



Using the iPhone or
the Tablet for
behaviors you want.



An Ongoing Process

Helping kids regulate their own media use is an ongoing process, and along the way you're likely to experience some struggles when it's time to turn off the TV, iPad, or any other digital device.

- TV Tips: When it's time to transition from TV watching to another activity, using pre recorded shows comes in handy.
 - On traditional broadcast TV, one show flows into another, but when you use the DVR, a DVD, or even a streaming-video service, your kid can turn off the TV when the show is over.
 - You Tube: Consider using the "watch later" feature on YouTube. The site allows you to select and add videos to a playlist. Your kids can simply watch what you've selected together.



Very Young Children (Ages 0-4):

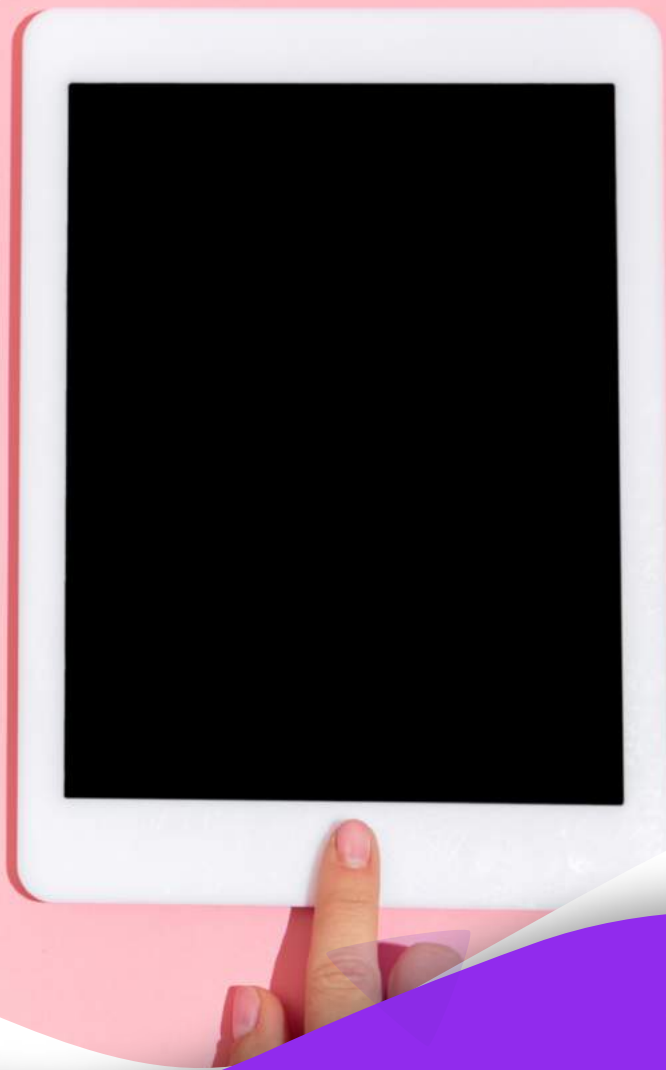
- **Limit exposure.** The American Academy of Pediatrics recommends avoiding television and other entertainment media for children under 18 months. After 18 months parents can begin introducing “high quality” programming, but the AAP cautions that parents should watch with their children to answer any questions they might have.
- *For children two to five, the AAP recommends limiting media consumption to an hour of high quality programming, again with the caveat that parents should be watching alongside.*

Start leading by example early. Even before your child has a phone or tablet of her own, show her how they should be used. Don’t check your messages at the dinner table. Look at people when they’re talking to you — not at your phone. Remember that your children are always watching you and young children notice everything — that’s how they learn.



Very Young Children (Ages 0-4):

- **Don't underestimate the value of traditional toys and open spaces.** It's important for kids to experience unstructured "free play," which means that they decide what to do, and how to do it, and are playing simply for play's sake—not to get to the next level in a game, or learn some specific skill. This kind of play lets kids:
 - *Move at their own pace, instead of being driven along by fast-moving media*
 - *Develop creativity*
 - *Get experience making decisions*
 - *Practice sharing and working with others*
 - *Learn to be a leader and self-advocate*
- **Apps** — however educational they claim to be — are no substitute for the kind of learning that comes to kids naturally if we let it.



Very Young Children (Ages 0-4):

- **Do leave the tablet at home.** While they are helpful during a long car or plane ride, tablets and other devices are out of place in the stroller or car on the way to preschool. It's important for kids to have the opportunity to look around them and find entertainment (not to speak of learning) in the real world, too. And they should not be part of play dates!



Grade-School Kids (Ages 5-11):

- **Watch things together.** If you're worried that your kids are getting bad messages from the media, the best way to counteract them is to watch alongside your kids and point out when something isn't right.

Call out a female character if she only seems to care about boys, or how she looks. Provide context if you are seeing unhealthy relationships (including friendships) or unrealistic beauty standards.

Besides reinforcing your values, this will teach your kids to watch television and movies actively, not passively, which is good for their self-esteem.

Do this during commercials, too!



Grade-School Kids (Ages 5-11)

- **Screen time shouldn't be all the time.** The AAP recommends that parents set sensible boundaries on how much screen time is appropriate for their child. Just as important: designating media-free spaces, like bedrooms and the dinner table. Establishing (and enforcing) these limits from a young age teaches kids to be healthy media consumers.
- **Be discerning.** Determining what is quality screen time and what isn't might not be obvious, but look out for things that:

*Are age-appropriate
Engage your child's imagination
Have the right values*

Conversely, if you don't want your child playing a particular game or watching a particular show, explain your reasons why and be specific — don't just say it's "bad."



Grade-School Kids (Ages 5-11):

- **Don't make screens the reward (or consequence).** Technology is enormously appealing to kids as it is, but when we make screen time the go-to thing kids get for good behavior — or get taken away for bad behavior — we are making it even more desirable, thereby increasing the chances that a child will overvalue it.
- **Encourage other activities.** There are many ways to have fun. Running around outside, playing a sport, reading books, doing crafts — variety is important for a balanced life. Encourage your kids to develop a wide range of interests. Model yourself doing this, too. Let your kids see you reading a book and making things and having a hobby. Finally, present these things as just as rewarding as screen time — not alternatives to it. Equal billing is important.



Meltdowns:

- **Have a plan.** Explain beforehand to your kid that he or she can watch a certain number of shows or for a specific time period. Let them know what to expect after the show, too.
- **Create a routine.** Kids who know they have to turn off the TV before a specific activity (like dinner) can sometimes transition more easily.
- **Show your kids how to turn off the TV.** They may enjoy practicing that skill, and it will give them some power over their situation, which they'll appreciate.
- **Avoid back-to-back shows.** If you're using a streaming service, disable the setting that automatically plays the next show in a series.
- **Try giving a two-minute warning.** Prepping kids for the inevitable works for some.



Meltdowns:

- **Turn it off and stick to your guns.** Some kids react better when they're not warned in advance that the show is ending -- possibly because they've come to expect the fight.
- Consistency is key!
 - *If your child has learned that they just need to act out long enough, or while you are distracted, and you will give in, then they will always try.*
 - *If you can maintain consistency for the first 2 weeks, things will get exponentially better, but giving in once in a while will make it more likely your child will meltdown to get their way (could this be the time it works?).*



Modifying the Environment:

- If your child is successful at finding or unlocking the iPhone, you may need to lock it up.



Preferred Activities vs Reinforcers:

- An activity has to change behavior in order to be a reinforcer.
- If the activity does not change behavior, it is just a preferred activity, but not a reinforcer.
- In order to use an item/activity as a reinforcer, the child has to be under a state of deprivation for that item/activity; if they have free access to it then it cannot be used as a reinforcer.
- You might need to teach some additional leisure skills, so the child has things to do during “downtime”.
- You can use the iPad to condition other items as a reinforcer; pairing the new item with the iPad can increase the new item’s value.



Don't Give Up!

- Change doesn't happen overnight; consistency is key!
 - *It is better to not address a behavior than to address it sporadically; wait until you are ready to start the program*
- If you are still having trouble getting your child to turn off media, or if their behavior escalates in response to your changes, consult a local BCBA/LBA.



Champions For Our Children Masterclass

3 Month Group Coaching Program -with
GUARANTEED RESULTS!

What you get:

Education: Lifetime Access to our Masterclass Self Study Course which gives you the tools, tips and roadmap you need to get you and your child results.

Community: A private Facebook Community where every post gets personalized and tailored coaching by our team. Our support is our North Star.

3 Live Expert Weekly Coaching Calls: With Michelle, Our Mind-set Coach and BCBA's like myself where we build week over week to achieve the goals you have for your child.



The Big 3

What I call the "Big 3"?

The Skills every child with Autism needs for a chance at a life of independence.

- 1 Potty Training
- 2 Communication
- 3 Aggressive/Problem behavior close to zero and can sit and attend

What does this have to do with Electronics to GET the desired Behavior you want?

A LOT!

When you go to take away your child's tablet usually happens?

Yelling, screaming, tantrums, self harming behaviors could likely occur. (#3 of the Big 3 -Aggressive and Problem Behavior)

Reducing Aggressive/Problem behavior is required for a chance at an independent future. If we do not see our children make this monumental step on their Autism journey, it will not only continue to be detrimental to them, it will continue to be detrimental to us as parents.

There is something that happens to us mentally when this behavior continues. It can keep us in a negative place, keep us stuck and keep us "GIVING in" and giving them free access to their tablets and electronics without restrictions rather than using it FOR behaviors we want to help them progress.



The most important thing you need to know ...

Is taking control of your child's electronics to use if FOR your child's future comes with your beliefs about whether or not YOU as their parent are capable of it first and whether they are capable of adjusting to your new power second!

The #1 reason stopping you right now from reducing the electronics is your thoughts about it.

Your thoughts are creating the RESULTS you're seeing with your child and their electronics.

What is your belief about taking control of your child's electronics and devices?

"I feel like a powerless parent because my child is addicted to their tablet and I don't know how to change it"

"I don't want to take away my daughter's tablet because I don't want to deal with her tantrums, screaming and crying for hours so I give in"

"I need my own time so I just give it to him so I can have 5 minutes to breathe"

What are your thoughts around your child's problem behavior when you do take away the tablet and electronics?

"If I take away the ipad my son will lose it"

"We don't leave our h

"If I take away the ipad my son will lose it"

"We don't leave our house without some form of technology otherwise there's a complete meltdown and he will start to headbutt and hit himself"

"If I take it away they will burn the house down"



The brain's job is to keep us safe, not happy. It's job is to protect us.

So anytime you've attempted and failed at anything in the past, you will have repeated thoughts about that thing and likely those thoughts when it comes to your child's electronics are to "give in."

You've been relying on unsupportive beliefs that are keeping you stuck, feeling defeated and like a bad parent and your child addicted to their device.

The best part?

YOU get to change that!

You get to think NEW thoughts on purpose to create new beliefs and NEW results for you and your child!

Your thinking needs to be setting yourself and your child up for success when it comes to preventing and reducing problem behavior.

All thoughts are optional.

You get to choose your thinking, what you believe, to generate NEW emotions and actions AND to give you different results than you've had in the past.

I help parents to get the results they want for their child with Autism BY THINKING INTENTIONALLY!



CFOC Formula to creating new beliefs:

FACTS --> THOUGHTS--> EMOTIONS--> ACTION/INACTION= RESULTS!

Knowing that your thinking is creating your current emotions around your child's behavior..

Now knowing that your emotions are creating your current actions or inactions around your child's electronic addiction (and problem behavior)

Therefore- Your thinking CAN create the results you WANT when it comes to your child's behavior and YOUR behavior when managing their electronics.

I do this by helping you think intentionally and on purpose to generate those results!

Let's dive into this



T.E.A Line Example

(Thought Emotion Action)

DEFAULT TEA LINE

Circumstance/Fact- Child use of electronics

Thought: My child is addicted to their device

Emotion: Defeated

Action: Continue to give in when I try to take it away

Result: Child continues to be addicted to device

INTENTIONAL TEA LINE:

Circumstance/Fact- Child use of electronics

Thought: I can and will take control of my child's devices and use it
FOR their greater good

Emotion: Hopeful

Action: Use the tools in this guide and stay consistent

Result: Take control of your child's devices and see changes in their behavior!



Need More Support?

Book a call with our CFOC Team to learn how to work with us so you can feel confident and certain that you can help your child see the results you want for them.

BOOK YOUR CALL HERE:

<https://championmoms.com/call1>

or email stella@michellebrogers.com

Watch Julianna's Journey



My Gift to You

Want My Help Getting Your Child Potty Trained, Talking, and Stopping Their Problem Behaviors?

If you're ready for support and want my eyes on your situation, book a private Decision-Making Call with me. We'll go over what you've tried, why it hasn't worked, and whether working together makes sense.

This is where real transformation begins.

[Click Here to Book Your Call](#)

