North Shore Center LLC

August 2018 Newsletter

New Provider!

The North Shore Center is excited to welcome Dr. Broch as a new provider! Dr. Broch is a licensed Psychologist with a specialty in School Psychology. He has worked as a school psychologist for 10 years and although most of his experience has been with children and adolescents, he has completed clinical training with older adolescents and adults at the Medical College of Wisconsin. Dr. Broch is a visiting Professor at the University of Wisconsin- Milwaukee.

Dr. Broch possesses significant experience in therapeutic interventions/counseling, consultation with parents and teachers and psychological evaluations. In addition, his expertise includes working with children and adolescents with Autism, social skill deficits, difficulties with executive functioning, learning disabilities, children with symptoms of defiance and aggression, ADHD and anxiety. His training has emphasized cognitive behavioral approaches, and he is trained in biofeedback, Dialectical Behavioral Therapy and Gestalt therapy.

Welcome Dr. Broch!

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Is Technology Helping or Hurting?

In today's day and age it is easy to become distracted by the neverending sphere of social media circling around our society via readily available devices. The little free time we have outside of our careers and/or schooling has become occupied by the use of technology, such as smartphones, tablets, or other devices.

Within the last 20 years, the use of technology has grown and changed tremendously with regards to greater availability to online access, increased amount of applications and sites, as well as an escalated demand for use in our everyday lives (George, Russell, Piontak, Odgers, 2018, p. 79). Is it possible this change in technology usage can be beneficial to contemporary adolescents and young adults?

Clinical Psychologist Dr. Michael Mazius explains, "Recently, I visited my twenty something kid at work. I was struck by what should have been completely expected: the ubiquity of technology. Everybody in this open office space (at least 100 young adults) were using their laptops to communicate, create and work. My daughter informed me, this is what happens to most people these days once they land in an office. I found myself wondering, if that's true, why are we parents in conflict with our kids when they, yet once again, reach out for their technology?"

Psychological studies have proven that most attention is spent focusing on the potential negative effect technology has on individuals well-being when it comes to cyber addiction, technostress and privacy risks (Gaggioli, Riva, Peters, Calvo, 2017, P. 477). Our society has strayed away from spreading awareness about positive technology and the potential benefits it has. We need to continue to educate ourselves on the different types of positive technology, so that we may use it to improve our well-being.

What is positive technology?

Positive technology is the use of technology in order to improve our quality of life, increase accessibility, as well as increased effectiveness and affordability of applications. Some examples of positive technology are applications for mood tracking, fitness, nutrition and networking, along with many others. **Refer to the "Helpful Resources" tab located on the North Shore Center's website for more information regarding positive technology and available applications.**

Our Providers Thoughts...

How can we help our children during their childhood and adolescent years when it comes to technology usage?

Dr. Mazius provides us with some insight on how we can responsibly integrate technology into the everyday lives of our children. "A book by the lead education correspondent for NPR, Anya Kamenetz, The Art of Screen Time, has an interesting thesis. Rather than try to monitor closely or control our children's time with screens of all kinds, we, instead, should **promote their interest in technology**. Kamenetz interviewed academics and other experts who recommend (believe it or not) that we develop the habit of **asking our kids about their online experiences**, even at mealtimes, and that we often offer up opportunities to **go on line together** to create cool stuff, learn interesting applications and even play video games. Since technology is here to stay, the experts say we are best suited to helping our kids make good decisions when using it if we join them rather than oppose them and the sooner we embrace this, the better. Think about it. It may feel counterintuitive but it seems to make sense."

It is essential that we talk with our children about technology and how they may be using it, so that they may navigate technology responsibly and effectively. Without this conversation, parents may be unable to keep their children grounded within the reality of technology.

How can parents create positive screen time boundaries for their children?

Licensed counselor Jenny Strom suggests different ways in which we can set boundaries for our children's technology usage.

1. Limited technology use. Keep phones, tablets and other gaming devices away during meal times and/or family vacations.
2. Parents need to present as role models. Follow whatever rule you place on your children when it comes to using technology.
3. Phone usage is a privilege. Set this culture early on in life so that your child knows what your expectations are.
4. Keep the conversation going. Talk with your child about what type of applications they may be using and how they make them feel/ why they make them feel that way.

Resources:

Gaggioli, A., Riva, G., Peters, D., & Calvo, R. A. (2017). Positive Technology, Computing, and
       Design: Shaping a Future in Which Technology Promotes Psychological Well-Being.
       Emotions and Affect in Human Factors and Human-Computer Interaction, 477-502.
       doi:10.1016/b978-0-12-801851-4.00018-5

Jones, J. L. (2012). Factors Associated With Self-Concept: Adolescents With Intellectual and
       Development Disabilities Share their Perspectives. *Intellectual and Developmental
       Disabilities, 50*(1), 31-40. doi:10.1352/1934-9556-50.1.31

George, M. J., Russell, M. A., Piontak, J. R., & Odgers, C. L. (2017). Concurrent and Subsequent
       Associations Between Daily Digital Technology Use and High-Risk Adolescents' Mental
       Health Symptoms. *Child Development, 89*(1), 78-88. doi:10.1111/cdev.12819

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