



Promoting Mental Wellbeing and Healthy Relationships with Social Media

December 14, 2023

1:00pm PT / 2:00pm MT / 3:00pm CT / 4:00pm ET

Welcome! We will get started momentarily.

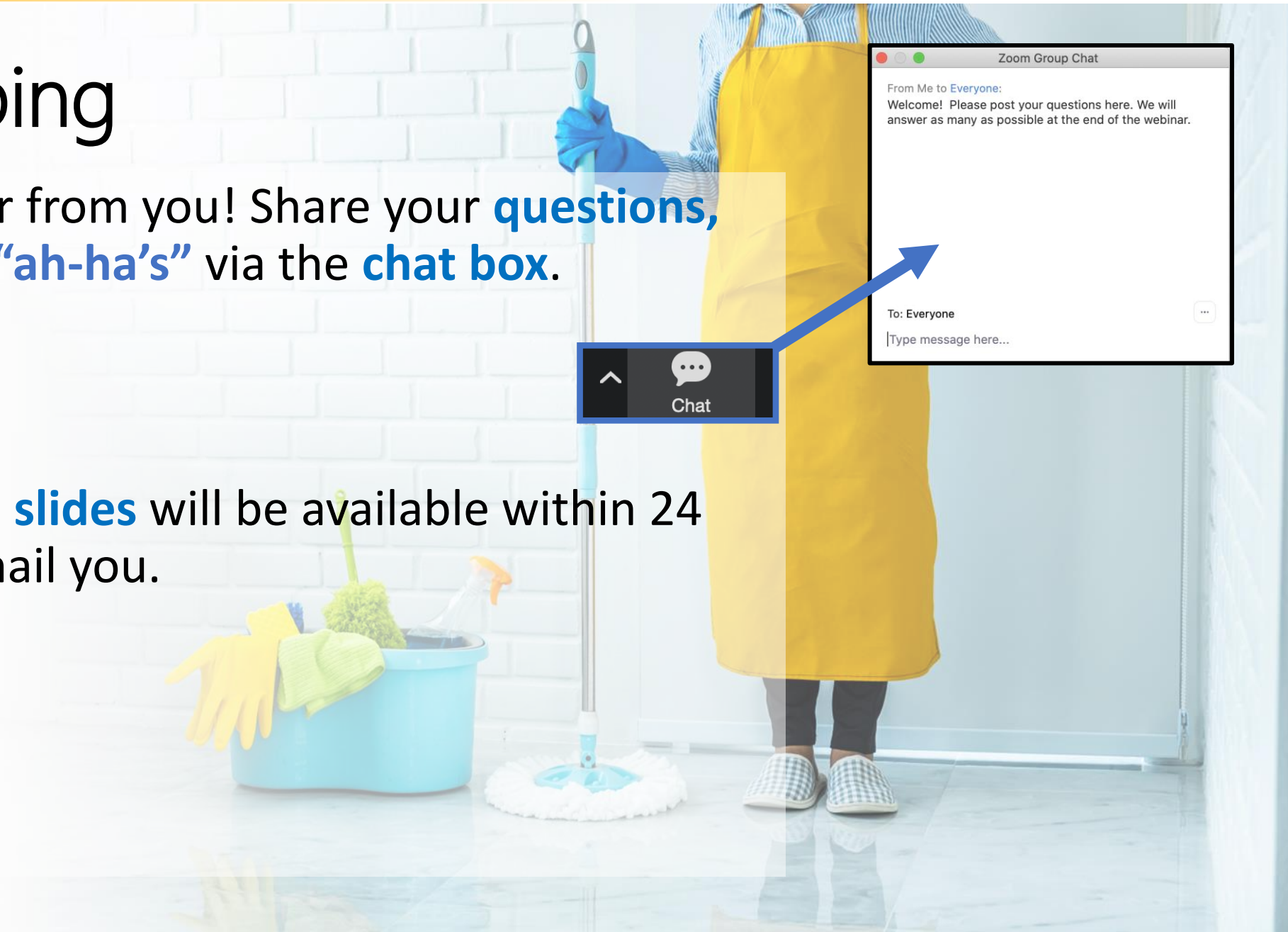
Please let us know who you are and where you are from in the chat box
(click the chat icon at the bottom of your screen).

Welcome



Housekeeping

- We want to hear from you! Share your **questions, comments** and “**ah-ha’s**” via the **chat box**.
- A **recording and slides** will be available within 24 hours - We’ll email you.



Presenters



Libby Matile Milkovich, M.D.

American Academy of Pediatrics (AAP)
Center of Excellence on Social Media and
Youth Mental Health



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Student, Univ of California-Irvine
Member, AAP Technical Expert Center
and Youth Advisory Panel

Social Media and Adolescent Wellbeing

Center of Excellence on Social Media and Youth Mental Health

Libby Matile Milkovich, MD

Developmental and Behavioral Pediatrician

Children's Mercy Kansas City

Learning Objectives for Today

- 1) To be able to describe evidence for links between social media use and youth mental health
- 2) To teach families how to apply new strategies for promoting healthier media use in parents, children, and adolescents

Disclosures

- I have no relevant financial relationships with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services discussed in this CME activity.
- I do not intend to discuss an unapproved/investigative use of a commercial product/device in my presentation.



My Reason

Give grace to others, your
family and you!!!



AAP Center of Excellence on Social Media and Youth Mental Health

Established in Fall 2022

American Academy of Pediatrics received \$10 million over five years

From the U.S. Department of Health and Human Services (HHS), through the Substance Abuse and Mental Health Services Administration (SAMHSA)

Three Main Goals of the Center of Excellence

As the centralized, trusted source of evidence and support for children and teens, parents, educators, pediatricians and other professionals who help youth navigate social media

Goal 1

Goal 2

Goal 3

Three Main Goals of the Center of Excellence

Goal 1

- Improve pediatric mental wellbeing by reducing the risks and leveraging the benefits of social media

Goal 2

- Build the capacity of individuals who work with youth to mitigate social media's impact on mental wellbeing and promote healthy social media use

Goal 3

- Synthesize and promote the evidence base and best practices for healthy social media use via communication, guidance, and other resources



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Professor and Interim Chair, Department of Pediatrics
University of Wisconsin



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Associate Professor of Pediatrics & Developmental
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Surgeon General's Advisory

- Social media has both positive and negative impacts on children and adolescents

<https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>



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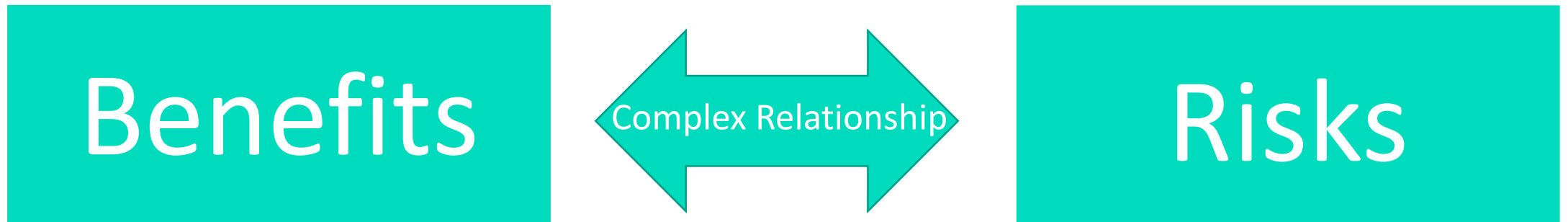
Benefits

- Providing positive community and connection
- Maintaining friendships
- Supporting identity development

Risks

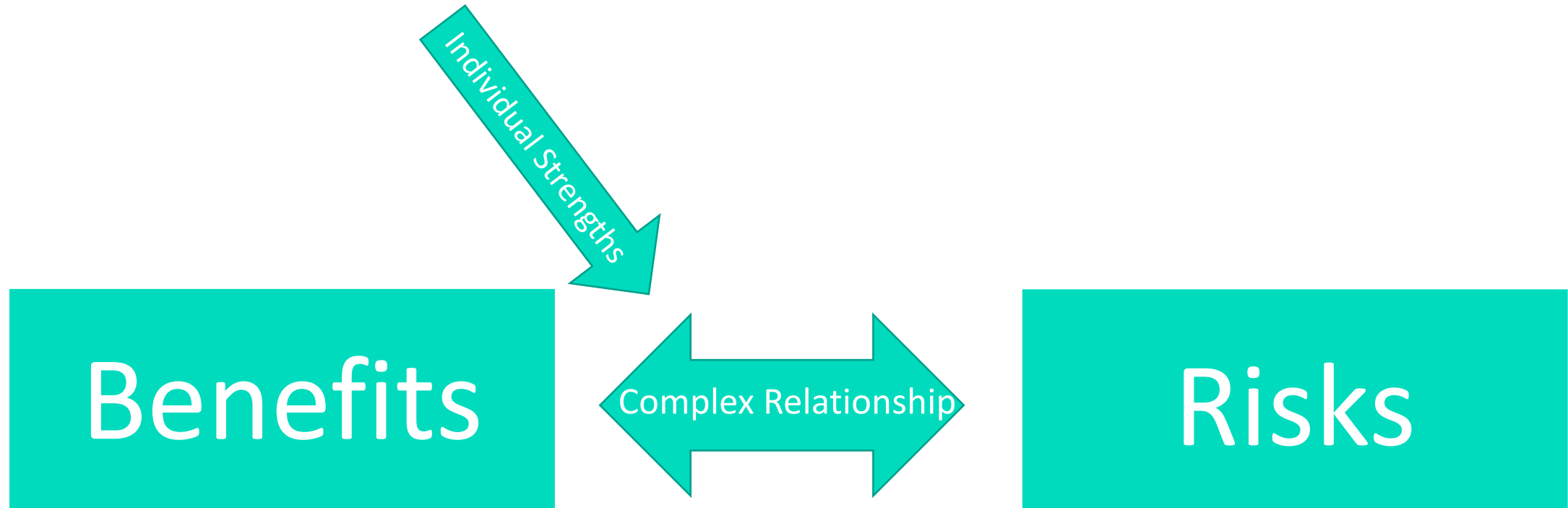
- Exposure to extreme, inappropriate, and harmful content
- Excessive and problematic use that disrupts important healthy behaviors

Surgeon General's Advisory

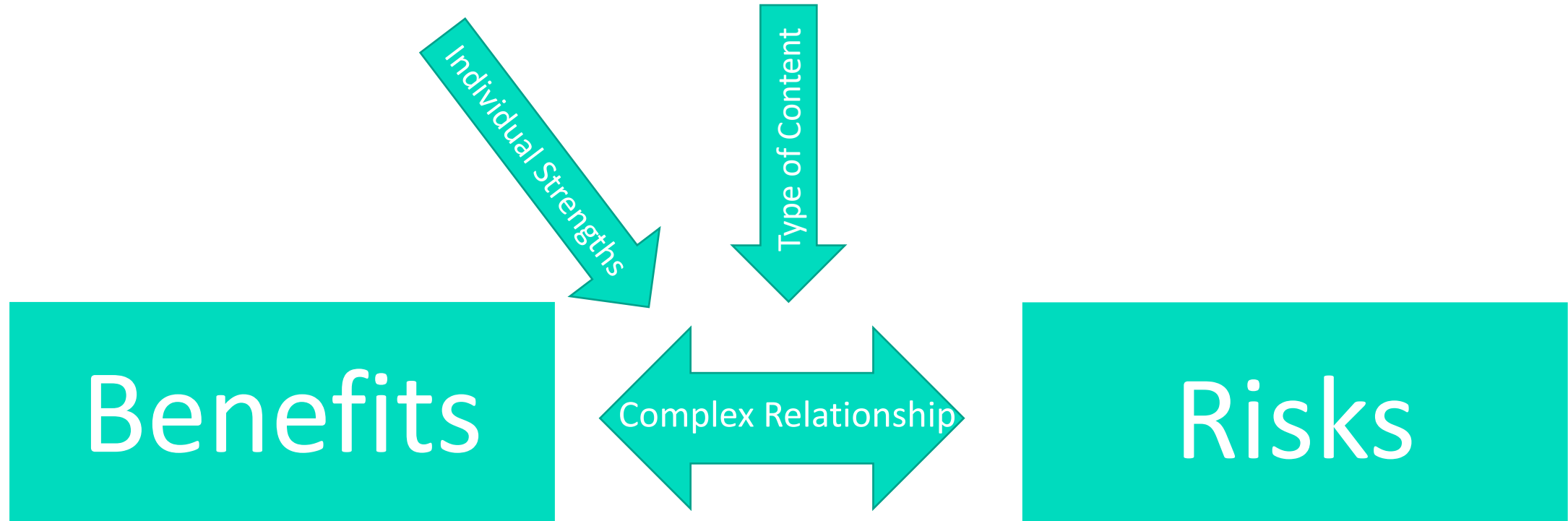


<https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>

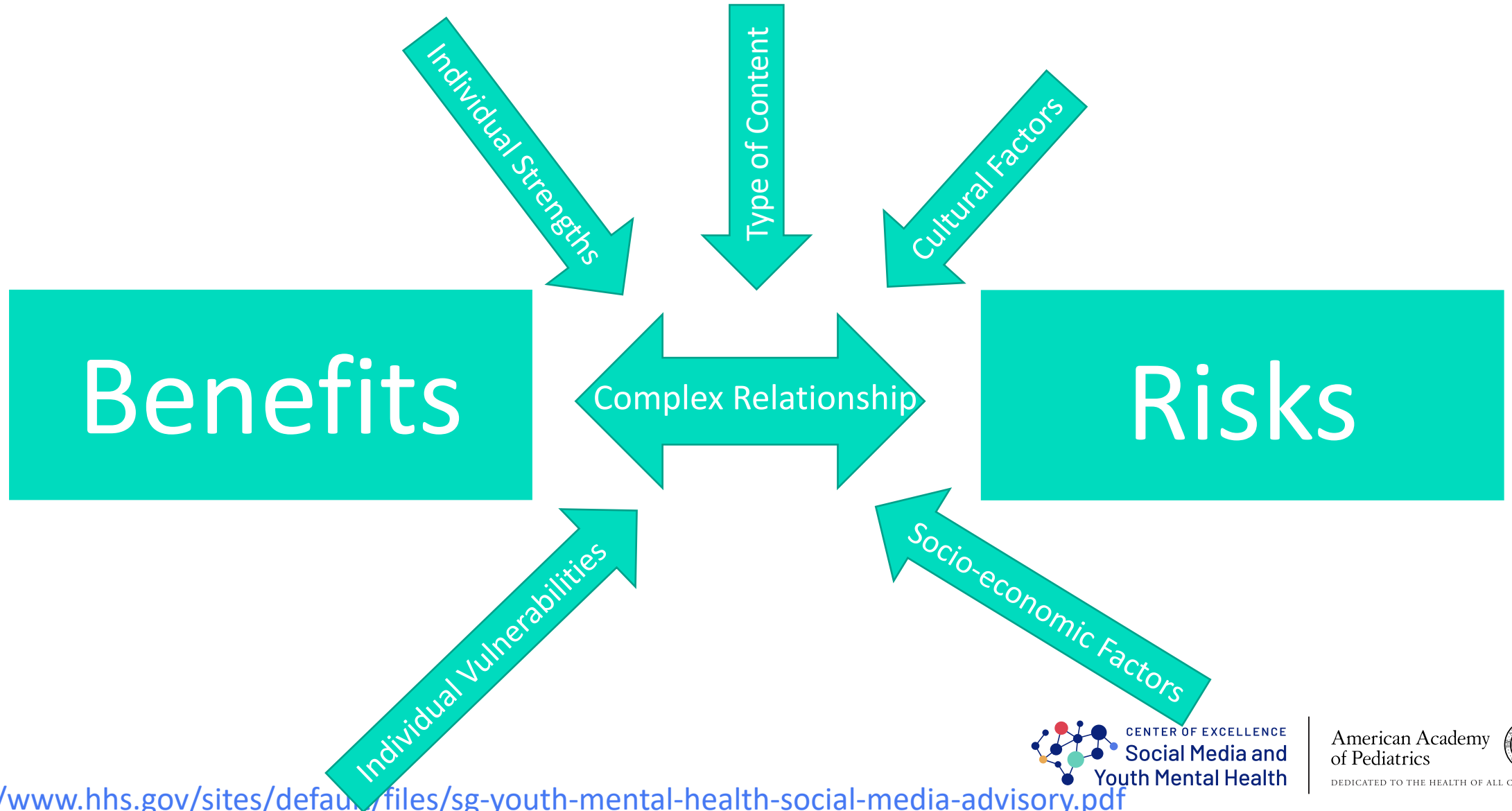
Surgeon General's Advisory



Surgeon General's Advisory



Surgeon General's Advisory



Adolescents Use Social Media in Diverse Ways

Social

- Communicating with friends
- Building larger networks based on interests (e.g., fandoms)
- Maintaining relationships

Emotional

- Seeking support
- Relieving stress

Identity

- Exploring sense of self
- Seeing reactions from others
- Feeling understood
- Finding communities
- Learning about others' identities

Functional

- Planning events
- Engaging around assignments

Civic

- Getting involved in activism around climate change, gun safety, etc.

What are the links between social media 'screen time' and adolescent mental health?

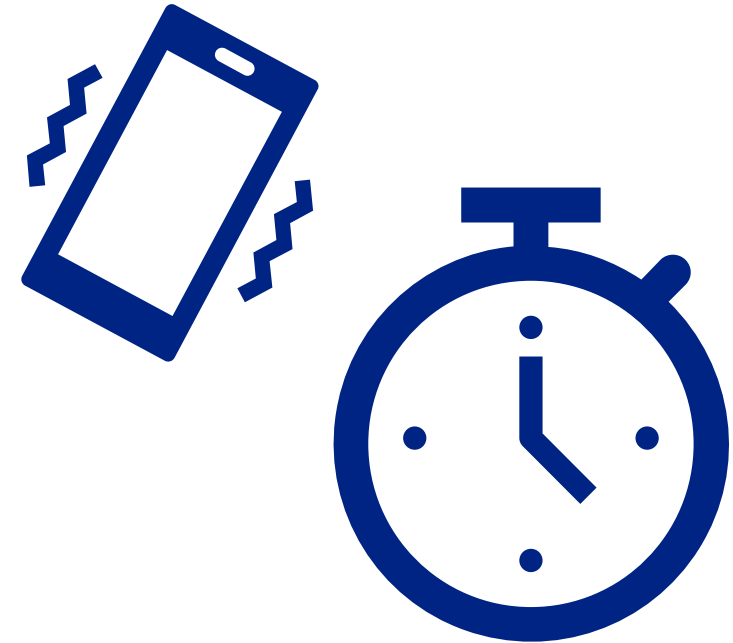
- Population-level correlations of time spent with social media and mental health are very small
 - explaining <1% of the variation in adolescent depression or wellbeing
- Day-to-day changes in social media screen time have not correlated with day-to-day changes in wellbeing



Odgers & Jensen, *J Child Psychol Psychiatr* 2020
Jensen et al., *Clin Psychol Sci* 2019

What are the links between social media ‘screen time’ and adolescent mental health?

- Much of the research has limitations:
 - Cross-sectional design (“chicken or the egg”)
 - Not controlling for other child or home factors that explain links between media and child wellbeing
 - ‘Screen time’ measures are imprecise.



Odgers & Jensen, *J Child Psychol Psychiatr* 2020
Jensen et al., *Clin Psychol Sci* 2019

Refine Measures to Answer the Right Question

HOW CHILDREN AND TEENS USE SOCIAL MEDIA

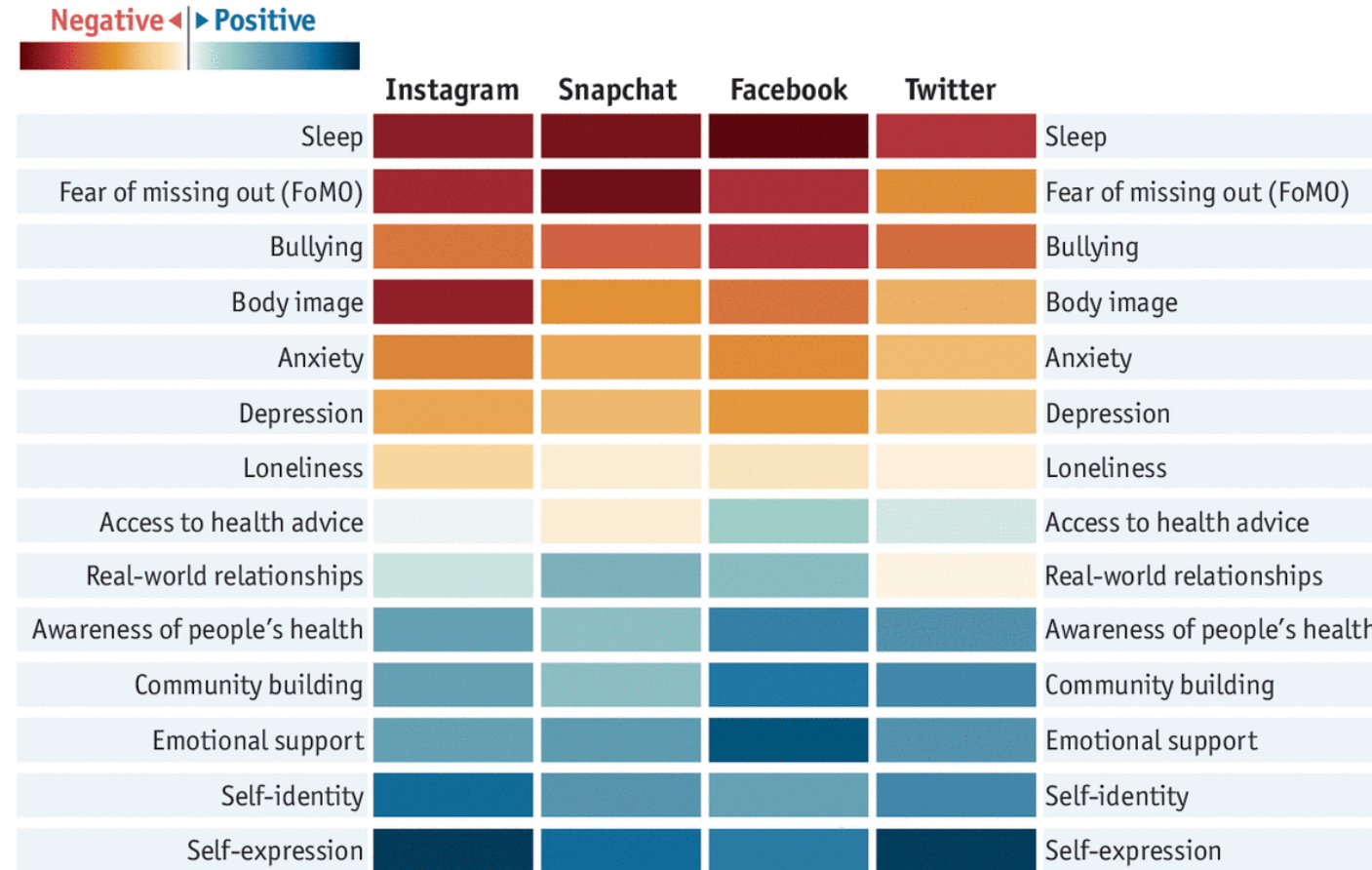
- Type of Use
 - Passive vs active social media participation
 - Civic engagement and affirming communities for youth from marginalized groups
- Type of Content
 - Frequency of bullying/toxic content
 - Exposure to idealized body/beauty content and body dissatisfaction
- Time of Day
 - Evening/long hours and poor sleep

Hale et al., *Curr Sleep Med* 2019; Kross et al., *Trends Cog Sci* 2021; Li, et al.; *Eur Child Adol Psych*, 2022; Fioravanti et al., *Adol Res Rev* 2022; Moreno et al, *Pediatrics* 2016



It's Complicated

Britain, social media users, 14- to 24-years-old, reported impact on well-being, 2017

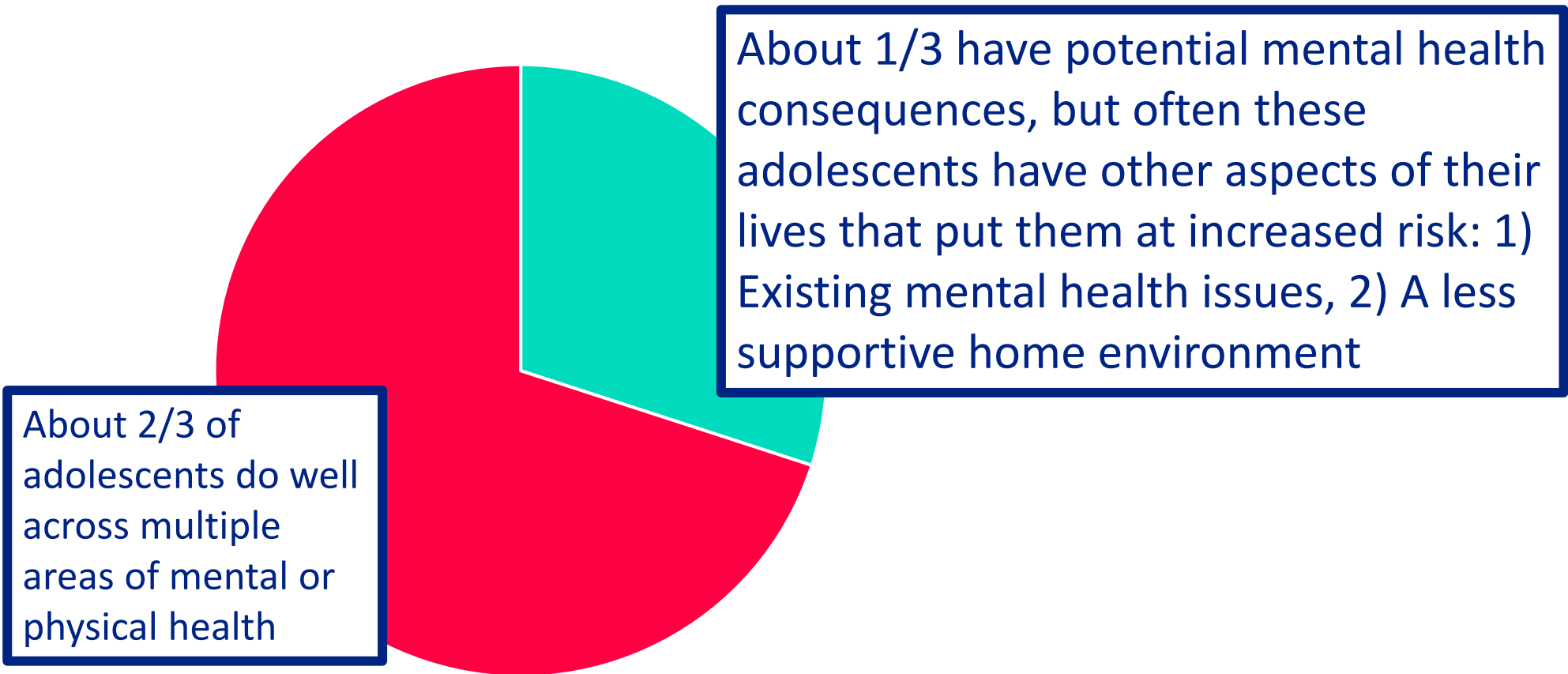


Source: Royal Society for Public Health

Economist.com

Refine Measures to Answer the Right Question

INDIVIDUAL DIFFERENCES



Moreno MA, et al. *JMIR Pediatrics and Parenting*. 2022.
Coyne, S.M., et al., *Family*. 2022

Refine Measures to Answer the Right Question

PROBLEMATIC SOCIAL MEDIA USE

- Definition
 - Heavy social media use with preoccupation/compulsion, persisting despite negative consequences (e.g., lack of sleep, loss of money, online harassment, family conflict)
- Prevalence-Estimated to occur in 4.5-7% of adolescents
- At-risk: Depression, Anxiety, High stress, ADHD
- Treatment is multi-faceted
 - Therapy (Cognitive Behavioral Therapy)
 - Medication to treat co-morbidity
 - Family psychoeducation
 - Media use changes

Boer et al., *J Adol Health*. 2020

Banyai et al., *PLOS One*. 2017

Shannon et al, *JMIR Ment Health*. 2022

Dekkers & van Hoorn. *Brain Sci*. 2022



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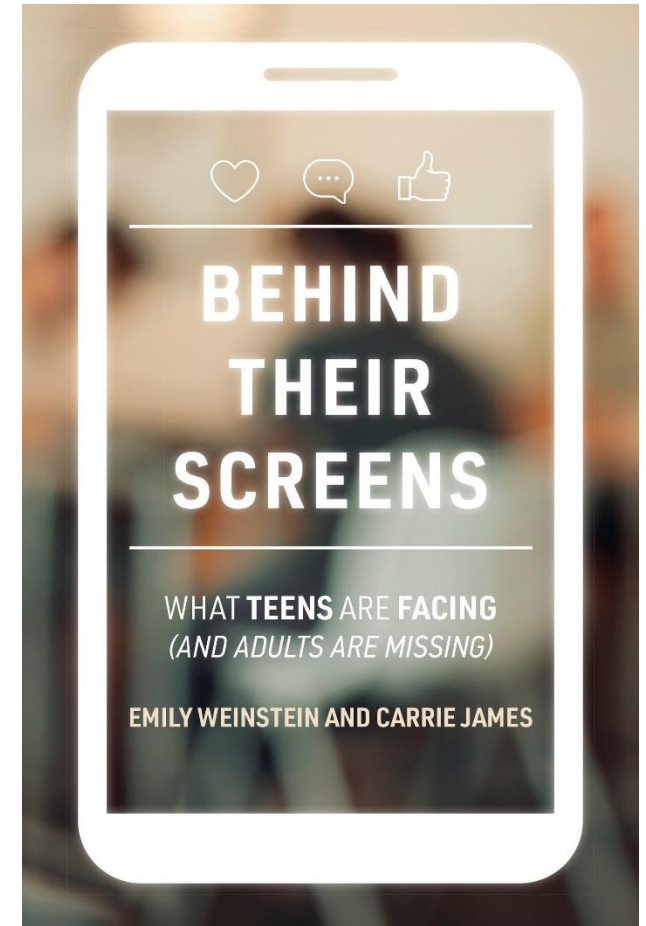


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Refine Measures to Answer the Right Question

TEEN PERSPECTIVES / DESIGN FEATURES

- “Constant bombardment of content”
- Feels like “a job” to manage notifications and updates
- “You are constantly being alerted about everything, and it can be hard to focus.”
- “They really need to block older people from stalking younger.”
- “My parents tell me to put my [device] down and they immediately get back on their own phones”



Weinstein & James (2022). *Behind Their Screens*.

Common Sense Media (2023): What girls really think of social media

Youth Advisory Panel

TEEN PERSPECTIVES / DESIGN FEATURES

- Youth advisory panel (YAP) integral feature of the Center of Excellence
- Jessica Lee, Member of the YAP

Some Background

I joined the Center of Excellence to better aid future youth in being protected and prepared for interacting with our ever-changing virtual environment.



Youth Advisory Panel (YAP) members serve as partners in resource and content development. 18 members were selected from among 1800 diverse applicants between the ages of 14 and 18.

Race and Ethnic Identity

- a. American Indian or Alaska Native: **1**
- b. Asian: **4**
- c. Black or African American: **4**
- d. White or Caucasian: **5**
- e. Choose Not to Identify: **2**

Hispanic/Latinx Origin

- a. Yes: **2**

Age

- 14 years: **4**
- 15 years: **4**
- 16 years: **4**
- 17 years: **5**
- 18 years: **1**

Gender Identity

- a. Female: **13**
- b. Male: **4**
- c. Nonbinary: **1**

Sexual Orientation

- a. Bisexual: **3**
- b. Gay/Lesbian: **2**
- c. Heterosexual/Straight: **10**
- d. Prefer not to respond: **1**
- e. Prefer to self-describe:
 - a. **1** (pansexual)
 - b. **1** (queer)

Geographic Breakdown

- a. Northeast: **7**
- b. Southeast: **3**
- c. Midwest: **2**
- d. Southwest: **1**
- e. West: **5**

Disability/Ability Status

- a. I identify with a disability or impairment: **2**
- b. I do not identify with a disability or impairment: **13**
- c. I prefer not to answer: **1**
- d. **2 (skipped)**

Thoughts and Sentiments from a Youth

Emphasize trying
to understand
youth's
perspective and
environment

Support for the
non-shame
approach



“If we fall when learning to ride a bike, you don’t take the bike away. You give us the tools, encouragement, and resources to help us learn how to ride the bike. Same thing with a phone.”

Recommendations

IT'S COMPLICATED BUT IMPORTANT TO TALK ABOUT

Common Questions from Families

How much time should my child be allowed to play on an iPad?

How do I know which apps are safe?

How do I protect my kids from the harms of social media?

How can children stay focused at school when they are using their school-issued device?

How do we navigate my child's privacy but also keeping them safe on the internet?

Common Questions for

How much time
my child be a
play on a

How
focuse
they are u
issued

Parent-Child Relationship is Protective Against Problematic Use

Are we talking about this the right way?



Talking Points For FAMILIES

Culture of Communication

- Talk regularly and *with an open mind* about social media

Relational Context of Use

- Reflect on connection vs. interruption of in-person relationship

Content Quality

- Reflect on the effect of content on mood and the activities that may be missed

Balance

- Schedule in-person opportunities for connection

Talking Points For FAMILIES

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- **Reflect on connection vs. interruption of in-person relationship**

Content Quality

- **Reflect on the effect of content on mood and the activities that may be missed**

Balance

- Schedule in-person opportunities for connection

Relational Context

CONNECTION VS. DISRUPTION

- Active co-viewing
 - Helps children learn from media
 - Recognize negative content
 - Can act as conversation starters about tough topics



Relational Context

CONNECTION VS. DISRUPTION



Relational Context

CONNECTION VS. DISRUPTION

- When parent device use is “Technoference”
 - Less parent-child verbal and nonverbal interaction
 - More externalizing behavior in children
 - Higher teen reports of anxiety, depression, and cyberbullying
- Mechanisms
 - Emotional distancing during child distress → decreased reflection or co-regulation
 - Parents see device use as “quick escape” but sometimes stay on longer than planned
 - Media use may increase or decrease parent stress in the moment

Radesky, et al. *Acad Peds* 2014

Radesky, et al. *JDBP* 2016

McDaniel & Radesky, *Pediatric Research* 2018

Stockdale, Coyne, & Padilla-Walker. *Comp Hum Behav* 2018

Torres et al., *Acta Paediatrica* 2021



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Relational Context

CONNECTION VS. DISRUPTION

- Recommendations
 - Help parents build insight for motivations for device use Is it automatic and habit-driven? Are they escaping from boredom, negative affect, or stressors? How did they feel afterwards?
 - After a brief virtual escape, come back to re-engage Parents often find it reassuring that they don't need to be "perfect" all the time, but when a mismatch happens, they can repair
 - Family Media Plans should include parent goals as well.
- Resources
 - Common Sense Media Device Free Dinner



Saved

Create or Update Your Family Media Plan

To get started, create a profile for each member of your family. Include their names and ages. You can even add fun avatars for each family member. Add as many family members as you need.

To find this information in Spanish, click here.

Back
←




Continue
2 of 11
→

Enter your family name *

My Family

+ Add Another Family Member

 Family Member's Name * Age

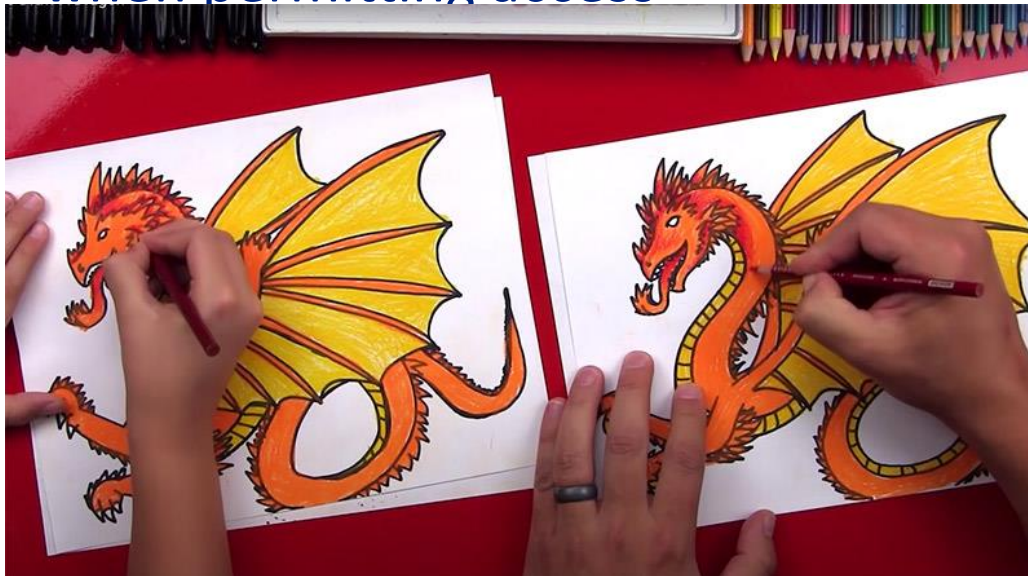
 Family Member's Name * Age

+ Add Another Family Member

Content Quality

USER-GENERATED CONTENT HAS VARIABLE QUALITY

- More outrageous content trends, so is more likely to be recommended to kids
- Recommendation: Open conversation about content, Consider developmental ability when permitting access



Art 4 Kids Hub: 7 Million subscribers

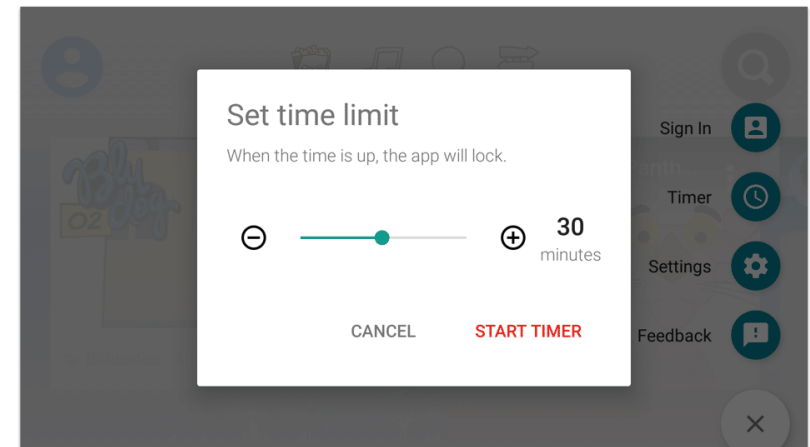


FGTeeV: 22 Million subscribers

Content Quality

ENGAGEMENT-PROLONGING DESIGN

- Recommendations
 - Help children/teens be aware of when social media, games, and video platforms won't let them go
 - Turn off autoplay, manage feed preferences
 - Try out timers or lock-outs (don't work for everyone)
- Resources
 - Apple Screen Time
 - Google Family Link
 - Other wifi-, device-, or app-based controls (Common Sense Media ultimate guide to parental controls)



Activities and Resources

Question & Answer Portal

- **Interactive Q&A Portal:** a two-way communication channel that allows clinicians, educators, parents/families, youth, and others to submit questions about social media and mental well-being
- Our CoE team, including our Co-Medical Directors, review all questions and develop prompt evidence-based responses that will be emailed to users
- **Searchable by age** and includes all previously asked questions and responses made to date

Get Your Questions Answered on Social Media and Youth Mental Health

Whether you're a parent seeking guidance about your child's relationship with technology, an educator in search of resources for your students or a physician navigating how to support your patients' mental health as social media becomes more of a prevalent force in their lives, our expert staff and physicians can help.

Ask Your Question



Exploring Portal Questions

K-12 Tech in Education

Anti-Cyberbullying Interventions in Schools

<https://www.aap.org/en/patient-care/media-and-children/center-of-excellence-on-social-media-and-youth-mental-health/social-media-and-youth-mental-health-q-and-a-portal/tech-in-k-12-education-questions/tech-in-k-12-questions/tech-in-k-12-education-question-diversionintervention-type-programming/>

Social Media and Middle School Curriculum

<https://www.aap.org/en/patient-care/media-and-children/center-of-excellence-on-social-media-and-youth-mental-health/social-media-and-youth-mental-health-q-and-a-portal/adolescents/early-adolescence-questions/social-media-and-middle-school-curriculum/>

Events and Recordings

Webinar Recordings:

- [*Talking About Social Media: Pathways for Parents and Caregivers*](#): Explore different tools and skills for initiating conversations with children and teens about social media
- [*Social Media and Youth Mental Health: Strategies for Service Providers*](#): Addresses a child-centered framework to understanding the relationship between social media and mental wellbeing
- [*Social Media and Youth Mental Health: Tips for Teens*](#): Describe the potential risks and benefits of social media use to teen mental health, identify healthy habits and discuss resources and strategies

Virtual interactive learning communities aimed at clinicians, educators, policy makers, and parents/families, leveraging Project ECHO (Extension for Community Healthcare Outcomes).



Social media can...



help connect.

CENTER OF EXCELLENCE
Social Media and
Youth Mental Health
FROM THE AMERICAN ACADEMY OF PEDIATRICS

RESEARCH-BASED TIPS FROM PEDIATRICIANS FOR FAMILIES

When it comes to helping your children build healthy digital habits, you may not know where to start. Here are some small steps that can make a big difference for your family:

1. Build a [family media plan](#).

- Work together to set rules about social media use so you and your children agree on how devices fit into your lives.

2. Balance time with and without devices.

- Create screen-free times and places in your home (e.g., meals, bedtime).
- Set do-not-disturb times and media time limits.
- Track online activities and talk about which ones may be problematic.
- Plan regular screen-free activities your family enjoys.
- Make a habit of turning off media that isn't in use. Try music if you need ambient noise.

3. Talk about social media.

- Start regular, open-minded conversations with your children (even the youngest ones!) about their media use, and yours.

4. Set a good example.

- Include your own habits in discussions about social media usage.
- When your attention is on your device, tell your kids what you're doing.
- Be kind to others online and talk to your kids about how you are using media for good.

5. Optimize your family's online experience.

- Choose quality content to use together as a family.
- Know which platforms are age- and content-appropriate for your children.
- Set and follow safety rules for who we can chat with online.
- Set privacy settings at the most secure level.
- Watch for warning signs, like if your child is:
 - » Withdrawing from social interaction and hobbies.

Tip Sheet for Parents, Caregivers, Families



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Thank you!

Recommended Resources:

www.aap.org/socialmedia

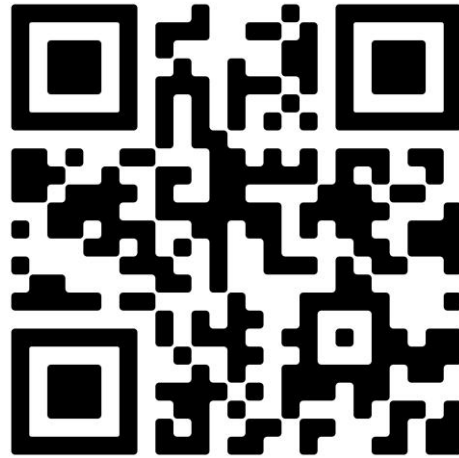
www.healthychildren.org/mediaplan

www.common sense media.org

<https://thefamilydinnerproject.org/blog/how-to-talk-to-teens-social-media/>

We value your feedback!

Please complete this brief survey. Your feedback is greatly appreciated!



<https://stats.altarum.org/limesurvey/index.php/929733?lang=en>

Funding for the Center of Excellence was made possible by Grant No. SM087180 from [SAMHSA](#) of the US Department of Health and Human Services (HHS). The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by, SAMHSA/HHS or the US Government.

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Let's Talk....

