

Dear conference attendees,

We know that far too many kids are spending far too much time with digital devices, and that excessive screen time undermines children's wellbeing and exposes them to harmful marketing. We've heard from countless teachers, pediatricians, librarians, psychologists, early childhood professionals, and other practitioners who see every day how screens interfere with kids' healthy development. **They're ready to move beyond diagnosing the problem and start working together to create solutions.**

We built the Children's Screen Time Action Network with and for these professionals. Guided by an Advisory Board of child development experts, Network members share resources and best practices, engage in professional development, and strategize together on how to best communicate with families.

We launched the network in October 2017. Already, we have more than 450 members. We've hosted online trainings on topics ranging from restoring family connections to helping low-income families find practical alternatives to screens. Our online library has more than 80 free resources for professionals to use and share with families in. And now, we're here in person for the first-ever conference on reducing screen time.

Reducing children's screen time is about more than just individual interventions. It's about shifting the ways we think about, use, create, and sell corporate technology. **We're thrilled to be surrounded by colleagues and friends who share a common belief that reducing children's screen time is not only necessary, it's possible.** And we look forward to seeing the collaborations that evolve from the conference.

Warmly,



Josh Golin  
Executive Director, CCFC



Jean Rogers  
Screen Time Program Manager, CCFC

# Connect | Collaborate | Create Solutions

## Discussion & Working Groups

During lunch both days, you'll have the opportunity to join a discussion group or a working group. **Discussion Groups** will be informal, collaborative talks about a particular topic, with no expectation that work will continue beyond the conference (though of course, we hope the relationships you build during these talks are fruitful and continue to grow afterward!). **Working Groups** will continue to collaborate after the conference, with a goal of working on specific projects to be shared with other Action Network members and the world at large. Can't decide which working group to attend? Don't worry – there will be opportunities to join groups after the conference as well. Of course, if you'd rather have lunch with an old or new friend, you're welcome to do that too.

We'll have some space available both days for ad-hoc working and discussion groups. If you'd like to lead a group about something not listed in this schedule, please speak to Jean Rogers.

## Media Use Policy

As this is an event designed to foster face-to-face collaboration, we encourage attendees to limit tweeting, texting, and other device use during the conference. Additionally, please do not take photos or videos of talks, posters, or slides without permission from the presenter.

Some sessions and keynotes will be video recorded. If you do not wish to be recorded, please let the videographer know at the beginning of the session.

## Networking Reception

On Friday afternoon at 4:00PM, we'll gather for hors d'oeuvres, followed by a 5:00 presentation by Paula Poundstone. We hope you'll use this opportunity to make new connections!

## Book Store

Visit the conference book store in the Rotunda on Saturday between 11:30AM and 4:00PM. Conference authors will be signing their books at 3:30PM on Saturday.

## Thanks to our Conference Sponsors

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Program

# Friday, April 20

<b>8:00 - 8:45</b>	<b>Registration &amp; Continental Breakfast</b>	Lobby
<b>8:45 - 9:15</b>	<b>Welcome</b> Josh Golin, Diane Levin, & Jean Rogers	Ladd Room
<b>9:15 - 10:00</b>	<b><u><a href="#">This IS Brain Science! Multiple Effects of Media on Children</a></u></b> Douglas Gentile	Ladd Room
<b>10:00 - 10:45</b>	<b><i>Commercialism is the Missing Link</i></b> Jenny Radesky, Josh Golin, & Nathan Dungan	Ladd Room
<b>11:00 - 12:15</b>	<b>Breakout Session A</b>	
	<b><u><a href="#">Get Outside! Nature's Antidote to Screen Time.</a></u></b> Cheryl Charles & Lais Fleury	Rm 105
	<b>"Teaching Naked" Right from the Start: Keeping Screen Media Out of Infant/Toddler Classrooms.</b> Patricia Cantor, Mary Cornish, & Susan Linn	Rm 107
	<b><u><a href="#">A Method for Reducing Screen Time: Encouraging Parents to SPOIL their Children.</a></u></b> Meghan Owenz	Rm 002
	<b><u><a href="#">Biophysics to the Rescue: 'Embodiment' Repair for Damaged Nervous Systems.</a></u></b> Bill Softky	Rm 003
<b>12:15-1:15</b>	<b>Lunch and Discussion Groups</b>	Rotunda
	<b><u><a href="#">Discussion Group: Screen Time Impact on Literacy and Language Learning</a></u></b> with Nikki Shearman & Jean Fahey	Rm 119
	<b><u><a href="#">Discussion Group: Screen-Free Families and Media Lite Living Initiatives</a></u></b> with Barbara Brock & Sara Michelson	Computer Lounge
	<b>Discussion Group: Using the AAP Family Media Plan</b> with Kathleen Clarke-Pearson & and Tracy Cutchlow	Rm 107
<b>1:15-2:00</b>	<b><u><a href="#">Screen Schooled: Two Veteran Teachers Expose Screen Overuse in Schools</a></u></b> Matt Miles & Joe Clement	Ladd Room
<b>2:00-2:30</b>	<b><i>The Tech Industry's Psychological War on Kids</i></b> Richard Freed	Ladd Room
<b>2:45-4:00</b>	<b>Breakout Session B</b>	
	<b><u><a href="#">Screen Time, ADHD, &amp; Attention Issues: How to Help Families Cope.</a></u></b> Emily Cherkin	Rm 105
	<b><u><a href="#">Moving Forward with Real Solutions in Our Schools.</a></u></b> Matt Miles, Joe Clement, Melanie Hempe, & Holley East	Rm 002
	<b>It's Not You, It's Your Phone: Talking with Parents and Their Children about Persuasive Design.</b> Criscillia Benford.	Rm 003
	<b>Online Preschools: "Innovation" or Exploitation?</b> Roxana Marachi & GERALYN Bywater-McLaughlin	Rm 107
<b>4:00-5:00</b>	<b>Reception and Networking</b>	Living Room
<b>5:00-6:30</b>	<b>Special Guest Presentation: Paula Poundstone</b>	Ladd Room

# Saturday, April 21

<b>8:00-8:30</b>	<b>Registration &amp; Continental Breakfast</b>	Lobby
<b>9:00-9:15</b>	<b>Welcome</b> Nathan Dungan	Ladd Room
<b>9:15-10:00</b>	<b><u><a href="#">Young Children and Technology: Risks and Hopes</a></u></b> Nancy Carlsson-Paige	Ladd Room
<b>10:15-11:30</b>	<b>Breakout Session C</b>	
	<b><u><a href="#">Digital Disconnect: Teens Agreed to Participate and Survived.</a></u></b> Jacques Brodeur	Rm 105
	<b><u><a href="#">Why Can't Children Sit Still? The Importance of Movement to Enhance Attention and Learning.</a></u></b> Cris Rowan	Rm 107
	<b><u><a href="#">Have Children Lost Their Ability to Play? Why Does It Matter? What Can We Do?</a></u></b> Diane Levin	Rm 003
	<b><u><a href="#">On the Front Lines: Using Your Knowledge and Passion to Effectuate Change.</a></u></b> David Monahan & Sriram Madhusoodanan	Rm 002
<b>11:30-12:30</b>	<b>Lunch &amp; Working Groups</b>	Rotunda
	<b>Working Group: Screens and Early Childhood</b> with Nancy Carlsson-Paige	Rm 119
	<b>Working Group: Mental Health Professionals</b> with Richard Freed, Meghan Owenz, & Sharon Maxwell	Computer Lounge
	<b>Working Group: Screens in Schools</b> with Matt Miles, Joe Clement, Melanie Hempe, & Holley East	Rm 107
	<b>Working Group: Children &amp; Nature</b> with Cheryl Charles & Lais Fluery	Rm 105
<b>12:30-1:30</b>	<b><i>The Overstimulated Child</i></b> Victoria Dunckley	Ladd Room
<b>1:45-3:00</b>	<b>Breakout Session D</b>	
	<b><u><a href="#">Reset Your Child's Brain.</a></u></b> Victoria Dunckley	Rm 002
	<b>E-books, Tablets, and Parent-Child Social-Emotional Engagement.</b> Jenny Radesky & Tiffany Munzer	Rm 003
	<b>Who's Raising Our Kids: Nurturing Human Values in a Snapchat World.</b> Sharon Maxwell & Chelsea Maxwell	Rm 105
	<b>Working Across Difference: Tech, Access, &amp; Screen Use in Diverse Populations.</b> Makeda Keegan & Velma LaPoint	Rm 107
<b>3:00-3:30</b>	<b>Closing</b>	Ladd Room
<b>3:30-4:00</b>	<b>Book Signing with Conference Authors</b>	Rotunda

# Breakout Sessions

## Breakout Session A: Friday, April 20, 11am – 12:15pm

### **Get Outside! Nature's Antidote to Screen Time**

Cheryl Charles, Ph.D., & Lais Fleury

Here is an international perspective on how and why to reduce children's screen time through nature-based experiences, even in urban and low-income environments. Lais Fleury, director of Brazil's Children and Nature Initiative at the Alana Institute, and Cheryl Charles, co-founder and consultant for the Children & Nature Network's international efforts, offer research-based insights into the benefits of nature for children's health and well-being — physically, emotionally, cognitively and socially. They provide practical recommendations and resources for bringing nature into all children's everyday lives, wherever they live, learn, and play.

### **"Teaching Naked" Right from the Start: Keeping Screen Media Out of Infant/Toddler Classrooms**

Patricia Cantor, Ed.D., Mary Cornish, Ph.D., & Susan Linn, Ed.D.

Infants and toddlers are living in a screen media saturated world. They are being subjected to screens even though the full impact of screen media on their learning and development is not yet fully understood — and even though research indicates there are reasons to be concerned. This session will explore the contexts in which very young children are being exposed to screens and the special considerations that arise for children under age 3. We will discuss the pressures infant/toddler teachers feel to employ screen media in their classrooms and the benefits of "teaching naked" — teaching without technology. We will also share ideas for engaging with families on the topic of screen media. This will be an interactive session, focused on how teachers and families can encourage healthy development, curiosity, play, and learning in infants and toddlers without the use of screen media.

### **A Method for Reducing Screen Time: Encouraging Parents to SPOIL their Children**

Meghan Owenz, Ph.D.

The S.P.O.I.L. system offers those working with parents a quick and easy way to overview the childhood activities that are often displaced by screen time *and* provide the strongest associations with positive child development. Caregivers can be encouraged to "put the big rocks in first," resulting in a more natural limiting of screen time. This back-to-basics approach encourages children and caregivers to engage in activities that are nearly always free and accessible to all families. The research on each area will be reviewed and specific ideas and strategies will be provided. When participants leave the session, they will have a system for presenting alluring alternatives to excessive screen time, one that is easy to remember and fun.

### **Biophysics to the Rescue: 'Embodiment' Repair for Damaged Nervous Systems**

Bill Softky, Ph.D.

The modern attention-harvesting technology powering Facebook, Apple, and other Big Tech companies works so well that it slowly damages healthy nervous systems - mostly by interrupting continuous experience, and replacing "embodied" felt sensations with flat visual images. The experience of embodiment familiar from yoga, Pilates, meditation, dance, nature etc. can serve as a fast-acting antidote to accumulated digital toxins. In this session, you'll learn how data science creates technological superpowers to grab your attention, and how the biophysics of embodiment provides self-care for that digital damage. How and why is so much technology designed to grab our attention? How do these design strategies impact brains and bodies? How can we intervene? We will experience the most potent curative powers of these biophysical "hacks" through fun, simple, science-backed techniques, and discuss how they feel.

## Breakout Session B: Friday, April 20, 2:45 – 4:00 pm

### **Screen Time, ADHD, and Attention Issues: How to Help Families Cope**

*Emily Cherkin, M.Ed.*

Schools increasingly require kids to have an iPad for their 1:1 programs, fundamentally changing the educational experience and the way kids learn. Parents break down and give smartphones to their middle schoolers, but are not prepared for the emotional fallout of a 13-year-old with an iPhone. This is hard enough for neurotypical kids, but when you add executive functioning deficits and ADHD, the flame becomes a fire. In this breakout session, Emily Cherkin will offer practical solutions so you can return to your communities feeling empowered to help reduce screen time. Using a non-judgmental approach, this session will be filled with humor, storytelling, and interactive exercises.

### **Moving Forward with Real Solutions in our Schools**

*Joe Clement, Matt Miles, Melanie Hempe, & Holley East*

Screen Schooled and Families Managing Media will present how to improve screen use in our schools. Matt Miles and Joe Clement will share the critical skills necessary for “21st century” learning and seek input on how best to help students be as happy and healthy as they can be. Melanie Hempe will share how to bridge the gap between parents and teachers on the best use of technology and how to set the right expectations from the start. Topics will include why screen-based instruction is not necessary for (and can be counter to) real-world skill development for today’s learners and how to balance the use of technology in the classroom. Presenters will also address how to use screens to enhance the educational experience, how to reduce screen distraction in the classroom, and how to partner with parents to reduce student screen addictions.

### **It’s Not You, It’s Your Phone: Talking with Parents and Their Children About “Persuasive Design”**

*Crisillia Benford, Ph.D.*

Tech companies work hard to maximize the amount of time users spend with their mobile devices, deploying principles of psychological and social influence to sculpt user decision-making and emotional response. As a group, these UX design techniques are called “persuasive design.” This breakout session will cover how the most common persuasive design techniques work and how to spot them. The group will explore how educators and people in the helping professions can use this knowledge to connect with parents and their children, address both the stigma of “internet addiction” and the glamour of the “always-on” lifestyle, and help parents and their (older) children align their minute-to-minute use of mobile devices with how they wish they used them day-to-day and month-to-month.

### **Online Preschools: “Innovation” or Exploitation?**

*Roxana Marachi, Ph.D., & GERALYN Bywater-McLaughlin, M.Ed.*

Are online preschools a new “innovation” for early learning? Or are they the newest form of exploitation of our youngest learners? This session will provide an overview of health and developmental research gaps in the introduction of technology into early learning spaces, with specific attention to concerns related to online preschools. Following an overview of research and practical implications, Marachi and Bywater-McLaughlin will invite discussion about the potential impacts of online programs on children’s social and emotional development, co-regulation, and health. They will also explore the roles of key organizations at the core of the tech, finance, political, and philanthropic sectors involved in the push for online preschool.

## Breakout Session C: Saturday, April 21 10:15 – 11:30 am

### **Digital Disconnect: Teens Agreed to Participate and Survived**

*Jacques Brodeur*

In 2016, 2017, and 2018, 26 high schools in France asked Edupax, from Quebec, Canada, to introduce the 10 Day Screen-Free Challenge to well over 6,000 students. Modeled after SMART (Student Media Awareness to Reduce Television) at Stanford University, students participated in the Screen-Free Challenge on a completely voluntary basis, with no pressure from parents or teachers, only positive reinforcement. Although screen time reduction initiatives often have trouble inspiring large numbers of students to participate, Brodeur will describe how hundreds of schools in Canada and France have helped students discover creative ways to escape their favorite “prisons” and find digital freedom. He will describe how the Screen-Free Challenge has affected students’ health and well-being, verbal and physical violence at school and at home, eating and sleeping, family conversations, reading, physical activity, and sports.

### **Why Can't Children Sit Still: Importance of Movement to Enhance Attention and Learning**

*Cris Rowan*

Parents and teachers are increasingly keeping children sedentary and indoors, but at what cost to their physical and mental health? Screen overuse at home and school has resulted in sedentary, isolated, overstimulated, and neglected children who are not getting essential elements they need to grow and succeed. Children require movement, touch, human connection, and nature to optimize physical, mental, social, and cognitive development. Research shows 1 in 3 children presently enter school developmentally delayed, 1 in 4 are overweight or obese, and 1 in 6 have been diagnosed with a mental illness, which are all conditions related to screen overuse. This workshop raises questions regarding the impact of present day sedentary and isolative lifestyles on child development and learning, and proposes extensive home, classroom, gym, playground and community strategies to get kids ‘moving to learn’. Managing balance between technology use and critical factors for child growth and success will ensure sustainable futures for all children.

### **Have Children Lost Their Ability to Play? Why Does It Matter? What Can We Do?**

*Diane Levin, Ph.D.*

From dependence on screens, technology, and media-linked toys, to exposure to commercial culture and marketing, as well as pressures on early childhood programs to emphasize teaching basic academic skills and testing, there are many factors at work today that can undermine the young children’s involvement in quality play. How does this situation undermine children’s development and learning? What are effective strategies for counteracting the harm and promoting the positive? This session examines specific solutions.

### **On the Front Lines: Using Your Knowledge and Passion to Effectuate Change**

*David Monahan, J.D. & Sriram Madhusoodanan, Corporate Accountability*

This conference will add to your toolkit on the impacts of screen time. Now how do you translate your knowledge and passion into successful action to help reduce children’s screen time? David Monahan of Campaign for a Commercial-Free Childhood and Sriram Madhusoodanan of Corporate Accountability discuss their successful campaigns to educate the public about the impacts of corporate practices upon children’s wellbeing, and to pressure companies to do better. What are the benefits and challenges of working with other advocates, experts, school boards, and other stakeholders to change deeply held perceptions? Should you extend a hopeful invitation to big business to confer, or just blast away at their bad practices? Share your own challenges and successes in changing perceptions and practices, and all will discuss how to take on the challenge of encouraging less screen time for kids when so many forces are promoting more.



## Breakout Session D: Saturday, April 21, 1:45 – 3:00 pm

### **Reset Your Child's Brain**

*Victoria Dunckley, M.D.*

This session will cover how to prepare for and implement a strict, extended electronic fast (screen fast) to “reset” a child’s nervous system. The fast allows the brain to obtain deep rest, resynchronizes the body clock, and helps normalize brain chemistry and stress hormones. Outwardly, we see dramatic improvements in emotional regulation, sleep, focus, and social behavior, increased creative and physical play, and shifts in family dynamics. Participants will be given exercises such as checklists so parents can rate chosen problem areas (e.g. missing homework or meltdowns) before and after the fast. Planning, parental support, troubleshooting, replacement activities, and managing school-based screen time will be addressed. Following a successful Reset, screen time management decisions take into account individual risk factors and parental wishes, and range from to continuing strict abstinence to reintroduction of screens in a methodical manner based on individualized tolerability rather than blanket guidelines.

### **E-Books, Tablets, and Parent-Child Interaction**

*Jenny Radesky, M.D., & Tiffany Munzer, M.D.*

This session will explore the differences between electronic and print book reading by young children and their parents, both from a theoretical standpoint and through discussion of emerging research. Specifically, we will present new research findings regarding the quantity and quality of verbal interactions between parents and toddlers while reading print versus e-books, as well as differences in nonverbal interactions such as reciprocity, posture, and shared attention. Relevance for practice with families will be reviewed, focusing on three key themes: 1) how design affordances of e-books and print books support or hinder parents in scaffolding children; 2) how parents can be empowered to recognize the ‘bells and whistles’ embedded in e-books and apps that distract from social interactions, and thus build their self-efficacy for choosing more educational activities; and 3) implications for institutions that promote shared book reading, such as Reach Out And Read, libraries, and schools.

### **Who's Raising Our Kids: Nurturing Human Values in a Snapchat World**

*Sharon Maxwell, Ph.D. & Chelsea Maxwell, Ed.M.*

Never before has technology embedded itself so deeply into the minute-to-minute reality of our lives. Social media and smartphones have become the new landscape where teens define themselves, develop relationships, and understand love and intimacy. In this constantly evolving landscape there are no rules, and teens are given little to no direction on how to navigate this new world with respect for themselves and others. This session explores the impact of social media on teens and gives parents and educators concrete strategies for how to raise children with human values in this increasingly digital world.

### **Working Across Difference: Tech, Access, & Screen Use in Diverse Populations**

*Makeda Keegan, Ph.D., & Velma LaPoint, Ph.D.*

Presenters have conducted discussions, research, and interventions with ethnic, income, education, and age diverse parents and families on their children’s access to and use of technology including reduction of screen time. They will present information on their work and engage session participants on (a) their own views and experiences related to these issues; (b) barriers and problems to screen time reduction for children; (c) existing and possible strategies for screen time reduction; (d) culturally responsive strategies to reduce children’s screen time; (e) and a review of existing and needed policies that can support diverse families determining what constitutes appropriate screen access for children.



# Keynote and Session Presenters

## **Criscillia Benford, Ph.D, author of “Sensory Metrics of Neuromechanical Trust”**

Criscillia Benford works toward a future where digital tech supports human wellbeing by respecting—at all levels of design and business practice—the autonomy, attention, and creativity of humans, especially children. Recent findings from her on-going collaborative research into the link between digital tech, human attention, and human wellbeing appear in the *Journal of Neural Computation*. Criscillia has taught humanities courses at the University of Chicago, Duke, and Stanford. She earned her PhD in English from Stanford where she began formal study of the power of media design to influence perception and metacognition, and specialized in Narratology and Victorian Literature.

## **Jacques Brodeur, Founder, Edupax, Retired Physical Educator, Creator of the 10 Day Screen-Free Challenge, Board Member, ACME**

Jacques Brodeur is the founder of the not for profit Edupax. A physical education teacher for 35 years, Brodeur is also a consultant, trainer, and speaker, who created the 10 Day Screen Free Challenge in 2002. After implementing the 10 Day Challenge in Quebec and organizing it in over 100 schools, he trained people to do the same in France. Brodeur has authored blogs, articles, and chapters in media education books, magazines, and websites, with the main purpose of sharing his educational/playful approach to screen-freedom and critical media literacy. He is a founding board member of Action Coalition for Media Education (ACME).

## **Geralyn Bywater-McLaughlin, Co-Director, Defending The Early Years**

Geralyn Bywater McLaughlin, M.Ed., has 30 years of experience in early childhood education. Geralyn is a Co-Director of Defending the Early Years (DEYproject.org) a nonprofit project working to support and nurture the rights and needs of young children. She is also a founding teacher (and current preschool teacher) at the Mission Hill School - a teacher-led, democratic Boston Public School. In the midst of current misguided education policies, the digital technology explosion and the increase in marketing to children, Geralyn has come to believe that teachers of young children must play a critical role in being advocates and activists in the fight to keep the “child” in early childhood.

## **Patricia Cantor, Ed.D, Professor of Early Childhood Studies at Plymouth State University**

Dr. Patricia Cantor is a professor of Early Childhood Studies at Plymouth State University in NH and co-author of *Techwise Infant and Toddler Teachers: Making Sense of Screen Media for Children Under 3*. She and her colleague, Dr. Mary Cornish, have presented extensively about screen media and children at regional and national conferences and have conducted numerous workshops for families and early childhood professionals. Dr. Cantor is one of the authors of the *NH Early Learning Standards for Children Birth through Age 5* (2015) and is a member of the Board of Advisors for the Children’s Literacy Foundation of NH and VT. She serves on the Children’s Screen Time Action Network Advisory Board.

## **Nancy Carlsson-Paige, Professor Emerita, Lesley University**

Nancy Carlsson-Paige is Professor Emerita at Lesley University where she taught teachers for more than 30 years and was a founder of the University’s Center for Peaceable Schools. A strong advocate for public education, social justice, and the wellbeing of all children, Nancy has authored five books and numerous articles and op-eds on media and technology, education reform, conflict resolution, and peaceable classrooms. Her most recent book is *Taking Back Childhood: A Proven Roadmap for Raising Confident, Creative, Compassionate Kids*. Nancy has received many awards for her leadership and advocacy in early childhood and peace education.

## **Cheryl Charles, Ph.D., Co-Founder, President and CEO Emerita, Children & Nature Network**

Cheryl Charles is an educator, author and organizational executive with decades of experience and commitment to the health and well-being of children, communities and the environment.

### **Emily Cherkin, M.A. Education, The Screentime Consultant**

Emily empowers parents and educators with strategies, tools, and information to manage technology in their homes and classrooms. Her biggest credentials are as a parent (kids ages 6 and 10) and a teacher. She completed her Master's in Education at Lesley University in Cambridge, MA. A native Seattleite, Emily spent fourteen years in middle school classrooms before transitioning to work as a Screentime Consultant for families and schools. She also works as a Coach and Parent Educator for an ADHD Center in Seattle. Emily is a speaker for the Northwest Association of Independent Schools (NWAIS), a PEPS leader and guest speaker on screentime, and a member of Leading Women in Technology's WILPower Program.

### **Joe Clement, Social Studies Teacher, Fairfax County Public Schools**

Joe Clement is an award winning high school teacher and coach with 24 years of classroom experience. In his career he has taught nine different subjects to students in four different grades at four different schools. He has taught English language learners, students with learning disabilities, and students at the standard, honors and Advanced Placement level. He wrote his county's economics curriculum, and his students have won nine state titles in the Economics Challenge competition. With Matt Miles, he is co-author of *Screen Schooled*. He and his wife live in Chantilly, VA with their three kids, ages 19, 15 and 3.

### **Mary Cornish, Ph.D., Professor Early Childhood, Plymouth State University, author, *Techwise Infant and Toddler Teachers***

Mary Cornish is the coauthor of *Techwise Infant and Toddler Teachers: Making Sense of Screen Media for Children Under 3*. She and Patricia Cantor began researching and writing about the impact of screen media on young children in 2000. They have presented extensively on this topic at regional and national conferences. As professor and Chair of the Early Childhood Education Department at Plymouth State University, she teaches undergraduate courses related to culturally responsive early education and constructivist learning and teaching.

### **Victoria L. Dunckley, M.D., Integrative Child Psychiatrist and Author, *Reset Your Child's Brain***

Victoria L Dunckley, MD, is an award-winning integrative child psychiatrist based at the Centre for Life in Los Angeles. She is a nationally recognized expert on the impact of screen-time on the developing brain, and a leading voice regarding screen time's influence on misdiagnosis and overprescribing in children. Recently named one of "America's Top Psychiatrists," Dr. Dunckley has been featured on such media outlets as *Psychology Today*, *NBC Nightly News*, and *Good Morning America*. She is the author of *Reset Your Child's Brain: A Four Week Plan to End Meltdowns, Raise Grades and Boost Social Skills by Reversing the Effects of Electronic Screen Time*. She serves on the Children's Screen Time Action Network Advisory Board.

### **Nathan Dungan, Board Chair, CCFC, & Founder and President, Share Save Spend®**

Nathan Dungan is the founder and president of Share Save Spend®. For over 20 years, he has worked with thousands of families to help them align their values with their money decisions. Nathan speaks and consults internationally with organizations and families on the topic of money and the effects of the consumer culture on money habits. Nathan is also the co-author of a textbook for high school students, *Personal Finance: A Lifetime Responsibility*. His first book, *Prodigal Sons and Material Girls: How Not to Be Your Child's ATM*, was released in 2003.

### **Holley East, Executive Director, Families Managing Media**

Holley East is the Executive Director of Families Managing Media (FMM). Holley brings to FMM over twenty years of experience in the technology industry following her graduation from Carnegie Mellon University. With two children ages 12 & 10, she is on the front line with her peers parenting in today's digital world. Holley is passionate about empowering parents to reclaim their kids and bring balance back into the family. Holley is a regular speaker and oversees operations and programs for Families Managing Media.

### **Laís Fleury, Coordinator of Children and Nature program, Alana Institute**

Lais Fleury is the director of the Alana Institute in Rio de Janeiro, coordinator of the Children and Nature Program, and social entrepreneur recognized by Ashoka: Innovators of the Public.

### **Richard Freed, Ph.D., Child and Adolescent Psychologist**

Dr. Richard Freed is a child and adolescent psychologist and the author of *Wired Child: Reclaiming Childhood in a Digital Age*. He is a contributor to the *Huffington Post*, and his insights have been featured in *The New York Times*, *The Atlantic*, on NPR, and other media platforms. He speaks internationally, with a focus on how to build the childhood our kids need in an age of powerful digital machines. Receiving his training at Cambridge Hospital / Harvard Medical School and the California School of Professional Psychology, Freed lives in Walnut Creek, California and is the father of two girls. He serves on the Children's Screen Time Action Network Advisory Board.

### **Doug Gentile, Ph.D., Professor of Developmental Psychology, Iowa State University**

Dr. Douglas Gentile is an award-winning research scientist, educator, author, and professor of developmental psychology at Iowa State University. He is the editor of *Media Violence and Children*, co-author of *Violent Video Game Effects on Children and Adolescents: Theory, Research, and Public Policy*, and head of the Media Research Lab at Iowa State. Dr. Gentile received his doctorate in child psychology from the Institute of Child Development at the University of Minnesota. He was formerly the Director of Research for the National Institute on Media and the Family. He lives in Ames, Iowa with his wife Jennifer and daughters Lauren and Kristin. He serves on the Children's Screen Time Action Network Advisory Board.

### **Josh Golin, MA, Executive Director, CCFC**

Josh started at the Campaign for Commercial-Free Childhood as an intern in 2003 and has been with the organization in a variety of capacities ever since. While CCFC is perhaps best known for its highly publicized corporate campaigns against companies like Disney and Google, it has increasingly focused its efforts on helping families unplug from ad-supported screens. Josh is thrilled that CCFC is the home of the new Children's Screen Time Action Network and looks forward to seeing the collaborations that develop. Josh's 9-year-old daughter, Clara, is also a vocal advocate for limited screen time who is not shy about reminding her parents that she is infinitely more interesting and important than the content on their devices.

### **Melanie Hempe, RN, Founder, Families Managing Media**

Melanie Hempe is the Founder and President of Families Managing Media (FMM). With a nursing degree from Emory University, Melanie has spent over six years working with leading researchers and technology experts on the impact of video games, social media and smartphone media on children and families. Her passion for educating families about the dangers of screen addiction and providing practical solutions has made her a sought after expert and speaker throughout the United States. Melanie's commitment to reconnect families through meaningful interactions and reestablishing balanced use of technology in the home and school is at the heart of Families Managing Media. Melanie knows first-hand the impact of screen addiction on a family and this has led to the development of cutting edge programs from Families Managing Media.

### **Makeda Keegan, Ph.D.**

Dr. Keegan began her professional career designing and implementing school-to-work technical and soft skills training programs for Boston high school students. A technologist with over a decade of web development, social media strategy, and technical communication experience, she successfully defended her dissertation, "Network Neutrality and the Evolution of Internet Policy in the United States" in December 2017.

### **Velma LaPoint, Ph.D.**

Dr. LaPoint teaches undergraduate/graduate courses on diverse youth and families; youth placed at risk and their resiliency; youth, consumer culture, screens and the earth; and integrative, complimentary, and expressive therapies to promote mental health and wellness. She has advanced degrees, training, and experience in counseling, psychology, and child development from Michigan State University, the National Institute of Mental Health, Cornell University, and Emory University. Dr. LaPoint has been PI or Co-PI conducting research and publishing on various topics: youth exposure to commercialism; parental/family strategies to promote child academic achievement and social competence; hip hop pedagogy and doctoral dissertations in universities, and culturally responsive education, health, and career interventions for youth.

### **Diane E. Levin, Ph.D., Professor of Early Childhood Education, Wheelock College**

Diane Levin has a BS in Child Development from Cornell, MS in Special Education from Wheelock, and One-of-a-Kind Ph.D. from Tufts. Her work focuses on how forces in society affect children's development, learning and behavior. She develops guidelines for promoting optimal development and learning in today's world. She has authored eight books, including: *Teaching Young Children in Violent Times*, *Beyond Remote-Controlled Childhood*, and *So Sexy So Soon*. She is co-founder of: Teachers Resisting Unhealthy Children's Entertainment ([www.TRUCEteachers.org](http://www.TRUCEteachers.org)) and, Defending the Early Years ([www.DEYproject.org](http://www.DEYproject.org)), which advocates for child-centered early education instead of standardized teaching and testing. Levin has spoken widely in the U.S. and abroad.

### **Susan Linn, Ed.D., Founder, CCFC, Psychologist, Harvard Medical School**

Susan Linn is Research Associate at Boston Children's Hospital and Lecturer on Psychiatry at Harvard Medical School. She served as Founding Director of Campaign for a Commercial-Free Childhood from 2000 to 2015. A psychologist, she is the author of *The Case for Make Believe: Saving Play in a Commercialized World* and *Consuming Kids: The Hostile Takeover of Childhood*, which helped launch the movement to reclaim childhood from corporate marketers. An award-winning ventriloquist and children's entertainer, Dr. Linn appeared on *Mister Rogers' Neighborhood*, and is known for her work using puppets in child psychotherapy. She received a Presidential Citation from the American Psychological Association for her work on behalf of children. She serves on the Children's Screen Time Action Network Advisory Board.

### **Sriram Madhusoodanan**

Sriram Madhusoodanan is Deputy Campaigns Director at Corporate Accountability. During his college summers and spring breaks, he worked in homeless shelters in Washington, DC or food banks in New York City, interacting with people who were dealing daily with systemic racial and economic inequality. He gained visceral insight into Dr. Martin Luther King Jr.'s statement: "A country that spends more on war than on programs of social uplift is approaching spiritual decline." After graduating, Sriram brought his growing desire to challenge corporate power as a Green Corps organizer, where, in 2011 he worked on Corporate Accountability's food campaign to expose McDonald's health-washing tactics in collaboration with health professionals. Today, he ensures the food and climate campaigns are driving toward impact. He is a Robert Wood Johnson Foundation 2016 Culture of Health Leader.

### **Roxana Marachi, Ph.D.**

Roxana Marachi is an Associate Professor at San José State University where she teaches courses in Educational Psychology and Educational Leadership. Marachi holds a Master's Degree in Developmental Psychology and Ph.D. in Educational Psychology from the University of Michigan. Her current interests are in research-to-practice gaps in the implementation of policies related to high-stakes testing, privatization, and technologization of teaching and learning. Marachi was the recipient of the 2015 Justice Award from Californians for Justice and the 2015 Freedom Fighter Award from the Silicon Valley/San Jose NAACP. Since 2011, she has been actively involved with regional initiatives in California including the Santa Clara County School Linked Services and the Juvenile Justice Systems Collaborative Race Equity Through Prevention Workgroup. She serves on the Children's Screen Time Action Network Advisory Board.

### **Chelsea Maxwell, Ed.M., Learning Designer and Educator, Human Values Digital World**

Chelsea recently graduated with her Ed.M. from Harvard Graduate School of Education, where she specialized in online learning and curriculum development. Chelsea Maxwell has been working with her mother, Dr. Sharon Maxwell, since 2015. Chelsea and Sharon are currently working on a new book about raising kids with human values in a digital world.

### **Sharon Maxwell, Ph.D., Psychologist and Author, Human Values Digital World**

Dr. Sharon Maxwell is a practicing clinical psychologist, specializing in adolescent and family therapy. Her award-winning book, *THE TALK: A Breakthrough Guide to Raising Healthy Kids in an Oversexualized, Online, In-your-face World*, has been published in Italy, Poland, Vietnam, and mainland China. Her work has been featured on NPR, USA Today, and Time Magazine. Sharon and her daughter Chelsea are currently working on a new book about raising kids with human values in a digital world.

### **Matt Miles, Teacher, Fairfax County Public Schools**

Matt Miles is an award winning high school teacher and football coach with 11 years of classroom experience. He has taught a variety of levels (including ESOL, special education, Honors, and AP) in 5 different subjects (including government, psychology, and world history). Before speaking out against the ill-effects of technology over-use, he was his department's tech lead due to his background in IT. He and his wife live in Aldie with their Irish twins, who are 1 and 2 years-old.

### **David Monahan, J.D., Campaign Manager, CCFC**

David Monahan is Campaign Manager at Campaign for a Commercial-Free Childhood, where he plans and implements advocacy and policy initiatives aimed at protecting children from the impacts of corporate marketing. He previously worked for 15 years as an Assistant Attorney General, including six years as Deputy Chief, in the Consumer Protection Division of the Massachusetts Office of the Attorney General, where he litigated enforcement actions to address unfair and deceptive business practices. David previously served as Prosecuting Counsel for the Massachusetts Division of Professional Licensure. David is a member of the Board of Directors of Northeast Legal Aid.

### **Tiffany Munzer, M.D., Fellow in Developmental Behavioral Pediatrics, University of Michigan**

Dr. Munzer received her M.D. from the University of Arizona, trained in pediatrics at the University of Michigan, and is currently a Developmental Behavioral Pediatrics fellow there. She received the 2017 Academic Pediatric Association Reach Out and Read Young Investigator Award to study how parents and toddlers interact around print books versus electronic books.

### **Meghan Owenz, Ph.D., Assistant Teaching Professor, Rehabilitation and Human Services, Penn State University, Berks**

Dr. Meghan Owenz is an Assistant Teaching Professor at Penn State University. She has been teaching university students for the past five years, including courses in Child Development and Counseling Techniques. She has ten years of clinical experience in university counseling centers, residential treatment facilities and community mental health. She runs a website, Screen-Free Parenting.com, with over 15,000 active and engaged participants. The website is a place to connect like-minded caregivers, summarize research and present alluring alternatives to screen-time. She has two children, ages 3 and 6, who are thriving with very limited screen-time.

### **Paula Poundstone, Comedian, Author, *The Totally Unscientific Study Of The Search For Human Happiness***

With smart, observational humor and a legendary spontaneous interaction with the crowd, Paula Poundstone is one of our country's pre-eminent comedians. Paula was the first woman, in its then 73rd year, to perform standup comedy at the White House Correspondents' Dinner. Recognized on Comedy Central's list of *The 100 Best Standup Comics of All Time*, she has also starred in her own series, *The Paula Poundstone Show*, on HBO and ABC.

Poundstone's razor sharp wit and impeccable timing makes for the perfect fit as a regular panelist on NPR's #1 show, the weekly comedy news quiz, *Wait, Wait...Don't Tell Me!* An author, her second book, *The Totally Unscientific Study Of The Search For Human Happiness* (Algonquin Books) landed at #1 on Amazon Best Sellers lists in humor in Hardcover, Audible and CD.

In both her comedy routines and her *CBS Sunday Morning* commentary, Paula has been a vocal advocate for reducing screens in childhood. She is generously donating her time, and the proceeds from conference sales of her book, to the Children's Screen Time Action Network.

### **Jenny Radesky, M.D., Assistant Professor of Pediatrics, University of Michigan Medical School**

Dr. Radesky received her M.D. from Harvard Medical School, trained in pediatrics at Seattle Children's Hospital, and completed subspecialty training in developmental behavioral pediatrics at Boston Medical Center. Her research interests include use of mobile technology by parents and young children and how this relates to child self-regulation and parent-child interaction. Clinically, her work focuses on developmental and behavioral problems in low-income and underserved populations. She was lead author of the 2016 American Academy of

Pediatrics policy statement on digital media use in early childhood. She serves on the Children's Screen Time Action Network Advisory Board.

**Cris Rowan, BScBi, BScOT, SIPT**

Cris Rowan is a pediatric occupational therapist, biologist, author of "Virtual Child," and prolific speaker who is passionate about changing the ways in which children use technology. Cris's concept Balanced Technology Management urges more engagement in 4 critical factors for development and learning: movement, touch, human connection and nature. Citing over 300 research studies showing technology's detrimental impact on children in four domains – physical, mental, social, and cognitive, Cris poses the question "Are the ways in which we are raising and educating children with technology sustainable"?

**William Softky, Ph.D., Neuroscientist and Algorithm Officer, Silicon Valley**

Theoretical biophysicist William Softky grew up as a hardware-hacker in Menlo Park, the epicenter of Silicon Valley, parented by two nuclear physicists. His career includes Bell Laboratories, the US Peace Corps, Caltech, the National Institutes of Health, the Redwood Neuroscience Institute, companies from Fortune 500 down to tiny startups, and influential scientific publications. His current work informs physical constructions and environments (art and architecture), social and software environments (containers and user interface), and neuromechanical tools (ultrasonic feedback and proprioceptive geometry). His mission is to help people appreciate our latent, ultra-high-bandwidth biological capacities for sensorimotor experience and interpersonal connection.





[www.screentimenetwork.org](http://www.screentimenetwork.org)

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Campaign for a Commercial-Free Childhood

*The Children's Screen Time Action Network is a project of Campaign for a Commercial-Free Childhood. CCFC educates the public about commercialism's impact on kids' wellbeing and advocates for the end of child-targeted marketing.*