

LIVEMORE SCREENLESS BEST PRACTICES



LiveMore ScreenLess' Best Practices are informed by research in psychology, public health, medicine, addiction, adolescent development, and education and by principles and approaches of healthy child and youth development; diversity, equity, and inclusion; communications; and peer and adult education. LiveMore ScreenLess uses theories, principles and approaches, and models that are evidence-based practices in promoting health, learning, and wellbeing.

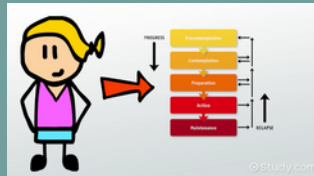
THEORIES

SOCIAL COGNITIVE THEORY



Social Cognitive Theory recognizes that learning happens by observing, modeling, and imitating the behaviors, attitudes, and emotions of those around us as well as environmental and cognitive factors. Social Cognitive Theory considers the unique way in which individuals acquire and maintain behavior and the social environment in which individuals perform the behavior

TRANSTHEORETICAL MODEL (TTM OR STAGES OF CHANGE THEORY)



The transtheoretical model (TTM) theory explains an individual's readiness to change their behavior. It describes the process of behavior change as occurring in stages:

1. Precontemplation
2. Contemplation
3. Preparation
4. Action
5. Maintenance

SOCIAL NORMS THEORY



The primary focus of Social Norms Theory as a lever to change behavior is peer influence. Peer influences and normative beliefs are especially important when addressing behaviors in youth. Social Norms Theory aims to understand the role the environment and interpersonal influences play in individual behavioral decision-making

MODELS

SOCIAL ECOLOGICAL MODEL



The Social Ecological model emphasizes multiple levels of influence (individual, interpersonal, organizational, community and public policy) and the idea that behaviors both shape and are shaped by the social environment.

WHOLE SCHOOL, COMMUNITY, CHILD MODEL (WSCC)



The student-centered WSCC model emphasizes the role of all members of the school community in supporting the health, wellbeing, and academic achievement of the child with support of evidence-based school policies and practices.

HEALTH COMMUNICATION MODEL



Health communication has been shown to create awareness about an issue, change attitudes toward a health behavior, encourage and motivate, reinforce attitude and behavior change, increase demand for services and build social norms.

LIVEMORE SCREENLESS BEST PRACTICES



PRINCIPLES AND APPROACHES

PRINCIPLES OF CHILD AND YOUTH DEVELOPMENT



Understanding the stages of child and youth development guides how best to engage with children, young people, educators, and families. Child and youth development considerations include awareness of the biological, physical, emotional, social, and cognitive changes and developmental stages. Particular attention is paid toward how excessive use of screens is impacting the developing brain.

POSITIVE YOUTH DEVELOPMENT APPROACH



Positive youth development is an intentional, prosocial approach that engages young people within schools, peer groups, and families in a productive and constructive way; recognizing, utilizing, and enhancing young people's strengths through asset framing; and promoting positive outcomes by providing opportunities, cultivating positive relationships, and building/supporting their leadership strengths.

DIVERSITY, EQUITY, INCLUSION APPROACH



Embedding an equity approach means making a conscious effort to identify and address systemic barriers that impede healthy development of children and youth of color. LiveMore ScreenLess is intentional about engaging with communities of color (students and families) and providing space to share and honor stories. DEI is an approach used in all facets of Digital Wellbeing initiatives and programs.

PEER EDUCATION APPROACH



Peer education is an evidenced-based approach to promoting health and wellbeing among adolescents. Young people have a strong influence on one another's attitudes, motivation, knowledge, and behavior. Peer education uses peer influence in a positive, prosocial way.

SOCIAL-EMOTIONAL LEARNING (SEL)

supporting the multiple SEL attributes

CULTURALLY RESPONSIVE AND TRAUMA INFORMED TEACHING

connecting students' cultures, languages, SES, and life experiences to learning

ADULT EDUCATION APPROACH



Meaningful and effective professional development that meets the learning needs of adult learners is essential for the ongoing support of educators and families.

LIVEMORE SCREENLESS STRATEGIES

ENGAGEMENT

Identifying how individuals and communities are using, thinking, and feeling about screens and its effect on wellbeing.

EDUCATION

Facilitating workshops and training to increase Digital Wellbeing awareness, knowledge, and skills using research and data on the impact of screens on five dimensions of wellbeing.

COMMUNICATION

Crafting, collaborating, and delivering research-based communications to communities to inspire Digital Wellbeing practices.

SYSTEMS

Consulting with school leaders to craft, collaborate, and guide policies and practices that support Digital Wellbeing on a systems level.



Equity Focus on Four Digital Wellbeing Projects funded through MDE

Organization Foundation Equity Practices

As an organization committed to Diversity, Equity, and Inclusion, we know that the work begins with us. We understand that many young people of color have had negative experiences that stem from structural inequities and biases. When our staff is equipped to see their own biases and recognize the inequities that young people of color may experience, they are better able to engage and develop relationships with young people in respectful and affirming ways. We engage in DEI work through listening to community members, having conversations, reading and sharing articles, seeking training, and completing the Intercultural Development Inventory (IDI) so that we have an understanding of our own personal orientations towards cultural differences and commonality and a plan to work towards greater intercultural competence. Our Board of Directors is also committed to the IDI. 40% of the LiveMore ScreenLess board members have completed the IDI to date, with plans to continue until all have completed it in 2022.

1. Resource Hub

The Resource Hub is an online library that will live on the LiveMore ScreenLess website. The audiences for the online library include parents/caregivers; educators and youth advocates; and young people. In addition, the online library will provide research articles, summaries, and infographics for such audiences as legislators, public and mental health professionals, student researchers, and more.

As we plan the resource hub, a top priority is making the resources accessible and culturally responsive.

- We have curated top research articles and written summaries that attend to reading levels and cultural responsiveness. We are using data visualization to communicate research findings for parent/family communities in order to increase understanding and make information accessible to those with varying literacy levels.
- Next month, we are holding four focus groups with affinity groups in Faribault - Somali and Latinx parents - to listen to their needs and interests as it relates to parenting in the digital age and to hear what resources they would find useful in the resource hub.
- We are working with our nonprofit partners like The Sanneh Foundation to hold focus groups with diverse groups of students to better understand the resources they are interested in for our Young People's page of the resource hub.
- We are pre-testing key resources with stakeholder groups, including groups of parents and young people from diverse backgrounds, to ensure relevance and understanding and we



are translating key resources into Spanish and Somali, and considering additional translations for Minnesota communities.

- Our research-based Equity Brief is used to share equity research findings

2. Network of Organizations and Parent Communications Campaign

Successful community engagement is a continuous process that builds trust and relationships through a two-way communication and relationship building process. The process begins with intentional listening and continues with collaborative decision making. We are developing a survey for our network of organizations as a way to learn about their interests in collaborating on a parent communication campaign. Meetings with those interested will follow the survey.

Our goal in the parent communication campaign is to co-develop, co-curate, and co-produce parent/caregiver communication content that can be used throughout the state - yet will also allow for some tailoring to specific communities.

We will engage MN organizations, agencies, and groups of parents throughout the stages of the communication campaign development. We will listen to, learn from, and co-create messaging with our key stakeholders and parent/caregiver communities.

We will pretest all messaging - this means:

- Consulting community members on concept and message development in order to best understand what messages resonate and do not resonate with the intended audiences.
- Inviting people who represent our intended audiences to review materials before finalizing and disseminating.
- Enhancing reach of the message through use of effective channels and formats that are appropriate for our intended audiences.
- Learning what strategies and language are most effective for our audiences and apply that knowledge to our communication plans.
- Critically assessing how our priorities and needs align with those of the community.

Health equity is intersectional. Individuals belong to more than one group and, therefore, may have overlapping health and social inequities, as well as overlapping strengths and assets. The way people's social identities overlap will be considered to better understand, interpret, and communicate health messaging.

Members of population groups are not all the same in their health and living circumstances. Diversity exists within and across communities, with variations in history, culture, norms, attitudes, behaviors, lived experience, economic status and many other factors.

3. Train the Trainer - Workshops and Education



We acknowledge the myriad ways technology benefits society; however, we also know that aspects of technology and digital media pose significant challenges to five dimensions of wellbeing: physical, mental, social, emotional, and cognitive. Teachers and parents are seeking support for addressing many unwanted aspects of technology: distraction, academic dishonesty, cyberbullying, mental health strains, sexting, gaming addiction, and more. Research reveals that screen overuse and misuse is negatively impacting the health and mental wellbeing of children and young people as evidenced by increased anxiety, depression, eye strain, obesity rates, suicide ideation, and isolation. We are informed by the Whole School, Whole Community, Whole Child model (WSCC) that puts the student in the center and surrounded by policy and supported by the whole community. Additionally, our work is grounded in the belief that all humans deserve to be seen, heard, and valued so our first step in our workshop and training process is to listen to the community and then to bring those voices into our education services.

We bring evidence-based research, youth voice, and intentional and strategic Digital Wellbeing messaging and policy support to our trainings of adults. As we listen in community, we are able to use our training to support the co creation of classroom, school-wide, family, and community communication and education.

It is imperative that the Digital Divide, understood to be a lack of equal access to devices and technology, be also paired with Digital Wellbeing. It is a “Yes...And” conversation: YES, the Digital Divide is a tangible hindrance to equity AND Digital Wellbeing awareness and education must be considered in an effort to address the harmful effects of screen misuse and overuse plaguing our black and brown populations at higher rates than their white peers.

- The Trainer the Trainer (TTT) has been piloted several times (for example with Minnesota Youth Librarians, Literacy Specialists, Academic Specialists, and Family and Community Specialists).
- Information about the second type of digital divide has been integrated into the training through a series of research studies noting the divide occurring with students of color as the misuse and overuse of screens create further disparities of wellbeing and learning.
- We are exploring delivery methods in order to make this training accessible to Minnesota educators, school staff, youth workers, coaches, and other adults working with young people:. We are:
 - attending to understandability and cultural responsiveness of the content.
 - adding to the TTT content as we listen to and learn from our school partners - educators, school leaders, parents, young people.
 - planning pretest/beta test with members of diverse groups before we make training widely accessible to Minnesotans.

4. Digital Wellbeing Peer Education Training

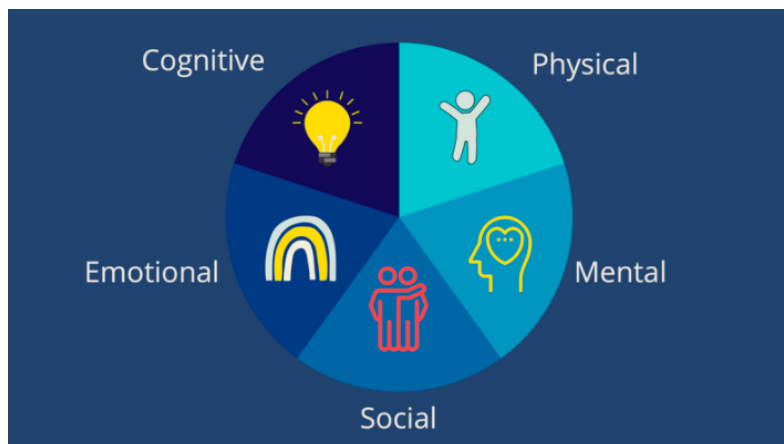
Our mission begins with creating Digital Wellbeing for and with young people. Our Peer Education Training is a series of lessons co-created with young people, for young people. The



basis of our Five Dimensions of Wellbeing is the framework of the training and was created based on the research and on the many focus groups and listening sessions we have held with young people. (*See Figure 1.0) As we engage students in our youth council and peer education leadership training, we take extra measures to ensure that we are reaching black, brown and indigenous students. Our interactions with young people through our focus groups, listening sessions, workshops, peer education, and youth council are designed to give students space to to be seen, heard, and valued and in turn, to be responsive to those stories as we further develop our peer education training.

- Our diverse group of Youth Council members is a strength. Youth Council members come from different perspectives and they bring those perspectives into the conversations, training, and community-building they do together as a team and with our organization.
- We provide stipends for students who attend our training, listening sessions, or focus groups in order to ensure barriers to access have been removed.
- A positive youth development and equity approach means thinking intentionally about how our peer education opportunities are offered and to whom in order to ensure that all students have access to our training.
- We believe equity, diversity and inclusion is ensuring all students have the opportunity to share their story, and to envision, define, and design a life of balance and intention with technology.

Figure 1.0 - LiveMore ScreenLess' Dimensions of Digital Wellbeing





Theory of Change

Background: A Theory of Change is a comprehensive description of the theory that underlies all or part of an organizations' work. A theory of change, together with a logic model, is a way to describe a set of assumptions that explain both the mini-steps that lead to long term goals and the connections between program activities and outcomes that occur each step of the way.

Problem: Evidence is mounting that misuse and overuse of technology is harmful to children, young people, families, communities, and even democracy. LiveMore has identified a glaring need for awareness, education, and action plans to shift our digitally immersed culture toward more balanced and intentional use of technology. We call this Digital Wellbeing.

Mission: LiveMore ScreenLess advocates and promotes Digital Wellbeing for and with young people through a collaborative and comprehensive community approach.

We envision Minnesota communities that are:

- Educated about the ill effects of technology;
- Motivated to seek Digital Wellbeing awareness, knowledge, and skills;
- Equipped with knowledge and skills to use technology with intention and balance;
- Able to implement Digital Wellbeing plans that support and sustain healthy practices, culture and policies.

Solution: LiveMore's purpose is to promote healthy, balanced, and intentional use of technology and equip communities with Digital Wellbeing knowledge, skills, and practices. We fulfill our purpose by collaborating with communities to implement Digital Wellbeing plans aligned with community needs. The LiveMore ScreenLess framework includes the strategies of engagement, education, communication, and systems.

LiveMore's central focus is promoting Digital Wellbeing with and for young people. National and statewide data highlights an increase in anxiety, depression, loneliness, and suicide ideation among our young people. Complex reasons exist for these findings; however, overuse and misuse of technology is a persistent and contributing factor to these alarming trends. Additionally, LiveMore ScreenLess data reveals screen overuse creates barriers to learning, including increased distraction, reduced ability to play independently or be bored, and reduced focus in school and at home. Immediate attention and solutions are called for so that our young people can be mentally, physically, socially, and cognitively well and can thrive in the digital age.

The **LiveMore ScreenLess Theory of Change** is informed by Social Cognitive Theory, Healthy Youth Development principles, and evidence-based models including the Social Ecological Model, the Whole School, Whole Community, Whole Child Model (WSCC), and Peer Education.



- **Social Cognitive Theory** - Social Cognitive Theory states that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. The unique feature of Social Cognitive Theory is the emphasis on social influence and its emphasis on external and internal social reinforcement. Social Cognitive Theory considers the unique way in which individuals acquire and maintain behavior, while also considering the social environment in which individuals perform the behavior.
- **Positive Youth Development (PYD)** - PYD is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths. Focusing on strengths rather than problems can improve health by fostering resilience and enhancing protective factors among adolescents. A strength-based approach involves intentionally assessing and reinforcing adolescents' competencies, passions, and talents, as well as collaborating with others to strengthen protective networks of support for young people.
- **Social Ecological Model** - The Social Ecological Model helps to understand factors affecting behavior and also provides guidance for developing successful programs through social environments. Social ecological models emphasize multiple levels of influence (individual, interpersonal, organizational, community and public policy) and the idea that behaviors both shape and are shaped by the social environment. The principles of social ecological models are consistent with social cognitive theory concepts which suggest that creating an environment conducive to change is important to making it easier to adopt healthy behaviors.
- **Whole School, Whole Community, Whole Child (WSCC)** - The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based school policies and practices. The WSCC model meets the need for greater emphasis on both the psychosocial and physical environment as well as the increasing roles that community agencies and families play in improving childhood health behaviors and development. The WSCC model also addresses the need to engage students as active participants in their learning and health.
- **Peer Education** - Studies of peer-delivered education program reveal that peer educators can be effective because young people see their peers as more credible sources of information than adult educators, particularly with the issue of digital media use, as young people have grown up with devices; young people often feel more comfortable asking questions of peer educators than adult educators; peer delivered programming can build upon and be infused with other existing mentoring or student led initiatives; and, peer education uses existing social networks to influence change, sustaining impact beyond the educational sessions. Studies show benefits to peer educators themselves including: the development of public speaking and facilitation skills, increase of knowledge of the content area, improving self-confidence and esteem and recognition by their peers as leaders.