

ATTACHMENT

For Item

#15

Tuesday,
October 11, 2022

PUBLIC COMMUNICATION RECEIVED BY THE
CLERK OF THE BOARD

From: henkinp@earthlink.net
To: [Fletcher, Nathan \(BOS\)](#); [Desmond, Jim](#); [Anderson, Joel](#); [Vargas, Nora \(BOS\)](#); [Lawson-Remer, Terra](#)
Cc: [FGG, Public Comment](#); [Robbins-Meyer, Helen](#)
Subject: [External] SAN DIEGO COUNTY CHILDCARE BOARD CONFERENCE
Date: Wednesday, October 12, 2022 5:45:44 PM

Paul Henkin,

The agenda says "Childcare options are unaffordable to many San Diegans...the median hourly wage in California for these employees is \$12.29 per hour. One in four childcare workers in California lives in poverty." So why don't you start with solutions to these issues, and do a little groupthink, or listening, before going out to another layer of bureaucracy - the Childcare Board Conference. These Boards often are Staffed by professionals, and some people are intimidated by speaking in front of one, even if the professional is wrong.

We also have to think of all ages, not just focus on toddlers, cute as they are.

Possible solutions:

- DO pay min. wage (\$21(?)+) Not sure if we all know it.
- Schools without vax or mask mandates - really inclusive.
- Schools where you don't have to wait forever to have bullies or teacher bullies disciplined. So that parents feel confident sending them.
- Free & Safe aftercare or schedules around the clock.
- Employ people who really like kids, not money or salaries.
- Employ people who teach proper etiquette and simple health measures (washing hands, showers, flushing, bandages, etc.)

And people are discouraged by contradicting professionals in public more than by a little clapping, which might actually make them more comfortable.

And I was disgusted by your waiving the time limits for people in favor of the subject, some without being asked. Some of these stories are personal and you should have offered help before the 2 min. Some are just people who speak slower (like me) but in favor and the go on and

on, while you cut some of us off while we are saying 'Thank you for your attention.'

.
Regards,
henkinp@earthlink.net

From: durfeycraig778@gmail.com
To: cadurfey@gmail.com; craigdurfey778@gmail.com; [FGG, Public Comment](#); [BOS, District1Community](#); [Anderson, Joel](#); [Lawson-Remer, Terra](#)
Cc: [Fletcher, Nathan \(BOS\)](#); [Potter, Andrew](#)
Subject: [External] FW: PUBLIC COMMENT Anxious Nation Trailer Picture Motion. A Feature Documentary Exploring Anxiety and Kids/social media screentime , blue light , screenagers movie .
Date: Wednesday, October 12, 2022 11:59:37 PM
Attachments: [WASHINGTON TIMES Film Club "Worried Sick A Journey Int...pdf](#)
[SECOND OPEN LETTER 10-09-2022 PUBLIC COMMENT .pdf](#)
[20190AB272_95 \(3\).pdf](#)
[Bill Text - AB-1718 Peace officers advanced training mental illness.pdf](#)

From: durfeycraig778@gmail.com <durfeycraig778@gmail.com>
Sent: Wednesday, October 12, 2022 11:11 PM
To: Matthew.hamlett@longbeach.gov; craigdurfey778@gmail.com; cadurfey@gmail.com; Parker.Houston@longbeach.gov
Subject: FW: PUBLIC COMMENT Anxious Nation Trailer Picture Motion. A Feature Documentary Exploring Anxiety and Kids/social media screentime ,blue light ,screenagers movie .

From: durfeycraig778@gmail.com <durfeycraig778@gmail.com>
Sent: Wednesday, October 12, 2022 10:50 PM
To: jradus@fullertonpd.org; cadurfey@gmail.com
Subject: FW: PUBLIC COMMENT Anxious Nation Trailer Picture Motion. A Feature Documentary Exploring Anxiety and Kids/social media screentime ,blue light ,screenagers movie .

From: durfeycraig778@gmail.com <durfeycraig778@gmail.com>
Sent: Wednesday, October 12, 2022 8:34 AM
To: teresap@ggcity.org; 'Pam Haddad' <pamha@ci.garden-grove.ca.us>; 'communityrelations' <communityrelations@ggcity.org>; sbe@cde.ca.gov; SENATOR.GONZALEZ@senate.ca.gov; mailto:MHSOAC@mhsoac.ca.gov
Cc: mtorres@cde.ca.gov; iqc@cde.ca.gov; dfigueroa@cde.ca.gov; CDPHpress@cdph.ca.gov; ssweeney@cde.ca.gov; dfigueroa@cde.ca.gov; iqc@cde.ca.gov; Superintendent@cde.ca.gov; DIANA.LARA@sen.ca.gov; '"editor at oc-breeze.com"' <editor@oc-breeze.com>; tbass@anaheim.net; 'Congressman Alan Lowenthal' <CA47ALima@mail.house.gov>; communications@cde.ca.gov; communications@hbuhsd.edu; ddbames@ocsd.org; 'Maria Stipe' <marias@ci.garden-grove.ca.us>; 'Pam Haddad' <pamha@ci.garden-grove.ca.us>; annie.mitchell@ocgov.com; Andrea.Anderson@mhsoac.ca.gov; Anna.Naify@mhsoac.ca.gov; Assemblymember.Nguyen@Assembly.ca.gov; assemblymember.daly@assembly.ca.gov; Assemblymember.Davies@assembly.ca.gov; assemblymember.fong@assembly.ca.gov; assemblymember.odonnell@assembly.ca.gov; assemblymember.rendon@assembly.ca.gov; Christopher.Aguilera@asm.ca.gov; Chris.Wangsaporn@ocgov.com; teresap@ggcity.org; > <Public

Records Request <cityclerk@ggcity.org>; ggdpdio@ggcity.org; jhallock@ocsheriff.gov; apstephens@ocsheriff.gov

Subject: PUBLIC COMMENT Anxious Nation Trailer Picture Motion. A Feature Documentary Exploring Anxiety and Kids/social media screentime ,blue light ,screenagers movie .

10-12-2022

**Public comment next board meeting CA State Board of Education,
Mental Health Accountability Commission, Orange County Board
of Supervisors CA.**

**(P.R.D.D.C.)
PARENTS FOR THE RIGHTS OF DEVELOPMENTALLY DISABLED CHILDREN
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P.O.BOX 937 GARDEN GROVE, CA 92842
CELL 714-321-8238
CADURFEY@GMAIL.COM
SOCIALEMOTIONALPAWS.COM
FACEBOOK: CRAIG DURFEY
U.S. HOUSE OF CONGRESS H2404 - HONORING CRAIG DURFEY FOR HIS FIGHT
AGAINST AUTISM ... Ms. LORETTA SANCHEZ of California.
<https://www.govinfo.gov/content/pkg/CREC-2003-03-27/pdf/CREC-2003-03-27.pdf>
new website socialemotionalpaws.org**

**Dr. Linda Darling-Hammond
State Board President
State Board of Education
1430 N Street, Room 5111
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916-319-0827**

**Instructional Quality Commission
c/o California Department of Education
Curriculum Frameworks & Instructional Resources Division
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**Mike Torres, Executive Director
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916-323-2212

Tomás J. Aragón, M.D., Dr.P.H.
Director & State Public Health Officer California
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Phone: (916) 500-0577
Fax: (916) 623-4687
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Orange County Board Supervisor
400 W Civic Center Dr, Santa Ana, CA 92701

**Don Barnes
Sheriff-Coroner
Orange County Sheriff's Department
550 North Flower Street Santa Ana
CA 92703
714-647-1807**

Open letter.

Request this be as a written public comment,

Even now growing rate of youth suicide crisis calls for greater awareness, how logarithms effects mental wellness as in screentime and support legislation to require better describe language in legislation time exposure with social media has alter the brains health. Request support for legislation in 2022-2023 to also amend past legislation bills that have not included language about social media risk except only one in Ca State bill that has describe language about social media screentime, CA State law AB 272 March 2019 -2022 pupils use of smart phones [Bill Text - AB-272 Pupils: use of smartphones. \(ca.gov\)](#) thereafter 2020 none have incorporated language in bills to address exposure risk brain injury or recommend amount time with usage.

Incorporate best manage practice recommend from latest medical studies in order to manage time limit social media exposure, to have schools' posters to education students about safety wellness and bring accountability with transparency oversight a local county office for each county in CA States an oversight Independent of education codes to insure compliance.. Blue light CA State SCR 73 resolution [California Blue Light Resolution SCR-73 | Eyesafe](#) Too much screen time is raising rate of childhood myopia [Too much screen time is raising rate of childhood myopia \(socialemotionalpaws.com\)](#). It has been reported under two years old no exposure to above best practice thirty minutes to toddler to one hour per day causes cognitive delay brain [Too Much Screen Time Can Have Lasting Consequences for Young Chil \(socialemotionalpaws.com\)](#).

News has reported that schools activity has esports gaming competition it has been identified classification 6C51 Gaming disorder [ICD-11 for Mortality and Morbidity Statistics \(who.int\)](#) with [Psychiatry.org - Internet Gaming](#) disorder Brain imaging studies of the resting state have shown that long-term internet game playing affected brain regions responsible for reward, impulse control and sensory-motor coordination. Brain activation studies have shown that videogame playing involved changes in reward and loss of control and that gaming pictures have activated regions similarly to those activated by cue-exposure to drugs. Structural studies have shown alterations in the volume of the ventral striatum possible as

result of changes in reward. Furthermore, videogame playing was associated with dopamine release similar in magnitude to those of drugs of abuse and that there were faulty inhibitory control and reward mechanisms videogame addicted individuals. Finally, treatment studies using fMRI have shown reduction in craving for videogames and reduced associated brain activity.

<https://onlinelibrary.wiley.com/doi/10.1111/ajad.12110> with [American children have quietly become hooked on video game supple \(socialemotionalpaws.com\)](#) and South Korea wrestles with inability to unplug [Los Angeles Times - newspaper \(latimes.com\)](#) October 20 2019.

Request that at all levels professional who interact with children social workers, doctors, teachers, police officers Post Standards under AB 1718 year 2000 with more SRO in schools, it's in my opinion that added training update is needed since in 1999 I helped insert a segment language back then with I large LA Times editorial about mental health interaction for more police training that my son has autism at that time not much was express how to interact the no compliance with behavior and breathing when pick up around the segment upper chest can cause harm that helped Los Angeles Sheriff Baca about Autism many visit.

CA State SCR 73 Blue Light 2019 effects mental wellness to demise the exposure of logarithms that impacts the gray matter of the brain alters its Gray Matters: Too Much Screen Time Damages the Brain Neuroimaging research shows excessive screen time damages the brain. Even kids with a “regular” amount of exposure to screen time could have subtle brain impacts. Studies on screen time and the brain have shown gray matter atrophy, reduced cortical thickness, and other effects. This information could help parents strengthen their position on screen time management. [Gray Matters: Too Much Screen Time Damages the Brain | Psychology Today](#) .

Governor Newsom Signs First-in-Nation Bill Protecting Children's Online Data and Privacy.

Published: Sep 15, 2022

AB 2273 requires online platforms to consider the best interest of child users and to protect their mental health and wellbeing

SACRAMENTO – Governor Gavin Newsom today announced that he has signed bipartisan landmark legislation aimed at protecting the wellbeing, data, and privacy of children using online platforms. AB 2273 by Assemblymember Buffy Wicks (D-Oakland) and Assemblymember Jordan Cunningham (R-San Luis Obispo), establishes the California Age-Appropriate Design Code Act, which requires online platforms to consider the best interest of child users and to default to privacy and safety settings that protect children's mental and physical health and wellbeing.

“We’re taking aggressive action in California to protect the health and wellbeing of our kids,” said Governor Newsom. “As a father of four, I’m familiar with the real issues our children are experiencing online, and I’m thankful to Assemblymembers Wicks and Cunningham and the tech industry for pushing these protections and putting the wellbeing of our kids first.” [Governor Newsom Signs First-in-Nation Bill Protecting Children’s Online Data and Privacy | California Governor](#)

Anxious Nation takes a deep look into the crisis of anxiety and mental health in America, especially its crippling impact on kids and families. The film gently sets out to lift the veil of shame off talking about mental health, giving insights into how and where anxiety shows up in our children's lives, how it impacts families and what we can do to manage anxiety, so it doesn't define us. [Anxious Nation Trailer Picture Motion. - YouTube](#) [Anxious Nation – A Feature Documentary Exploring Anxiety and Kids](#) with another movie called screenagers: growing up In the digital age An award-winning film that probes into the vulnerable corners of family life and depicts messy struggles over social media, video games and ...

<https://www.screenagersmovie.com> CONTINUING EDUCATION PROGRAM

**EARN CE CREDITS FROM AN APA AND NBCC APPROVED PROVIDER
Psychologists, Counselors and other Mental Health Professionals can earn CE Credits in our Continuing Education Program.**

Watch your choice of movie here, on-demand, then upon completion of a short test you will be awarded your credit - It's that easy! Select your movie below to get started. [Screenagers | Continuing Education Program \(screenagersmovie.com\)](#)

SCREENAGERS PODCAST

Join Delaney Ruston, MD, a leading authority on parenting in the digital age and the filmmaker of the award-winning Screenagers movies, as she explores strategies for raising screen-wise and tech-balanced youth. Through interviews with researchers, thought leaders, and young people themselves, the Screenagers Podcast delivers the latest in science along with practical tips. Most episodes are geared for parents, kids and teens to listen to and thus spark common ground for inspired conversations. [Screenagers Podcast \(screenagersmovie.com\)](#)

A Feature Documentary Exploring Anxiety and Kids

1 in 3 kids in the US suffers from generalized anxiety.

70% of teens (13-17) view anxiety and depression as a major problem.

50% of 18–22-year-olds feel lonelier and more isolated than seniors 72 and older.

From August 2020 to February 2021, the percentage of adults with recent symptoms of an anxiety or a depressive disorder increased to 41.5%

Suicide rates among 15–24-year-olds have tripled since the 1950s and is the 2nd most common cause of death among college students.

The average wait time on college campuses for an initial mental health appointment range from 3-12 weeks.

-In early 2021, there was a 51% increase in emergency room visits in the United States for suspected suicide attempts for adolescent girls.

60.3% of youth with major depression do not receive any mental health treatment.

Anxious Nation: A Feature Documentary Exploring Anxiety, Kids and Families

It started in 2019 with a single post on Facebook: “Kids and Anxiety, who is dealing with it?”

As the parent of a child who suffers from anxiety, I knew that if I was struggling, then most families dealing with anxiety are too.

While I received a few public posts from friends willing to be open and honest about their struggles on that very public forum, the private messages overwhelmed me. It was as if I gave everyone permission to talk about the 10,000-pound elephant in the room. Suddenly, people I thought I knew well began to share their heartbreaking stories about struggling with anxiety in their homes. While each was remarkable and unique, they were also commonplace... too commonplace. So many were confused about where to turn to for help.

When we set out to make this film, we had no idea what was ahead for all of us. A few weeks before COVID-19 shut down our country, we sent out 14 cameras to our cast so they could document their lives and experiences learning to cope during the pandemic—in real-time. This unexpected turn gave us an insight into anxiety through a whole new lens. The question of anxiety and who is dealing with it suddenly felt moot. Because we all were, and most of us still are. The statistics from when we started filming in 2019 to where we are today are downright frightening--and getting worse.

Anxious Nation explores and captures the many faces and facets of anxiety. This feature-length documentary takes a deep look into the crisis of anxiety and mental health in America, especially its impact on kids (ages 10-26) and families. We zero in on how anxiety shows up, the nurture/nature debate, what's happening in homes and society that's significantly adding to the problem, the crisis on

college campuses, and the impact of anxiety and mental health in lower socioeconomic communities, especially the brown and black communities. We discuss stigma, loneliness, isolation, disconnection, the alarming rise in suicide, the dangers of social media, overmedication, incorrect diagnoses, and the horrific mental health ramifications of the COVID-19 pandemic.

[THE STORY – Anxious Nation](#)

To social media as to how screentime impacting child's physical brains development under two as well as above two years old creating an addiction to altering the gray matter the gray matter <https://www.psychologytoday.com/us/blog/mental-wealth/201402/gray-matters-too-much-screen-time-damages-the-brain> and autism impacted <https://www.psychologytoday.com/gb/blog/mental-wealth/201612/autism-and-screen-time-special-brains-special-risks>. To E-Sports gaming activity on school campus causing diminish normal activity 6C51 Gaming disorder listed as Mark five mental health addiction <https://icd.who.int/browse11/l-m/en#/http://id.who.int/icd/entity/1448597234>.

Blue light CA State SCR 73 resolution [California Blue Light Resolution SCR-73 | Eyesafe](#) and [Bill Text - SCR-73 Blue Light Awareness Day. \(ca.gov\)](#) WHEREAS, The increased usage of, and access to, digital devices by young children and adolescents is an acute area of concern, as ophthalmologists, optometrists, and medical researchers continue to learn more about the short-term effects of increasing and cumulative exposure to artificial blue light on the developing human eye and **mental health at a young age, along with long-term potential cumulative effects on adult eye health and mental development; and**

WHEREAS, Cumulative blue light exposure from digital devices has been shown to disrupt sleep cycles by suppressing the natural release of melatonin and has also been linked to premature aging of the retina, which could accelerate potential long-term vision problems such as age-related macular degeneration, decreased alertness, and memory and emotional regulation impacts and sleep deprivation The blue light that's emitted from these screens can delay the release of sleep-inducing melatonin, increase alertness, and reset the body's internal clock (or circadian rhythm) to a later schedule. This is an especially big problem for teens whose circadian rhythms are already shifting

[Ca suicide awareness education at schools professional flawed! \(socialemotionalpaws.com\)](#)

Request letter of support and legislation as well as screenagers movie be provided in all schools the funds came from local county mental health budget as well as hope squad.com it's a youth driven

to help prevent suicides grades elementary to through high school, the first one in CA was in Irvine through the help of Irvine police dept with the hope squad founder of Utah partnership I brought it Orange County now are eight south of Orange County CA.

Thank You

Craig A. Durfey

Film Club: ‘Worried Sick: A Journey Into the Anxious Teenage Mind’

Why are so many American teenagers feeling anxious, depressed and even suicidal? What can be done to address this mental health crisis?

By The Learning Network

May 5, 2022

Note to Teachers: This film is part of a larger unit on mental health, which also includes a lesson plan, a writing prompt and a graph discussion. Please preview these resources to make sure they are appropriate for your students.

In “‘It’s Life or Death’: The Mental Health Crisis Among U.S. Teens,” Matt Richtel writes:

American adolescence is undergoing a drastic change. Three decades ago, the gravest public health threats to teenagers in the United States came from binge drinking, drunken driving, teenage pregnancy and smoking. These have since fallen sharply, replaced by a new public health concern: soaring rates of mental health disorders.

“Worried Sick: A Journey Into the Anxious Teenage Mind” is a 15-minute video that accompanies the article and looks at the science behind the mental health crisis among young people: Why are depression, self-harm and suicide rising among American adolescents? What role do factors like social media, the early onset of puberty and the coronavirus pandemic play in this crisis? What can be done to address it?

Students

1. Watch the short film above. While you watch, you might take notes using our Film Club Double-Entry Journal (PDF) to help you remember specific moments.

2. After watching, think about these questions:

- What moments in this film stood out for you? Why?
- Were there any surprises? Anything that challenged what you know — or thought you knew?

- What messages, emotions or ideas will you take away from this film? Why?
 - What questions do you still have?
 - What connections can you make between this film and your own life or experience? Why? Does this film remind you of anything else you've read or seen? If so, how and why?
3. An additional challenge | Respond to the essential question at the top of this post: Why are so many American teenagers feeling anxious, depressed and even suicidal? What can be done to address this mental health crisis?
 4. Next, join the conversation by clicking on the comment button and posting in the box that opens on the right. (Students 13 and older are invited to comment, although teachers of younger students are welcome to post what their students have to say.)
 5. After you have posted, try reading back to see what others have said, then respond to someone else by posting another comment. Use the "Reply" button or the @ symbol to address that student directly.
 6. To learn more, read "How to Help Teens Struggling With Mental Health." Matt Richtel writes:

Health risks in adolescence are undergoing a major shift. Three decades ago, the biggest health threats to teenagers were binge drinking, drunken driving, teenage pregnancy, cigarettes and illicit drugs. Today, they are anxiety, depression, suicide, self-harm and other serious mental health disorders.

From 2001 to 2019, the suicide rate for American youngsters from ages 10 to 19 jumped 40 percent, and emergency room visits for self-harm rose 88 percent.

Managing a mental health crisis can be challenging for teenagers and their parents. It is often uncharted territory that needs to be navigated with the utmost sensitivity. The guidance below may help.

What are the signs of an adolescent struggling with anxiety or depression?

Anxiety and depression are different but can share some indicators. First, look for some key changes in a youth's behavior, such as disinterest in eating or participating in social activities previously enjoyed, altered sleep patterns or withdrawal from other aspects of life. It's tricky; these behaviors can sometimes be normal teenage angst. However, a teenager in distress may express excessive worry, hopelessness or profound sadness, particularly for long periods of time.

Whether a teenager is dealing with angst or a clinical problem “is the 64 jillion dollar question,” said Stephen Hinshaw, an expert in teenage mental health issues at the University of California, Berkeley. The question is about “persistence, interference with thriving, sheer suffering (on her or his part and yours) that can help to make this difficult differentiation.”

If the lines become too blurry to tell the difference, it can help to visit a pediatrician to explore whether there is a clinical problem.

If you are having thoughts of suicide, call the National Suicide Prevention Lifeline at 800-273-8255 (TALK), call 911, go to the emergency room, get help from an adult or go to [speakingofsuicide.com/resources](https://www.speakingofsuicide.com/resources) for a list of additional resources. Go [here](#) for resources outside the United States.

Want more student-friendly videos? Visit our Film Club column.

Students 13 and older in the United States and Britain, and 16 and older elsewhere, are invited to comment. All comments are moderated by the Learning Network staff, but please keep in mind that once your comment is accepted, it will be made public.



Assembly Bill No. 272

CHAPTER 42

An act to add Section 48901.7 to the Education Code, relating to pupils.

[Approved by Governor July 1, 2019. Filed with Secretary of State July 1, 2019.]

LEGISLATIVE COUNSEL'S DIGEST

AB 272, Muratsuchi. Pupils: use of smartphones.

Existing law authorizes the governing board of a school district or its designee to regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, attending school-sponsored activities, or under the supervision or control of school district employees.

This bill would explicitly authorize the governing body of a school district, a county office of education, or a charter school to adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a schoolsite or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school. The bill would, however, specify circumstances in which a pupil could not be prohibited from possessing or using a smartphone.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

(a) There is growing evidence that unrestricted use of smartphones by pupils at elementary and secondary schools during the schoolday interferes with the educational mission of the schools, lowers pupil performance, particularly among low-achieving pupils, promotes cyberbullying, and contributes to an increase in teenage anxiety, depression, and suicide.

(b) In September 2018, France adopted a nationwide smartphone ban in all primary and middle schools in order to promote pupil achievement and healthy social development.

(c) The London School of Economics and Political Science published a May 2015 study that found that test scores improved significantly at schools that banned mobile phone use, and that the most significant gains in pupil performance were made by the most disadvantaged and underachieving pupils. The study concluded that “schools could significantly reduce the education achievement gap by prohibiting mobile phone use in schools.”

(d) Dr. Jean Twenge, who is a professor of psychology at San Diego State University, published a book in 2017 entitled “iGen,” which presents

evidence of an increase in depression and suicide among American teenagers that may be caused by increased mobile device screen time and social media use. According to Dr. Twenge, 8th grade pupils who spend 10 or more hours per week on social media are 56 percent more likely to describe themselves as unhappy than those who devote less time to social media. Moreover, teenagers who spend three hours per day or more on electronic devices are 35 percent more likely to demonstrate risk factors for suicide, such as suicidal ideation, and teenagers who spend five or more hours per day on their devices are 71 percent more likely to demonstrate a risk factor for suicide.

SEC. 2. Section 48901.7 is added to the Education Code, to read:

48901.7. (a) The governing body of a school district, a county office of education, or a charter school may adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a schoolsite or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school.

(b) Notwithstanding subdivision (a), a pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances:

(1) In the case of an emergency, or in response to a perceived threat of danger.

(2) When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.

(3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.

(4) When the possession or use of a smartphone is required in a pupil's individualized education program.



AB-1718 Peace officers: advanced training: mental illness. (1999-2000)

SHARE THIS:



Assembly Bill No. 1718

CHAPTER 200

An act to add Section 13515.25 to the Penal Code, relating to peace officers.

[Filed with Secretary of State July 24, 2000. Approved by Governor July 24, 2000.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1718, Hertzberg. Peace officers: advanced training: mental illness.

Existing law requires specified categories of law enforcement officers to meet training standards pursuant to courses of training certified by the Peace Officers Standards and Training (POST) program, including a basic training course for law enforcement officers containing an adequate instruction in the handling of persons with developmental disabilities or mental illness, or both, as specified.

This bill would require that, on or before June 30, 2001, POST establish and keep updated a continuing education classroom training course relating to law enforcement intervention with developmentally disabled and mentally ill persons and that the course be developed in consultation with specified groups and entities.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 13515.25 is added to the Penal Code, to read:

13515.25. (a) The Commission on Peace Officer Standards and Training shall, on or before June 30, 2001, establish and keep updated a continuing education classroom training course relating to law enforcement interaction with developmentally disabled and mentally ill persons. The training course shall be developed by the commission in consultation with appropriate community, local, and state organizations and agencies that have expertise in the area of mental illness and developmental disability, and with appropriate consumer and family advocate groups. In developing the course, the commission shall also examine existing courses certified by the commission that relate to mentally ill and developmentally disabled persons. The commission shall make the course available to law enforcement agencies in California.

(b) The course described in subdivision (a) shall consist of classroom instruction and shall utilize interactive training methods to ensure that the training is as realistic as possible. The course shall include, at a minimum, core instruction in all of the following:

- (1) The cause and nature of mental illnesses and developmental disabilities.
- (2) How to identify indicators of mental illness and developmental disability and how to respond appropriately in a variety of common situations.

(3) Conflict resolution and de-escalation techniques for potentially dangerous situations involving mentally ill and developmentally disabled persons.

(4) Appropriate language usage when interacting with mentally ill and developmentally disabled persons.

(5) Alternatives to lethal force when interacting with potentially dangerous mentally ill and developmentally disabled persons.

(6) Community and state resources available to serve mentally ill and developmentally disabled persons and how these resources can be best utilized by law enforcement to benefit the mentally ill and developmentally disabled community.

(c) The commission shall submit a report to the Legislature by October 1, 2003, that shall include all of the following:

(1) A description of the process by which the course was established, including a list of the agencies and groups that were consulted.

(2) Information on the number of law enforcement agencies that utilized, and the number of officers that attended, the course or other courses certified by the commission relating to mentally ill and developmentally disabled persons from July 1, 2001, to July 1, 2003, inclusive.

(3) Information on the number of law enforcement agencies that utilized, and the number of officers that attended, courses certified by the commission relating to mentally ill and developmentally disabled persons from July 1, 2000, to July 1, 2001, inclusive.

(d) The Legislature encourages law enforcement agencies to include the course created in this section, or any other course certified by the commission relating to mentally ill and developmentally disabled persons, as part of their advanced officer training program.

(e) It is the intent of the Legislature to reevaluate, on the basis of its review of the report required in subdivision (c), the extent to which law enforcement officers are receiving adequate training in how to interact with mentally ill and developmentally disabled persons.

OPEN LETTER/ PUBLIC COMMENT

10-07-2022

(P.R.D.D.C.)

PARENTS FOR THE RIGHTS OF DEVELOPMENTALLY DISABLED CHILDREN

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**U.S. HOUSE OF CONGRESS H2404 - HONORING CRAIG DURFEY FOR HIS FIGHT
AGAINST AUTISM ... Ms. LORETTA SANCHEZ of California.**

<https://www.govinfo.gov/content/pkg/CREC-2003-03-27/pdf/CREC-2003-03-27.pdf>

new website socialemotionalpaws.org

Mayor Steve Jones.

City of Garden Grove

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City Council

GGPD Chief

Ca State Senator Umberg

1021 O Street, Suite 6730, Sacramento,

CA 95814-4900; (916) 651-4034

Assemblymember Janet Nguyen

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Open letter to whom it may concern.

This will a second letter expanding more from my first letter suicide awareness education at schools professional seriously flawed not adhering two CA State AB 2246 year 2016 section 215 meeting with state holders pertaining to social media as to how screentime impacting child's physical brains development under two as well as above two years old creating an addiction to altering the gray matter the gray matter <https://www.psychologytoday.com/us/blog/mental-wealth/201402/gray-matters-too-much-screen-time-damages-the-brain> and autism impacted <https://www.psychologytoday.com/gb/blog/mental-wealth/201612/autism-and-screen-time-special-brains-special-risks>. To E-Sports gaming activity on school campus causing diminish normal activity 6C51 Gaming disorder listed as Mark five mental health addiction <https://icd.who.int/browse11/l-m/en#/http://id.who.int/icd/entity/1448597234>.

Blue light CA State SCR 73 resolution [California Blue Light Resolution SCR-73 | Eyesafe](#) and [Bill Text - SCR-73 Blue Light Awareness Day. \(ca.gov\)](#) WHEREAS, The increased usage of, and access to, digital devices by young children and adolescents is an acute area of concern, as ophthalmologists, optometrists, and medical researchers continue to learn more about the short-term effects of increasing and cumulative exposure to artificial blue light on the developing human eye and mental health at a young age, along with long-term potential cumulative effects on adult eye health and mental development; and

WHEREAS, Cumulative blue light exposure from digital devices has been shown to disrupt sleep cycles by suppressing the natural release of melatonin and has also been linked to premature aging of the retina, which could accelerate potential long-term vision problems such as age-related macular degeneration, decreased alertness, and memory and emotional regulation impacts and sleep derivation The blue light that's emitted from these screens can delay the release of sleep-inducing melatonin, increase alertness, and reset the body's internal clock (or circadian rhythm) to a later schedule. This is an especially big problem for teens whose circadian rhythms are already shifting

naturally, causing them to feel awake later at night. [How Does Blue Light Affect Children's Sleep? | Sleep Foundation.](#)

According to Dr David Amen that in 1987 when Atari came out watching his child play would play for hours Dr Amen states that Tech companies have study effects the brain science in this video called The hidden psychology of technology, with Dr. Lisa Strohman <https://www.youtube.com/watch?v=LeugecTmCUQ>

CA State law Ab 2246 year effective 2017-2018 news reports reflect what have in my research section 215 tilted Suicide Prevention Audit reveals urgent need to better help California youth dated October 1, 2020.

“The California State Auditor Elaine M. Howle, has released a detailed audit report on Youth Suicide Prevention. Assemblymember Rudy Salas (D-Bakersfield), Chair of the Joint Legislative Audit Committee, requested this audit following increases in youth suicide throughout California. The State Auditor’s report identified a lack of funding for mental health professionals at schools and found that local education agencies (LEAs) have not adopted adequate youth suicide prevention policies and training for their staff.”

“AB 1767, Ramos. Pupil suicide prevention policies.”

“Existing law requires the governing board or body of a local educational agency that serves pupils in grades 7 to 12, inclusive, to adopt a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups. This bill would require the governing board or body of a local educational agency that serves pupils in kindergarten and grades 1 to 6, inclusive, to, before the beginning of the 2020–21 school year, adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups.

The bill would require this policy to be age appropriate and delivered and discussed in a manner that is sensitive to the needs of young pupils.

The bill would also require this policy to be written to ensure proper coordination and consultation with the county mental health plan for a

referral for mental health or related services made on behalf of a pupil who is a Medi-Cal beneficiary. The bill would require the policy to address any training on suicide awareness and prevention to be provided to teachers of pupils in all of the grades served by the local educational agency.”

“By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program.”

“(2) (A) The governing board or body of a local educational agency that serves pupils in kindergarten and grades 1 to 6, inclusive, shall, before the beginning of the 2020–21 school year, adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in kindergarten and grades 1 to 6, inclusive. The policy shall be developed in consultation with school and community stakeholders, the county mental health plan, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention. “

(4) (A) The policy shall also address any training on suicide awareness and prevention to be provided to teachers of pupils in all of the grades served by the local educational agency.

(B) Materials approved by a local educational agency for training shall include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services.

(C) Materials approved for training may also include programs that can be completed through self-review of suitable suicide prevention materials.

(5) The policy shall be written to ensure that a school employee acts only within the authorization and scope of the employee’s credential or license. Nothing in this section

shall be construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

(6) To assist local educational agencies in developing policies for pupil suicide prevention, the department shall develop and maintain a model policy in accordance”

with this section to serve as a guide for local educational agencies.

[file:///C:/Users/SHAWN/Downloads/20190AB1767_94%20\(3\).pdf](file:///C:/Users/SHAWN/Downloads/20190AB1767_94%20(3).pdf)

“Reported in Valley Voice”: “Any time a young person takes their own life, it is an absolute tragedy that weighs heavily on family, friends, student peers, teachers, and the community as a whole,” said Assemblymember Salas. “The State Auditor’s report reaffirms the need for action on the state and local level to better improve suicide prevention efforts. Schools and teachers are on the front lines of suicide prevention, and we need to make sure they have the appropriate training and mental health resources to protect our students and prevent future tragedies.” [Suicide Prevention Audit reveals urgent need to better help California's youth - Valley Voice \(ourvalleyvoice.com\)](#). The CA State report for AB 2246 was flawed for not address the social medial addiction model policy nor impacted health safety of screen time nor blue light.

“This bill would require the governing board or body of a local educational agency, as defined, that serves pupils in grades 7 to 12, inclusive, to, before the beginning of the 2017–18 school year, adopt a policy on pupil suicide prevention, as specified, that specifically addresses the needs of high-risk groups. By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program. The bill would require the department to develop and maintain a model policy to serve as a guide for local educational agencies.” ?What is a model policy when social medial addiction has yet been address to metal wellbeing that Governor Gavin Newson signed into law AB 2273 Sept 15-2022 requires online platforms to consider the best interest of child users and to protect their mental health and wellbeing. [Youth Suicide Prevention Local Educational](#)

Agencies Lack the Resources and Policies Necessary to Effectively Address Rising Rates of Youth Suicide and Self-Harm

“As the mom of two young girls, I am personally motivated to ensure that Silicon Valley’s most powerful companies redesign their products in children’s best interest,” said Assemblymember Buffy Wicks (D-Oakland). “Today, California is leading the way in making the digital world safe for American children, becoming the first state in the nation to require tech companies to install guardrails on their apps and websites for users under 18. The Design Code is a game changer, and a major step forward in creating a global standard for the protection of youth online.”

“I am very glad for our kids that the Governor signed AB 2273, requiring that online platforms accessible by children be designed as age appropriate,” said Assemblymember Jordan Cunningham (R-San Luis Obispo County). “With this law, California is leading the nation in creating a new online experience that is safe for kids. We still have more work to do to address the youth mental health crisis. In particular, we know that certain Big Tech social media companies design their products to addict kids, and a significant number of those kids suffer serious harm as a result... such as depression, suicidal thoughts, anxiety, eating disorders. Protecting kids online is not only common sense, it will save lives.” [**Governor Newsom Signs First-in-Nation Bill Protecting Children’s Online Data and Privacy | California Governor**](#) .

“ACR 265, Berman. California Computer Science Education Month.” This measure would designate the month of September 2018 as California Computer Science Education Month. The measure would encourage schools, teachers, researchers, universities, business leaders, and policymakers to identify mechanisms for teachers to receive cutting-edge professional development to provide sustainable learning experiences in computer science education and would encourage the exposure of pupils to computer science concepts. The measure would also encourage opportunities to be provided for females and underrepresented minorities in computer science.

“WHEREAS, In September, the State Board of Education will be presented with Computer Science Standards for potential adoption and recommendations for implementation of computer science education across the state’s K–12 system developed by the computer science strategic implementation plan panel; and

WHEREAS, In September, the Instructional Quality Commission will be presented with a draft computer science strategic implementation plan; now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Legislature hereby designates the month of September 2018 as California Computer Science Education Month; and be it further

Resolved, That the Legislature supports the designation of September 2018 as California Computer Science Education Month; and be it further”

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180ACR265

“California State Board of Education expands access to CS education”

“On Thursday California’s State Board of Education approved one of the nation’s most comprehensive set of K-12 computer science standards. This is a significant and positive change for California’s teachers, students, parents, and communities who will all benefit from expanding K-12 CS education.” <https://codeorg.medium.com/california-state-board-of-education-expands-access-to-cs-education-fcefe5bf838e>

“

“Article 2.5. Pupil Suicide Prevention Policies”

“215. (a) (1) The governing board or body of a local educational agency that serves pupils in grades 7 to 12, inclusive, shall, before the beginning of the 2017–18 school year, adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in grades 7 to 12, inclusive. The policy shall be developed in consultation with school

and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.”

The impact of growing of suicides of our children in my opinion based what I have read from my research over many cumulative thousands of hours over many years this letter as well as the books, videos with my first letter and as a grandfather that fentanyl seems to attracting our youth, we ought to be greater steward ship with professional to require raise up the bar for mental health standards training social media and contractors with schools to be held accountable with school board’s by bring E-Sports on school campus when we know medically is a mark five disorder social medial addictions to return normal activities with therapy to draw away from drugs. After became aware of E-Sports in very beginning back somewhere in 1987 brought the attention to my city council and GGUSD with posting on my website that in Oct 2019 Los Angeles Time report this very issue below will find resources.

**La Quinta Nets CIF Championship in esports
Tuesday, June 1, 2021**



La Quinta High School's varsity esports club team, la pomme de terre, defeated the defending California Interscholastic Federation (CIF) champion Sunny Hills Lancers Gold team to win the California CIF League of Legends esports tournament earlier this month. The winning team includes students Minh Pham, Andy Luong, Jake Van, Lary Nguyen, and Khoa Pham, under the leadership of teacher and team advisor Ms. Terry Nguyen.

"Congratulations to these students for this tremendous accomplishment that took not just skill but communication and teamwork," said GGUSD Board of Education member Bob Harden. "The Aztecs have formed a strong esports program and will undoubtedly compete for many more championships in the years to come."

The victory in the championship match was the pinnacle of the 16-team tournament which also saw pomme de terre defeat teams from Northview, Harvard-Westlake, and Troy High Schools.

The La Quinta Blue Team, which represented the esports club in the JV tournament was the second seed in the 64 team Pacific League of

Legends tournaments and marched all the way to the final match where they ultimately fell to Irvine High School.

League of Legends Developed by Riot Games is a team-based competitive game mode based on strategy and outplaying opponents. Teams consist of 5 players, each playing a specific role but working together to break the enemy Nexus before the opposing team breaks theirs.

Given the game's complexity that involves high-level strategy and technical gameplay, students are required to critically think about how to beat the enemy in front of them, while also keeping in mind the macro-level objectives. This requires students to constantly communicate, collaborate, and lead each other throughout the game in hopes of bringing the team to victory.

In March of 2020, CIF announced that esports would officially be considered a high school sport.

[La Quinta Nets CIF Championship in esports | Garden Grove Unified School District \(ggusd.us\)](https://www.ggusd.us/sports/esports)

On 9-20-2020 Garden Grove School District Board meeting at the end the board member Walter Muneton a professional experience has revolved around serving his community as a Licensed Clinical Social Worker in the public sector for children and families. On tape recorded play back at about mark 55 minutes board member Walter Muneton is speaking where he is talking about E-sport that he likes it that they can make money. As you can see this just the opposite mental well being best manage practices to prevent suicides. Hear an example of CA State license standards in legislation reports as local model for mental health wellbeing has yet describe in continuity in Sacramento prior legislation how it hasn't research at the local level by law in many pieces of legislation clearly

On would hope common since would kick in to ask valuable question about the evidence that is out in the world wide web to see in this letter what the root causes are to remedy with limitation

To hold those accountable for there actions that impact a child wellbeing.

GGUSD Board of Education Trustee Teri Rocco Delivers Welcome Back Message: yet the board members permit E-Sports my question why is accruing on school property we know this activity contradicts child's welfare well being creating a risk of brain injury ? in my own opinion based on what has been published with above PDF support documents a physical harm to a child brain development below is the description what constitutes what would be considered as modern electronic abuse " The Federal Child Abuse Prevention and Treatment Act (CAPTA) (42 U.S.C.A. § 5106g), Any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm. As well SCR 73 Blue light 2019 [Bill Text - SCR-73 Blue Light Awareness Day. \(ca.gov\)](#) [California Blue Light Resolution SCR-73 | Eyesafe](#)

[October 10th is Blue Light Awareness Day: Take steps to reduce exposure](#)

<https://www.youtube.com/watch?v=GhhlvTwtow8>

The fact the current profession standards with ignoring two State laws make wonder what side of the fence there on are to promote a vail of mental wellness to promote their own standards to many as report threes thousands school are using educational time for E-sports my question why is permitted on school grounds now after CA State Governor Newsom on Sept 15,2022 Governor Newsom Signs First-in-Nation Bill Protecting Children's Online Data and Privacy [AB 2273 requires online platforms to consider the best interest of child users and to protect their mental health and wellbeing](#)

[Meeting Agendas/Audio/Minutes | Garden Grove Unified School District \(ggusd.us\)](#)

The United State definition description for child abuse as followed :
“Definitions of Child Abuse & Neglect Learn how child abuse and neglect are defined in Federal law and State laws and find resources that distinguish between discipline and abuse. Discipline versus abuse Federal law definitions of child abuse and neglect Federal legislation provides guidance to States by identifying a minimum set of acts or behaviors that define child abuse and neglect. “

The Federal Child Abuse Prevention and Treatment Act (CAPTA) (42 U.S.C.A. § 5106g), as amended by the CAPTA Reauthorization Act of 2010, defines child abuse and neglect as, at minimum: "Any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation"; or "An act or failure to act which presents an imminent risk of serious harm." This definition of child abuse and neglect refers specifically to parents and other caregivers. A "child" under this definition generally means a person who is younger than age 18 or who is not an emancipated minor.

While CAPTA provides definitions for sexual abuse and the special cases of neglect related to withholding or failing to provide medically indicated treatment, it does not provide specific definitions for other types of maltreatment such as physical abuse, neglect, or emotional abuse. While Federal legislation sets minimum standards for States that accept CAPTA funding, each State provides its own definitions of maltreatment within civil and criminal. Definitions of Child Abuse & Neglect - Child Welfare Information Gateway and Child Abuse Identification & Reporting Guidelines - Child Abuse Prevention Training and Resources (CA Dept of Education) and See California Penal Code 11165.7 child: means a person under the age of 18 years.

In my opinion when generation 1960 in school would offer very special surprise into the principal office the punishment was a paddle to remind not to do it again. They experts decide the was emotional harm back no wooden paddle anymore and yet today we accept a trogons horse to be modern cool without doing there deletants research after technology at our calling, then go to a library then look at a index cards to find the information. A quote from Albert Einstein once said, “When you stop learning you start dying”. Brain is like a muscle – the more it is used, the stronger it gets. People better use it to learn new skills to adapt themselves to what's coming their way!

EXCLUSIVE: American children have quietly become hooked on video game supplements that have DOUBLE the caffeine of Red Bull and may stunt their growth and warp their brains, experts warn.

'It becomes easier for a kid to consume far more than they attempt,' Dr Ellen Rome, head of the Center for Adolescent Medicine at the Cleveland Clinic told DailyMail.com, comparing G FUEL to caffeine-packed drinks at Starbucks where there is an inherent price barrier to getting that much of the stimulant.

Children under the age of 12 are not recommended by the the American Association of Pediatrics (AAP) to consume caffeine for any reason. A teenager is not to get more than 100mg each day.

Caffeine can be harmful to a developing body. The stimulant is highly addicting and consumption in adolescence has been linked to attention issues, anxiety and can be life-threatening for children suffering from a chronic heart condition or high blood pressure.

'These drinks may give you a boost, but that boost is very temporary, and it can have other effects on your health, especially with sleep,' Dr Melendres said.

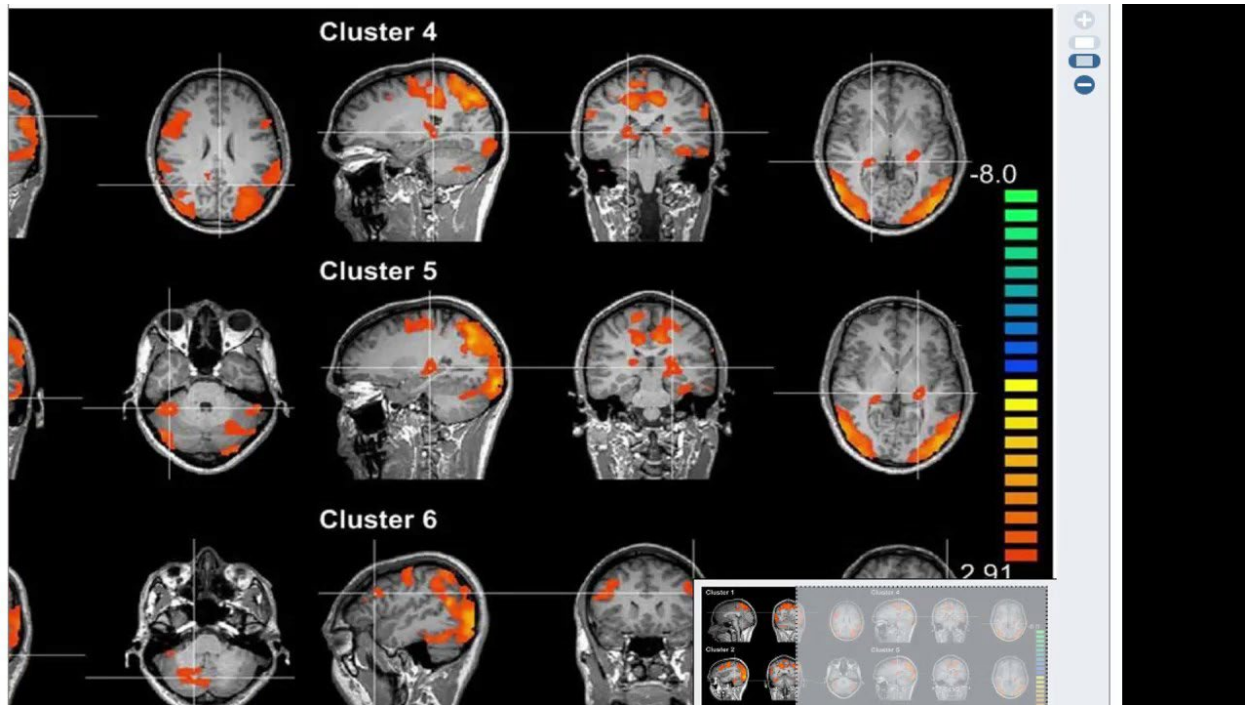
'If you don't get enough sleep then it also affects your cognitive ability. Eventually it comes back that these drinks will lead to worse performance.'

It is also highly addictive, and it is very easy for a child to develop a dependency on it to manage day-to-day, Dr Rome added.

The AAP warns that up to 50 per cent of US adolescents consume energy drinks, though there is not available data for how much of this is made up of gaming stimulants in particular.

[American children have quietly become hooked on video game supple \(socialemotionalpaws.com\)](http://socialemotionalpaws.com)

“The idea for the Esports League came from key STEM educators who said, ‘If kids are spending this much time on games outside of school, what could be accomplished if we connect academic content with their gameplay?’” says Orange County Superintendent Dr. Al Mijares. “It’s an incredible opportunity to build on existing interest while introducing them to 21st-century skills and careers.”



Video games can change ur brain like drug addiction

Watch

Uploaded by: DARTH Chicken Gaming, Oct 14, 2018

524 Views · 14 Likes

<https://www.youtube.com/watch?v=zXRKU9b3zbM>

MRI patterns of cocaine users resemble that of addicted gamers

Young video game addicts may have more than just a pair of strong thumbs, as new MRI research suggests excessively playing video games can have the same effect on children's brains as drug abuse or alcoholism, according to a recent article published by The Telegraph.

Researchers from California State University showed through MRI scans that the impulsive/reward system of the brain, the amygdala-striatal system, was more sensitive and smaller in excessive users to be able to process the stimuli of the games faster.

"The question is if you sensitize their reward system at a young age with video games and social media, does it increase their risk to

become addicted to drugs or drink later in life?" lead author Ofir Turel, PhD, told The Telegraph. According to his research, the answer is yes.

The findings came shortly after a 9-year old in the U.K. was reportedly admitted to rehab after playing the internationally renowned combat video game Fortnite for 10 hours straight every day and refusing to go outside or go to the bathroom, according to the article.

As of today, in its latest revision to a disease classification manual, the United Nation's World Health Organization also declared that video game addiction will now be classified as a mental disorder.

Read The Telegraph's original article below:

Addictive video games may change children's brains in the same way as drugs and...

<https://healthimaging.com/topics/medical-imaging/neuroimaging/video-game-brain-mri-shows-similar-results-gaming-drug-addicts>

New developments on the neurobiological and pharmacogenetic mechanisms underlying internet and videogame addiction

Aviv Weinstein PhD, Michel Lejoyeux MD

First published: 10 April 2015

Abstract

Background

There is emerging evidence that the psychobiological mechanisms underlying behavioral addictions such as internet and videogame addiction resemble those of addiction for substances of abuse.

Objectives

Review of brain imaging, treatment and genetic studies on videogame and internet addiction.

Methods

Literature search of published articles between 2009 and 2013 in Pubmed using “internet addiction” and “videogame addiction” as the search word. Twenty-nine studies have been selected and evaluated under the criteria of brain imaging, treatment, and genetics.

Results

Brain imaging studies of the resting state have shown that long-term internet game playing affected brain regions responsible for reward, impulse control and sensory-motor coordination. Brain activation studies have shown that videogame playing involved changes in reward and loss of control and that gaming pictures have activated regions similarly to those activated by cue-exposure to drugs. Structural studies have shown alterations in the volume of the ventral striatum possible as result of changes in reward. Furthermore, videogame playing was associated with dopamine release similar in magnitude to those of drugs of abuse and that there were faulty inhibitory control and reward mechanisms videogame addicted individuals. Finally, treatment studies using fMRI have shown reduction in craving for videogames and reduced associated brain activity.

<https://onlinelibrary.wiley.com/doi/10.1111/ajad.12110>

Conclusions and Scientific Significance

Videogame playing may be supported by similar neural mechanisms underlying drug abuse. Similar to drug and

alcohol abuse, internet addiction results in sub-sensitivity of dopamine reward mechanisms. Given the fact that this research is in its early stage it is premature to conclude that internet addiction is equivalent to substance addictions. (Am J Addict 2015;24:117–125)

The Science and Tragedy Behind The New York Times' 'Screen

Addiction Is Taking a Toll on Children'

Posted February 27, 2014 | Reviewed by Kaja Perina

<https://www.psychologytoday.com/us/blog/mental-wealth/201402/gray-matters-too-much-screen-time-damages-the-brain>

Electronic Screen Syndrome: An Unrecognized Disorder?

Screentime and the rise of mental disorders in children.

Posted July 23, 2012 | Reviewed by Ekua Hagan

<https://www.psychologytoday.com/us/blog/mental-wealth/201207/electronic-screen-syndrome-unrecognized-disorder>

A Problem the World Over

In 2013, Internet Gaming Disorder was placed in the chief psychiatric guidebook, the Diagnostic and Statistical Manual of Mental Disorders, the DSM-5, as a diagnosis that needs more research before it's officially accepted. However, it's important to understand that the wheels of psychiatry turn slowly, e.g., gambling addiction was only recognized as a diagnosis in 2013. In contrast to the U.S. position, China, South Korea, and Japan recognize youth video game/Internet addiction as a diagnosis, consider it a serious

public health problem, and China and South Korea have hundreds of treatment centers devoted to the problem.

The Addicted Brain

Advances in brain scan technologies have revealed that substance and behavioral addictions (gambling or gaming/Internet) have a remarkably similar effect on the mind. Video gaming triggers the release of the reward-based neurotransmitter dopamine at levels similar to an injection of amphetamine. Key elements of the brain's reward circuitry are hijacked: the cingulate gyrus (an area involved in motivation) and the prefrontal cortex (the brain's judgment center). This helps explain why kids can become fixated on digital devices, cease to care about the things that once mattered to them most, and yet have no insight regarding their problem.

How to Know if a Child is Addicted

To prevent the increasing problem of youth video game/Internet addiction requires that we push back against efforts to load up younger and younger kids with alluring devices. Instead, we need to do everything we can to foster our children's connections to the two most important activities in their lives: family and school. Such connections are best made away from the temptations of digital devices

<https://socialemotionalpaws.com/blog-post-1/f/the-science-and-tragedy-behind-the-new-york-times-screen-addict>

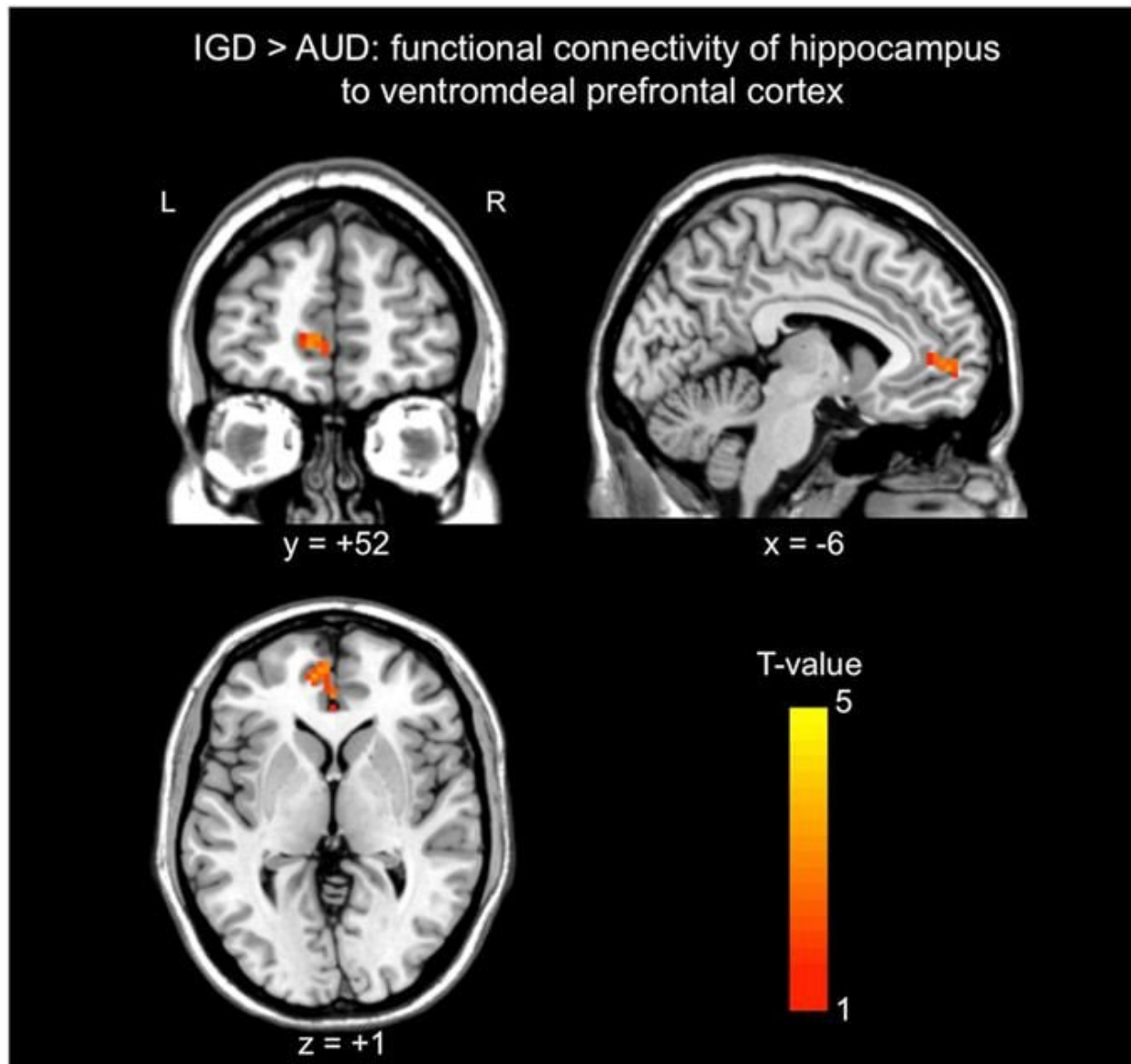
Taken together, [studies show] internet addiction is associated with structural and functional changes in brain regions involving emotional processing, executive attention, decision making, and cognitive control.” --research authors summarizing neuro-imaging findings in internet and gaming addiction (Lin & Zhou et al, 2012)

But what about kids who aren't "addicted" per se? Addiction aside, a much broader concern that begs awareness is the risk that screen time is creating subtle damage even in children with “regular” exposure, considering that the average child clocks in more than seven hours a day (Rideout 2010). As a practitioner, I observe that many of the children I see suffer from sensory overload, lack of restorative sleep, and a hyperaroused nervous system, regardless of diagnosis—what I call electronic screen syndrome. These children are impulsive, moody, and can't pay attention—much like the description in the quote above describing damage seen in scans.

Although many parents have a nagging sense that they should do more to limit screen-time, they often question whether there's enough evidence to justify yanking coveted devices, rationalize that it's “part of our kids' culture,” or worry that others—such as a spouse—will undermine their efforts. Digest the information below, even though it might feel uncomfortable, and arm yourself with the truth about the potential damage screen time is capable of imparting—particularly in a young, still-developing brain

<https://socialemotionalpaws.com/blog-post-1/f/gray-matters-too-much-screen-time-damages-the-brain-1>

INTERNET & VIDEO GAME ADDICTION BRAIN STUDIES



Our current list of Internet addiction brain studies. Without exception, all studies have found addiction-related brain changes in Internet addicts. This review of the literature makes a compelling argument for Internet porn addiction as a sub-type of Internet addiction [Neuroscience of Internet Pornography Addiction: A Review and Update \(2015\)](#). The review also critiques two recent headline-

grabbing EEG studies which purport to have “debunked” porn addiction. Also see the [*Current list of all the Brain Studies on Porn Users*](#), and these reviews of the literature/commentaries on porn & sex addiction:

<https://www.yourbrainonporn.com/relevant-research-and-articles-about-the-studies/internet-video-game-addiction/internet-video-game-addiction-brain-studies/>

Autism and Screen Time: Special Brains, Special Risks.

Autism and Screen Time: Special Brains, Special Risks

Children with autism are vulnerable to the negative effects of screen time.

Posted December 31, 2016 | Reviewed by Kaja Perina

Children with autism spectrum disorders (ASD) are uniquely vulnerable to various brain-related impacts of screen time. These electronic “side effects” include hyperarousal and dysregulation—what I call Electronic Screen Syndrome—as well as technology addiction, to video games, internet, smartphones, social media, and so on.

Why? Because a brain with autism has inherent characteristics that screen time exacerbates. In truth, these impacts in occur in all of us, but children with autism will be both more prone to experiencing negative effects and less able to recover from them; their brains are more sensitive and less resilient.

As a framework for understanding these vulnerabilities, it's helpful to know that screen time—particularly the interactive kind—acts like a stimulant, not unlike caffeine, amphetamines, or cocaine. Also know that children with autism are often sensitive to stimulants of all kinds, whether pharmaceutical or electronic. For example, children with autism and attention issues often can't tolerate prescribed

stimulants, a standard treatment for ADD/ADHD. Stimulants tend to make children with autism irritable, weepy, over-focused, more obsessive-compulsive, and unable to sleep. Stimulants can also exacerbate tics, self-injurious behaviors, aggression, and sensory issues.

<https://www.psychologytoday.com/gb/blog/mental-wealth/201612/autism-and-screen-time-special-brains-special-risks>

<https://socialemotionalpaws.com/blog-post-1/f/autism-and-screen-time-special-brains-special-risks-1>



Gray Matters: Too Much Screen Time Damages the Brain
Neuroimaging research shows excessive screen time damages the brain.

Posted February 27, 2014 | Reviewed by Kaja Perina

<https://www.psychologytoday.com/us/blog/mental-wealth/201402/gray-matters-too-much-screen-time-damages-the-brain>

World health officials take a hard-line on-screen time for kids. Will busy parents comply?

By Craig Timberg and Rachel Siegel

April 24, 2019 at 8:45 p.m. EDT

The World Health Organization issued strict new guidelines Wednesday on one of the most anxiety-producing issues of 21st century family life: How much should parents' resort to videos and online games to entertain, educate or simply distract their young children?

The answer, according to WHO, is never for children in their first year of life and rarely in their second. Those aged 2 to 4, the international health agency said, should spend no more than an hour a day in front of a screen.

The WHO drew on emerging — but as yet unsettled — science about the risk's screens pose to the development of young minds at a time when surveys show children are spending increasing amounts of time watching smartphones and other mobile devices. Ninety-five percent of families with children under the age of 8 have smartphones, according to the nonprofit organization Common Sense Media, and 42 percent of children under 8 have access to their own tablet device.

<https://www.washingtonpost.com/business/2019/04/24/who-infants-under-year-old-shouldnt-be-exposed-any-electronic-screens/>

<https://socialemotionalpaws.com/blog-post-1/f/world-health-officials-take-a-hard-line-on-screen-time-for-kids>

This Place Just Made it Illegal to Give Kids Too Much Screen Time

JANUARY 26, 2015 3:01 PM EST

Taiwanese lawmakers approved the “Child and Youth Welfare and Protection Act,” which expanded existing legislation to allow the government to fine parents of children under the age of 18 who are using electronic devices for extended periods of times. The law follows similar measures in China and South Korea that aims to limit screen time to a healthy level.

Citing health concerns, the Taiwanese government can fine parents up to \$1595 (\$50,000 Taiwanese Dollars) if their child’s use of electronic devices “exceeds a reasonable time,” according to Taiwan’s ETTV (and Google Translate). Under the new law, excess screen time is now considered to be the equivalent of vices like smoking, drinking, using drugs, and chewing betel nuts.

According to Kotaku, so far the response to the legislation has been negative—which it undoubtedly would be in the U.S. as well—with Taiwanese citizens citing privacy concerns.

There are some parents however, who might welcome a little help prying their children's eyes off screens. Studies have shown that excessive media use can lead to attention issues, behavioral problems, learning difficulties, sleep disorders, and obesity. Too much time online may even inhibit a child's ability to recognize emotions, according to a study by the University of California, Los Angeles. Despite these risks, as technology increasingly becomes a part of modern life, children are spending more and more time in front of screens. A recent study found that in the U.S. 8-year-olds spend an average of eight hours a day with some form of media, with teenagers often clocking in at 11 hour a day of media consumption. A 2013 study by Nickelodeon found that kids watch an average of 35 hours a week of television.

In our digital world, are young people losing the ability to read emotions?

Stuart Wolpert | August 21, 2014

Children's social skills may be declining as they have less time for face-to-face interaction due to their increased use of digital media, according to a UCLA psychology study.

UCLA scientists found that sixth graders who went five days without even glancing at a smartphone, television or other digital screen did substantially better at reading human emotions than sixth-graders from the same school who continued to spend hours each day looking at their electronic devices. <https://newsroom.ucla.edu/releases/in-our-digital-world-are-young-people-losing-the-ability-to-read-emotions>

<https://socialemotionalpaws.com/blog-post-1/f/this-place-just-made-it-illegal-to-give-kids-too-much-screen-time-1>

Screen time for US tweens and teens DOUBLED during the COVID-19 pandemic to nearly eight hours a day, study finds
Researchers compared screen time for 10-to-14-year-olds in the US before and during the COVID-19 pandemic
Adolescents spent about 7.7 hours per day on screens during the pandemic, twice as much as the 3.8 hours per day prior to the pandemic
Black and Hispanic tweens and teens spent 1.5 times as many hours on screens compared to white and Asian teens
Children with parents who never attended college or make less than \$75,000 per year spent more hours using screens.

The team - from the University of California, San Francisco; the University of California, Los Angeles; the University of Toronto in Canada; and SRI International - says this increased screen time doesn't just affect physical health, such as worsening vision, but is also associated with mental health risks.

For the new study, published on Monday in [JAMA Pediatrics](#), the team used data from the Adolescent Brain Cognitive Development (ABCD) Study.

Run by the National Institutes of Health, the ABCD Study is the largest long-term study of brain development and health in the U.S.

Specifically, the researchers focused on about 10- to 14-year-olds who participated in the May 2020 COVID-19 survey of the ABCD study.

The 5,412 tweens and teens self-reported on their number of hours of screen time per day excluding homework or other school-related activities.

Screen time was analyzed for: multiple-player gaming; single-player gaming; texting; social media; video chatting; browsing the internet; and watching or streaming movies, videos, or television shows.

<https://www.dailymail.co.uk/health/article-10152769/Screen-time-teens-DOUBLED-COVID-19-pandemic-nearly-eight-hours-day.html>

Primary-age children saw the biggest rise in screen time during the pandemic - increasing by an hour and 23 minutes a day

Children aged six to 10 had the biggest rise in screen time during the pandemic

They spent 83 minutes more looking at screens each day than before COVID

All demographics saw an increase, with a jump of 58 minutes for adults

An increase was also noted in all age groups for leisure screen time only

It has had a negative impact on our diet, sleep, mental health and eye health

By FIONA JACKSON FOR MAILONLINE

PUBLISHED: 18:30 EDT, 23 June 2022 | UPDATED: 18:30 EDT, 23 June 2022

Warnings of square eyes may be losing their effect, as primary school-aged children had the biggest increase in daily screen time during the [COVID-19](#) pandemic.

A new study has found that children aged between six and 10 spent an hour and 23 minutes more staring at screens each day - the biggest jump of all demographics.

However, according to scientists at Anglia Ruskin University in Cambridge, increases were seen in all age groups, including adults.

This was not only due to spending more time in front of a screen for work or academic purposes, as leisure screen time alone also rose across all age groups.

The researchers found that the rise in screen time was associated with a negative impact on diet, sleep, mental health and eye health in both children and adults.

With children there was also a significant link found between screen time and behavioural problems like aggression and temper tantrums.

<https://www.dailymail.co.uk/sciencetech/article-10946377/Screen-time-primary-age-children-increased-hour-23-minutes-day-pandemic.html>

Parents in Taiwan are now legally obliged to limit their kids' co

The law states that children under 18 “may not constantly use electronic products for a period of time that is not reasonable.” The regulation also puts excessive computer or similar gadgets usage on par with common vices like smoking, drinking, chewing betel nuts and doing drugs.

The regulation declares that parents who let their children stare at a screen for an extended period of time that makes them "mentally or physically" ill will be charged a fine that can reach as much as \$1,600. However, it has not been mentioned how much time must be spent in front of a screen for it to be considered excessive.

Nonetheless, it has been reported that the American Academy of Pediatrics recommends no more than two hours

a day of "screen time" for children, though some teens can spend at least 11 hours each day looking at electronic displays. It has also been recommended by the organization that TV's and devices that have internet access should not be allowed inside children's bedrooms..

What's the law on electronic devices in Taiwan? On January 24th, the lawmakers in Taiwan revised their "Child and Youth Welfare and Protection Act," to include the "excessive" use of electronic devices or what they call 3C products. What's the new law in Taiwan for kids? Taiwan's New Law Imposes Fines On Parents That Allow Kids To Spend "Excessive" Time On Electronic Devices.

As our world goes increasingly digital, kids are spending an inordinate amount of time with their electronic devices - smartphones, computers and tablets.Taiwan's New Law Imposes Fines On Parents That Allow Kids

...www.dogonews.com/2015/2/15/taiwans-new-law-impose...

What's the law on Internet addiction in Taiwan?Taiwan's neighbor China imposed a similar law after a 2008 study revealed that one-tenth of Chinese citizens between the ages of 13-30 suffers from Internet addiction.

According to the report, a person is considered "addicted" if he or she demonstrates one or more of the following symptoms.Taiwan's New Law Imposes Fines On Parents That Allow Kids ...www.dogonews.com/2015/2/15/taiwans-new-law-impose...

<https://socialemotionalpaws.com/blog-post-1/f/parents-in-taiwan-are-now-legally-obliged-to-limit-their-kids-co>

Five days at outdoor education camp without screens improves preteen skills with nonverbal emotion cues

<https://www.sciencedirect.com/science/article/pii/S0747563214003227>

3 October 2022

Want your child to grow up smart? Limit their screen time to an hour a day, study suggests

They should also engage in traditional play for at least 15 minutes a day

This will increase brain functioning and in turn improve children's memory

Hours on screens might worsen risks of obesity, low self-esteem and ADHD

Children who spend less than an hour on iPads and other gadgets each day develop better brains than their peers, a study suggests.

Researchers in Illinois found two-year-olds who capped screen time at 60 minutes and engaged in traditional play for at least 15 minutes a day had better executive function than toddlers spent more time on electronics.

<https://www.dailymail.co.uk/health/article-11274299/Want-child-grow-smart-Limit-screen-time-hour-day-study-says.html>



MRIs show screen time linked to lower brain development in preschoolers

November 4, 2019

Screen time use by infants, toddlers and preschoolers has exploded over the last decade, concerning experts about the impact of television, tablets and smartphones on these critical years of rapid brain development.

Now a new study scanned the brains of children 3 to 5 years old and found those who used screens more than the recommended one hour a day without parental involvement had lower levels of development in the brain's white matter –

an area key to the development of language, literacy and cognitive skills.

‘Neurons that fire together wire together’

“These findings are fascinating but very, very preliminary,” pediatrician Dr. Jenny Radesky wrote in an email. Radesky, who was not involved in the study, is the lead author on the American Academy of Pediatrics 2016 guidelines on screen use by children and adolescents.

“We know that early experiences shape brain growth, and media is one of these experiences. But it’s important for parents to know that these results don’t show that heavy media use causes ‘brain damage,’” Radesky wrote.

Hutton agrees. “It’s not that the screen time damaged the white matter,” he said, adding that what could be occurring is that screen time is too passive for brain development.

“Perhaps screen time got in the way of other experiences that could have helped the children reinforce these brain networks more strongly,” he said.

The first years of life need to be focused on human interactions that encourage speaking, interacting socially and playing with loving caregivers to develop thinking, problem-solving and other executive skills.

“There’s a really great quote in brain science: Neurons that fire together wire together,” Hutton said. That means the more you practice anything the more it reinforces and organizes the connections in your brain.

<https://www.cnn.com/2019/11/04/health/screen-time-lower-brain-development-preschoolers-wellness/index.html>.

Teen suicides have spiked, particularly in Orange County, but new

Teen suicides have spiked, particularly in Orange County, but new habits can save lives .

Carol Carlson of Waymakers Laguna Beach Youth Shelter, the nonprofit operator of youth shelters throughout Orange County, stands in front of a fence with the handprints of thousands of graduates Wednesday, March, 13, 2019 in Laguna Beach. The nonprofit has been in operation since 1979 and takes six teens in crisis at a time, graduating them every three weeks, for around 100 teens a year. (Photo by Michael Fernandez, Contributing Photographer)

A full year after four Orange County teens took their lives over a three-week period, the Board of Supervisors has decided to give \$600,000 to create a suicide prevention program.

That's a good move, yet we are left wondering if faster action might have saved a 13-year-old Aliso Viejo boy who apparently took his life earlier this month.

<https://www.ocregister.com/2019/03/18/teen-suicides-have-spiked-particularly-in-orange-county-but-new-habits-can-save-lives/>



How Does Blue Light Affect Mental Health?

Blue light exposure close to bedtime can disrupt the sleep/wake cycle (circadian rhythm), and affect hormone secretion, nerve signaling (neurotransmission) and the brain's ability to adapt (plasticity) to changing situations. Excessive blue light can cause sleep and mood disorders, leading to depression. Apr 26, 2021

Blue light can affect mental health by interfering with the way our brain regulates mood, emotions and sleep. The lift in our spirits in response to a sunny day with bright blue skies is an obvious beneficial effect of light on our mood.

This effect is primarily from blue light, the color with the highest energy in the visible color spectrum.

The ill effects of blue light are less obvious. Blue light exposure close to bedtime can disrupt the sleep/wake cycle (circadian rhythm), and affect hormone secretion, nerve signaling (neurotransmission) and the brain's ability to adapt (plasticity) to changing situations. Excessive blue light can cause sleep and mood disorders, leading to depression.

California State SCR 73 Blue Light 2019

What does SCR-73 include? SCR-73 identifies known and potential health hazards associated with exposure to high-energy blue light from devices for children and adults. The Resolution urges consumers to consider taking protective safety measures in reducing eye exposure to high-energy visible blue light.

October 10th is Blue Light Awareness Day – Eyesafe

Dr. Richard Pan's SCR 73 Establishes October 10th as Blue Light Awareness Day in California
Printer-friendly version

More research shows the long-term health concerns associated with cumulative blue light exposure from our electronic screen devises; October 10th is also World Sight Day

October 9, 2019

SACRAMENTO – With more than 80 million electronic devices with digital screens in the state of California, and average screen time exceeding 9 hours per day, exposure to blue light has become a serious concern for public health. Dr. Richard Pan (D-Sacramento), Chair of the Senate Health Committee kicks off Blue Light Awareness Day by speaking to the health hazards posed by extended exposure to blue light from digital devices, in conjunction with World Sight Day.

“The impact of high energy blue light emissions on children is a significant health concern,” said Dr. Richard Pan, pediatrician and State Senator. “The resolution, passed by unanimous and bi-partisan support in both the Senate and Assembly, demonstrates that when it comes to protecting public health and educating around emerging health concerns, California will take the lead.”

[Dr. Richard Pan's SCR 73 Establishes October 10th as Blue Light Awareness Day in California | Dr. Richard Pan](#)

SCR 73, Pan. Blue Light Awareness Day.

This measure would designate October 10 of each year as Blue Light Awareness Day in California.

[Bill Text - SCR-73 Blue Light Awareness Day. \(ca.gov\)](#)

[California Blue Light Resolution SCR-73 | Eyesafe](#)

[October 10th is Blue Light Awareness Day: Take steps to reduce exposure](#)

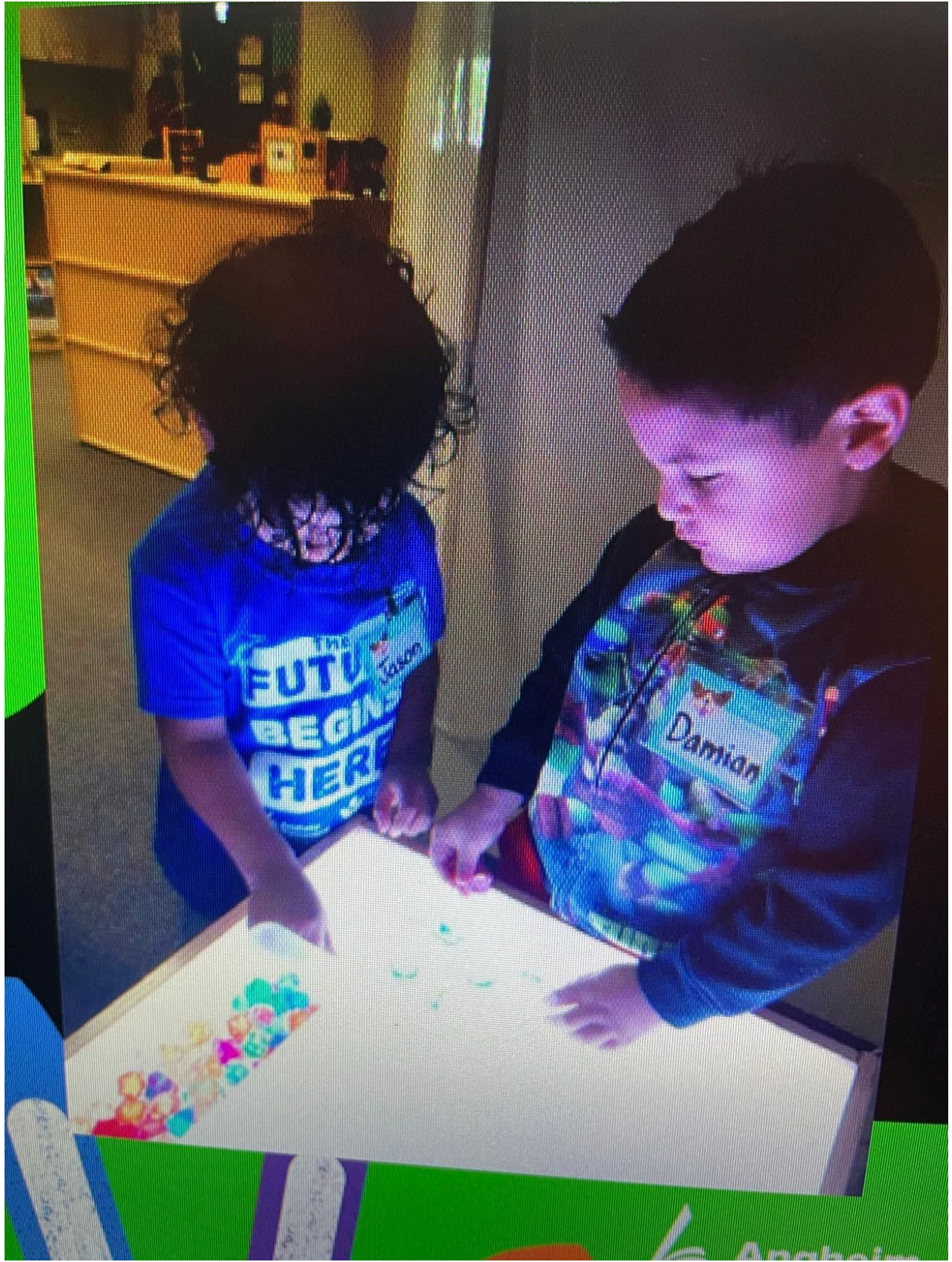
PRODUCTS THAT MEET EYESAFE REQUIREMENTS FOR LOW BLUE LIGHT.

<https://socialemotionalpaws.com/blog-post-1/f/products-that-meet-eyesafe-requirements-for-low-blue-light>

**22 OCT MANY OF THE WORLD'S LEADING CONSUMER
ELECTRONICS BRANDS ANNOUNCE NEW EYESAFE
PRODUCTS AT BLUE LIGHT SUMMIT**

<https://socialemotionalpaws.com/blog-post-1/f/consumer-electronics-brands-announce-new-eyesafe-products-at-blue>

**Open letter Anaheim Elementary School
District no safety for blue**



<https://socialemotionalpaws.com/blog-post-1/f/open-letter-anaheim-elementary-school-district-no-safety-for-blue>

14 OCT ZAGG AND EYESAFE PARTNER ON ADVOCACY CAMPAIGN TO SUPPORT BLUE LIGHT AWARENESS DAY AND WORLD SIGHT DAY

The campaign focuses on the steps consumers can take to safeguard against prolonged exposure to blue light, as well as the short-and-long-term risks to our eyes and health. It brings in relevant and timely data from UnitedHealthcare and Eyesafe's Screen Time 2020 Report, which revealed 94% of eye doctors are concerned about prolonged exposure to digital devices. World-renowned doctors from the Eyesafe® Vision Health Advisory Board contributed articles and responded to questions around blue light exposure, which can be found at bluelightawarenessday.org. In addition, social media influencer Natalie Zfat created a video to share with her half a million followers on social media. She has worked with the likes of LinkedIn, Facebook and Samsung, and is a regular contributor to Forbes magazine.

"Blue light awareness increased with COVID-19, as people shifted to remote work and distance learning", says Eyesafe CEO Justin Barrett. "Even so, we know there is more work to be done to educate the public about the potential health risks from high-energy blue light exposure. With screen time tipping 13 hours a day, it is more important than ever to take proactive safety measures in reducing our exposure to high-energy visible blue light."

Too much screen time is raising rate of childhood myopia

<https://socialemotionalpaws.com/blog-post-1/f/too-much-screen-time-is-raising-rate-of-childhood-myopia>

Too Much Screen Time Can Have Lasting Consequences for Young Children's Brains

Madigan found that on average, the children in the study were spending about 2-3 hours a day in front of a screen. (The American Academy of Pediatrics currently recommends that toddlers and young children spend no more than one hour a day watching quality educational programming.

Growing data suggests that exposing young children to too much time in front of a TV or computer can have negative effects on their development, including issues with memory, attention and language skills.

In the latest look at the topic, researchers report in JAMA Pediatrics that more screen time is linked to poorer progress on key developmental measures such as communication skills, problem solving and social interactions among young kids over time.

That strongly supports expert guidelines that recommend limiting screen time for young children, when the brain is rapidly developing new connections and learning from every cue it receives. "What too much screen time leads to is a variety of missed opportunities for learning and development," says Madigan. "When a child is watching a

screen, he or she is missing out on the opportunity for walking, talking and interacting with others.”

<https://socialemotionalpaws.com/blog-post-1/f/too-much-screen-time-can-have-lasting-consequences-for-young-chil>

W.H.O. Says Limited or No Screen Time for Children Under 5

<https://socialemotionalpaws.com/blog-post-1/f/who-says-limited-or-no-screen-time-for-children-under-5>

World Health Organization says limited or no screen time for children under 5

In a new set of guidelines, the World Health Organization said that infants under 1 year old should not be exposed to electronic screens and that children between the ages of 2 and 4 should not have more than one hour of “sedentary screen time” each day.

Limiting, and in some cases eliminating, screen time for children under the age of 5 will result in healthier adults, the organization, a United Nations health agency, announced on Wednesday.

But taking away iPads and other electronic devices is only part of the solution, the researchers said. Children under 5 should also get more exercise and sleep in order to develop better habits that will stave off obesity and diseases in adolescence and adulthood, the guidelines said.

“Achieving health for all means doing what is best for health right from the beginning of people’s lives,” Dr. Tedros

Adhanom Ghebreyesus, the director-general of the W.H.O., said in a statement. “Early childhood is a period of rapid development and a time when family lifestyle patterns can be adapted to boost health gains.”

As previous generations worried about the impact of radios and televisions, researchers today are studying the impact of “screen time,” which has become a shorthand for the amount of time spent interacting with TVs, computers, smartphones, digital tablets and video games, on brain development and overall health. But there is limited data on the short- and long-term effects.

The National Institutes of Health has funded a \$300 million project known as the A.B.C.D. Study (for Adolescent Brain Cognitive Development), which hopes to show how brain development is affected by a range of experiences, including substance use, concussions and screen time. But the study is tracking children ages 9 to 10 into young adulthood, and the data is preliminary.

[From 2018: We took a look at what scientists know, and don’t know, about the link between screens, behavior, and development.]

In 2016, the American Academy of Pediatrics issued guidelines that recommended no screen time other than video-chatting for children under 18 months. And it recommended introducing only “high-quality programming” to children 18 to 24 months of age, and advised that parents and caregivers watch the program with them. Children

between the ages of 2 to 5 years should watch only one hour per day of approved programming.

Dr. David Hill, a pediatrician who led a group that wrote the A.A.P.'s 2016 guidelines, said there are no known benefits of screen media for children under 18 months of age. But he added that technology is developing faster than the scientific study on the effect new devices are having on young brains.

Dr. Hill said the W.H.O. appears to be “applying the precautionary principle, and saying: ‘If we don’t know that it’s good, and there’s any reason to believe it’s bad, why do it?’”

<https://socialemotionalpaws.com/blog-post-1/f/world-health-organization-says-limited-or-no-screen-time-for-chil>

knowingly allow its products to 'harm children, a tobacco addiction

Facebook whistleblower Frances Haugen told Congress on Tuesday the social media giant puts their 'astronomical profits' over safety, accused execs of knowing their products harm children and said the site is a threat to democracy and causes violence.

Her claims were devastating for Facebook's public image and prompted multiple senators to attack founder Mark Zuckerberg - who Haugen alleges knew of and encouraged his site's harmful practices.

<https://socialemotionalpaws.com/blog-post-1/f/knowingly-allow-its-products-to-harm-childrena-tobacco-addicti>

LIVE: Facebook whistleblower Frances Haugen testifies to U.S. Senate

<https://socialemotionalpaws.com/blog-post-1/f/live-facebook-whistleblower-frances-haugen-testifies-to-us-sen>

U.S. Senators Blackburn (R-Tenn.) Hold Hearing With Facebook

<https://socialemotionalpaws.com/blog-post-1/f/us-senators-blackburn-r-tennhold-hearing-with-facebook>

Facebook Knows Instagram Is Toxic for Teen Girls, Company Documents Show

Its own in-depth research shows a significant teen mental-health issue that Facebook plays down in public

https://www.wsj.com/articles/facebook-knows-instagram-is-toxic-for-teen-girls-company-documents-show-11631620739?mod=hp_lead_pos7

Facebook's Effort to Attract Preteens Goes Beyond Instagram Kids,

<https://socialemotionalpaws.com/blog-post-1/f/facebook%E2%80%99s-effort-to-attract-preteens-goes-beyond-instagram-kids>

Definitions of Child Abuse & Neglect Learn how child abuse and neglect are defined in Federal law and State laws and find resources that distinguish between discipline and abuse. Discipline versus abuse Federal law definitions of

child abuse and neglect Federal legislation provides guidance to States by identifying a minimum set of acts or behaviors that define child abuse and neglect.

The Federal Child Abuse Prevention and Treatment Act (CAPTA) (42 U.S.C.A. § 5106g), as amended by the CAPTA Reauthorization Act of 2010, defines child abuse and neglect as, at minimum: "Any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation"; or "An act or failure to act which presents an imminent risk of serious harm." This definition of child abuse and neglect refers specifically to parents and other caregivers. A "child" under this definition generally means a person who is younger than age 18 or who is not an emancipated minor.

While CAPTA provides definitions for sexual abuse and the special cases of neglect related to withholding or failing to provide medically indicated treatment, it does not provide specific definitions for other types of maltreatment such as physical abuse, neglect, or emotional abuse. While Federal legislation sets minimum standards for States that accept CAPTA funding, each State provides its own definitions of maltreatment within civil and criminal. Definitions of Child Abuse & Neglect - Child Welfare Information Gateway and Child Abuse Identification & Reporting Guidelines - Child Abuse Prevention Training and Resources (CA Dept of Education) and See California Penal Code 11165.7 child: means a person under the age of 18 years.

See California Penal Code 11165 child abuse or neglect: includes physical injury or death inflicted by other than

accidental means upon a child by another person, sexual abuse as defined in Section 11165. California Penal Code 11165.7 – (a) As used in this ...

www.lawserver.com/law/state/california/codes/california_penal_code_11165-7 and ARTICLE 2.5. Child Abuse and Neglect Reporting Act [11164 - 11174.3] (Heading of Article 2.5 amended by Stats. 1987, Ch. 1444, Sec. 1.) Law section (ca.gov).

<https://socialemotionalpaws.com/blog-post-1/f/ggusd-scr-73-2019-blue-light-protection-causes-phsyical-harm>

[\(1152\) Board of Education Trustee Teri Rocco Delivers Welcome Back Message - YouTube](#)

GARDEN GROVE UNIFIED SCHOOL DISTRICT REGULAR BOARD MEETING AGENDA September 20, 2022

<https://www.ggusd.us/media/7020/09-20-22.mp3> AT 55 WHEN SPEAKING WALTER MUNETON GGUSD BOARDMEMBER STATES ABOUT ESPORTS THAT THEY CAN MAKE MONEY FURTHER HE WAS ENCOURAGE MORE ESPORTS IN SCHOOLS.

Walter Muneton is a graduate of Clinton Elementary, Doig Intermediate and Santiago High School. He brings energy, passion, and a social-emotional perspective to the Garden Grove Unified School District School Board of Education. Mr. Muneton earned his Bachelor of Arts in Human Services from California State University, Dominguez Hills and his Master of Social Work from California State University, Long Beach. In an effort to expand his expertise in K-12 education, he earned his Pupil Personnel Services (School Social Work) and Child Welfare & Attendance Credential from San Jose State University.

Mr. Muneton' professional experience has revolved around serving his community as a Licensed Clinical Social Worker in the public sector for children and families. He also served one term as a Neighborhood Improvement Commissioner for the City of Garden Grove. Most

importantly, Mr. Muneton is a proud husband and father of two children. Elected in 2016, Walter's present term expires November 2024.

La Quinta Nets CIF Championship in esports Tuesday, June 1, 2021



[La Quinta Nets CIF Championship in esports | Garden Grove Unified School District \(ggusd.us\)](https://www.ggusd.us)
[Garden Grove, CA Esports Recruiting Guide \(ncsasports.org\)](https://ncsasports.org)

First Orange County eSports League has gamers competing from 25 high schools

Members of the La Habra High eSports team, including Justin Bajjali, center, play their first match against Magnolia High at La Habra High School in La Habra on Friday, Feb 2, 2018. The Samueli Foundation is partnering with the OC Department of Education to start the new Orange County High School eSports League, where 37 teams from 25 high schools will compete over eight weeks, then enter playoffs where a champion will be crowned in April or May. (Photo by Kevin SullivanOrange County Register/SCNG)



[First Orange County eSports League has gamers competing from 25 high schools – Orange County Register \(ocregister.com\)](http://ocregister.com)

A SOCIAL SETTING FOR GAMERS

Along with providing more focused career education, the league aims to boost student interaction on campuses.

While most gaming takes place in isolation at home, educators hope the league's structure will get students socializing with classmates.

During practices and games, the players will sit next to their teammates in computer labs on campus, rather than communicating on headsets. It's in these computer labs students are recognizing the importance of teamwork, collaboration and communication.

"It's an interesting experience," said Eduardo Martinez Flores, a senior at La Habra High. "We're used to mostly talking online, so this is different. There's a lot more noise."

Because the league requires students have at least a 2.0 grade point average and satisfactory marks in citizenship, officials say the league will get this group of students more engaged in school.

"The beauty of the whole eSports realm is creating a platform for kids to learn without thinking that they're in a learning situation," Solomon said. "And that's important because so many kids get turned off to school."

Now that the league has been introduced and embraced, the next step is expansion.

Tiffany Bui, Mission Viejo High biology teacher and team manager, has plans of putting games up on a projector screen in hopes of getting spectators. La Habra's Kelso said he has students creating banners and social media platforms to promote the team.

Bui also hopes more girls get involved in the program.

A gamer herself, Bui is just excited that this program is now open to students.

"It gives them a place to be," she said. "Video games, game apps, computer games, it's all part of a huge industry that's going to be

huge forever. It's always going to appeal to young people, and kids would love to have a place to belong like this."

Participating high schools

Brea Olinda

Capistrano Valley (2 Teams)

Corona del Mar

Cypress (2)

Edison (2)

El Dorado

El Toro (2)

Esperanza

Fountain Valley (2)

La Habra

La Quinta (2)

Laguna Hills

Los Alamitos

Magnolia

Mater Dei (2)

Mission Viejo

Samueli Academy (2)

San Clemente

Sunny Hills (2)

Troy

Valencia (2)

Western (2)

Westminster (2)

Woodbridge

Yorba Linda (2)

City Partners with Black Dog Gaming to Host Esports Fast Pitch Event February 28

February 5, 2020

Taking its first big footstep into the billion-dollar gaming industry, the City of Garden Grove will cosponsor an [**Esports Fast Pitch, Conference and Tournament!**](#) event with Black Dog Gaming on Friday, February 28, from 10:00 a.m. to 5:00 p.m., in the Garden Grove Community Meeting Center, located at 11300 Stanford Avenue.

Esports Fast Pitch, Conference and Tournament! is an opportunity to connect and network with leading e-gaming executives, investors, influencers, celebrities and other fellow gamers, as well as pitch e-sport or video game concepts.

A panel of industry leaders will discuss current and future trends and investment opportunities in the market. Speakers include Founder and CEO of Black Dog Venture Partners/Black Dog Gaming Scott Kelly; founding member of the rap group N.W.A and Black Dog Gaming partner Arabian Prince; General Manager and CEO of WorldGaming and Collegiate StarLeague Wim Stocks; and angel investor Jeff Wang.

Other e-gaming presenters and vendor companies include Advrtas, Dun Rite Games, Megafans and Infamy Fantasy Esports.

General tickets are \$69 per person and include event admission, and participation in demos and panel discussions.

VIP tickets are \$299 per person and include event admission, catered lunch, and an invitation to a VIP after-party with investors and panelists.

To register, visit <http://bit.ly/esports-fast-pitch-tickets>.

In keeping with the City's Reimagine Garden Grove efforts, the [Office of Economic Development](#) is focused on partnering with tech-leaders and businesses to promote e-gaming in the community that will build regional and international interest and investment.

https://ggcity.org/news/esports-fast-pitch-february-28?fbclid=IwAR3rfccXGqYmudxSf2zdLMo0lhuv86MCdcktcXcdncoejoyOM_fWeUnWCA4

BEING ELECTED TO GOVERNMENT DOESN'T GIVE YOU ANY EXTRA REASON TO IGNORE ADVOCATES WHO DO THERE DILIGENCE TO RESEARCH AND PRESENT THE FACTS.UNDER THE PUBLIC COMMENT PERIOD IS INTENDED TO OFFER INPUT FROM THE COMMUNITY, SINCE THOSE SIT AT THOSE ELECTED CHAIR CANT BE EVER WHERE SO WHEN A GROUP OR INDIVIDUAL WILLING TO ATTEND A MEETING BY TAKING THEIR TIME COME BEFORE PUBLIC COMMENT IS THEIR OPPORTUNITY TO EXPRESS THEIR BODY OF GOVERNMENT NOT TO PICK OR CHOOSE WHO ALLOWED OVER THREE MINUTES

A CITY THAT PROCLAIMS MENTAL WELLNESS AND CHILD ABUSE BY VOTING AND SIGNING ANY DOCUMENT IS FORM OF IS LEGAL IT SET A TONE FOR ALL TO ADHERE. ONE CITY THAT I LIVE IN HAS DECIDED TO OVERRULE THE CITIES PROCLAMATION FOR THE ALMIGHTY DOLLAR TO THE HIGHEST BIDDER.

THE WORLD HEALTH OFFICIAL AS WELL MANY OTHER EXPERTS HAVE SOUNDED THE ALARMS SEVERITY GAME ADDICTIONS SO MY QUESTION WHY WOULD A BODY OF GOVERNMENT WANT TO BRING ILL TO THEIR

COMMUNITY SUCH AS VIOLENCE,IMPACT EDUCATION,ANIMAL ABUSE IS THIS A GOVERNMENT WHO WANTS TO IGNORE AND PRETEND ITS NOT PROBLEM WHILE THEY SUPPORT BAD DECISIONS.

BELOW IS THE MORE OF A REPORTED LA TIMES NEWS STORY DEMONSTRATING THE WELLNESS HEALTH RISK!!

<https://socialemotionalpaws.com/blog-post-1/f/city-promotes-esports-gaming-yet-world-health-organization>

**CITY OF GARDEN GROVE
CALIFORNIA**

**Mental Health Awareness Month
May 2019**

WHEREAS, Mental health is essential to everyone’s overall health and well-being, and

WHEREAS, All Americans experience times of difficulty and stress in their lives, and

WHEREAS, Prevention is an effective way to reduce the burden of mental health conditions, and

WHEREAS, There is strong research that diet, exercise, sleep and stress management can help all Americans protect their health and well-being, and

WHEREAS, Mental health conditions are real and prevalent in our nation

and with effective treatment, those individuals with mental health conditions can recover and lead full, productive lives, and

WHEREAS, Each business, school, government agency, healthcare provider,

organization and citizen shares the burden of mental health problems and has a responsibility to promote mental wellness and support prevention efforts.

NOW, THEREFORE, BE IT PROCLAIMED, that the month of May 2019 is “Mental Health Awareness Month” in the City of Garden Grove, and in

doing so we recognize the need to raise awareness and to promote services

for integrated mental health and wellness solutions for children, youth and families.

May 14, 2019

https://ggcity.org/records_request/requests/4673/correspondences/19344/download/4673-proc.pdf

'Little League of eSports' is set to launch in Newport Beach 1 / 6 Sara Morrison, 9, left, and Caden Bennett, 10, play a round of Super Smash Bros. Ultimate during Orange County's first eSports league match at the Boys & Girls Clubs of Central Orange Coast in Newport Beach on Wednesday.

Email: hillary.davis@latimes.com

Occupation: Staff Writer

['Little League of eSports' is set to launch in Newport Beach](#)



www.latimes.com/socal/daily-pilot/news/tn-dpt-me-youth-esports-20190405-sto



LQ Esports Club 2020

138 views

Oct 16, 2020

[\(1153\) 28 09 22 That's another job ticked off the list! And a CLAAS invitation? - YouTube](#)

**Surgeon general discusses mental health
with Southern California high school
students**



[Surgeon general discusses mental health with Southern California high school students - Los Angeles Times \(latimes.com\)](https://www.latimes.com/health/health-policy/story/2019-05-28/surgeon-general-discusses-mental-health-with-southern-california-high-school-students-los-angeles-times)

All four comprehensive high schools compete in second annual PYLUSD Esports Tournament

TOPICS:El Dorado High SchoolEsperanza High SchoolEsportsPlacentia-Yorba Linda Unified School DistrictUCIUniversity Of California IrvineValencia High SchoolYorba Linda High School

MAY 31, 2019

Students from El Dorado, Esperanza, Valencia, and Yorba Linda high schools checked in at the University of California, Irvine (UCI) Esports Arena on Tuesday, May 28 to participate in the

second annual Placentia-Yorba Linda Unified School District (PYLUSD) Esports Tournament.

Back in January 2018, all four PYLUSD comprehensive high schools joined the Orange County High School Esports League (OCHSEL), a program dedicated to connecting students' interest in esports to sportsmanship, entrepreneurship, and STEM interests. For the 2018-19 school year, OCHSEL became a part of the North America Scholastic Esports Federation, known as NASEF.

In NASEF, teams throughout the nation compete against each other weekly in the game League of Legends, a team-oriented strategy game set in mystical forests where competitors select avatars with unique fighting skills. Official NASEF matches concluded in April, but will start again next school year.

By following a round-robin tournament format, each school had the opportunity to compete for PYLUSD League of Legends supremacy. The afternoon was filled with competitive esports face offs, and although a winner was not crowned due to time restrictions, students and coaches alike still had a fun time showcasing their gaming and collaboration skills.

The PYLUSD Esports Tournament was made possible by the District's K-12 Innovation and Technology team under the direction of Director, Cary Johnson. A special thanks also goes out to the UCI Esports Arena for hosting.

NASEF is made possible by corporate sponsors Blizzard Entertainment, Bloody Gaming, HyperX, Recycle My Machine, Riot Games, Tespa, and UCI Cybersecurity Policy & Research Institute, as well as the Samueli Foundation, **Orange County Department of Education, UCI Esports, OC STEM Initiative, Connected Learning Lab, Emerald Foundation, Connected Camps,**

UCI Samueli School of Engineering, and UCI Donald Bren School of Information & Computer Sciences.



<http://goodnews.pylusd.org/?p=16424>

Inside California Education: The Gamer Generation – The Rise of E-Sports

704 views

Mar 15, 2022

Meet an award-winning E-Sports team in Fullerton, and discover why this new sport is taking off in schools.

ABOUT INSIDE CALIFORNIA EDUCATION

Inside California Education is a television series produced by PBS KVIE that shares compelling stories about California's public education system. The series focuses on the challenges,

opportunities, and successes of public schools. Stories range from early education to K-12 to community colleges and include topics such as special education, school funding, arts, STEM, educator training, student health, and much more. It also profiles teachers, school staff, education leaders, and others who are making a difference in the lives of California's six million public school students.

Check out more Inside California Education videos

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<https://www.youtube.com/watch?v=CD0dcID0VIM&t=3s>

[Esports - YMCA of Orange County](https://ymcaoc.org/esports)

<https://ymcaoc.org/esports>

The YMCA Esports program is your answer! The YMCA Esports program offers curriculum-based learning while also being engaging and fun for kids who are ...

<https://ymcaoc.org/esports/>

Ready player one: Orange County High School Esports League to debut this week

January 30, 2018

Thirty-seven teams from [25 local high schools](#) have signed on to be a part of the new [Orange County High School Esports League](#), which begins its inaugural season on Wednesday, Jan. 31.

Students will compete in weekly matchups for eight weeks, leading up to the finals in April. Matches will be streamed live on Twitch.tv, and the championships will be played at the Santa Ana Esports Arena. Ongoing tournament results will be posted at <http://www.ochighschoolsports.org/tournaments>.

As [we first shared in November](#), the new league was created to link students' interest in online video games with science, technology, engineering and math, or STEM. Yet organizers also see opportunities to integrate English language arts and social emotional learning.



“The idea for the Esports League came from key STEM educators who said, ‘If kids are spending this much time on games outside of school, what could be accomplished if we connect academic content with their gameplay?’” says **Orange County Superintendent Dr. Al Mijares**. **“It’s an incredible opportunity to build on existing interest while introducing them to 21st-century skills and careers.”**

Action, strategy and education

The inaugural season will be based on [Riot Games' League of Legends](#), which combines action and strategy. Competing players will be selected for each club, but all members will provide support, including maintaining statistical records, analyzing gameplay and coming up with strategies for improvement.

Each of the 37 clubs will be advised by a teacher serving as an on-campus manager, and educational concepts will be weaved into weekly team meetings and practices. These include lessons on health and nutrition, the biomechanics of gaming, online societies, computer hardware, game data, managing people and resources, and professional communication. Weekend workshops, which will be open to all students, will offer deeper dives into specific STEM and social emotional themes.

‘An academic framework’

The Orange County High School Esports is being led by the Samueli Foundation in partnership with the Orange County Department of Education, OC STEM, Connected Camps, the UCI Connected Learning Lab, UCI's Donald Bren School of Information and Computer Sciences, UCI Esports, the Henry Samueli School of Engineering at UCI, and the firm Alvarez & Marsal.

Constance Steinkuehler, professor of informatics at UC Irvine, has been tapped to lead curriculum development and related research.

“The league has been carefully constructed with an academic framework incorporating STEM, ELA (English language arts) and social emotional learning, as well as Career Technical Education,” Steinkuehler says. “It’s relevant, forward leaning, and tied to future careers both inside and outside the tech industry.”

The future workforce

Organizers point to a decade of research on the benefits of using games and technology for learning. However, they also note that

esports is based on commercial games that weren't designed specifically for learning.

Through the Orange County league's inaugural season, Steinkuehler and her team from UCI plan to evaluate existing and potential alignments between organized esports and school subjects, as well as social emotional learning. A full high school curriculum centered on esports is also under development.

"Online platforms like esports are the new social gathering places for kids," says Gerald Solomon, the Samueli Foundation's executive director. "We believe the platform can be leveraged for an even greater benefit, to help them grow their STEM interests and develop valued skills that will be needed for success in the future workforce."

<https://newsroom.ocde.us/ready-player-one-orange-county-high-school-esports-league-to-debut-up-this-week/>.

China Tightens Limits for Young Online Gamers and Bans School Night Play

**Chinese children and teenagers can play online games for one hour a day on weekend and holiday evenings
China's strict limits on how long minors can play online video games just got stricter. Chinese children and teenagers are barred from online gaming on school days, and limited to one hour a day on weekend and holiday evenings, under government rules issued Monday.**

The rules, released by the National Press and Publication Administration, tightened restrictions from 2019 aimed at what the government said was a growing scourge of online game addiction among schoolchildren. Under the old rules, players under the age of 18 were limited to no more than 90 minutes of gaming on weekdays and three hours a day on weekend.

Parents had complained that was too generous and had been laxly enforced, the administration said. The new rule sets the permitted gameplay hour to 8 to 9 p.m. on Fridays, Saturdays and Sundays. The government said it would step up inspections to ensure that gaming companies were enforcing the restrictions.

The new rules also reflect the government's intensifying push for companies to jettison what the Chinese Communist Party says are unhealthy influences, especially among teenagers and children.

"Some teenage kids just won't listen to their parents' discipline, and this policy can control them," said Lily Feng, a company worker in Shenzhen in southern China. She said her 10-year-old daughter was less interested in online games than in Douyin, the Chinese equivalent of TikTok, but added that the new limits set a good example.

<https://www.nytimes.com/2021/08/30/business/media/china-online-games.html#commentsContainer>

<https://www.nytimes.com/2021/08/30/business/media/china-online-games.html>

**Governor Newsom Signs First-in-Nation Bill Protecting Children's Online Data and Privacy
Published: Sep 15, 2022**

AB 2273 requires online platforms to consider the best interest of child users and to protect their mental health and wellbeing

SACRAMENTO – Governor Gavin Newsom today announced that he has signed bipartisan landmark legislation aimed at protecting the wellbeing, data, and privacy of children using online platforms. AB 2273 by Assemblymember Buffy Wicks (D-Oakland) and Assemblymember Jordan Cunningham (R-San Luis Obispo), establishes the California Age-Appropriate Design Code Act, which requires online platforms to consider the best interest of child users and to default to privacy and safety settings that protect children’s mental and physical health and wellbeing.

“We’re taking aggressive action in California to protect the health and wellbeing of our kids,” said Governor Newsom. “As a father of four, I’m familiar with the real issues our children are experiencing online, and I’m thankful to Assemblymembers Wicks and Cunningham and the tech industry for pushing these protections and putting the wellbeing of our kids first.”

AB 2273 Sept 2022

<https://www.gov.ca.gov/2022/09/15/governor-newsom-signs-first-in-nation-bill-protecting-childrens-online-data-and-privacy/>

AB-2273 The California Age-Appropriate Design Code Act.(2021-2022)

1798.99.31. (a) A business that provides an online service, product, or feature likely to be accessed by children shall take all of the following actions:

(1) (A) Before any new online services, products, or features are offered to the public, complete a Data Protection Impact Assessment for any online service, product, or feature likely

to be accessed by children and maintain documentation of this assessment as long as the online service, product, or feature is likely to be accessed by children. A business shall biennially review all Data Protection Impact Assessments.

(B) The Data Protection Impact Assessment required by this paragraph shall identify the purpose of the online service, product, or feature, how it uses children's personal information, and the risks of material detriment to children that arise from the data management practices of the business. The Data Protection Impact Assessment shall address, to the extent applicable, all of the following:

(i) Whether the design of the online product, service, or feature could harm children, including by exposing children to harmful, or potentially harmful, content on the online product, service, or feature.

(ii) Whether the design of the online product, service, or feature could lead to children experiencing or being targeted by harmful, or potentially harmful, contacts on the online product, service, or feature.

(iii) Whether the design of the online product, service, or feature could permit children to witness, participate in, or be subject to harmful, or potentially harmful, conduct on the online product, service, or feature.

(iv) Whether the design of the online product, service, or feature could allow children to be party to or exploited by a harmful, or potentially harmful, contact on the online product, service, or feature.

(v) Whether algorithms used by the online product, service, or feature could harm children.

(vi) Whether targeted advertising systems used by the online product, service, or feature could harm children.

(vii) Whether and how the online product, service, or feature uses system design features to increase, sustain, or extend use of the online product, service, or feature by children, including the automatic playing of media, rewards for time spent, and notifications.

(viii) Whether, how, and for what purpose the online product, service, or feature collects or processes sensitive personal information of children.

(2) Document any risk of material detriment to children that arises from the data management practices of the business identified in the Data Protection Impact Assessment required by paragraph (1) and create a timed plan to mitigate or eliminate the risk before the online service, product, or feature is accessed by children.

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=2021000120220AB2273

AB-118 Department of Social Services: C.R.I.S.E.S. Grant Pilot Program.(2021-2022)

[Approved by Governor October 08, 2021. Filed with Secretary of State October 08, 2021.]

LEGISLATIVE COUNSEL'S DIGEST

**AB 118, Kamlager. Department of Social Services:
C.R.I.S.E.S. Grant Pilot Program.**

Existing law establishes the State Department of Social Services in the Health and Welfare Agency and sets forth its powers and duties relating to the administration of various programs relating to public social services.

This bill would enact the Community Response Initiative to Strengthen Emergency Systems Act, or the C.R.I.S.E.S. Act, for purposes of creating, implementing, and evaluating the C.R.I.S.E.S. Grant Pilot Program, which the act would establish. The bill would require the department to administer the program if appropriate funding is made available to the department. The bill would require the department to award grants to qualified grantees, which include city, county, and tribal departments of social services, disability services, health services, public health, or behavioral health, based on grant eligibility criteria developed in partnership with a stakeholder workgroup.

This bill would require each grantee to receive a minimum award of \$250,000 per year under the program. The bill would require a grantee to award at least 90% of grant funds received to one or more qualifying community-based organizations, as defined. The bill would require funds awarded under the program to be utilized to create and strengthen community-based alternatives to law enforcement to lessen the reliance on law enforcement agencies as first responders to crisis situations unrelated to a fire department or emergency medical service response.

This bill would require a grantee to report at least annually to the department on the use of funding awarded under the program. The bill would require the department to convene a stakeholder workgroup consisting of specified individuals to make recommendations to the department regarding the implementation of the program, as specified.

This bill would establish the Community Response Initiative to Strengthen Emergency Systems Program Fund within the State Treasury, and would provide that, upon appropriation by the Legislature, the moneys may be expended by the department for purposes of the program. The bill would prohibit the department from expending more than 5% of appropriated funds on administrative costs, as specified. The bill would require the department to award all grants by January 1, 2023.

This bill would authorize the department to implement, interpret, or make specific the provisions of the program without taking regulatory action, as specified. The bill would grant immunity to the state from liability resulting from the activities of a grantee or community-based organization under the program.

This bill would repeal these provisions on June 30, 2026.

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB118

<https://socialemotionalpaws.com/blog-post-1/f/cal-ab-118-2021-department-of-social-services-crisesgrant>

SCREENAGERS, as with her award-winning documentaries on mental

SCREENAGERS PODCAST

Join Delaney Ruston, MD, a leading authority on parenting in the digital age and the filmmaker of the award-winning Screenagers movies, as she explores strategies for raising screen-wise and tech-balanced youth. Through interviews with researchers, thought leaders, and young people themselves, the Screenagers Podcast delivers the latest in science along with practical tips. Most episodes are geared for parents, kids and teens to listen to and thus spark common ground for inspired conversations.

One Girl's Experience With Online Gaming And Strangers

In today's episode, Dr. Ruston talks with an 11-year-old girl, Mira, regarding what she likes about the popular gaming platform Roblox and the video game Minecraft. Mira also shares experiences she's had with strangers while gaming. Mira discusses specific encounters and how she has handled such situations. Mira's mom joins for part of the episode. If you have kids who do online gaming, listening to this episode with them can help spark important conversations.



<https://www.screenagersmovie.com/screenagers-podcast>

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Join over 10,000 hosts worldwide by hosting your own screening of our movies! Whether a large theatre-style screening event or a smaller community watch-along, our team make it easy for you to put on your event

<https://www.screenagersmovie.com/host-a-screening>

<https://www.screenagersmovie.com/about-screenagers>



<https://www.screenagersmovie.com/resources>

SCREENAGERS NEXT CHAPTER - CONTINUING EDUCATION PROGRAM

**CONTINUING EDUCATION PROGRAM
EARN CE CREDITS FROM AN APA AND NBCC
APPROVED PROVIDER**

Psychologists, Counselors and other Mental Health Professionals can earn CE Credits in our Continuing Education Program.

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Select your movie below to get started.

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Following more than 10,000 screening events and 5 million people watching our movies, we have seen a large number of Psychologists, Counselors and other Mental Healthcare Professionals advocating our movies and resources amongst their professional and patient communities.

We are proud to play a small part in supporting the important work in these fields and are pleased to have been appointed as an Approved Provider of Continuing Education Programs by both the APA - American Psychological Association and the NBCC - National Board for Certified Counselors.

For relevant professionals wishing to earn additional CE credits, we now offer a video on-demand viewing of our movie, Screenagers NEXT CHAPTER, where upon completion you will be able to claim 1 CE credit from the appropriate awarding body.

To learn more about our Continuing Education Program and Screenagers NEXT CHAPTER follow the link below or click here

<https://www.screenagersmovie.com/continuing-education>

<https://socialemotionalpaws.com/blog-post-1/f/screenagers-next-chapter---continuing-education-program>

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CINEMATOGRAPHY DIRECTOR DELANEY RUSTON EDITED BY DELANEY RUSTON AND DAVID FRANKLIN
ONLINE POST PRODUCTION JIM GOLINGO CONSULTING EDITOR LISA TABB MUSIC BY PAUL BRILL SOUND DESIGN DAN OLMSTEAD
DISTRIBUTION MANAGEMENT STARHOUSE MEDIA AND LISA TABB COMMUNITY ENGAGEMENT LISA TABB AND DELANEY RUSTON
OUTREACH TEAM MONICA BERGMAN KATHERINE CSIZMADIA ANN SIMMONS

Preferring print in our digital age.!



As the pandemic drove a sudden, massive and necessary shift to online education last year, students were forced to access much of their school reading assignments digitally. Turning so heavily to screens for school reading was a temporary fix — and should remain that way.

A wealth of research comparing print and digital reading points to the same conclusion — print matters. For most students, print is the most effective way to learn and to retain that knowledge long-term.

When measuring reading comprehension, researchers typically ask people to read passages and then answer

questions or write short essays. Regardless of the age of the students, [reliably similar patterns](#) occur.

When the text is longer than about 500 words, readers generally perform better on comprehension tests with print passages. The superiority of print especially shines through when experimenters go beyond questions having superficial answers to those whose responses require [inferences](#), [details about the text](#), or remembering [when and where in a story](#) an event took place.

Part of the explanation for discrepancies between print and digital test scores involves the physical properties of paper. We often use the place in the book (at the beginning, halfway through) or location on a page as a memory marker. But equally important is a reader's mental perspective. People tend to put more effort into reading print than reading digitally.

We can learn a lot about the importance of print by asking students themselves. Overwhelmingly, college students report they concentrate, learn or remember best with paper, according to [my research](#) and [studies conducted](#) by colleagues.

For instance, students say that when reading hard copy, “everything sinks in more” and can be pictured “more vividly.” When reading digitally, they admit they get distracted by things like online social media or YouTube.

However, not all students relish reading in print. Several of the more than 400 I surveyed commented that digital

texts seemed shorter than the print versions (when they're actually the same length) or declared that digital is more entertaining and print can be boring. They said things like digital screens "keep me awake" or "print can tire you out really fast" no matter how interesting the book.

Such attitudes support [research](#) that finds when students are allowed to choose how much time to spend reading a passage, many speed more quickly through the digital version — and do worse on the comprehension test.

Reading digitally only started becoming a norm about a decade ago, thanks to advancements in technology and consumer products such as e-readers and tablet computers. Meanwhile, another seismic shift was beginning to happen in education. Academic courses, and then whole degree programs, became available online at universities before such technology-driven offerings percolated down through the lower grades.

As academic e-books made their way onto the market, students and faculty alike saw these more affordable digital versions as a way to combat the high [cost of print textbooks](#). Open educational resources — teaching and learning materials available free (almost always online) — also became another popular option.

In 2012, the U.S. Department of Education and the Federal Communications Commission unveiled a plan for all K-12 schools to [transition from print to digital textbooks by 2017](#). The rationale? Improve education, but also cost savings. The big three textbook publishers (Pearson, McGraw-Hill Education, and Houghton Mifflin Harcourt)

were quick to [develop digital initiatives](#) for K-12 materials. The pace accelerated in higher education as well, most recently with [inclusive-access models](#), where publishers provide reduced-price digital texts to all course enrollees.

Regrettably, both the textbook industry and school decision-makers rushed to embrace digital reading platforms without assessing potential educational implications. Yet below the radar, teachers and students have often recognized the educational mismatch.

A recent survey by the research group [Bay View Analytics](#) found that 43% of college faculty believe students learn better with print materials — the same message students have been sending, when we bother to ask. Yes, cost issues need to be addressed, and yes, digital has a vital place in contemporary education. But so does print.

There's a pressing need to rethink the balance between print and digital learning tools. When choosing educational materials, educators — and parents — have to consider many factors, including subject matter, cost and convenience. However, it's also important to remember that research findings usually tip the scales toward print as a more effective learning tool.

What can parents and educators do? For starters, explore students' perceptions about which reading medium helps them concentrate and learn more easily. Conduct a short survey and discuss the results with students in class or at home. Make sure everyone who has a stake in students'

education — teachers, librarians, administrators and parents — thinks about the consequences of their choices.

The pandemic drove society to educational triage, not just by pivoting to digital materials but also by reducing curricular rigor. As schools continue to reopen and rethink their educational goals, research about learning should be used to help find the right balance between screens and print in the digital age.

Naomi S. Baron is professor emerita of linguistics at American University and author of “How We Read Now: Strategic Choices for Print, Screen, and Audio.”

https://enewspaper.latimes.com/infinity/article_share.aspx?guid=5c5e76bf-18a5-4022-98c8-2e66f5ee4142

<https://socialemotionalpaws.com/blog-post-1/f/preferring-print-in-our-digital-age>

Resend CA ACR 265 9-18-California Computer Science Ed Flawed K-12

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180ACR265

**Assembly Concurrent Resolution No. 265
CHAPTER 191**

Relative to California Computer Science Education Month.

[Filed with Secretary of State September 05, 2018.]

LEGISLATIVE COUNSEL'S DIGEST

ACR 265, Berman. California Computer Science Education Month.

This measure would designate the month of September 2018 as California Computer Science Education Month. The measure would encourage schools, teachers, researchers, universities, business leaders, and policymakers to identify mechanisms for teachers to receive cutting-edge professional development to provide sustainable learning experiences in computer science education, and would encourage the exposure of pupils to computer science concepts. The measure would also encourage opportunities to be provided for females and underrepresented minorities in computer science.

<https://socialemotionalpaws.com/blog-post-1/f/resend-ca-acr-265-9-18-california-computer-science-ed-flawed-k-12>

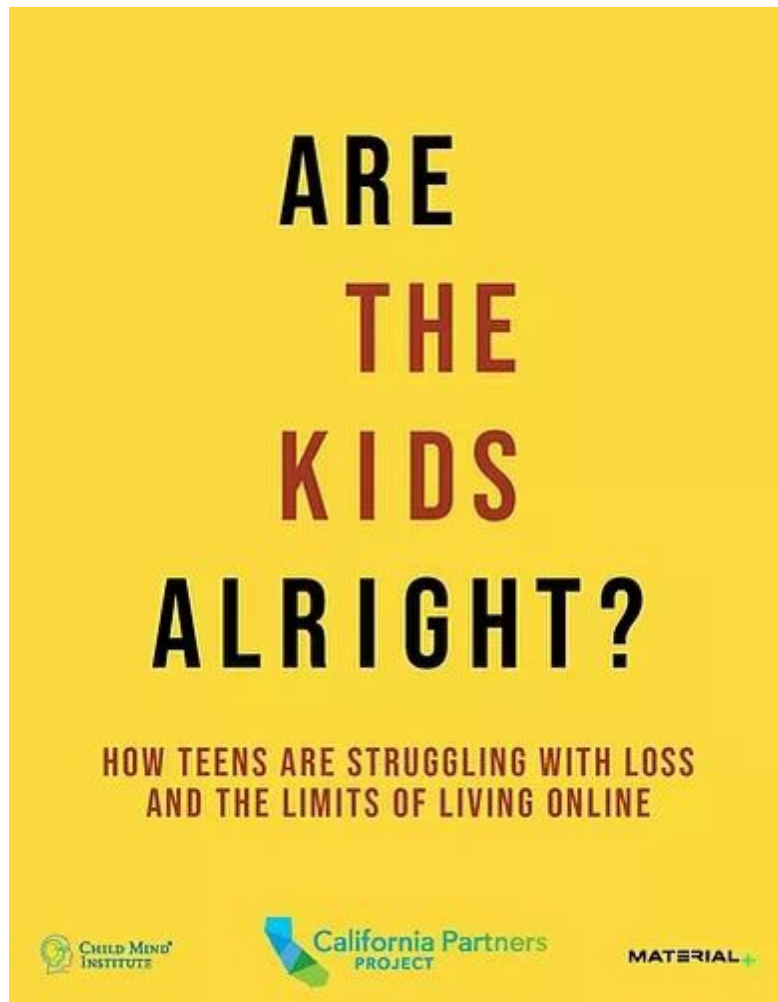
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180ACR265

Is Blue Light Actually Harmful?



<https://socialemotionalpaws.com/blog-post-1/f/is-blue-light-actually-harmful>

In Depth Research Finds California Teens Struggling with Social



In Depth Research Finds California Teens Struggling with Social Isolation and Screen Saturation

COVID-19 has transformed life in California and plunged our nation into a “new normal”. Surveys show that adolescents in particular are struggling with the mental health effects of the isolation and stress of a pandemic.

The California Partners Project partnered with the Child Mind Institute to take a deep look at how life is being experienced by teens coping with loss, social isolation, and

screen saturation. Adolescents report they processing something akin to grief. They describe headaches, poor sleep, minimal physical activity, and exhaustion. They report feeling the consequences of being “addicted” to their phones and social media — but believe these problems are too mild to matter or warrant a change in behavior or conversation with their parents.

Our study aims to help caregivers and adolescents understand what is happening beneath the surface so they can support and navigate the healthiest possible response and adaptations to the loss and changes of the COVID-19 era.

<https://socialemotionalpaws.com/blog-post-1/f/in-depth-research-finds-california-teens-struggling-with-social>

Patton Elementary School Wins \$25,000 for New Technology



OPINION

"Teri Rocco, board of education vice president. "We know that when you put technology in the hands of our students, it takes learning to a higher level and inspires deeper understanding than a text book can provide"

Based on medical reports limiting screen time to one hour has a positive results for mental health please review my websites for further information. That I whole heartily disagree with statement Teri Rocco, board of education vice president. "We know that when you put technology in the hands of our students, it takes learning to a higher level and inspires deeper understanding than a text book can

provide.” It is not sound advise to current medical recommendations.

California State Treasurer Fiona Ma visited Patton Elementary School last week to present the school with a \$25,000 check for new technology. After the check presentation, Treasurer Ma joined with the school’s staff and approximately 950 students to duck tape Patton Principal Jennifer Carter and Assistant Principal Julie Kawai to the wall.

Patton Elementary School was one of only three schools across California to receive an oversized check for \$25,000 as part of the Treasurer’s 2019 Scholar Dollar Program. The school-wide duck-taping event was promised to students for winning the competition. Scholar Dollar Program winners are selected based off the number of online votes they receive. Patton received an impressive 14,512 votes, more than any California school that participated in the competition.

“The district is grateful to the State Treasurer’s Office for providing this creative funding avenue that is enriching classroom experiences across California,” said Teri Rocco, board of education vice president. “We know that when you put technology

in the hands of our students, it takes learning to a higher level and inspires deeper understanding than a text book can provide.”

“President John F. Kennedy said technology ‘has no conscience of its own. Whether it will become a force for good or ill depends on man.’ Yet swayed by digital-age myths, we are providing our children with remarkably little guidance on their use of technology.”

. It was Albert Einstein who famously said that once you stop learning, you start dying.

“I feel tremendous guilt,” admitted Chamath Palihapitiya, former Vice President of User Growth at Facebook, to an audience of Stanford students. He was responding to a question about his involvement in exploiting consumer behavior. “The short-term, dopamine-driven feedback loops that we have created are destroying how society works,” he explained. In [Palihapitiya’s talk](#), he highlighted something most of us know but few really appreciate: smartphones and the social media platforms they support are turning us into *bona fide* addicts. While it’s easy to dismiss this claim as hyperbole, platforms like Facebook, Snapchat, and Instagram leverage the very same neural circuitry used by slot machines and cocaine to keep us using their

products as much as possible. Taking a closer look at the underlying science may give you pause the next time you feel your pocket buzz.

Never Alone

If you've ever misplaced your phone, you may have experienced a mild state of panic until it's been found. [About 73% of people](#) claim to experience this unique flavor of anxiety, which makes sense when you consider that adults in the US spend an average of [2-4 hours per day](#) tapping, typing, and swiping on their devices—that adds up to over 2,600 daily touches. Most of us have become so intimately entwined with our digital lives that we sometimes feel our phones vibrating in our pockets when *they aren't even there.*

While there is nothing inherently addictive about smartphones themselves, the true drivers of our attachments to these devices are the hyper-social environments they provide. Thanks to the likes of Facebook, Snapchat, Instagram, and others, smartphones allow us to carry immense social environments in our pockets through every waking moment of our lives. Though humans have evolved to be social—a key feature to our success as a species—the social structures in which we thrive tend to contain [about 150 individuals](#). This number is orders of magnitude smaller than the [2 billion potential](#)

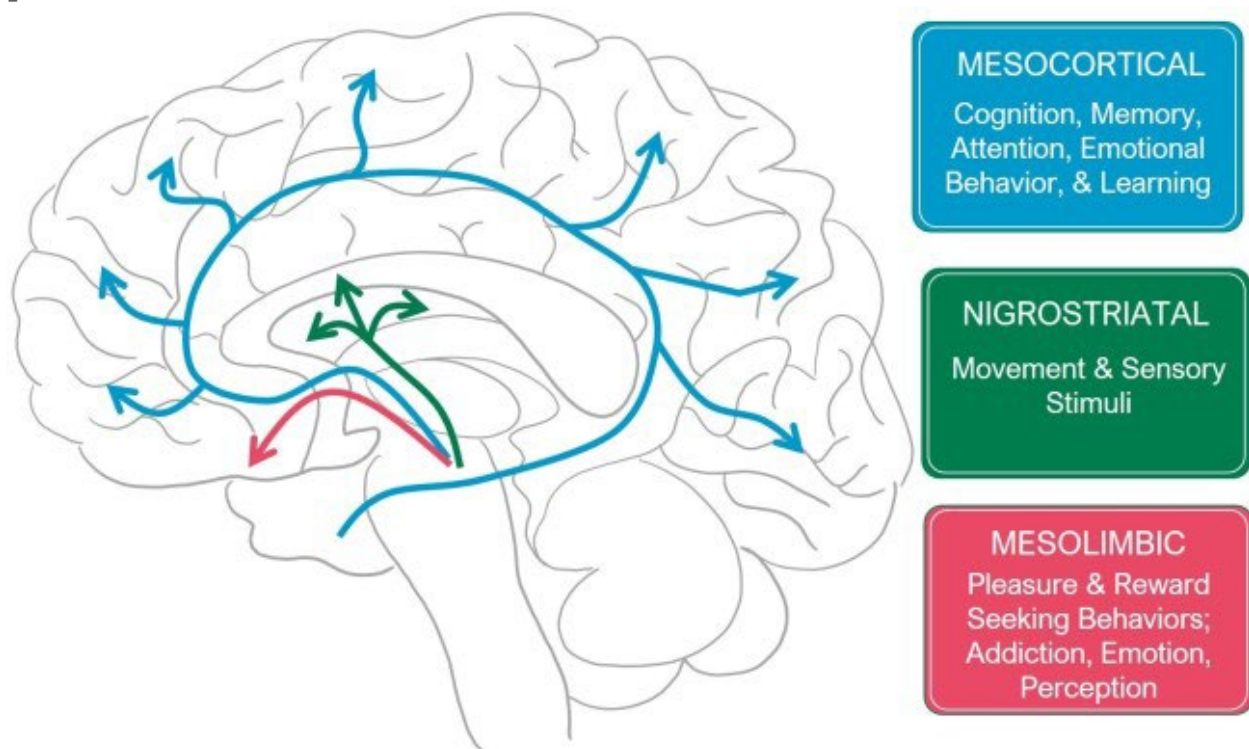
connections we carry around in our pockets today. There is no doubt that smartphones provide immense benefit to society, but their cost is becoming more and more apparent. Studies are beginning to show links between smartphone usage and increased levels of anxiety and depression, poor sleep quality, and increased risk of car injury or death. Many of us wish we spent less time on our phones but find it incredibly difficult to disconnect. Why are our smartphones so hard to ignore?

The Levers in Our Brains – Dopamine and social reward

Dopamine is a chemical produced by our brains that plays a starring role in motivating behavior. It gets released when we take a bite of delicious food, when we have sex, after we exercise, and, importantly, when we have successful social interactions. In an evolutionary context, it rewards us for beneficial behaviors and motivates us to repeat them.

The human brain contains four major dopamine “pathways,” or connections between different parts of the brain that act as highways for chemical messages called neurotransmitters. Each pathway has its own associated cognitive and motor (movement) processes. Three of these pathways—the mesocortical, mesolimbic, and nigrostriatal pathways—are considered our “reward pathways”

and [have been shown](#) to be dysfunctional in most cases of addiction. They are responsible for the release of dopamine in various parts of the brain, which shapes the activity of those areas. The fourth, the tuberoinfundibular pathway, regulates the release of a hormone called [prolactin](#) that is required for milk production.



While the reward pathways (*Figure 1*) are distinct in their anatomical organization, all three become active when anticipating or experiencing rewarding events. In particular, they reinforce the association between a particular stimulus or sequence of behaviors and the feel-good reward that follows. Every time a response to a stimulus results in a reward, these associations become stronger through a process called long-term potentiation. This process

strengthens [frequently used connections](#) between brain cells called neurons by increasing the intensity at which they respond to particular stimuli.

Although not as intense as hit of cocaine, positive social stimuli will similarly result in a release of dopamine, reinforcing whatever behavior preceded it. Cognitive neuroscientists [have shown](#) that rewarding social stimuli—laughing faces, positive recognition by our peers, messages from loved ones—activate the same dopaminergic reward pathways.

Smartphones have provided us with a virtually unlimited supply of social stimuli, both positive and negative. Every notification, whether it's a text message, a “like” on Instagram, or a Facebook notification, has the potential to be a positive social stimulus and dopamine influx.

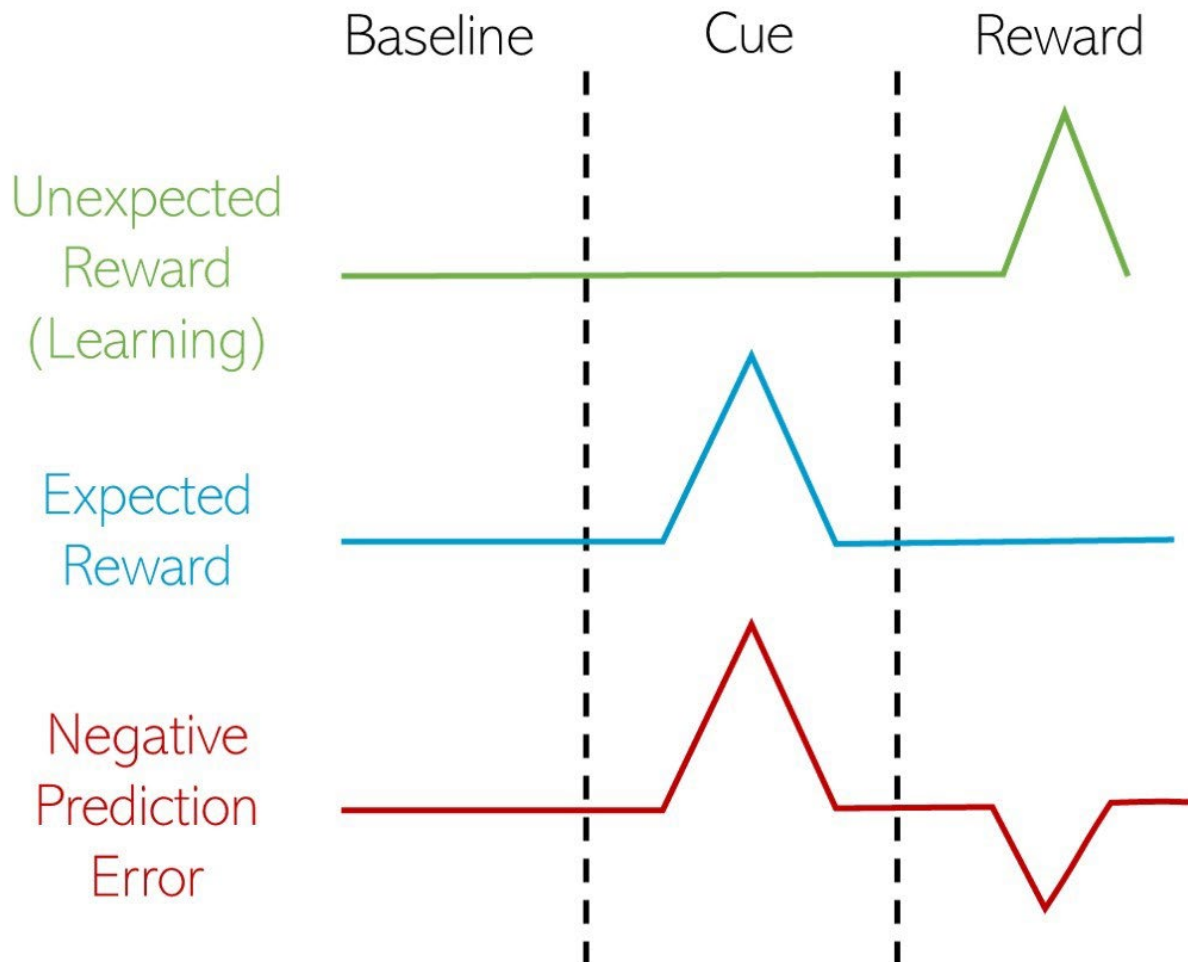
The Hands that Pull – Reward prediction errors and variable reward schedules

Because most social media platforms are free, they rely on revenue from advertisers to make a profit. This system works for everyone involved at first glance, but it has created an arms race for your attention and time. Ultimately, the winners of this arms race will be those who best use their product to exploit the features of the brain's reward systems.

Reward prediction errors

Research in reward learning and addiction have recently focused on a feature of our dopamine neurons called [reward prediction error \(RPE\) encoding](#). These prediction errors serve as dopamine-mediated feedback signals in our brains (*Figure 2*). This neurological feature is something casino owners have used to their advantage for years. If you've ever played slots, you'll have experienced the intense anticipation while those wheels are turning—the moments between the lever pull and the outcome provide time for our dopamine neurons to increase their activity, creating a rewarding feeling just by playing the game. It would be no fun otherwise. But as negative outcomes accumulate, the loss of dopamine activity encourages us to disengage. Thus, a balance between positive and negative outcomes must be maintained in order to keep our brains engaged.

DOPAMINE ACTIVITY



<http://sitn.hms.harvard.edu/flash/2018/dopamine-smartphones-battle-time/>

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<https://socialemotionalpaws.com/blog-post-1/f/patton-elementary-school-wins-25000-for-new-technology>

<https://ggusd.us/news/patton-elementary-school-wins-25-000-for-new-technology>

New pressures for perfection contribute to rise in teen suicide

PUBLISHED: March 16, 2018 at 4:59 p.m. | **UPDATED:** March 21, 2018 at 9:05 a.m.

First of a three-part series. Read Part 2 and Part 3

Emma Pangelinan's room embodies everything that is pure and good about teenagers, yet the quiet in the air is so heavy it nearly brings you to your knees.

Two rows of hard-earned gleaming softball and soccer trophies testify to the past. A blue-and-gold UCLA pennant on the wall promises a wonderful future.

But the athletic, bright, always-helpful 13-year-old who slept in this room, who grew up in this home of faith and family, is gone forever.

After a perfect day on a perfect Sunday blasting softballs, sharing jokes with the girls on her travel team and window shopping with Dad, Emma disappeared on the evening of Jan. 21 and killed herself.

<https://www.ocregister.com/2018/03/16/new-pressures-for-perfection-contribute-to-rise-in-teen-suicide/>



This 16-year-old's suicide letters are a cry for help and a national call for change

Second in a three-part series. Read [Part 1](#) and [Part 3](#)

In a very nice part of California and in a very nice home, a very nice family sits down to a dinner of chicken tetrazzini, salad and croissants.

Dad asks his 18-year-old son about the baseball game he just pitched. The team lost, but the family knows there are bigger things in life. The Corona del Mar High School senior feels fine about his performance.

But no matter how positive and relaxed the conversation, an unshakable gloom filled with humankind's deepest questions hangs in the air.

The dinner is courtesy of caring neighbors who want to help. Someone is missing from the table who should be here, but will never return.

<https://www.ocregister.com/2018/03/19/this-16-year-olds-suicide-letters-are-a-cry-for-help-and-a-national-call-for-change/>



Internet a 'Lord of the Flies': Teen suicide rise started after Instagram, Snapchat began



Dr. Courtney Harkins, a clinical supervisor at Jserra Catholic High gives a presentation to Jserra students about suicide, depression, how to recognize the symptoms and what to do about it in San Juan Capistrano on Wednesday, Feb. 28, 2018.

Third of three parts. Part 1 and Part 2

A counselor at JSerra Catholic High School in San Juan Capistrano faces a gathering of somber students and asks if they knew any of the teens who recently took their lives.

A half-dozen hands immediately rise. After a pause, more hands poke up.

“I knew Kyle,” one boy quietly volunteers. “He always seemed super happy. I never would have guessed.”

A half-dozen hands immediately rise. After a pause, more hands poke up.

“I knew Kyle,” one boy quietly volunteers. “He always seemed super happy. I never would have guessed.”

In new series of sessions about suicide at JSerra — as well as at many other schools — little by little kids open up.

One student talks about 13-year-old Emma Pangelinan who lived in Mission Viejo. Another teen says he knew Patrick Turner, a 16-year-old who lived in Corona del Mar. A girl mentions two girls in a nearby town. A boy asks about another boy who died.

It used to be that kids in high school knew one, maybe two kids who committed suicide. Back then, there wasn’t the reach of social media and methods to kill yourself weren’t just a Google search away.

With the Internet as well as Instagram and Snapchat “like” creating round-the-clock races for online popularity — who sleeps anymore? — high school today is not your mother’s high school.

It’s not even the high school that millennials experienced.

<https://www.ocregister.com/2018/03/21/teen-suicide-can-be-reduced-if-parents-educators-change-social-media-culture/>

These three suicide-prevention bills are now law in California

They require plans for kindergarten through 12th grade, online posting of anti-bullying policies and money for a suicide-prevention fund

Gov. Gavin Newsom has signed all three bills passed by the California legislature this year aimed at reducing bullying and teen suicide.

“As responsible adults, we must be sensitive to the difficulties young people face and provide assistance as they navigate adolescence,” Assemblyman James Ramos, D-Highland, is quoted as saying in a news release issued Thursday, Oct. 10, after Newsom signed Ramos’ Assembly Bill 1767. “Offering age-appropriate suicide prevention education is one of the ways we can connect the community and create a culture of positive mental health outcomes.”

The newly signed bill builds on AB 2246, approved in 2016, which required school districts to have a suicide-prevention policy that addresses the needs of their highest-risk students in seventh through 12th grades. Former Gov. Jerry Brown signed AB 2639 in 2018. That bill required districts to update those policies every five years. Ramos’ new bill requires districts serving kindergarten through sixth grades to create suicide-prevention policies.

AB 1767 was the second of two suicide-related bills Ramos introduced this year. [Assembly Bill Policy Committee Analysis \(ca.gov\)](#) [Bill Text - AB-1767 Pupil suicide prevention policies. \(ca.gov\)](#)

AB 34, the first bill he introduced as an assemblyman, attempts to tackle one of the issues youth face that experts have linked to suicide – bullying. It requires school districts to post bullying prevention policies online as well as information about cyber bullying. Newsom signed it Sept. 12.

On Wednesday, Oct. 2, Newsom signed AB 984, authored by Assemblyman Tom Lackey, R-Palmdale. The bill allows taxpayers to

send their excess tax payments to a new Suicide Prevention Voluntary Contribution Fund. The fund would award grants and help fund crisis centers that are active members of the National Suicide Prevention Lifeline.

Suicide was the second-leading cause of death for Americans ages 10 to 24 in 2017, according to the National Institute of Mental Health. And emergency room visits for children and young adults ages 5 to 18 who have had suicidal thoughts or have attempted suicide have almost doubled since 2007, according to American Academy of Pediatrics.

In 2018, 53 minors killed themselves in four Southern California counties: 28 in Los Angeles County, 10 in Orange County, six in Riverside County and nine in San Bernardino County, according to the coroner's offices in each county.

About one in five California high school students has considered killing themselves in the past year, according to a Southern California News Group analysis of surveys given in 70% of California public school districts.

[These three suicide-prevention bills are now law in California – Press Enterprise](#)

Assembly Bill No. 1767 CHAPTER 694

An act to amend Section 215 of the Education Code, relating to pupil health.

**[Approved by Governor October 09, 2019. Filed
with Secretary of State October 09, 2019.]**

LEGISLATIVE COUNSEL'S DIGEST

AB 1767, Ramos. Pupil suicide prevention policies.

Tablets out, imagination in: the schools that shun technology

using technology in the classroom. Photograph: Corbis

Matthew Jenkins Wed 2 Dec 2015 02.00 EST

In the heart of Silicon Valley is a nine-classroom school where employees of tech giants Google, Apple and Yahoo send their children. But despite its location in America's digital Centre, there is not an iPad, smartphone or screen in sight.

Instead, teachers at the Waldorf School of the Peninsula prefer a more hands-on, experiential approach to learning that contrasts sharply with the rush to fill classrooms with the latest electronic devices. The pedagogy emphasizes the role of imagination in learning and takes a holistic approach that integrates the intellectual, practical and creative development of pupils.

But the fact that parents working for pioneering technology companies are questioning the value of computers in education begs the question – is the futuristic dream of high-tech classrooms really in the best interests of the next generation?

A global report by the Organization for Economic Co-operation and Development (OECD) suggests education systems that have invested heavily in computers have seen “no noticeable improvement” in their results for reading, math's and science in the Programme for International Student Assessment (Pisa) tests. The OECD's education director, Andreas Schleicher says: “If you look at the best-performing education systems, such as those in East Asia, they've been very cautious about using technology in their “Those students who use tablets and computers very often tend to do worse than those who use them moderately,” he adds.

<https://socialemotionalpaws.com/blog-post-1/f/tablets-out-imagination-in-the-schools-that-shun-technology> or <https://www.theguardian.com/teacher-network/2015/dec/02/schools-that-ban-tablets-traditional-education-silicon-valley-london>

A Silicon Valley School That Doesn't Computer.

LOS ALTOS, Calif. — The chief technology officer of eBay sends his children to a nine-classroom school here. So do employees of Silicon Valley giants like Google, Apple, Yahoo and Hewlett-Packard.

But the school's chief teaching tools are anything but high-tech: pens and paper, knitting needles and, occasionally, mud. Not a computer to be found. No screens at all. They are not allowed in the classroom, and the school even frowns on their use at home.

Schools nationwide have rushed to supply their classrooms with computers, and many policy makers say it is foolish to do otherwise. But the contrarian point of view can be found at the epicenter of the tech economy, where some parents and educators have a message: computers and schools don't mix.

<https://socialemotionalpaws.com/blog-post-1/f/a-silicon-valley-school-that-doesn%E2%80%99t-compute> and Melinda Gates: I spent my career in technology. I wasn't prepared for its effect on my kids.

<https://www.washingtonpost.com/news/parenting/wp/2017/08/24/melinda-gates-i-spent-my-career-in-technology-i-wasnt-prepared-for-its-effect-on-my-kids/>

SB 224, Portantino. Pupil instruction: mental health education

SEC. 2. Article 6 (commencing with Section 51925) is added to Chapter 5.5 of Part 28 of Division 4 of Title 2 of the Education Code, to read:

Article 6. Mandatory Mental Health Education

51925. Each school district, county office of education, state special school, and charter school that offers one or more courses in health education to pupils in middle school or high school shall include in those courses instruction in mental health that meets the requirements of this article. This section shall not be construed to

limit a school district, county office of education, state special school, or charter school in offering or requiring instruction in mental health as specified in this article. This instruction shall include all of the following:

- (a) Reasonably designed instruction on the overarching themes and core principles of mental health.**
- (b) Defining signs and symptoms of common mental health challenges. Depending on pupil age and developmental level, this may include defining conditions such as depression, suicidal thoughts and behaviors, schizophrenia, bipolar disorder, eating disorders, and anxiety, including post-traumatic stress disorder.**
- (c) Elucidating the evidence-based services and supports that effectively help individuals manage mental health challenges.**
- (d) Promoting mental health wellness and protective factors, which includes positive development, social and cultural connectedness and supportive relationships, resiliency, problem solving skills, coping skills, self-esteem, and a positive school and home environment in which pupils feel comfortable.**
- (e) The ability to identify warning signs of common mental health problems in order to promote awareness and early intervention so that pupils know to take action before a situation turns into a crisis. This shall include instruction on both of the following:**
 - (1) How to seek and find assistance from professionals and services within the school district that includes, but is not limited to, school counselors with a pupil personnel services credential, school psychologists, and school social workers, and in the community for themselves or others.**
 - (2) Evidence-based and culturally responsive practices that are proven to help overcome mental health challenges.**
- (f) The connection and importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse.**
- (g) Awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges.**
- (h) Stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote**

acceptance. This shall include, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance.

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220SB224

AB 272, Muratsuchi. Pupils: use of smartphones.
An act to add Section 48901.7 to the Education Code, relating to pupils.

[Approved by Governor July 01, 2019. Filed with Secretary of State July 01, 2019.]

Existing law authorizes the governing board of a school district or its designee to regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, attending school-sponsored activities, or under the supervision or control of school district employees.

This bill would explicitly authorize the governing body of a school district, a county office of education, or a charter school to adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a school site or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school. The bill would, however, specify circumstances in which a pupil could not be prohibited from possessing or using a smartphone.

(a) There is growing evidence that unrestricted use of smartphones by pupils at elementary and secondary schools during the school day interferes with the educational mission of the schools, lowers pupil performance, particularly among low-achieving pupils, promotes cyberbullying, and contributes to an increase in teenage anxiety, depression, and suicide.

(b) In September 2018, France adopted a nationwide smartphone ban in all primary and middle schools in order to promote pupil achievement and healthy social development.

(c) The London School of Economics and Political Science published a May 2015 study that found that test scores improved significantly at schools that banned mobile phone use, and that the most significant gains in pupil performance were made by the most disadvantaged and underachieving pupils. The study concluded that “schools could significantly reduce the education achievement gap by prohibiting mobile phone use in schools.”

(d) Dr. Jean Twenge, who is a professor of psychology at San Diego State University, published a book in 2017 entitled “iGen,” which presents evidence of an increase in depression and suicide among American teenagers that may be caused by increased mobile device screen time and social media use. According to Dr. Twenge, 8th grade pupils who spend 10 or more hours per week on social media are 56 percent more likely to describe themselves as unhappy than those who devote less time to social media. Moreover, teenagers who spend three hours per day or more on electronic devices are 35 percent more likely to demonstrate risk factors for suicide, such as suicidal ideation, and teenagers who spend five or more hours per day on their devices are 71 percent more likely to demonstrate a risk factor for suicide.

SEC. 2. Section 48901.7 is added to the Education Code, to read:

48901.7. (a) The governing body of a school district, a county office of education, or a charter school may adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a school site or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school.

(b) Notwithstanding subdivision (a), a pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances:

(1) In the case of an emergency, or in response to a perceived threat of danger.

(2) When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to

possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.

(3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.

(4) When the possession or use of a smartphone is required in a pupil's individualized education program.

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB272

According to the author, "Growing evidence shows excessive smartphone use at school interferes with education, encourages cyberbullying, and may have adverse effects on teenage mental health, including increased rates of depression and suicide.

AB 272 will require school districts to adopt their own policies that strike a balance between

AB 272

Page

allowing appropriate student use of smartphones while making sure that smartphones are not interfering with a student's educational, social and emotional development."

An act to add Section 48901.7 to the Education Code, relating to pupils.

[Approved by Governor July 1, 2019. Filed with Secretary of State July 1, 2019.] legislative counsel's digest Senate

.Ch. 42 — 2 —

"According to Dr. Twenge, 8th grade pupils who spend 10 or more hours per week on social media are 56 percent more likely to describe themselves

as unhappy than those who devote less time to social media. Moreover, teenagers who spend three hours per day or more on electronic devices are 35 percent more likely to demonstrate risk factors for suicide, such as suicidal ideation, and teenagers who spend five or more hours per day on their devices are 71 percent more likely to demonstrate a risk factor for suicide”

https://leginfo.legislature.ca.gov/faces/billAnalysisClient.xhtml?bill_id=201920200AB272

Date of Hearing: April 10, 2019
ASSEMBLY COMMITTEE ON EDUCATION
Patrick O'Donnell, Chair
AB 272 (Muratsuchi) – As Amended March 19, 2019
SUBJECT: Pupils: use of smartphones

Use of technology. Student use of technology, including smartphones, is on the rise. A 2015 Pew Research report found that 73 percent of 13- to 17-year-olds had their own smartphones or had access to one, and 24 percent said they were online “almost constantly.” A 2015 Common Sense Media report and study, “Common Sense Census: Media Use by Tweens and Teens” found that teenagers (ages 13-18) use an average of nine hours of entertainment media per day and that tweens (ages 8-12) use an average of six hours a day, not including time spent using media for school or homework.

Despite the significant amount of time teens and tweens spend with media, not all young people use media in the same way. The report identified a significant

digital equality gap between low-income kids who are far less likely to have access to computers, tablets and smartphones than their wealthier peers. However, those low-income kids who do have access are more likely to spend more time on their devices than kids from more affluent families.

The survey also found that half of teenagers felt addicted to their devices, and 78 percent checked their devices at least hourly. Seventy-two percent of teens felt pressured to respond immediately to texts, notifications and social media messaging.

Research is inconclusive on the connection between technology use and student mental health.

According to a 2017 Pew Research report, “Anxiety and depression are on the rise among America’s youth and, whether they personally suffer from these conditions or not, sevenin-ten teens today see them as major problems among their peers. Concern about mental health cuts across gender, racial and socio-economic lines, with roughly equal shares of teens across demographic groups saying it is a significant issue in their community.”

Although opinions and research are mixed, many have suggested that there is likely a correlation between the increased use of technology and smartphone use and the increased rates of teenage anxiety and depression.

A widely cited book by Dr. Jean Twenge, a professor of psychology at San Diego State, “iGen,” presents evidence of an increase in depression and suicide among

American teenagers that may be caused by increased mobile device screen time and social media use. However, there is little conclusive research that suggests there is a causal relationship between the two.

Impact of smartphone use on student achievement, and the use of smartphones in schools.

Similarly, there is little conclusive research regarding student personal smartphone use during the school day for both personal or school-related use, and the corresponding impacts on academic achievement. There is an increasing body of research on the impact of technology on student outcomes, but little consensus has been reached.

A 2015 Discussion Paper from the London School of Economics and Political Science, Center for Economic Performance, “Ill Communication: Technology, Distraction and Student Performance” studied four English city school systems that had banned cell phone use in schools in 2013.

The authors of the paper found that student test scores improve by 6.41% of a standard deviation when schools banned cell phone use. The effect was driven by the most disadvantaged and underachieving pupils. Students in the lowest quartile of prior achievement gained 14.23% of a standard deviation, while students in the top quartile were neither positively nor negatively affected by a phone ban. The results suggest that low-achieving students are more likely to be distracted by the presence of mobile phones, while high achievers can focus in the classroom regardless of the mobile phone policy

https://leginfo.legislature.ca.gov/faces/billAnalysisClient.xhtml?bill_id=201920200AB272

SENATE COMMITTEE ON EDUCATION

Senator Connie Leyva, Chair

2019 - 2020 Regular

Bill No: AB 272 Hearing Date: June 5, 2019

Author: Muratsuchi

Version: April 11, 2019

Urgency: No Fiscal: No

Consultant: Lynn Lorber

STAFF COMMENTS

- 1) Need for the bill. According to the author, “There is growing evidence that unrestricted use of smartphones by students in schools interferes**
- 2) with the educational mission of the school, lowers pupil performance, particularly among low-achieving pupils, promotes cyberbullying, and contributes to teenage anxiety, depression, and suicide. According to the 2017 ‘Common Sense Census, Media use by kids ages 0-3,’ 95 percent of families with kids aged 0-8 now have smartphones. This is up from 63 percent in 2013. With this increased smart phone usage amongst kids, there is a growing correlation with student mental health. Further, between 2009 and 2017, the number of 14- to 17-year-olds experiencing clinical-level depression in the last year jumped more than 60 percent, with a 47 percent increase among 12- to 13-year-olds. Teens that spend 5 or more hours a day on social media are twice as likely to be depressed as those not using social media.”**

https://leginfo.legislature.ca.gov/faces/billAnalysisClient.xhtml?bill_id=201920200AB272

Billionaire tech mogul Bill Gates reveals he banned his children



Billionaire tech mogul Bill Gates reveals he banned his children from mobile phones until they turned 14

Wearing an £8 Casio watch during an interview with The Mirror, the Microsoft founder also says he limits his youngest's screen time before she goes to bed

Bill Gates is the legendary founder of the world's largest software firm, Microsoft – a company that made him the richest man in the world.

But even one of humanity's greatest technological innovators still banned his kids from having mobiles until they were 14, forbids them at the dinner table and limits his youngest's screen time before she goes to bed.

Father to Jennifer, 20, Rory, 17, and Phoebe, 14, he admits: “We often set a time after which there is no screen time and in their case that helps them get to sleep at a reasonable hour.

“You’re always looking at how it can be used in a great way – homework and staying in touch with friends – and also where it has gotten to excess.

**Tell us what you think
Comment Below**

“We don’t have cellphones at the table when we are having a meal, we didn’t give our kids cellphones until they were 14 and they complained other kids got them earlier.”

Just which phones they got is not clear – possibly not those designed by his long-time rival, the late Apple founder Steve Jobs?

But Gates’ no-nonsense approach should not be a surprise. He is famous for it. There may be £67billion to his name but there’s nothing excessive or showy about the man in the flesh.

[Billionaire tech mogul Bill Gates reveals he banned his children \(socialemotionalpaws.com\)](#) OR [Billionaire tech mogul Bill Gates reveals he banned his children from mobile phones until they turned 14 - Mirror Online](#)

Sept. 10, 2014

When Steve Jobs was running Apple, he was known to call journalists to either pat them on the back for a recent article or, more often than not, explain how they got it wrong. I was on the receiving end of a few of those calls. But nothing shocked me more than something Mr. Jobs said to me in late 2010 after he had finished chewing me out for something I had written about an iPad shortcoming.

“So, your kids must love the iPad?” I asked Mr. Jobs, trying to change the subject. The company’s first tablet was just hitting the shelves. “They haven’t used it,” he told me. “We limit how much technology our kids use at home.”

I'm sure I responded with a gasp and dumbfounded silence. I had imagined the Jobs's household was like a nerd's paradise: that the walls were giant touch screens, the dining table was made from tiles of iPads and that iPods were handed out to guests like chocolates on a pillow.

Nope, Mr. Jobs told me, not even close.

Since then, I've met a number of technology chief executives and venture capitalists who say similar things: they strictly limit their children's screen time, often banning all gadgets on school nights, and allocating ascetic time limits on weekends.

I was perplexed by this parenting style. After all, most parents seem to take the opposite approach, letting their children bathe in the glow of tablets, smartphones and computers, day and night.

Yet these tech C.E.O.'s seems to know something that the rest of us don't.

Chris Anderson, the former editor of Wired and now chief executive of 3D Robotics, a drone maker, has instituted time limits and parental controls on every device in his home. "My kids accuse me and my wife of being fascists and overly concerned about tech, and they say that none of their friends have the same rules," he said of his five children, 6 to 17. "That's because we have seen the dangers of technology firsthand. I've seen it in myself, I don't want to see that happen to my kids."

The dangers he is referring to include exposure to harmful content like pornography, bullying from other kids, and perhaps worse of all, becoming addicted to their devices, just like their parents.

Alex Constantinople, the chief executive of the OutCast Agency, a tech-focused communications and marketing firm, said her youngest son, who is 5, is never allowed to use gadgets during the week, and

her older children, 10 to 13, are allowed only 30 minutes a day on school nights.

Evan Williams, a founder of Blogger, Twitter and Medium, and his wife, Sara Williams, said that in lieu of iPads, their two young boys have hundreds of books (yes, physical ones) that they can pick up and read anytime.

So how do tech moms and dads determine the proper boundary for their children? In general, it is set by age.

Children under 10 seem to be most susceptible to becoming addicted, so these parents draw the line at not allowing any gadgets during the week. On weekends, there are limits of 30 minutes to two hours on iPad and smartphone use. And 10- to 14-year-olds are allowed to use computers on school nights, but only for homework.

“We have a strict no screen time during the week rule for our kids,” said Lesley Gold, founder and chief executive of the Sutherland Gold Group, a tech media relations and analytics company. “But you have to make allowances as they get older and need a computer for school.”

Some parents also forbid teenagers from using social networks, except for services like Snapchat, which deletes messages after they have been sent. This way they don’t have to worry about saying something online that will haunt them later in life, one executive told me.

Although some non-tech parents I know give smartphones to children as young as 8, many who work in tech wait until their child is 14. While these teenagers can make calls and text, they are not given a data plan until 16. But there is one rule that is universal among the tech parents I polled.

“This is rule No. 1: There are no screens in the bedroom. Period. Ever,” Mr. Anderson said.

While some tech parents assign limits based on time, others are much stricter about what their children are allowed to do with screens.

[Steve Jobs Was a Low-Tech Parent \(socialemotionalpaws.com\)](http://socialemotionalpaws.com) or [Steve Jobs Was a Low-Tech Parent - The New York Times \(nytimes.com\)](http://nytimes.com)

Garden Grove Unified School District wellness video Santiago High School Choose Wellness Video. My review very promising in extending to called Eco Therapy

Ecotherapy, also known as nature therapy or green therapy, is the applied practice of the emergent field of ecopsychology, which was developed by Theodore Roszak. Ecotherapy, in many cases, stems from the belief that people are part of the web of life and that our psyches are not isolated or separate from our environment.

Ecopsychology is informed by systems theory and provides individuals with an opportunity to explore their relationship with nature—an area that may be overlooked in many other types of psychotherapy. While some professionals teach and practice ecopsychology exclusively, other mental health practitioners incorporate aspects of ecotherapy into their existing practices.

CONNECTION WITH EARTH: THE CORE OF ECOTHERAPY

Connection with the earth and its systems are at the core of ecotherapy. Many clinicians who practice ecotherapy believe that the earth has a self-righting capacity which operates through complex systems of integrated balance, and that if people can harmonize with these systems, they may experience improved mental health. Personal well-being and planetary well-being, as proposed in many tenets of ecotherapy, are not separate from each other. People's lives are therefore seen as part of a greater system of interaction.

NATURE AND MENTAL HEALTH

Ecotherapy is based on the idea that people are connected to and impacted by the natural environment. A growing body of research highlights the positive benefits of connecting with nature. In one study conducted by psychologist Terry Hartig, participants were asked to

complete a 40-minute cognitive task designed to induce mental fatigue. Following the task, participants were randomly assigned 40 minutes of time to be spent in one of three conditions: walking in a nature preserve, walking in an urban area, or sitting quietly while reading magazines and listening to music. Participants who had walked in the nature preserve reported less anger and more positive emotions than those who engaged in the other activities. In a similar study conducted by Mind, a mental health charity organization, a nature walk reduced symptoms of depression in 71% of participants, compared to only 45% of those who took a walk through a shopping center.

The beneficial effects of nature result not only from what people see but from what they experience through other senses as well. For example, in one recent study, participants recovered more quickly from psychological stress when they were exposed to nature sounds (from a fountain and tweeting birds) than when they were exposed to road traffic noise. In another study, food and fruit fragrances inhaled by hospital patients resulted in reduced self-reports of depressive mood.

While direct contact with nature has many benefits, individuals need not spend time in a green environment to experience the positive effects of nature. Several studies have found that a mere glimpse of nature from a window or even photographs of nature can improve people's overall mood, mental health, and life satisfaction. For example, in a study conducted by Roger Ulrich, a prominent researcher in this field, heart surgery patients in intensive care units were able to reduce their anxiety and need for pain medication by viewing pictures depicting trees and water. Another researcher, Rachel Kaplan, also found that office workers who had a view of nature from a window reported higher job and life satisfaction than those who did not have such a view.

Many other studies help to demonstrate the positive effects of nature on both physical and mental health. Studies have shown, for example, that children who live in buildings with a nearby green space may have a greater capacity for paying attention, delaying gratification, and

inhibiting impulses than children who live in buildings surrounded by concrete. Children who have been diagnosed with attention-deficit hyperactivity (ADHD) display fewer symptoms after spending time in a green environment than when they spend time indoors or in non-green outdoor environments. The addition of flowers and plants to a workplace can positively affect creativity, productivity, and flexible problem solving, while the presence of animals may reduce aggression and agitation among children and those diagnosed with Alzheimer's disease.

TRAINING FOR ECOTHERAPISTS

Ecopsychology and ecotherapy are still relatively emerging fields. Many practicing Eco therapists are trained and licensed in a related area, such as counseling or psychotherapy, and incorporate the principles and techniques of ecotherapy into their existing practice. Various institutions offer short courses in ecopsychology, ranging in duration from a few months to up to a year. For example, Naropa University and Antioch University both offer ecopsychology courses as part of their curriculum. JFK University in San Francisco also offers a one-year ecotherapy certificate program, which provides training in a wide range of ecotherapy techniques which can be applied to individuals, couples, groups, and communities.

<https://socialemotionalpaws.com/blog-post-1/f/nature-and-mental-health>

Garden Grove Unified School District wellness video Bolsa Grande High School Choose Wellness Video.

Review among the submitted videos this second one also was good is GGUSD with Principals would about Hope Squad.com in Marlin County has a youth ambassador program and from this video

Represent at the of the experiment as students come to realize of each other's concerns to not since to admit its ok.

[\(1158\) Bolsa Grande High School Choose Wellness Video - YouTube](#)

These two-website research project is dedicated to all families with children as wells those have grown to carry this burden there is hope with limiting the activity of screentime with blue light to seeking other

interaction activities as in nature with care who are trained in addictions . The most important lesson from 83,000 brain scans | Daniel Amen | TEDxOrangeCoast
<https://www.youtube.com/watch?v=esPRsT-lmw8&t=129s> and TEDxOrangeCoast - Daniel Amen - Change Your Brain, Change Your Life <https://www.youtube.com/watch?v=MLKj1puoWCg> and

The Most Important Lesson Learned from 87,000 Brain Scans - Dr. Daniel Amen <https://www.youtube.com/watch?v=FTtKpBGjxd8&t=4s> and Tech companies have a long history of using neuroscience to hook children at a young age, such as giving them access to Google suite accounts in the classroom. However, as Dr. Lisa Strohman illustrates, you can't choose between technology and psychology, you must learn how to use both responsibly. In this second episode with Strohman, the founder of Digital Citizen Academy, she and the Amens discuss how you can help your kids avoid attention hijack.
<https://www.youtube.com/watch?v=LeugecTmCUQ>

The hidden psychology of technology, with Dr. Lisa Strohman
<https://www.youtube.com/watch?v=LeugecTmCUQ>

For more free brain health information listen to The Brain Warrior's Way Podcast:
<https://brainwarriorsswaypodcast.com/e...>

Recommended books to read or amazon audio recorded.[RECOMMENDED BOOKS TO READ \(socialemotionalpaws.com\)](https://socialemotionalpaws.com)

High School Esports League

This is the most cost-effective way to significantly impact student mental health in your district that will excite both your students AND your teachers!

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This activity asks the student to confront this negative entity, and challenges them legitimize the importance of gaming to themselves initially as an individual, and then as a group. Our goal with this experience is to help bring together these students through a shared notion of “people don’t understand why gaming is important to me”. Through this lesson and your help as the educator, you will unveil to your students that they’re not the only ones who feel pressured to justify their passion. Thus, creating a close-knit community of gamers in just 30 minutes.

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Generation Esports

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Request to speak about this issues to address legislation reform the above letter was commitment who ask by email yet in English five pages you think you are doing great but less will read it a page and a half will yet my website has been always there so writing out the key documentation was to offer factual information universal how modernism the speed social medial efficiency has shown the after math harm brain injury. Learning when you learn to walk, ride a bike, or first time you drove a car you where to learn to gain knowledge as common since, safety another way looking at it called horse smarts back the day for those have not been around a horse they call teach you a lot.

Thank You

Craig A Durfey