SOCIAL MEDIA

Implications for Social-Emotional Competency and Affective Distress

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OBJECTIVES

• Identify current social media outlets and how social media is used
• Identify posting ‘without a trace’ sites
• Identify factors that can cause affective/emotional distress
• Share school and out of school experiences
• Understand the underlying social-emotional competency factors involved in large scale social media communications
• Understand the psychological factors and the implications for affective distress
• Strategies for Resiliency
INTRODUCTION

This session will address incivility, rudeness, meanness, cyber-bullying, suicide and similar issues influenced by social media. This session will address social-emotional competencies in large-scale social media communications and the implications for teen mental health. Solutions to insulate teens from affective distress will be offered.
I FACEBOOK, THEREFORE I AM
A full 88% of teens have or have access to mobile a phone with 73% having access to a smartphone allowing for easy and frequent access to social media. American culture has become dominated by social media outlets such as Facebook, Snapchat, Twitter, Google Plus, Instagram, Vine, Tumblr, Flickr, and more with high rates of teens going online.
• Over 500 million people interact daily with Facebook.
• Facebook makes you feel like you're wasting your life.
• Researchers at the University of Gothenburg in Sweden have found that logging into Facebook is the first thing 70 percent of people do when they turn on their computers and that doing so can turn into an addiction.
TRENDING IN SOCIAL MEDIA

Facebook, Instagram and Snapchat Top Social Media Platforms for Teens
% of all teens 13 to 17 who use ...

Facebook 71%
Instagram 52
Snapchat 41
Twitter 33
Google+ 33
Vine 24
Tumblr 14
Different social media site 11


PEW RESEARCH CENTER
# Trending in Social Media

## Snapchat More Likely to Be Used Most Often by Wealthier Teens; Facebook Most Popular Among Lower Income Youth

Among teens ages 13 to 17, the % of teens who use Snapchat most often, by household income:

<table>
<thead>
<tr>
<th>Household Income</th>
<th>Snapchat</th>
<th>Instagram</th>
<th>Facebook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $30,000</td>
<td>7%</td>
<td>19%</td>
<td>51%</td>
</tr>
<tr>
<td>$30,000 - $49,999</td>
<td>10%</td>
<td>15%</td>
<td>46%</td>
</tr>
<tr>
<td>$50,000 - $74,999</td>
<td>9%</td>
<td>17%</td>
<td>46%</td>
</tr>
<tr>
<td>$75,000 - $99,999</td>
<td>8%</td>
<td>12%</td>
<td>35%</td>
</tr>
<tr>
<td>$100,000+</td>
<td>8%</td>
<td>15%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Source: Pew Research Center’s Teens Relationship Survey, September 25-October 9, 2014 and February 10-March 16, 2015 (n=1,016 teens ages 13 to 17).

**Pew Research Center**
SOCIAL MEDIA APPS

• **Kik Messenger**
  - App kids text for free that’s fast and
  - No message limits, character limits, or fees if you only use the basic features.
  - Texts won't show up on your kid's phone's messaging service, and you're not charged for them (beyond standard data rates).

• **OoVoo**
  - free video, voice, and messaging app
  - Users have group chats with up to 12 people for free
  - common for kids to log on after school and keep it open while doing homework.
SOCIAL MEDIA APPS

• WhatsApp
  • Users send text messages,
  • Audio messages, videos, and
  • Photos to one or many people with no message limits or fees.

• Vine
  • App lets users post and watch looping six-second video clips.
  • Twitter-owned service has developed a unique community of people
  • Teens tend to use Vine to create and share silly videos of themselves and/or their friends and families

• Periscope
  • Users record real time videos
  • Remain available for 24 hours
TRENDING

• Sexting of oneself
• Sexting pictures or videos of someone else
• Carrying on an inappropriate relationship and talking about it publicly
• Publicly bash peers, friends, family, teachers, etc.
• Spamming
• Sending distasteful memes
• Lying on someone publicly or about an event or situation
• Gossiping
• Name-calling
• False information, hoax emails and tweets
• False identity, mistaken identity or person or photos
SOCIAL MEDIA MISTAKES

• Posts or tweets boomerang
• Assume every boss, college recruiter, potential employer knows how to use Facebook, Google Plus, SnapChat, Twitter and MySpace,
• Post thinking that everyone is watching even if in reality they’re not.
SHARING TOO MUCH INFORMATION

• Sharing TMI about your personal life with colleagues is unprofessional.
• If in a private talkative group, join conversations occasionally to fit in and group members don’t resent you.
constant social media presence may jeopardize teens' mental health study

• We text-messaged people five times per day for two-weeks to examine how Facebook use influences the two components of subjective well-being: how people feel moment-to-moment and how satisfied they are with their lives.

• Our results indicate that Facebook use predicts negative shifts on both of these variables over time. The more people used Facebook at one time point, the worse they felt the next time we text-messaged them; the more they used Facebook over two-weeks, the more their life satisfaction levels declined over time.
TOO MUCH SOCIAL MEDIA

• Interacting with other people “directly” did not predict these negative outcomes. They were also not moderated by the size of people's Facebook networks, their perceived supportiveness, motivation for using Facebook, gender, loneliness, self-esteem, or depression.

• On the surface, Facebook provides an invaluable resource for fulfilling the basic human need for social connection. Rather than enhancing well-being, however, these findings suggest that Facebook may undermine it.
Figure 1. Facebook use predicts declines in affect and life satisfaction over time.

http://127.0.0.1:8081/plosone/article?id=info:doi/10.1371/journal.pone.0069841
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INCIVILITY

• Synonyms
  • dis (also diss) [slang], discourteousness, disrespect, disrespectfulness, impertinence, impertinency, impoliteness, impudence, discourtesy, inconsiderateness, inconsideration, insolence, rudeness, ungraciousness

• Antonyms
  • civility, considerateness, consideration, courtesy, genteelness, gentility, graciousness, politeness, politesse, thoughtfulness
RUDENESS

• Discourteous or impolite, especially in a deliberate way: a rude reply. Without culture, learning, or refinement; rough in manners or behavior; unmannerly; uncouth.

• Rough, harsh, or ungentle

• Harsh to the ear: rude sounds.
MEANNESS

• Meanness is a social problem. It's a factor in
• Domestic abuse
• School bullying
• Children and adults who mistreat or torture animals, and
• Bosses or supervisors who mistreat their subordinates.
• It's a common characteristic of some elderly people who do not repress their unhappiness, regrets, and unresolved issues.
• Posting mean-spirited posts
CYBERBULLYING

• The act of harming or harassing via information technology networks in a repeated and deliberate manner.

• According to U.S. Legal Definitions, "cyber-bullying could be limited to posting rumors or gossips about a person in the internet bringing about hatred in other’s minds; or it may go to the extent of personally identifying victims and publishing materials severely defaming and humiliating them.

• Seventy-one percent (71%) of students in grades 9th-12th grade reported being cyberbullied once or twice in a school year
  • 19.6% once or twice a month
  • 5.3% reported once or twice a week
  • 3.1% reported almost every day

• Peers sometimes gang up and deliver insults online on anything you say or post; doing anything and everything to agitate targeted peer.
NEGATIVE SELF ESTEEM

• Over identification with Facebook and online friends

• Teenagers are looking for the number of friends one has, Likes and shares.

• Teenagers may measure the "success" of their photos -- even their self-worth -- by the number of likes or comments they receive.

• Posting a photo or video can be problematic if teens post it to validate their popularity.
NEGATIVE BODY IMAGE

- Teenagers who are active online worry a lot about how they're perceived
- Teenagers turning to the Internet for body image validation
- Body dissatisfaction appears to be on the rise in the United States
- Feedback is constant, often negative, frequently public, and interactive
- Negative body image without the internet, but appears exasperated by the internet.
- Posting selfies on Instagram and reading clickbait
EXPERIENCES OUTSIDE SCHOOL

• Your child feels like throwing up the night before the start of your school week
• Your frustrated family demands that your child to stop obsessing about school at home
• Your doctor asks what could be causing your child’s recent health problems, and tells you to change his/her class or teacher
• Your child feel too ashamed of being controlled by another person at school to tell his/her teacher or school administrator
• Time off is used for "mental health breaks" from the misery
• Days off are spent exhausted and lifeless, your child’s desire to do anything is gone
• Your favorite activities and fun with family are no longer appealing or enjoyable
• Your child begins to believe that you provoked the means, rudeness, incivility, etc.
EXPERIENCES AT SCHOOL

• Everything your child’s tormenter does is arbitrary and unpredictable, working a personal agenda
• Student constantly feels agitated and anxious, experiencing a sense of doom, waiting for bad things to happen
• Others at school/work have been told to stop working, talking, or socializing with student
• Bumping into peer in the halls
• Banging doors open in their face
• Ignoring or talking about student as if they are not present
• Stalking them every time they leave their desk or are out in the halls
POSITIVE HEALTH AND SCHOOL OUTCOMES

• Sense of connectedness or belonging to school and to family is the single most important protective factor for young people.

• Associated with positive health and academic outcomes. Children and young people who feel cared for by people at their school and feel connected to learning are more likely to be motivated, show improved academic outcomes, and academic self-efficacy.

• School connectedness is also associated with a range of physical health and mental health outcomes.
POSITIVE HEALTH AND SCHOOL OUTCOMES

• Children and young people with a higher level of school connectedness are less likely to abuse substances, engage in violence, report mental health problems or engage in sex at an early age.

• Low school connectedness combined with high peer connectedness was associated with higher risks of substance or mental health problems, and those students with both low school and low peer connectedness were at an elevated risk of substance and mental health problems and were also more likely to leave school early.

• Positive teacher-student relationships are significantly associated with increased school connectedness and with cognitive, emotional and behavioral engagement.
SOCIAL AND EMOTIONAL COMPETENCE

• Socially literate and skilled children
  • More likely to advocate for themselves,
  • Ask another adult for help,
  • Express their needs, feelings, and interests appropriately and clearly, and
  • Connect with others.

• Children are able to clearly express their needs and wishes, and we are better able to understand how to meet their needs.
SOCIAL AND EMOTIONAL COMPETENCE

• Adults also have an easier time caring for children who are able to listen and follow directions, follow the routine of the program, solve problems, and ask for help rather than engaging in problem behavior.

• Social and emotional competence also leads to more positive adult-child relationships and more positive peer relationships. It is through these positive relationships that children learn best.
Social and emotional competence is the ability to interact with others, regulate one’s own emotions and behavior, solve problems, and communicate effectively. Children who are socially and emotionally competent have (Center for the Study of Social Policy, 2013):
SOCIAL AND EMOTIONAL COMPETENCE

• Healthy self-esteem
• Self-confidence
• Self-efficacy
• Self-control
• Personal agency
• Patience

• Persistence
• Conflict resolution skills
• Communication skills
• Empathy
• Social skills
• Morality
SOCIAL AND EMOTIONAL COMPETENCE

• Children who have these characteristics are not just successful in classrooms. They are successful in life.

• There is strong research evidence that social and emotional development contributes to development across domains:
  • cognitive
  • physical
  • communication.

• In many ways, social and emotional development opens the door to richer and deeper learning.