

★ **Watch with your child.** View TV, movies and videos with your child. Ask questions about what you are viewing. Use it as an opportunity to discuss family values or other issues. Make it a bonding as well as an educational experience.

★ **Set consequences.** The two-to-one rule is a good starting point: your child loses the right to use a technology for two days for every day she exceeds the limits you set. Also, the total screen time should be cut by twice the amount of time involved in the infraction for two days. If problems persist that these simple consequences do not suffice, increase them. Keep in mind that screen time is a privilege, not a right or a necessity.

★ **Strive to have a predictable daily schedule.** It may vary from day to day, depending on soccer practice, dance class or your work schedule. But if your child knows in advance that on Wednesdays, 4-5:30 is free time to recreate, family dinner is at 6 followed by cleanup, 6:30-8:30 is homework time and 9 is bedtime, life will be much calmer and the chances of extra screen time minimized. And yes, family dinner is important. It should be a relaxed meal, a time to catch up, talk about the day, what's upcoming and to enjoy one another. Make it a high point of the day, not a time to ingest food individually or in front of a television.

★ **Enforce limits.** Nothing changes behaviors more effectively than following through on predicted consequences. Make it clear that you will check regularly (daily if you must) to be sure that he does not violate the screen time rules, including both total time spent and the type of screen time. Follow through

promptly and matter-of-factly. No negotiating. No “last warning.” Any violation triggers an automatic, pre-determined consequence.

★ **Model healthy behavior.** Make sure that your own screen time is not excessive. If you are texting or on the phone at meals or in the car, how can you expect your child to take you seriously when you tell her that it's not acceptable for her to do so? Instead, be proactive about using these occasions to converse, learn more about your child's day and help her develop her social skills. Do you immediately turn to your tablet or smart phone to research any question? What message does your behavior send about your priorities?

★ **Bottom line:** Clarifying the appropriate use of screen time for your child, combined with your willingness to set limits and enforce consequences, will go a long way in assuring that your child learns to use technology to enhance her growth, not stunt it. And a final caveat: this does not address the inherent dangers of social media. That's for another column, coming soon.

Dennis O'Brien is a licensed clinical social worker, experienced educator and therapist. In addition to writing educational materials used by the Washington University School of Medicine Dept. of Psychiatry and weekly columns on parenting for the Suburban Journals, he writes monthly columns for St. Louis Moms and Dads, and regular columns for CHARACTERplus, Family Connection (Mo. Dept of Mental Health) and Gifted Association of Missouri. O'Brien's April 6 column, "Prevent teen suicide by addressing it," won the 2010 Missouri Institute of Mental Health award for outstanding reporting on suicide.

For more information regarding Gifted Resource Council, please call the GRC office at 314.962.5920 or email us at: info@giftedresourcecouncil.org (<mailto:info@giftedresourcecouncil.org>).

CONTACT US

Gifted Resource Council 357 Marshall Avenue, Suite 6 St. Louis, MO 63119
info@giftedresourcecouncil.org
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Screen Time = Scream Time

by Julie F. Skolnick M.A., J.D. | Nov 10, 2015 | educators, Home, Parents, School, Strategies, teachers | 0 comments



It amazes me when people purposely purchase cars with DVD players installed. Talk about a bad trip...a bad road trip. Particularly for gifted and distractible kids, after cajoling, begging and prying them off of what we call in our home, "electronics," they are insufferable. As though trapped in a bad 70s sci fi movie, airlifted by aliens in a beam of bright light, strapped to gurneys, their brains sucked out, they return

to us sullen, angry and monosyllabic.

I often recommend that clients seriously "structure up" electronics time. I truly believe the electronic devices of today have a power to engage our frontal lobes in a way that is different and damaging. It's harmful to relationships, to creativity, to self control and teaches us immediate gratification, egoism, and that anything worth gaining is worth gaining only if you win or get something in return.

True, electronics can provide time when our brains are on idle, sometimes useful as a strategy to relax, particularly for gifted individuals plagued by a tendency toward intensity and “monkey mind” – when we simply cannot stop the flooding of thoughts. But how many minutes, hours, days, are we going to waste in front of a screen before we realize the lost time? It’s not just lost time with others but lost time with ourselves; inside our own heads. I wonder if “ponder” will appear in the Miriam Webster dictionary much longer. Seriously, when is the last time you or anyone you know pondered? Wait, I don’t have time to think about that, I haven’t checked my email in two minutes!

Back to the car. We used to borrow a neighbor’s DVD player when we took our annual ten-hour summer treks. It didn’t take long for us to realize just how miserable our kids behaved when “electronics time” was over. Then we isolated the time to just the last two hours of the trip. Since we told them ahead of time when they would get to watch a movie or borrow our devices no one kept bugging us with “is it time yet?” Although this delayed approach helped on the front end when their long awaited electronics time was up, they were cranky and wired or sullen and subdued. We also realized that after this two-hour binge, we witnessed an addiction-like obsession with when they’d get their next “hit.” Forget about them helping unpack the car once we finally reached our destination. What a way to start our vacation.

We are proud of the fact that now our kids read or draw or play our favorite car game “what weird thing is the person in the car next to us doing?” We are grateful that our kids love to play games, do puzzles and read the newspaper comic strips. But I still wonder when they are off on their own will they exercise their learned abstinence or will they overdose in an electronics orgy?

It’s impossible to turn off all electronics in this world. For one thing, schools are relying more and more on online opportunities for homework, grades, shared documents and even social media. Don’t get me started. But it’s really important to point out to our kids the importance of well roundedness and to help them develop the skill, yes the skill, to interact with others looking them in the face. As with most things there is a sweet spot, a balance to avoid being a hermit and simultaneously avoid becoming a junkie. People always ask me “but what do they DO in the car?” They listen to music. They think. They look out the window. They say “I’m bored.” They sing. They ask “Are we there yet?” They

come up with funny ideas or new games we can play together in the car. My goal is that they have fun inside their own heads and recognize the quiet interior of their minds as a peaceful and relaxing place.

A few tried and true rules toward balance:

- No texting, talking or surfing while in the car. This goes without saying for the driver but I'm talking about the passengers. The car is the best place to talk to your kids or spouse; no one can go anywhere, they're literally strapped in. Have a no electronics rule in the car and see how much you learn about your family's day. This is particularly interesting and enlightening when you're shuttling a group of teens.
- No electronics at the kitchen table. Remember when your Mom told you if you eat in front of the TV you eat more than you normally would? The TV is in the palm of our hands these days. It is well known that families who have meals together enjoy a marked decrease in addiction and other unwanted behaviors (CASAColumbia.org).
- No devices in the bedrooms. Ever. This invites isolation on the one hand and potentially deviant behavior on the other. Who is your child interacting with in the middle of the night? This and the research proving that the blue light emitted from modern day devices lowers our ability to make melatonin (our body's natural sleep chemical) are good reasons to keep electronics out of the bedroom (<http://www.health.harvard.edu/staying-healthy/blue-light-has-a-dark-side>).
- No devices at parties, play dates or other get-togethers. It saddens me when people exclaim "Look how quiet and engaged they are" when looking at a usually rambunctious group of preteens or teens with their noses, albeit sometimes shoulder-to-shoulder, staring into a screen. Keep a basket near the door and have everyone store his or her device. Have you ever witnessed teens at a party texting each other when they are sitting across the room from one another? Why wouldn't they just talk out loud? There is no good reason and there may be a very bad reason.
- Limit screen time and teach kids to get off when their time is up. Enlist "iphone training" – tell your kids they won't know how long they have to use the

iphone. It could be three minutes, thirty seconds or thirty minutes. As long as they “get off” immediately upon being asked, they will soon get another chance to play again and will learn how to handle transition.

Utilizing these strategies successfully takes time. You are going counter-culture. Parents often think that electronic devices are the great equalizer. Some consider it a success play date if their twice exceptional kids get along while playing a video game. However, as with any skill, prep and practice make us more adept. Our kids can't learn how to interact if they never need to interact.

Am I advocating we become luddites? No. In fact there are times when I just need to turn off my brain and playing a silly game on my phone does the trick. The important skill however, is how to guarantee moderation. This is the best thing about electronics; we can learn self control, the importance of time management and how to prioritize. Talk about these goals with your kids and you will teach several skills simultaneously. The catch? We as adults have to role model!

I'd love to hear your success and challenge stories as you implement these ideas. Email me at Julie@withunderstandingcomescalm.com and let me know how it's going. I'm here to support you as you continue your journey down the parenting road.

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About Julie Skolnick

Julie guides parents of twice exceptional children, mentors 2e adults and collaborates with and trains educators and professionals. With a law degree from Cornell University and a Master's degree in sociology from Boston College, Julie is poised to understand the complicated nature of each twice exceptional profile with the keen observation of a researcher and gentle



tenacity of an advocate. In her roles as Secretary to the Maryland Superintendent's Advisory Council, SENG Maryland Liaison, Committee member and proposal reviewer for NAGC and on the advisory council to "The G Word" movie, Julie is privy to cutting edge research and resources in the fields of gifted and 2e. As a parent of three twice exceptional children, Julie gets the utter joy and complicated nature of parenting 2e children, living as a 2e adult and educating 2e kids.

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- [10 Tips For Handling the Holidays With Twice Exceptional \(2e\) Kids](#)
- [2e and PTSD](#)
- [Gifted Does Not \(only\) Mean Smart](#)
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Upcoming Events

There are no upcoming events at this time.

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