

Social Media and Youth Wellbeing



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Pediatric Health Network



Disclosures

- I have no actual or potential conflict of interest in relation to this presentation
- I am a national spokesperson for the American Academy of Pediatrics

Are there any specific social media platforms that are considered harmful to our youth?

What are the safest apps/games?

What is too much social media?

When should providers/parents start talking to teens about social media?

Are video games considered social media since they include interactive capabilities?

Is social media all bad for kids?

What are some good resources for parents?

What are the best practices for parents around social media?

Learning Objectives

- Review the benefits vs. challenges associated with social media use
- Understand the relationship between social media and youth mental health/wellbeing
- Discuss the role of providers and parents in youth social media use
- Provide key tips, resources and support for healthy social media habits

Clinical Case: Emma

- Emma is a 16-year-old girl who is an active user of various social media platforms including Tik Tok, Snapchat and Instagram. She spends several hours each day scrolling through her feeds, posting pictures, and engaging with her friends and followers. She started using these platforms during the pandemic to stay connected.
- Her parents have started noticing changes in her behavior and are concerned about the impact of her social media use on her well-being. Emma stays up late at night on her phone and lies that she is using it. She's often tired during the day, and her grades have started slipping over the past semester.

Clinical Case: Emma

- Emma's parents have observed that her mood can rapidly shift. She sometimes appears excited after receiving positive feedback on social media, but other times, she becomes anxious or upset when she sees negative comments or perceives that her friends are having more fun than she is.
- When Emma's parents have tried to discuss their concerns, Emma becomes defensive and insists that they just don't understand. There have noticed that she is also skipping meals and eating large quantities of ice-cream, chips and cookies late at night.
- She completes a PHQ9 and scores a 12 (moderate)

PATIENT HEALTH QUESTIONNAIRE (PHQ-9)

NAME: _____ DATE: _____

Over the last 2 weeks, how often have you been bothered by any of the following problems?
(use "✓" to indicate your answer)

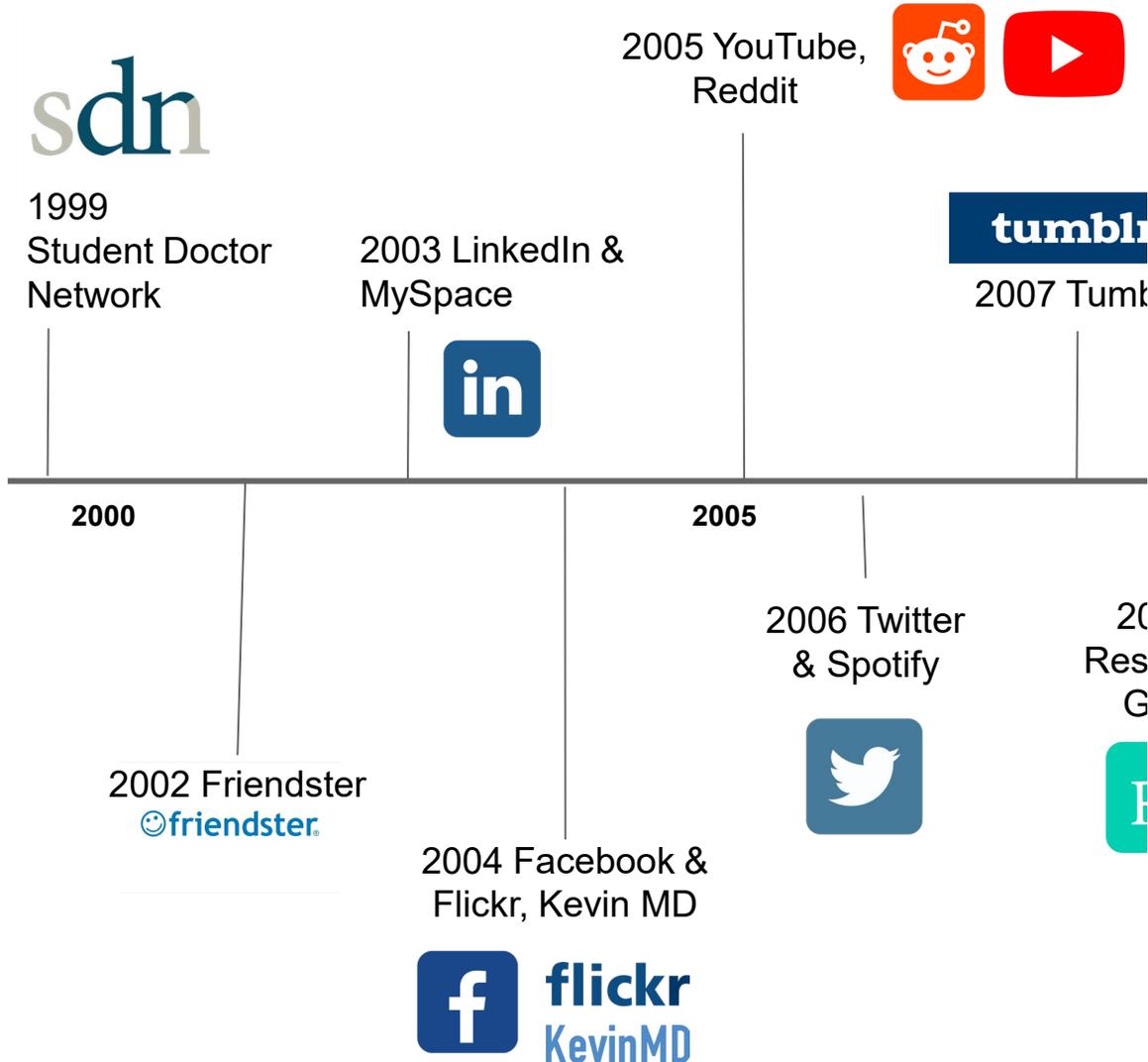
	Not at all	Several days	More than half the days	Nearly every day
1. Little interest or pleasure in doing things	0	1	2	3
2. Feeling down, depressed, irritable, or hopeless	0	1	2	3
3. Trouble falling or staying asleep, or sleeping too much	0	1	2	3
4. Feeling tired or having little energy	0	1	2	3
5. Poor appetite, weight loss, or overeating	0	1	2	3
6. Feeling bad about yourself - or that you are a failure or have let yourself or your family down	0	1	2	3
7. Trouble concentrating on things, such as school work, reading, or watching television	0	1	2	3
8. Moving or speaking so slowly that other people could have noticed. Or the opposite - being so fidgety or restless that you have been moving around a lot more than usual	0	1	2	3
9. Thoughts that you would be better off dead, or of hurting yourself in some way	0	1	2	3

add columns: [] + [] + []

Clinical Case: Emma

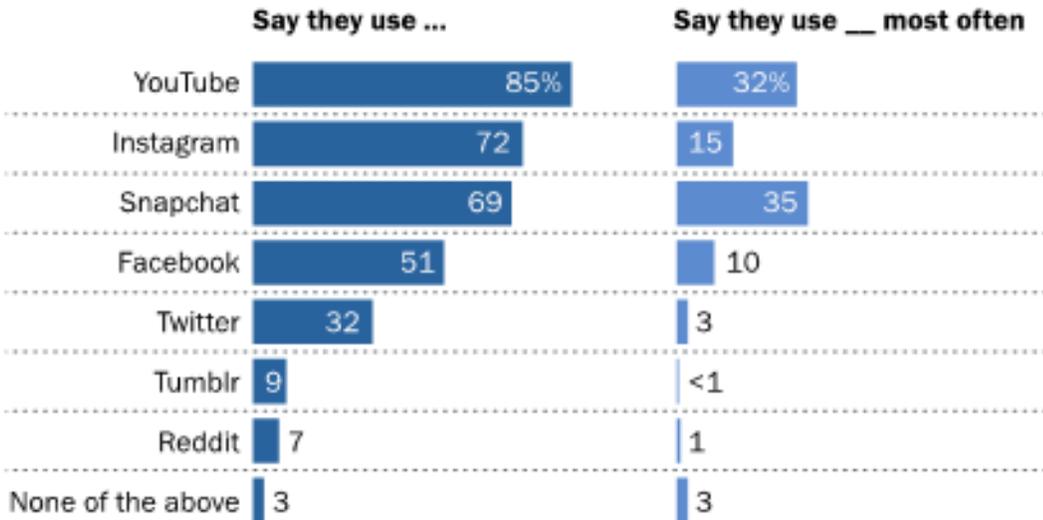
- **What additional mental health screening should you do?**
- **How can you help Emma strike a healthier balance between her online and offline activities?**
- **How can you foster open communication with Emma and create an environment where she feels comfortable discussing media use?**
- **What steps can you and Emma's parents take to address her sleep disturbances, declining academic performance and eating concerns?**

20+ Years of Social Media



YouTube, Instagram and Snapchat are the most popular online platforms among teens

% of U.S. teens who ...



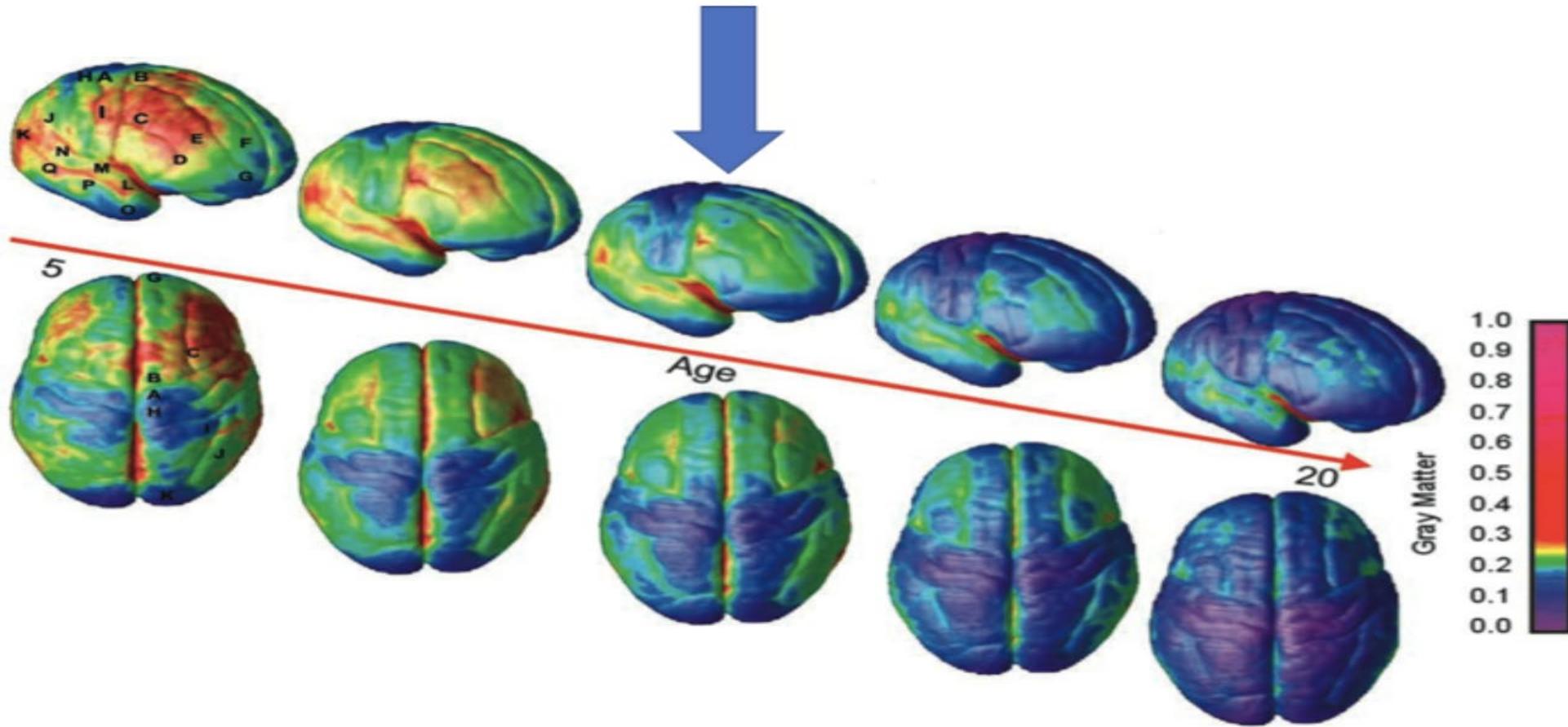
Note: Figures in first column add to more than 100% because multiple responses were allowed. Question about most-used site was asked only of respondents who use multiple sites; results have been recalculated to include those who use only one site. Respondents who did not give an answer are not shown.

Source: Survey conducted March 7-April 10, 2018.

"Teens, Social Media & Technology 2018"

PEW RESEARCH CENTER

Teen Brain Development



<http://prbblog.org/index.php/2010/12/01/adolescent-brain-development-reproductive-health/>



Impact of COVID-19 on adolescent health and use of social media

Natasha Ramsey^a, Malik Obeidallah^b and Anisha Abraham^c

Purpose of review

The coronavirus disease 2019 (COVID-19) pandemic changed access to healthcare and decreased mental and physical wellbeing. It also significantly altered teens' relationship with social media. This article is a current review of the literature on the impact of COVID-19 on adolescent health overall. In addition, how social media use has both improved and worsened the impact of COVID-19, along with strategies providers should consider in wanting to address social media use with teens.

Recent findings

The COVID-19 pandemic has affected adolescents through increased social isolation and decreased access to healthcare resources. Social media use has both positive and negative effects on adolescent health. Positive effects include sustained connection to friends, family and community while negative effects include lower self-esteem and increased incidence of eating disorders.

Summary

Our findings underscore the multifaceted impact of social media on adolescent mental health, physical wellbeing, and healthcare access. Of particular relevance to the physician is the potential of leveraging social media to promote healthy behaviors in vulnerable age groups and populations. Social media can be used to connect teens with reputable websites where they can seek medical or health information that would otherwise not readily be available.

Keywords

adolescents, coronavirus disease 2019 pandemic, mental and physical wellbeing, social media

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Challenges of Digital Media Use

Effects of screentime on the health and well-being of children and adolescents: a systematic review of reviews

Neza Stiglic¹, Russell M Viner¹

Affiliations + expand

PMID: 30606703 PMID: PMC6326346 DOI: 10.1136/bmjopen-2018-023191

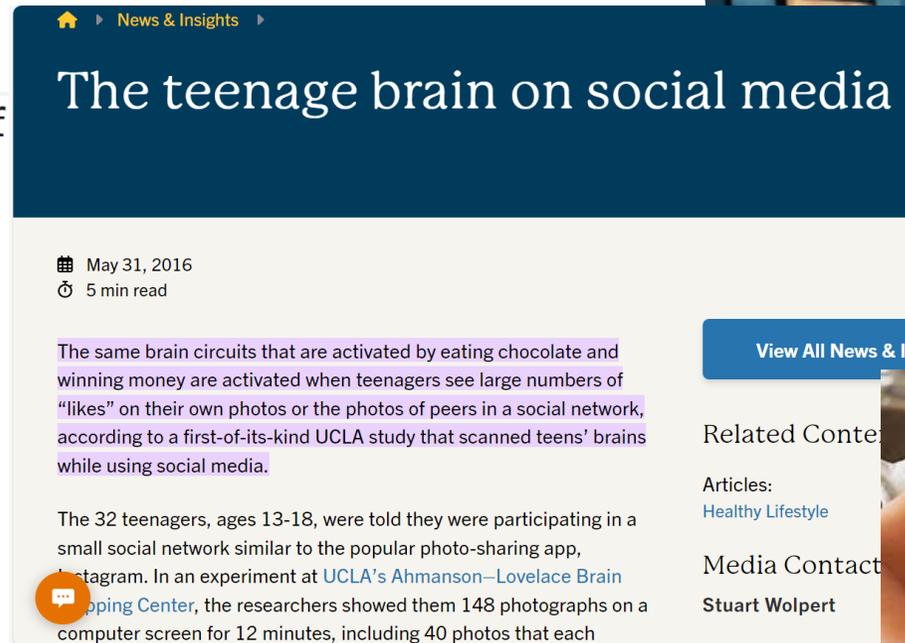
[Free PMC article](#)

Abstract

Objectives: To systematically examine the evidence of harms and benefits relating to time spent on screens for children and young people's (CYP) health and well-being, to inform policy.

Methods: Systematic review of reviews undertaken to answer the question 'What is the evidence for health and well-being effects of screentime in children and adolescents (CYP)?' Electronic databases were searched for systematic reviews in February 2018. Eligible reviews reported associations between time on screens (screentime; any type) and any health/well-being outcome in CYP. Quality of reviews was assessed and strength of evidence across reviews evaluated.

Results: 13 reviews were identified (1 high quality, 9 medium and 3 low quality). 6 addressed body composition; 3 diet/energy intake; 7 mental health; 4 cardiovascular risk; 4 for fitness; 3 for sleep; 1 pain; 1 asthma. We found moderately strong evidence for associations between screentime and greater obesity/adiposity and higher depressive symptoms; moderate evidence for an association



News & Insights

The teenage brain on social media

May 31, 2016
5 min read

The same brain circuits that are activated by eating chocolate and winning money are activated when teenagers see large numbers of “likes” on their own photos or the photos of peers in a social network, according to a first-of-its-kind UCLA study that scanned teens’ brains while using social media.

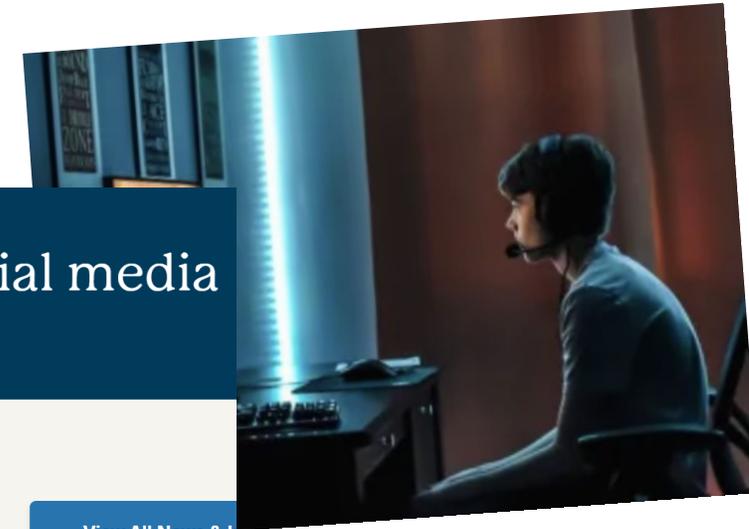
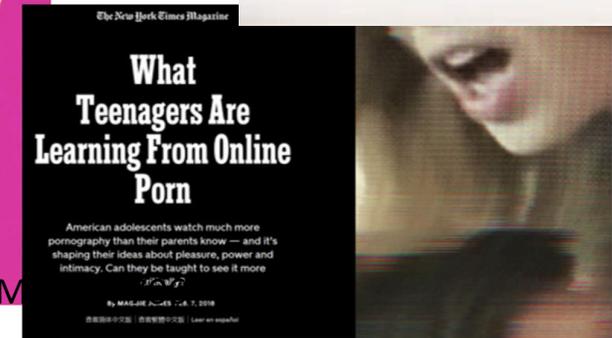
The 32 teenagers, ages 13-18, were told they were participating in a small social network similar to the popular photo-sharing app, Instagram. In an experiment at UCLA’s Ahmanson–Lovelace Brain Mapping Center, the researchers showed them 148 photographs on a computer screen for 12 minutes, including 40 photos that each

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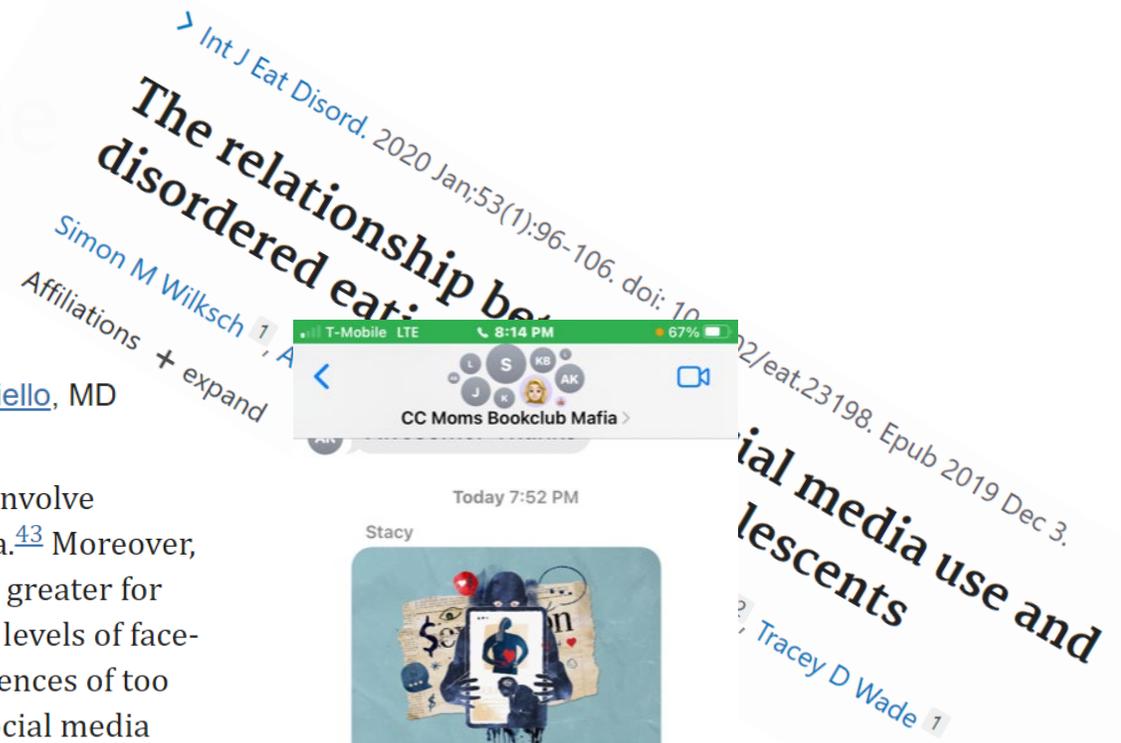
Challenges of Digital Media Use

Smartphones, social media use and youth mental health

[Elia Abi-Jaoude](#), MSc MD, [Karlina Treurnicht Naylor](#), MPH MD, and [Antonio Pignatiello](#), MD

interactions and individual factors.⁴³ Certain cognitive styles, such as those that involve rumination and brooding, appeared to exacerbate negative effects of social media.⁴³ Moreover, the negative impact of social media on depressive symptoms appears to be much greater for adolescents with low levels of in-person interaction; in contrast, youth with high levels of face-to-face socializing appear to be relatively protected against the negative consequences of too much time online.³⁴ A recent survey of 1124 college students found that while social media contact in the absence of a face-to-face relationship was associated with depressive symptoms, the proportion of social media contacts with whom participants had a close face-to-face relationship was negatively associated with depressive symptoms.⁴⁴ In addition, the challenges associated with social media may be especially risky for young people who are already experiencing mental health difficulties, as suggested by the bidirectional relationship between use of electronic media and decrease in psychological well-being.³³ Of particular concern for such vulnerable individuals is that educational or even promotional content about suicide and self-harm is readily available and widely accessed online.^{30,31}

CMAJ



MEDIA

New Analysis: Social Media Use Is Harmful to Self-Esteem

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Problematic Interactive Media Use (PIMU)

Psychology Research and Behavior Management

Dovepress

open access to scientific and medical research

 Open Access Full Text Article

REVIEW

Problematic interactive media use in teens: comorbidities, assessment, and treatment

This article was published in the following Dove Press journal:
Psychology Research and Behavior Management

Emily Pluhar^{1,2}
Jill R Kavanaugh¹
Jordan A Levinson¹
Michael Rich^{1,2}

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Abstract: Problematic Interactive Media Use (PIMU), aka internet or video game addiction, is increasingly presenting to pediatricians for care. The majority of youth now use mobile media almost constantly to communicate, learn, and entertain themselves, but for some, uncontrolled video gaming, social media use, pornography viewing, and information-bingeing on short videos or websites contribute to functional impairment. PIMU can result in academic failure, social withdrawal, behavioral problems, family conflict, and physical and mental health problems. There is no formal diagnosis to describe the spectrum of PIMU behaviors and therefore no standardized therapeutic interventions. Anticipatory guidance will help identify youth at risk and empower parents to recognize and prevent problems. In addition, epidemiology and etiology indicate that Attention-Deficit/Hyperactivity Disorder (ADHD), affective disorders, and Autism Spectrum Disorder (ASD) may predispose to and, in some cases, result from PIMU, offering opportunities for effective treatment by addressing underlying pathology that is manifesting itself in the interactive media environment. Efforts to establish evidence-based diagnoses, develop and evaluate therapeutic strategies, and to train clinicians in recognition and care of PIMU are reviewed.

Keywords: addictive behavior, adolescent health, internet, dialectical behavior therapy, mental health

Table 1 Assessment of adolescent with problematic interactive media use disorder

History of present illness <ul style="list-style-type: none">• Define the specific behavior, duration, intensity, and frequency• Identify symptoms of current behavior and how it is interfering in functioning• Identify specific areas of functioning that are impacted by screen media use including: interpersonal, family relationships, sleep, academic performance, physical health, isolation and mood lability
Past mental health/physical health history <ul style="list-style-type: none">• Review all former and current symptoms, diagnoses, and treatments
Social and developmental history <ul style="list-style-type: none">• Review developmental milestones• Review academic history including 504 plans• Review social history• Review family history
Function of the behavior <ul style="list-style-type: none">• Identify what the function of the behavior is for the patient• Avoidance, boredom, negative affect management, emotion regulation, and socialization

Benefits of Digital Media Use



<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7579040/>

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Benefits of Digital Media Use

NEWS / CAMPUS / RESEARCH & IDEAS

Study finds positive impact of social media on teenagers during COVID-19

Digital tools such as apps and text messaging can be used to promote healthy behaviors. Being online can also connect young people with disabilities or who are otherwise marginalized with others who have similar needs. Being online and using a reputable site, can be useful for teens who are trying to seek medical or health information, but are not able to get information readily at school or at home or are embarrassed to ask. For example, sites that give information on puberty or sexually transmitted infections can offer useful advice to kids that have concerns. Having a cell phone can be an important



THE
TREVOR
PROJECT

Get Help

You deserve a
welcoming, loving world.

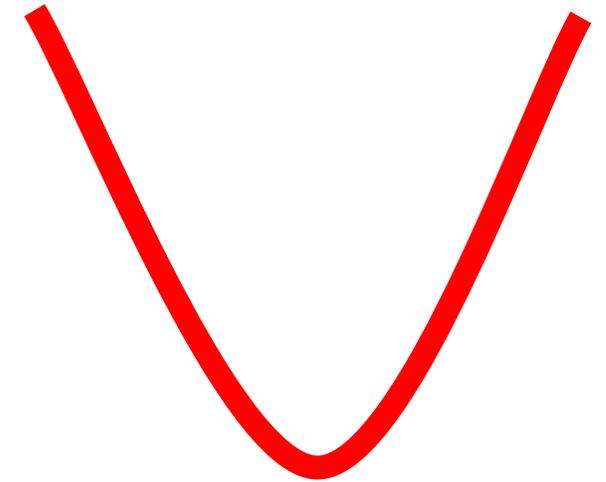
And so do the people you care about. Here you can reach out to a counselor if you're struggling, find answers and information, and get the tools you need to help someone else.

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Take Home: Social Media Use and Youth Mental Health

- Relationship may not be linear (U-shaped curve)
- Effects are multifactorial and depend on:
 - Type of media
 - Type, amount, and extent of use
 - Characteristics of the individual child
 - Related to parent media use



The 3c's



Child: individual accessing digital content

Content: digital content (e.g. text, videos, games, and other media)

Context: circumstances and environment (e.g. parental supervision, privacy settings, age-appropriate platforms, online community)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6846267/>

Graduated Autonomy-Teen Driving vs Teen Social Media Use

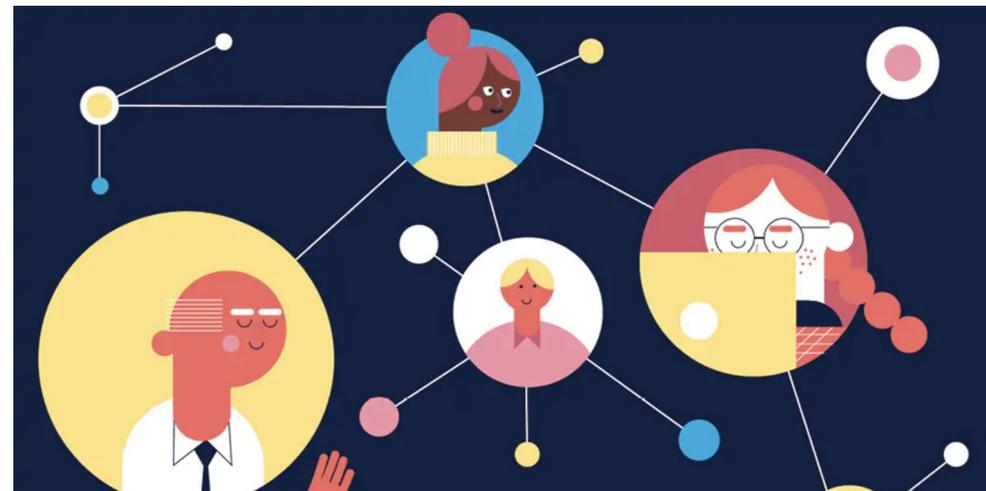


**STUDENT
DRIVER**

Center of Excellence Framework



- **A**void fear/shame-based counseling
- **E**nhance caregiver curiosity regarding kids' digital experiences
- **F**oster a competence/growth mindset in conversations with teens about media
- **I**mprove understanding of children's developmental and emotional needs



Center of Excellence Framework



- **Provide support for autonomy, skills, self-regulation, parental role-modeling, and open-minded communication (and building positive interactive social media use)**
- **Provide resources to support healthy relationships with technology from infancy**
- **Encourage balanced parental technology use and understand sociocultural drivers of media use**
- **Tailor approaches to the strengths and challenges of each child and family**
- **Advocate for policy change in the digital ecosystem**

Back to our Case: SSHADESS Screening Tool

Strengths

School

Home

Activities

Drug/substance use

Emotions, eating and depression

Sexuality

Safety

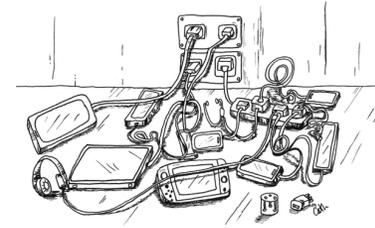


https://www.aap.org/contentassets/0e45de0366d54ec38fbfcb72382a0c6c/rt2e_ch32_sahm.pdf

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Clinical Case: Emma



- **S**trengths-Enjoys acting and theater
- **S**chool-In 10th grade, was getting a/b's. Wants to be a nurse
- **H**ome-Lives w/ parents, older sibling, dog
- **A**ctivities-Plays volleyball
- **D**rug/substance use-Denies
- **E**motions, eating and depression-Feels sad often, denies SI/cutting. Has felt unhappy about body image which has worsened with social media use. Has been bingeing a few times per week. Denies purging.
- **S**exuality-Uses she/her pronouns, denies SA or abuse, interested in boys and girls, denies SA
- **S**afety-Denies cyberbullying, bullying

Back to our Clinical Case: Emma

- What additional mental health screening should you do? *Screen for depression, eating disorders including binge eating, substance use*
- How can you help Emma strike a healthier balance between her online and offline activities? What steps can you and Emma's parents take to address her sleep disturbances, declining academic performance and other concerns? *Build on strengths, link to future career plans, use behavioral motivation. Ensure regular family mealtimes and activities. Create a family media plan. Recharge devices outside of room. Take a Tik Tok and IG break. Discuss risks of eating disorders, consider psychological counseling and a nutritionist.*
- How can you foster open communication with Emma and create an environment where she feels comfortable discussing media use? *Discuss pros and cons of media use, be curious about what she is using and why. Ask about peers' experiences. Also discuss sexting, pornography, etc. Affect it may have on her*

Key Considerations for Providers

Use

- Use a neutral approach

Ask about

- Ask about sites/platforms and peer use

Offer

- Offer guidance on referral to mental health professionals or support groups when needed

Recognize

- Recognize teenage brain development

Screen

- Screen for mental health concerns

Provide

- Provide parents resources and strategies to initiate conversations with their teen

Discuss

- Discuss the importance of creating a family media plan and establishing boundaries

Give

- Give skills to promote autonomy and become independent users

Key Considerations for Caregivers

Have	Have regular conversations and start early
Consider	Consider need for personal phone for preteens and defer if possible
Think	Think quality over quantity
Be	Be a media coach
Have	Have a family media plan
Know	Know age limits for apps
Carve out	Carve out intentional time not to use devices
Charge	Charge all electronic devices outside of bedroom

<https://www.apa.org/topics/social-media-internet/social-media-parent-tips>

Key Considerations for Caregivers

Set	Set time limits to help teens with self-control
Balance	Periodically monitor games, sites, and social media but balance with appropriate needs for privacy
Have	Have autonomy-supportive conversations
Discuss	Discuss hot topics like sexting, pornography and cyberbullying
Teach	Teach social media literacy and how to judge whether a source is reliable
Model	Model healthy digital behavior - kids mirror adults!

Are there any specific social media platforms that are considered harmful to our youth?

What are the safest apps/games?

What is too much social media?

When should providers/parents start talking to teens about social media?

Are video games considered social media since they include interactive capabilities?

Is social media all bad for kids?

What are some good resources for parents?

What are the best practices for parents around social media?

Learning Objectives

Home > Psychology Topics > Social media and the internet >
Keeping teens safe on social media: What parents should know to protect their kids
A multipronged approach to social media management, including time limits, parental monitoring and supervision, and ongoing discussions about social media can help parents protect teens' brain development

- **Review the benefits vs. challenges and concerns associated with social media use**
- **Understand the relationship between social media and youth mental health**
- **Discuss the role of providers and parents**
- **Provide key tips, resources and support for healthy social media habits**

Summary

- Consider the **3 Cs**: Child, Content, Context
- **Benefits** of media include social connection, self-expression, learning, and entertainment
- **Challenges** include inappropriate content, cyberbullying, physical and mental health issues, safety, PIMU
- Use a **strengths-based SSHADES approach and motivational counseling**
- Have a **family media plan**
- Encourage parents to **model** behavior
- Establish reasonable **boundaries**
- Have **autonomy-supportive** conversations



Resources: AAP

<https://www.aap.org/en/patient-care/media-and-children/center-of-excellence-on-social-media-and-youth-mental-health/>

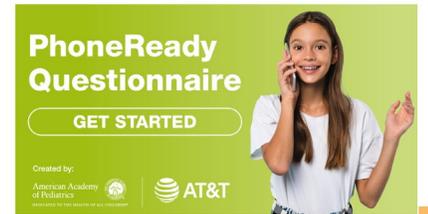
<https://www.healthychildren.org/English/fmp/Pages/MediaPlan.aspx>

[Welcome to the PhoneReady Questionnaire - HealthyChildren.org](#)

[Social Media: Enjoy the Upsides & Avoid the Downsides | AAP - YouTube](#)



Welcome to the PhoneReady Questionnaire



Family Media Plan

Media is everywhere, and managing it all can be tough. Creating a Family Media Plan can help you and your children set media priorities that matter most to your family. Come back to revise your plan as often as you need to, such as at the beginning of each school year or during summer and holiday breaks.

Here's how it works

Since media habits are different for every household, the Family Media Plan can be customized to meet your family's needs. Make a full plan, or just choose a few parts that matter the most to your family.

The Family Media Plan includes:

- A list of media priorities to choose from
- Practical tips to help make the plan work
- Why it's important



Social media can... help connect.

RESEARCH-BASED TIPS FROM PEDIATRICIANS FOR FAMILIES

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

- 1. Build a family media plan.**
 - Work together to set rules about social media use so you and your children agree on how devices fit into your lives.
- 2. Balance time with and without devices.**
 - Create screen-free times and places in your home (e.g., meals, bedtime).
 - Set do-not-disturb times and media time limits.
 - Track online activities and talk about which ones may be problematic.
 - Plan regular screen-free activities your family enjoys.
 - Make a habit of turning off media that isn't in use. Try music if you need ambient noise.
- 3. Talk about social media.**
 - Start regular, open-minded conversations with...
- 4. Set a good example.**
 - Include your own habits in discussions about social media usage.
 - When your attention is on your device, tell your kids what you're doing.
 - Be kind to others online and talk to your kids about how you are using media for good.
- 5. Optimize your family's online experience.**
 - Choose quality content to use together as a family.
 - Know which platforms are age- and content-appropriate for your children.
 - Set and follow safety rules for who we can chat with online.
 - Set privacy settings at the most secure level.
 - Watch for warning signs, like if your child is: ... Withdrawing from social interaction.

Resources

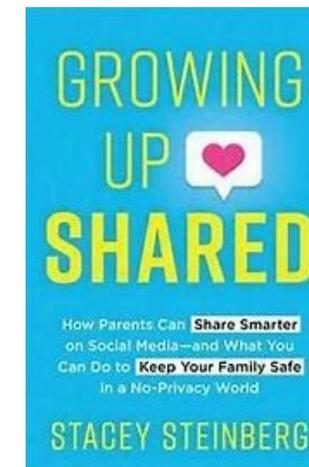
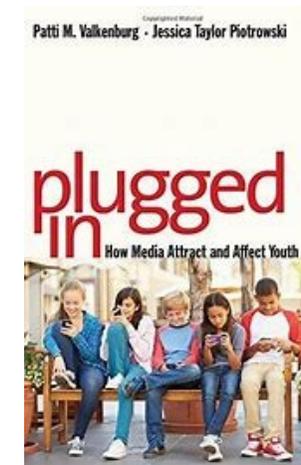
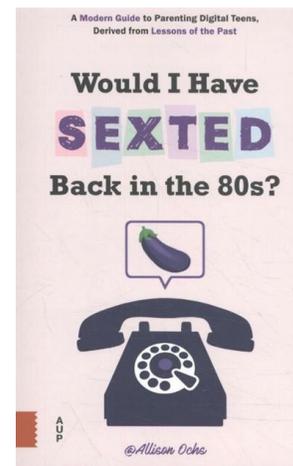
- **Common Sense Media**
<https://www.commonsensemedia.org>
- **Center on Media and Child Health**
<http://cmch.tv/clinicians/pimu-tips>
- **Screenagers movie: Growing up in a Digital Age**
<https://www.screenagersmovie.com>



6 Online Safety Apps For Kids and Tweens - Motherly

Phone: (650) 514-4032

1. Bark Technologies. Bark is a comprehensive app for families that monitors across 30 plus of ...
2. Norton Family. It makes sense that the tried and true company that keeps computers safe ...
3. MSpy. The more you know, the less you worry. And if that's the case, MSpy will have you ...
4. Teensafe. Teensafe is all about fostering a healthy balance between life and devices. Weekly ...



Final Thoughts

What's something you learned today?

Something you will discuss with your patient this week?

Something that you think you need more information or resources from?

Thank you!

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The screenshot shows the website for Adolescent and Young Adult Medicine at Children's National. The page features a navigation menu on the left with options like 'All Care Services', 'Adolescent and Young Adult Medicine', 'Meet the Team', 'Locations', 'Eating Disorders Clinic', and 'Youth Pride Clinic'. The main content area has a header 'Adolescent and Young Adult Medicine' with a contact number '202-476-5464'. Below this is a featured article titled 'Taking Teen Care to the Next Level' with a sub-headline 'Our Adolescent and Young Adult Medicine division provides unparalleled comprehensive care for...'. The page also includes a horizontal navigation bar with categories like 'Visiting & Staying', 'Specialty Care Patients', 'Pediatric Primary Care', 'For Healthcare Providers', 'Research and Innovation', and 'Advocacy & Outreach'. A footer contains a list of links: 'About Us', 'All Care Services', 'Locations', 'Paying Your Bill', 'Careers', 'Healthcare Education', 'News and Events', 'Contact Us', 'How to Help', and 'Volunteer Services'.

[Adolescent and Young Adult Medicine | Children's National \(childrensnational.org\)](https://www.childrensnational.org/adolescent-and-young-adult-medicine)

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The INOVA CME management system changed effective June 2023. What does this mean for you?

1. All providers must create an account on the new platform, visit: cme.inova.org.
2. Once you have an account, credit for this session can be claimed in one of two ways:
 1. Text today's session code ("VUHKUV") to 703-260-9391.
 2. Visit cme.inova.org/code to enter today's session code ("VUHKUV") on the website.

CME credit must be claimed within 30 days of the presentation date.

Thank you!

PHN@childrensnational.org