Research and notes of interest on Empathy and Mobile devices

https://www.washingtonpost.com/news/morning-mix/wp/2015/02/02/using-an-ipad-or-smartphone-can-harm-a-toddlers-brain-researchers-says/

http://www.huffingtonpost.com/suren-ramasubbu/does-technology-impact-a-childs-emotional-intelligence_b_7090968.html

http://www.scientificamerican.com/article/what-me-care/

http://www.sd23.bc.ca/ProgramsServices/earlylearning/parentinformation/Documents/Impact%20of%20Technology%20on%20Young%20Children's%20Development.pdf   Zone'in fact sheet 17 pages

Sherry Turkle, professor of Social Studies of Science and Technology at MIT points out that over the past 20 years there has been a **40% decline in college students on measurements of empathy.** That lack of face-to-face interaction via conversation is one of the biggest contributors to bullying, and that too much time spent behind devices rather than engaging one-on-one is affecting how students interact.

http://www.oxfordlearning.com/how-technology-affects-kids-social-and-emotional-learning/

CARKHUFF AND TRUAX EMPATHY SCALE
by Dustin K MacDonald

"Level 1: Low Level of Empathic Responding
- Communicating little or no awareness or understanding of the caller's feelings
- Responses are irrelevant or abrasive
- Changing the subject, giving advice, etc.

Level 2: Moderately Low Level of Empathic Responding
- Responding to the surface message of the caller but omitting feelings or factual aspects of the message.
- Inappropriately qualifying feelings (e.g.,"somewhat," "a little bit,""kind of")
- Inaccurately interpreting feelings (e.g., "angry"for "hurt,""tense"for "scared").
- Level 2 responses are only partially accurate, but they show an effort to understand

Level 3: Interchangeable or Reciprocal Level of Empathic Responding
- Verbal and nonverbal responses at level 3 show understanding and are essentially interchangeable with the client's obvious expressions, accurately reflecting the client's story and surface feelings or state of being

Level 4: Moderately High Level of Empathic Responding
- Somewhat additive, accurately identifying the client's implicit underlying feelings and/or aspects of the problem.
- Volunteer's response illuminates subtle or veiled facets of the client's message, enabling the client to get in touch with somewhat deeper feelings and unexplored meanings and purposes of behavior.
- Level 4 responses thus are aimed at enhancing self-awareness.

Level 5: High Level of Empathic Responding
- Reflecting each emotional nuance, and using voice and intensity of expressions finely attuned to the client's moment-by-moment experiencing, the volunteer accurately responds to the full range and intensity of both surface and underlying feelings and meanings
- Volunteer may connect current feelings and experiencing to previously expressed experiences or feelings, or may accurately identify implicit patterns, themes, or purposes.

- Responses may also identify implicit goals embodied in the client's message, which point out a promising direction for personal growth and pave the way for action.
- Responding empathically at this high level facilitates the client's exploration of feelings and problems in much greater breadth and depth than responding at lower level"

Also see (Empathic Understanding, C.H Patterson)

http://greatergood.berkeley.edu/quizzes/   great list of quizzes!

The following Technology Use Guidelines for children and youth were developed by Cris Rowan, pediatric occupational therapist and author of *Virtual Child*; Dr. Andrew Doan, neuroscientist and author of *Hooked on Games*; and Dr. Hilarie Cash, Director of reSTART Internet Addiction Recovery Program and author of *Video Games and Your Kids*, with contribution from the American Academy of Pediatrics and the Canadian Pediatric Society in an effort to ensure sustainable futures for all children.

Technology Use Guidelines for Children and Youth

Developmental Age	How Much?	Non-violent TV	Handheld devices	Non-violent video games	Violent video games	Online violent video games and or pornography
0-2 years	none	never	never	never	never	never
3-5 years	1 hour/day	✓	never	never	never	never
6-12 years	2 hours/day	✓	never	never	never	never
13-18 years	2 hours/day	✓	✓	limit to 30 minutes/day		never

Please contact Cris Rowan at info@zonein.ca for additional information. © Zone'in February

Although there are different definitions of empathy, there is agreement that empathy is learned during the first few years of life (Decety & Michalska, 2010: van Lissa et al., 2014). Children between the ages of seven and 12 appear to be naturally inclined to feel empathy for others in pain (Decety, Michalska, & Akitsuki, 2008). Examining fMRI scans, Decety et al. found that children show responses in the same areas of their brains as adults do in seeing another person in pain. Children also are socialized to have empathy from the interactions and opportunities to engage in situations where they can speak about their emotions (Taylor, Eisenberg, Spinrad, Eggum, & Sulik, 2013). Gender differences in empathy favor female over male and socialization is the factor in which these changes occur (Wölfer, Cortina & Baumert, 2012; Eisenberg & Lennon, 1983). Empathy is present in both genders, with differences 20 beginning to occur when each gender is groomed in a traditionally "feminine" or "masculine" way (Wölfer et al., 2012). Empathy is also developed from modeling in a child's youth. When a mother or parent engages in actions that are empathic, or prosocial, the child through mimicking and rehearsing,

learns empathy through prosocial behavior. Children are most likely to grow up to be empathically concerned adults when both of their parents enjoyed being involved with them, especially a father's involvement in childcare and maternal tolerance of dependency, and when their needs were differentially responded to (Koestner, Franz & Weinberger, 1990). In other words, empathy is facilitated by limiting displays of aggression and increasing opportunities to communicate about emotions.