

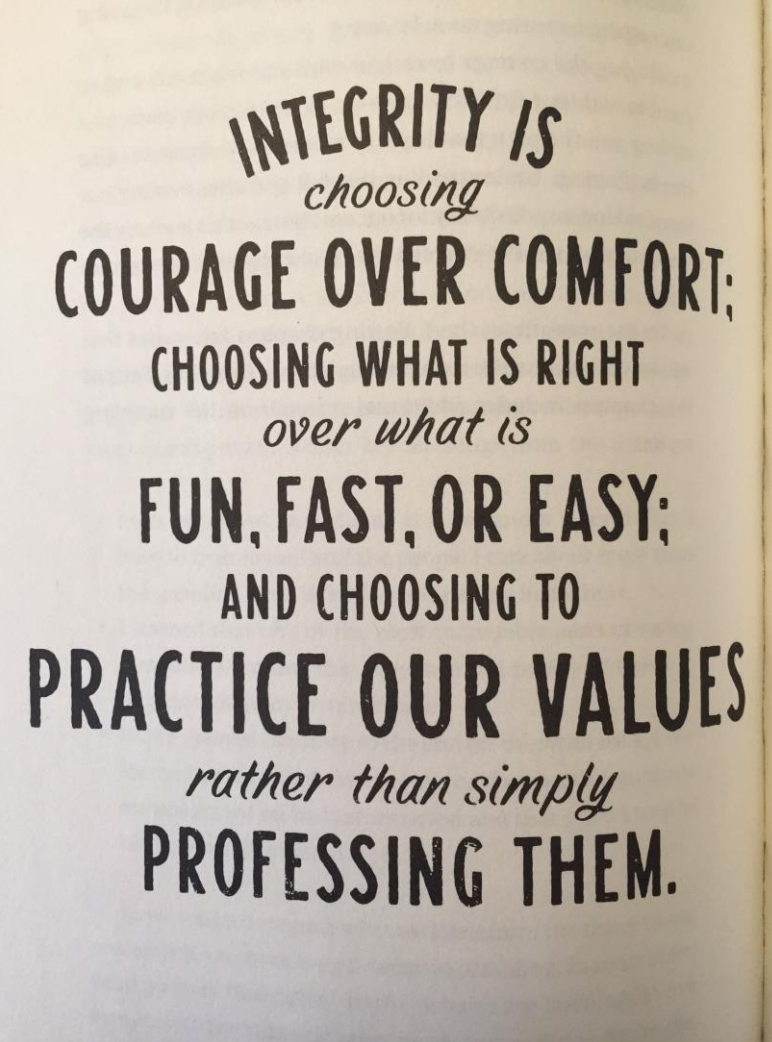
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## COVID AND TEENS MENTAL HEALTH



# THANK YOU RUTH ANN RIGBY!





# THANK YOU FIRST RESPONDERS AND NURSES!



**MS FIREFIGHTERS TO COLORADO**  
JACKSON

**THE ONE  
TO WATCH**



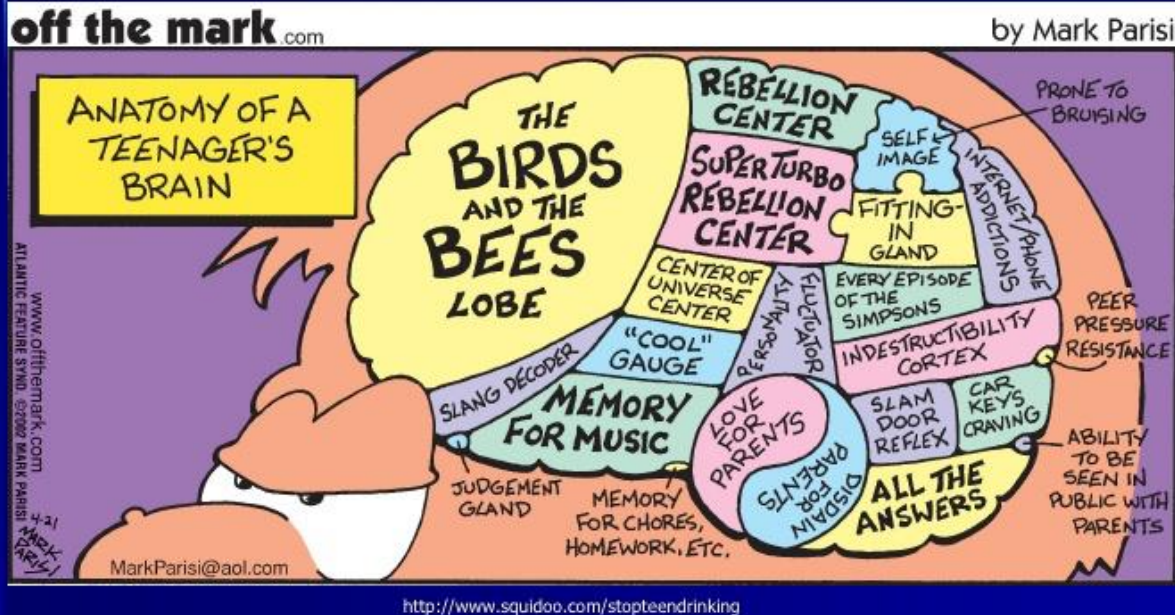
UMMC SON alums responding to the call.  
**These are OUR HEROES**





# Look familiar??

## The Teenage Brain







## INSIDE THE TEENAGE BRAIN

Adolescents are prone to high-risk behaviour

### Prefrontal Cortex

Its functions include planning and reasoning; grows till 25 years

**Adults** Fully developed

**Teens** Immature, prone to high-risk behaviour

### Amygdala

Emotional core for passion, impulse, fear, aggression.

**Adults** Rely less on this, use prefrontal cortex more

**Teens** More impulsive



### Parietal Lobe

Responsible for touch, sight, language; grows till early 20s

**Adults** Fully developed

**Teens** Do not process information effectively

### Ventral Striatum

Reward centre, not fully developed in teens

**Adults** Fully developed

**Teens** Are more excited by reward than consequence

### Hippocampus

Hub of memory and learning; grows in teens

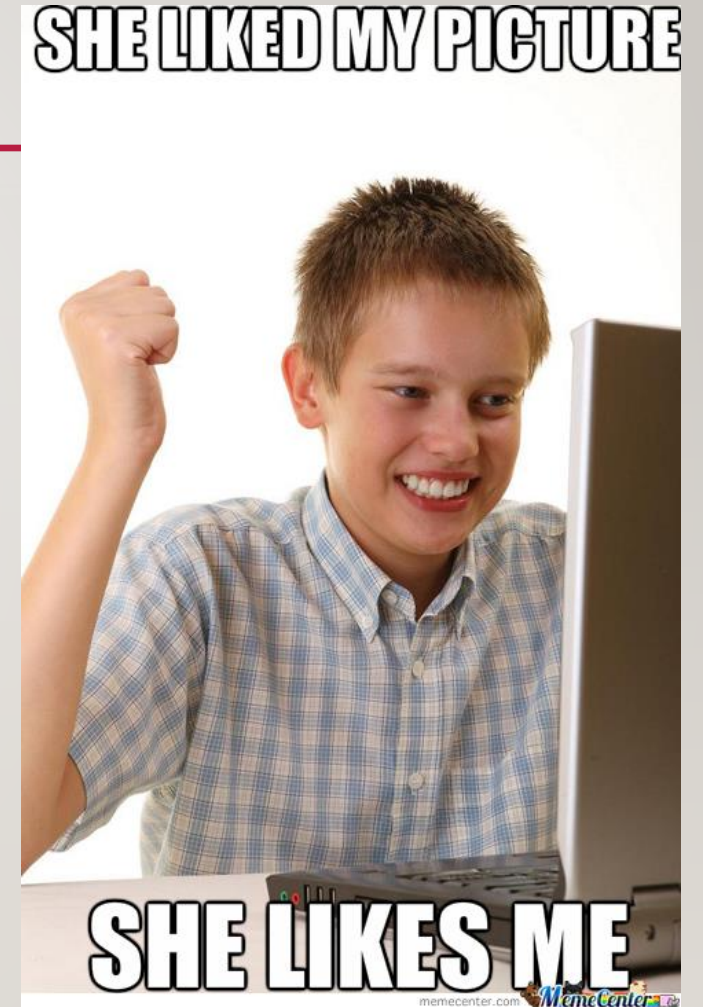
**Adults** Fully functional; loses neurons with age

**Teens** Tremendous learning curve



# STATISTICS

- Over 70 percent of teens have smartphones
  - 92 percent of teens go online daily, and 24 percent say they are online “almost constantly.”
- 
- 76 percent of teens use social media (81 percent of older teens, 68 percent of teens ages 13 and 14).
  - 71 percent of teens use Facebook, 52 percent use Instagram, 41 percent use Snapchat, 33 percent use Twitter.
  - 77 percent of parents say their teens get distracted by their devices and don't pay attention when they're together.
  - 59 percent of parents say they feel their teen is addicted to their mobile device.
  - 50 percent of teens say they feel addicted to their mobile device.



SO, WHAT ABOUT  
SHAPING A  
HEALTHY  
RELATIONSHIP  
WITH  
TECHNOLOGY?

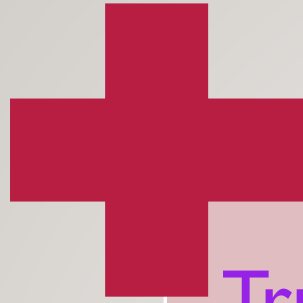




*When parents get involved in  
their kids' technology use,  
risks go way down and positive effects go up.*

-Anya Kamenetz





Trust

Mentorship

Support

Watching kids'  
backs

Policing

Regulating

Limiting



Mimi Ito



# WHAT DOES THE RESEARCH SAY ABOUT BENEFITS?

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Transfer of knowledge



Reading speed improvement for dyslexic children



Attentional control improvement



Motivation to exercise



Improved empathy/altruistic behavior



Pain relief



ASD social pragmatics

# THINGS YOU CAN DO STARTING NOW

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- No devices in the bedroom
- No screens within an hour of bedtime



# THINGS YOU CAN DO STARTING NOW

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- Focus on active, not passive use.
- Be interested in what your child does online. Don't just set boundaries and install tracking software!
- Have your kid's back, but don't be a stalker.
- Engage with your child in shaping social media profiles.

(Even if it's not the real one.)

- Encourage moving back and forth between the virtual and real world.

# THINGS YOU CAN START DOING NOW

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## COVID-19

- Take advantage of “Zoom exhaustion” moments.
- Discourage tech use in contexts suitable for a nap.
- Find opportunities to participate. Remember, don’t be a stalker!
- Relax.



# THINGS YOU CAN START DOING NOW

Become a role model and tend to your own tech relationship.

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- Put your phone away when you're driving.
- Try not charging your phone in your bedroom at night.
- Try turning off screens for an hour before bed.
- Try not checking your phone first things in the morning.
- Try turning off notifications on your phone for all but the most essential apps.
- Try out the Do Not Disturb feature on your phone.
- Try uninstalling Facebook or whatever applications you find most addictive.

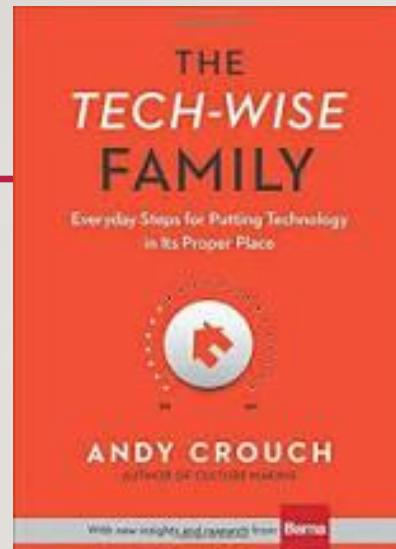


# BENEFITS OF RULES AND STRUCTURE

- ① Adolescent is aware of family rules
- ② Adolescent is aware of consequences of choices
- ③ Adolescent will probably test the boundaries and parent(s) response can teach consequences
- ④ Adolescent can learn to cope with consequences and related feelings
- ⑤ May reduce arguments when expectations / consequences are discussed ahead of time
- ⑥ May teach adolescent to think BEFORE they act (brain)
- ⑦ May teach self-regulation skills
- ⑧ Increases trust (I mean what I say)







# RESOURCES

<https://hms.harvard.edu/news/screen-time-brain>

MY HEART HONORS YOURS!

**THANK**  
**YOU**  **U** **TO THE**  
**HELPERS.**