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# Conflicts of Interest in the Prevention of Problematic and Pathological Screen Media Use?

## Results from A Pilot Study in Germany

EUSPR, Paris, 14<sup>th</sup> of November



Kriminologisches Forschungsinstitut Niedersachsen  
Criminological Research Institute of Lower Saxony  
Germany



# How to compare recommendations to practise

- a) when the field is well researched
- b) when practise is well documented

- Landman, A., M., P., Ling, M. & Stanton A. Glantz. (2002). Tobacco Industry Youth Smoking Prevention Programs: Protecting the Industry and Hurting Tobacco Control. *American Journal of Public Health, Forum on Youth Smoking* 92( 6).
- McCambridge, J., Hawkins, B. & Holden, C. (2013). Industry Use of Evidence to Influence Alcohol Policy: A Case Study of Submissions to the 2008 Scottish Government Consultation. *PLOS Medicine*, 10(4), 1-6.



# **How to compare recommendations to practise in a field where neither have been systematically investigated**

1. From fuzzy to precise concepts: Two modes and three dimensions of problematic screen media use, three preventive strategies
2. Identify promising strategies
  - A. Review published literature , build complex picture
  - B. Ask the experts in the field
3. Characterize practice in Germany (pilot survey)
4. Read German State Report on Addiction 2009-2013
5. Three examples of projects (xPeer, ESCapade, Parents' LAN)
6. Compare 2 to 3 → Conflict of Interest?



# 1. (a) Background and Foreground Media Exposition

- Foreground: When the person under investigation is the prime user of the medium (sends SMS on a mobile phone, watches TV, plays a computer game, uses Social Networking Sites, etc.)
- Background: When the person under investigation is not the prime user of the medium , but is affected by other person's use of the medium, classically by co-presence in the same room (cf. „passive/second-hand smoking“)

Background Media Exposition is higher than Foreground Media Exposition in the youngest age groups (American Pediatric Association 2011). As a cause of distraction for the other person (in most cases: mother or father, see Christakis 2009, Kirkorian 2009), and following the displacement hypothesis, negative effects are to be expected for both modes of exposition.



# **1. (b) Three problem dimensions: Content, Time, Function**

**Core criterion for problematic use of screen media:** if negative short or long term effects of considerable extent are associated with the habitual or average use mode in question for a certain age group according to the current state of research (Kleimann, 2011)

- 1. time dimension:** in addition to core criterion, usage times exceeding statistically normal use, e.g. the top 25 percent with longest use times.
- 2. content dimension:** Habitual use of developmentally inappropriate content such as violence and pornography, on TV/DVD/Games/Internet, e.g. measured by non-adherence to age rating (USK/FSK/PEGI)
- 3. functional dimension:** Instrumentalization for babysitting, educational control (such as reward and punishment) and/or displacement of real-life strategies for dealing with stress and disappointment (escapism) and/or substitution of real-life social contact by parasocial “relationships” to on-screen media figures or online social interaction.



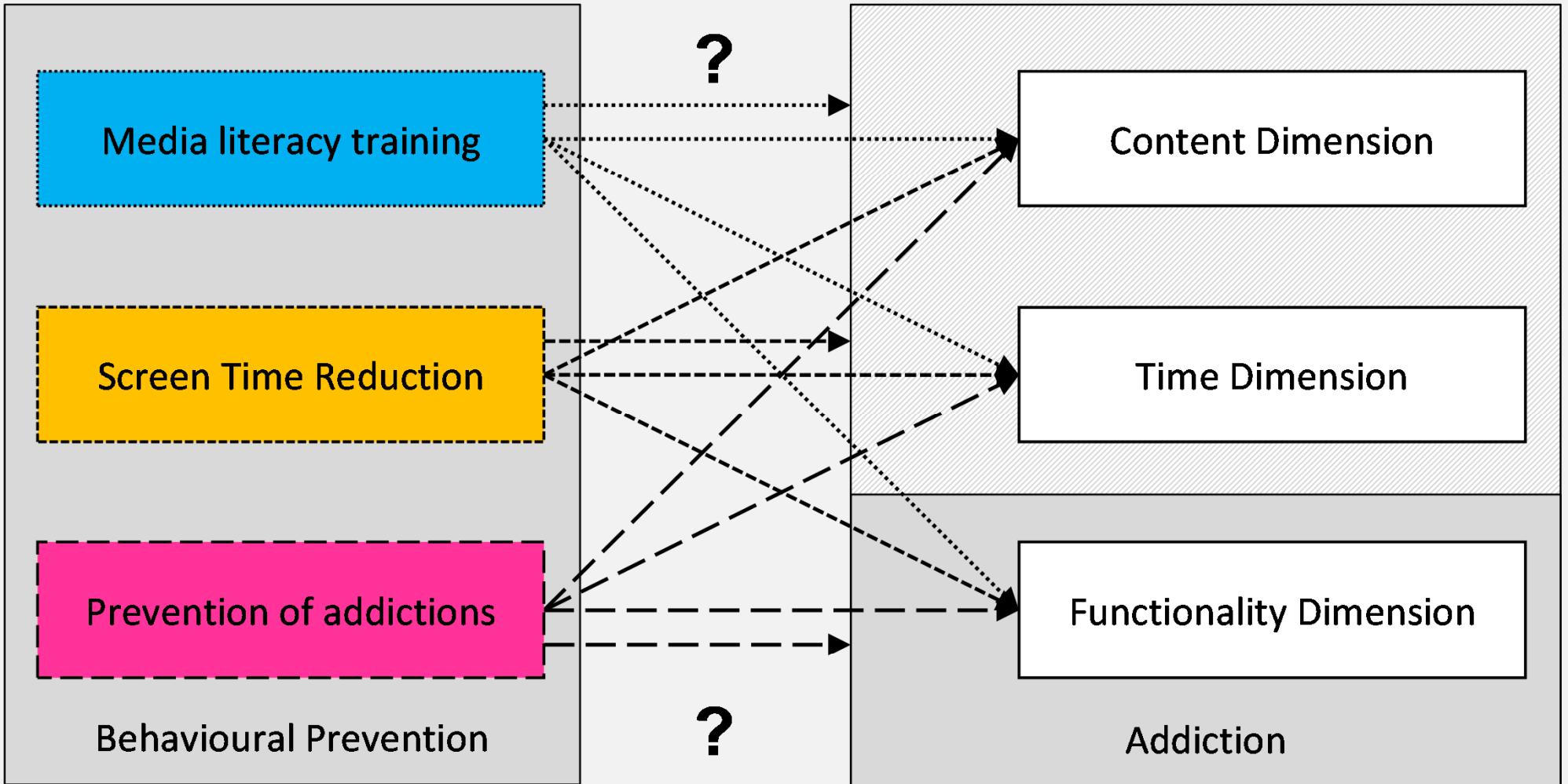
## **A. Review published literature , build complex picture**



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# A. Potential effects: Which prevention strategy works for which problem dimension(s)?



# **Evidence based or theoretically sound or neither? From potential effects to proven or probable effects**

1. Evidence-based practise only for STR (RCT evaluated interventions): ,  
only for the time dimension (but problematic functionally?)

3. Theoretical plausibility, but no claims for approaches coming from  
prevention of addiction. Especially non-substance-specific primary  
resource-oriented prevention strategies (LST, triple P, ...)

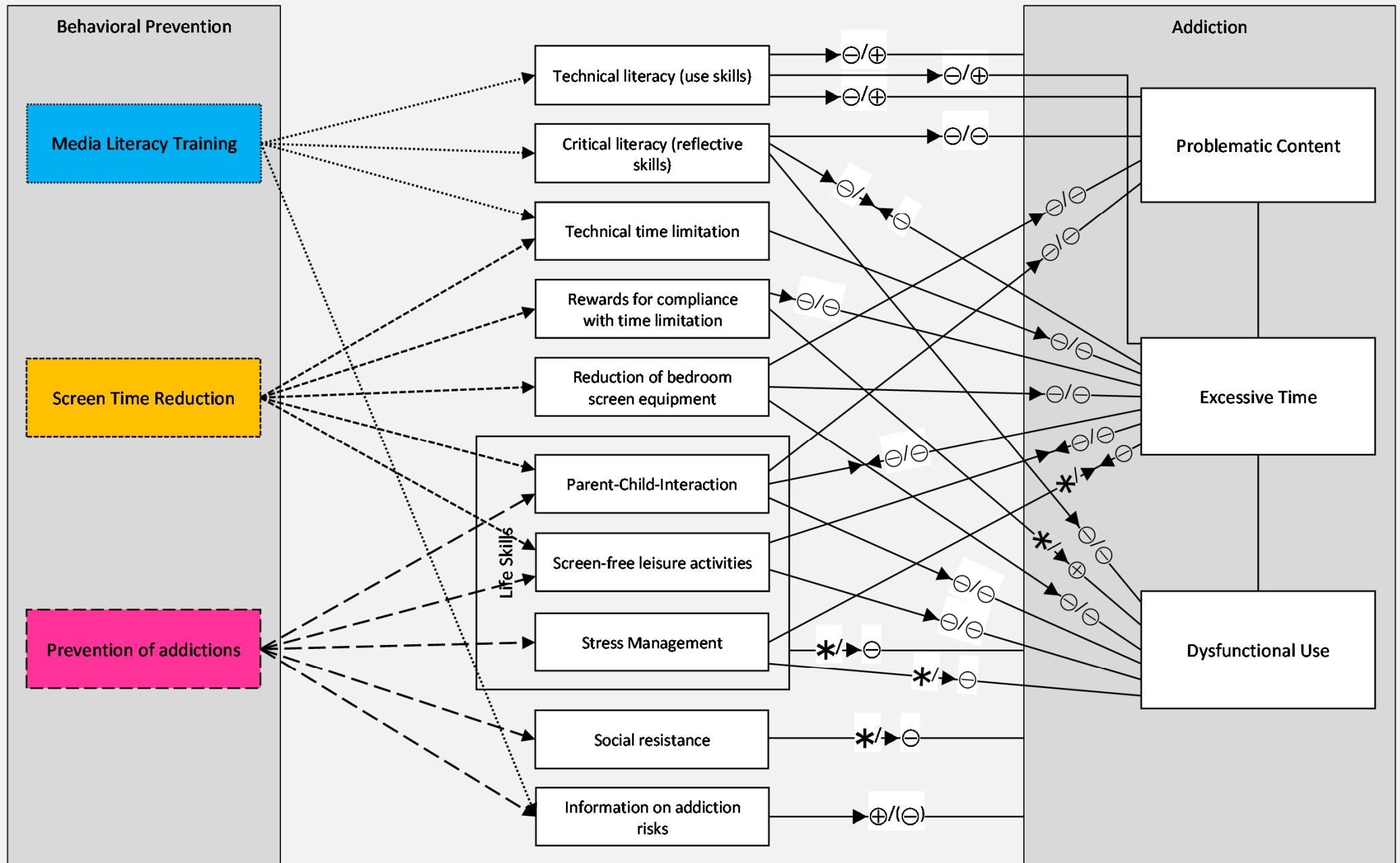
2. Full-mouthing promises for Media Literacy Training („Media Literacy  
Training is the best possible way to prevent media addicitons“ – „early  
active and skilled use prevents later addictive use“). Complete lack of  
empirical data, except for problematic content (but problematic times?).  
Attention: How is media literacy defined? Sub-dimensions again.

**But the picture is more complex than that!**

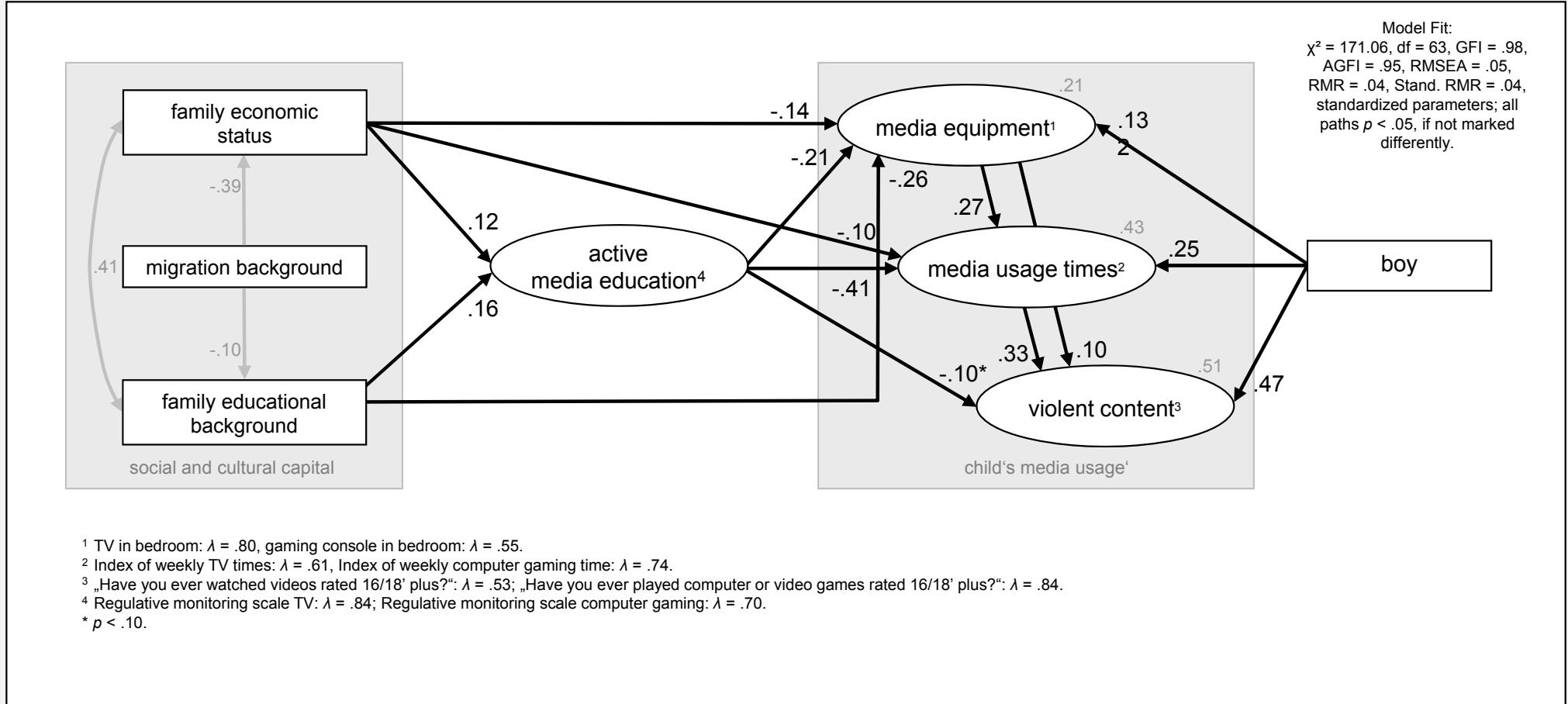




# A. The complex picture: Claims and plausible paths



# Role of media education in the family – importance of „setting“ vs. cognition



## B. Ask the Experts in the Field

100 German Professionals (incl. 78 Professors, 15 post-docs) from Fields related to media prevention were sent a 5-page written questionnaire (4 questions same as practice survey, 9 additional questions), Dec 12-Feb 13

### **Responders/Total sent out:**

- a) 4/10 Education/Developmental Psychology (**n=4**)
- b) 4/15 Public Health/Health Promotion (**n=4**)
- c) 4/16 Addiction Therapy and Prevention and
  - a) 5/9 Media Addiction specifically (**n=9**)
  - d) (2/19 Media Education)
- e) 7/17 Media Design/Production (**n=7**)
- f) (2/14 Media Effects/Psychology)

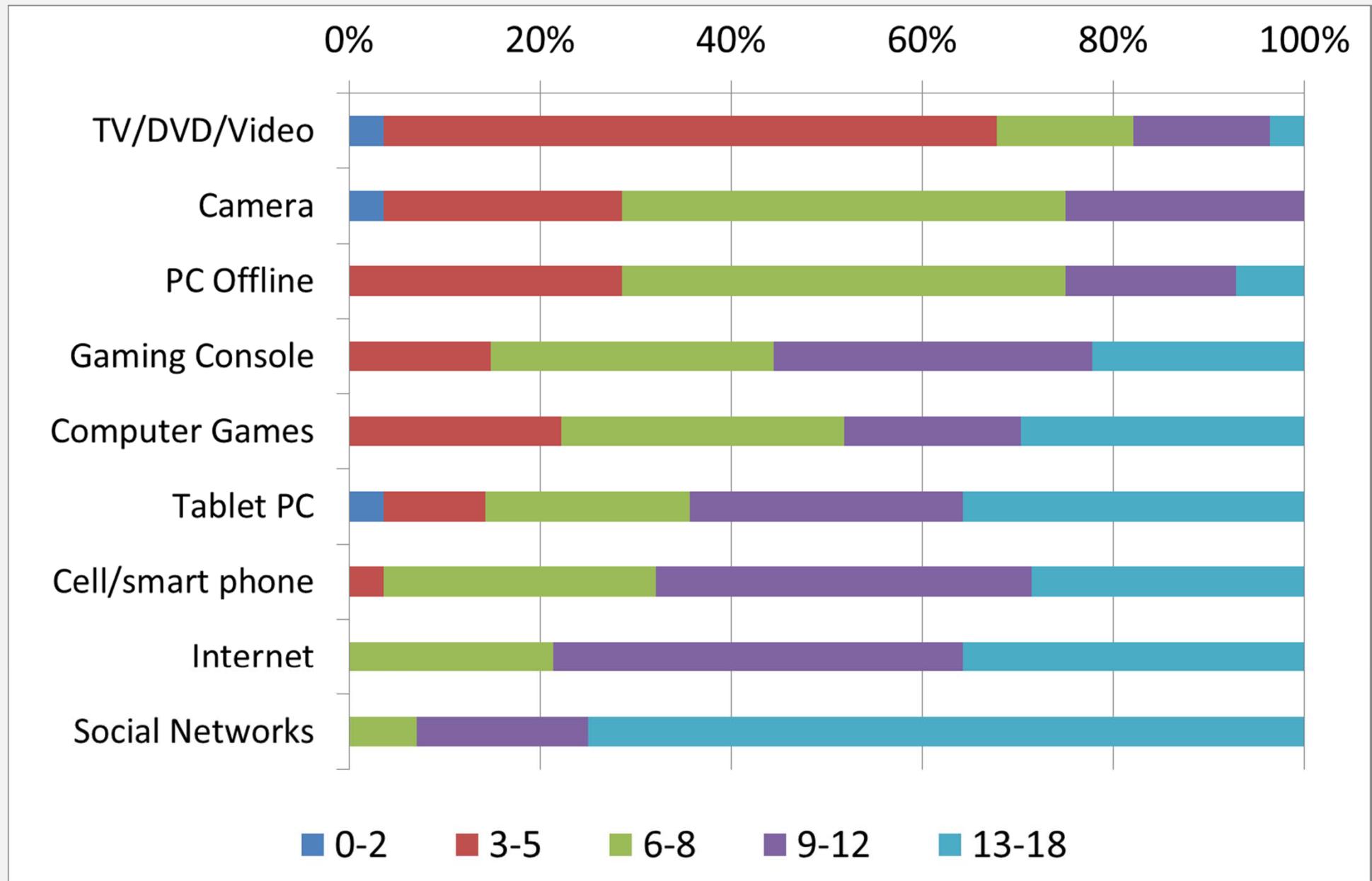


# Non-responders as responders: Qualitative analysis

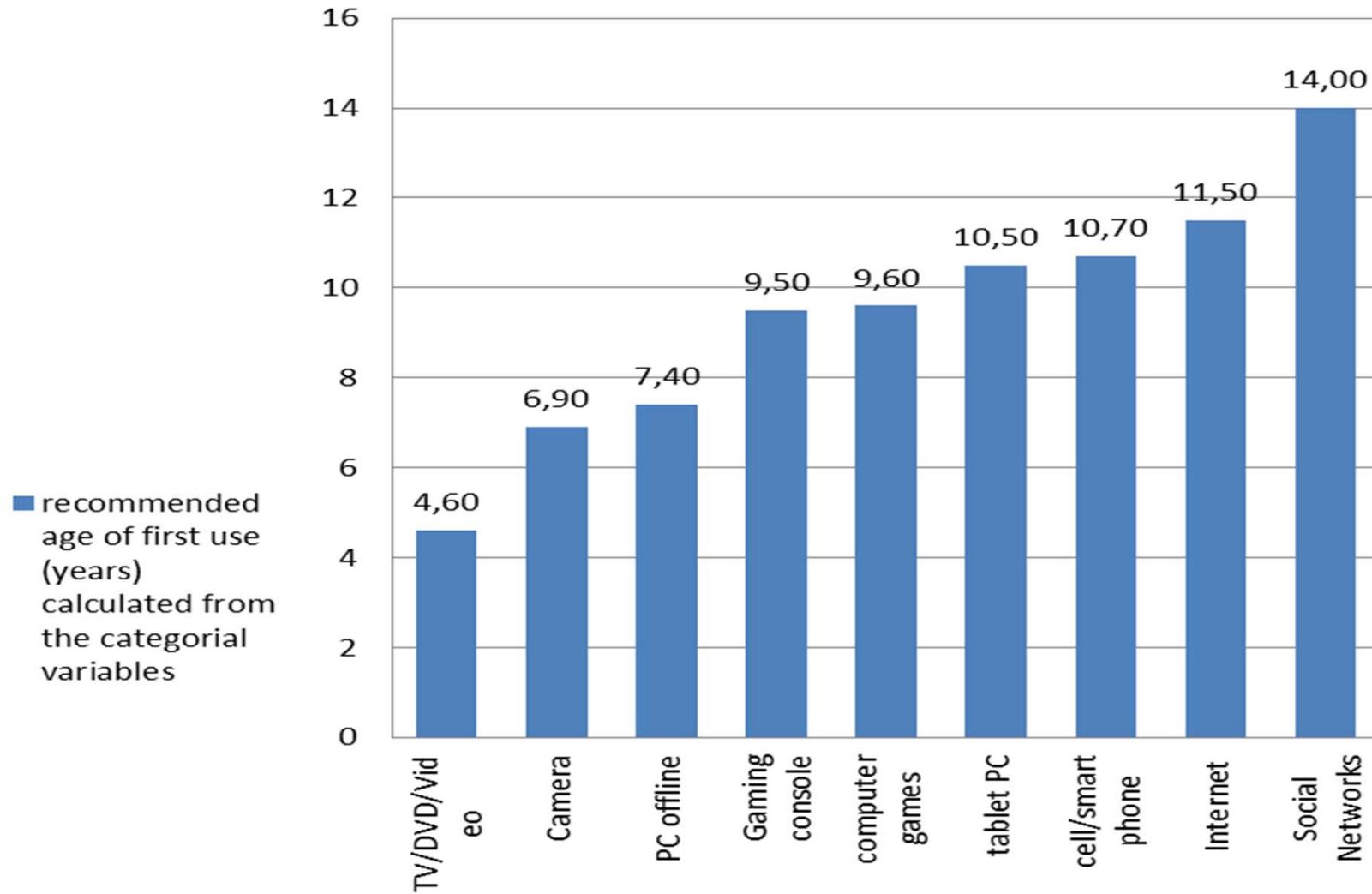
Reasons for not participating in the survey:

1. Short reply on self-perception: no expertise in this field
2. Short reply: Time constraints
3. Elaborate answers, mainly from **media education professors** who criticize the survey method in detail:
  - a) Focus on negative media effects
  - b) Use of `addiction` vocabulary, e.g. `age of first use` not suitable for recommendations on media use
  - c) Recommendations on usage times cannot be given generally for type of media and age, media use always context-specific

**Experts: Even though a different age might be recommendable from one child to the other: What is the average age of first use you would recommend for the following media?**

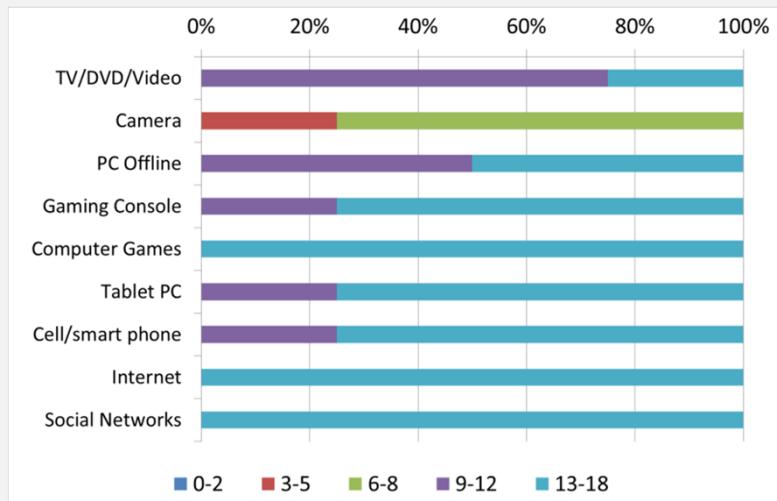


**(Experts) Even though a different age might be recommendable from one child to the other: What is the average age of first use you would recommend for the following media? Categories: 0-2, 3-5, 6-8, 9-12, 13-18 years**

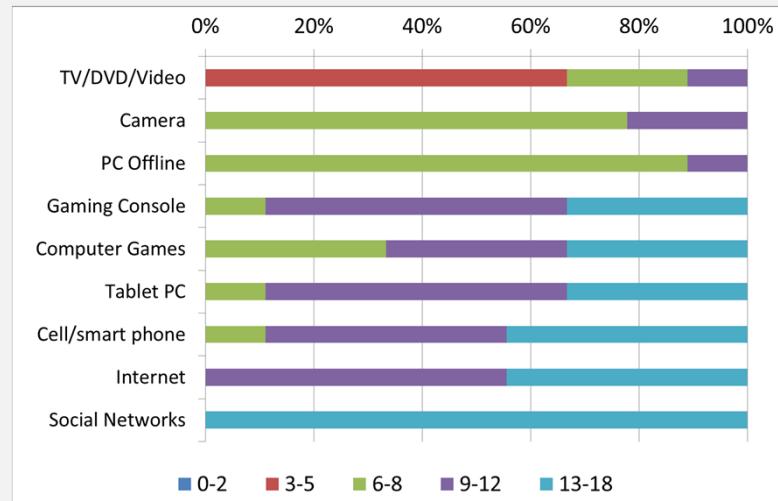


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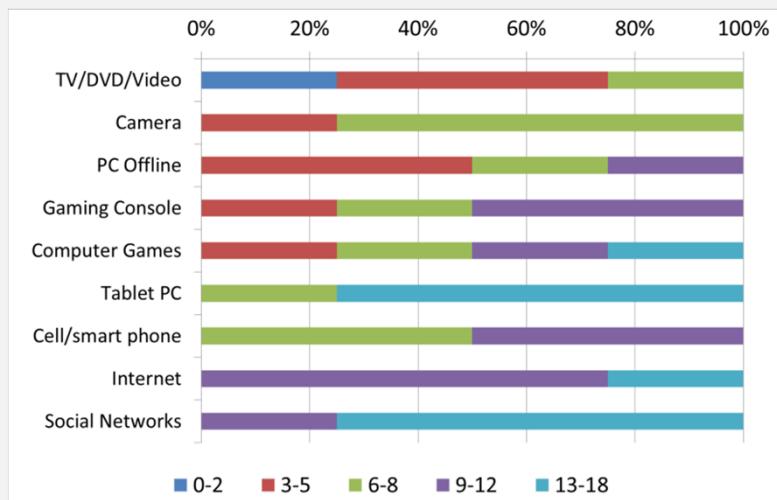
### Education/Developmental Psychology



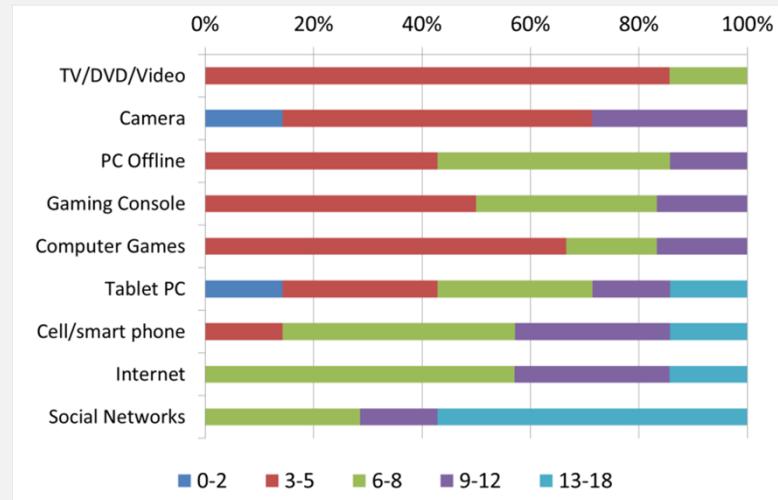
### Addiction Therapy and Prevention



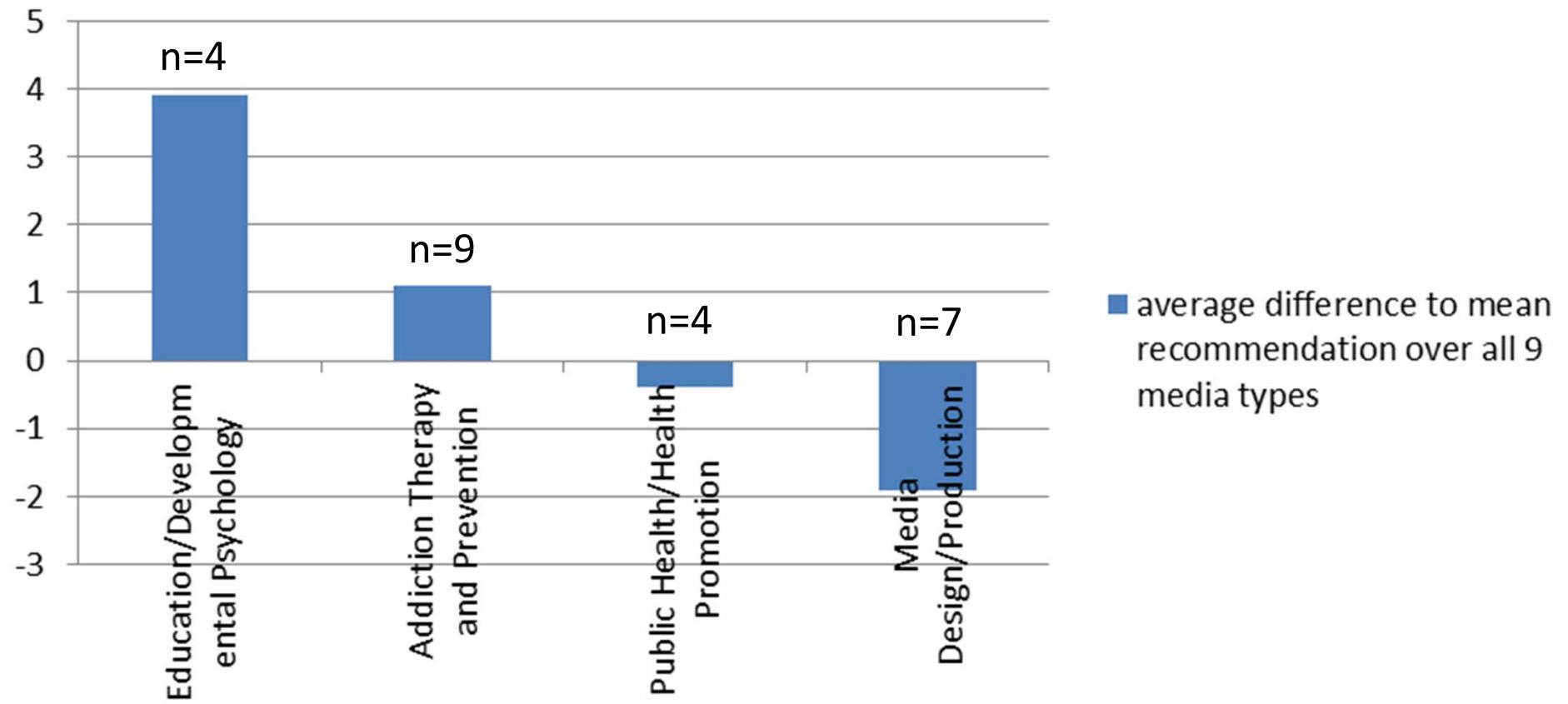
### Public Health/Health Promotion



### Media Design/Production

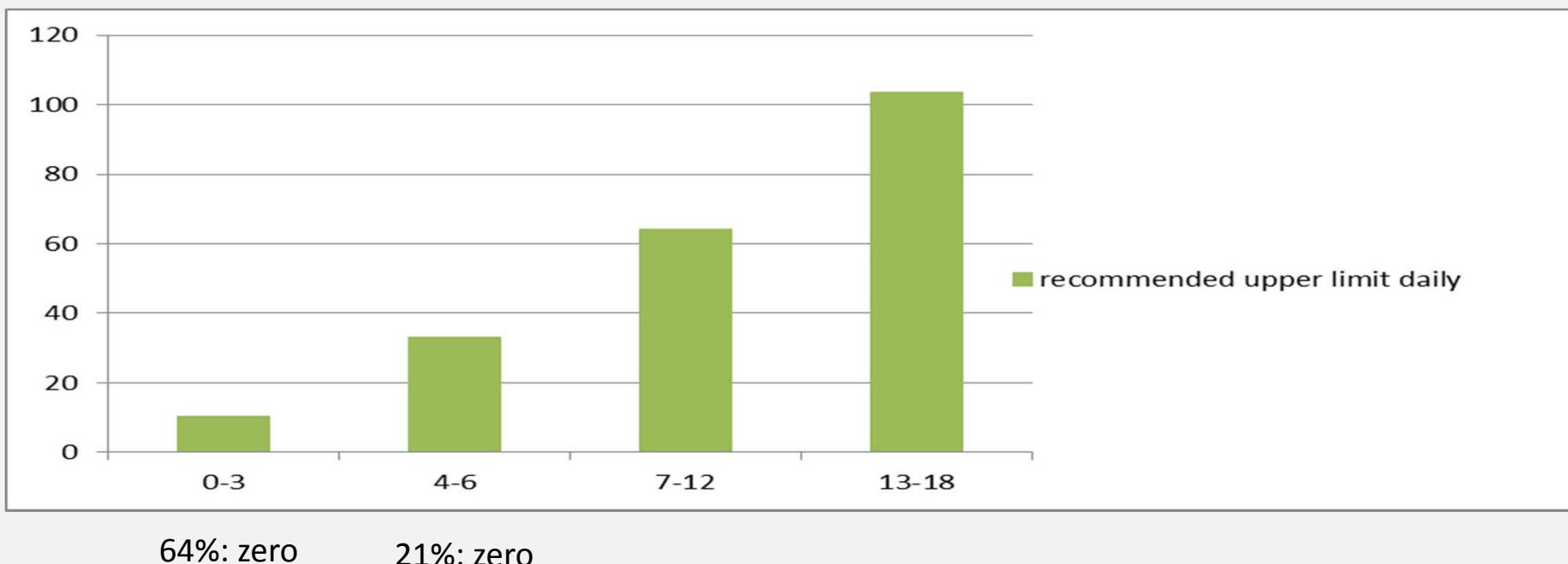


## Experts: years of difference to mean recommendation for age of first use



# Maximum daily screen media exposition (expert survey, n=25)

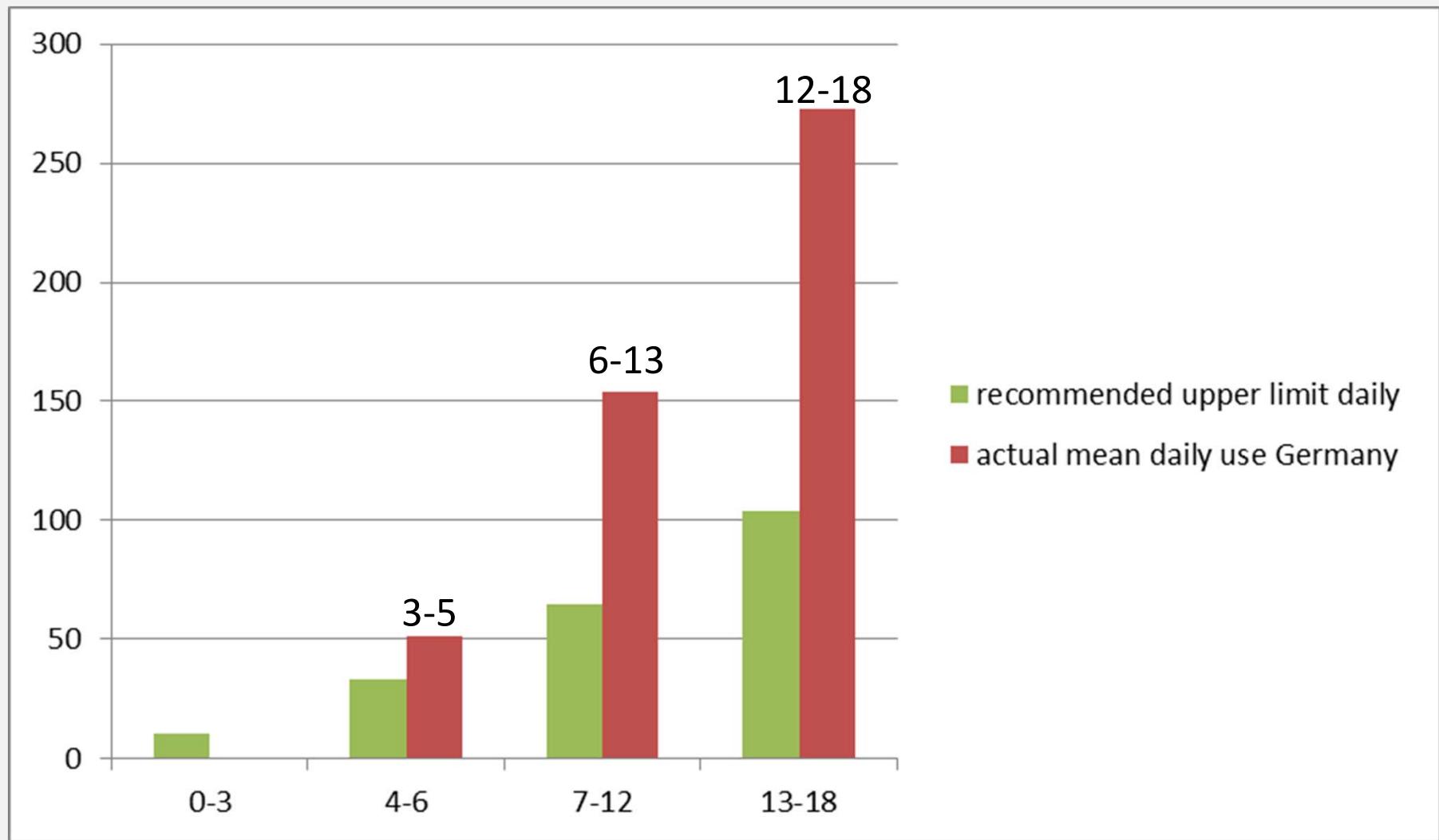
minutes



# Recommended upper limit vs. actual use in Germany

(JIM, (mini)KIM 2012)

minutes



### **3. Pilot survey on the practise of prevention in the field**

- Survey on prevention practice, no narrow focus on Internet Gaming D.
- „**Prevention of problematic and pathological use of screen media**“  
**PoPPUSM**
- Patron of the survey: German Federal Commissioner for Drugs
- Carried out by Prof. Dr. med. Eva-Maria Bitzer, department of Public Health and Health Education, Freiburg University of Education, in cooperation with the KFN
- Qualitative interviews with practitioners, June-August 2012
- Few established instruments, scales or item batteries, some from Berlin Longitudinal Study Media (Mößle 2012)
- step 1 to identify participants for step 2: September-October 2012
- step 2, a 13-page written questionnaire with 483 variables and 24 open text fields: October to December 2012



# Study sample for step 1

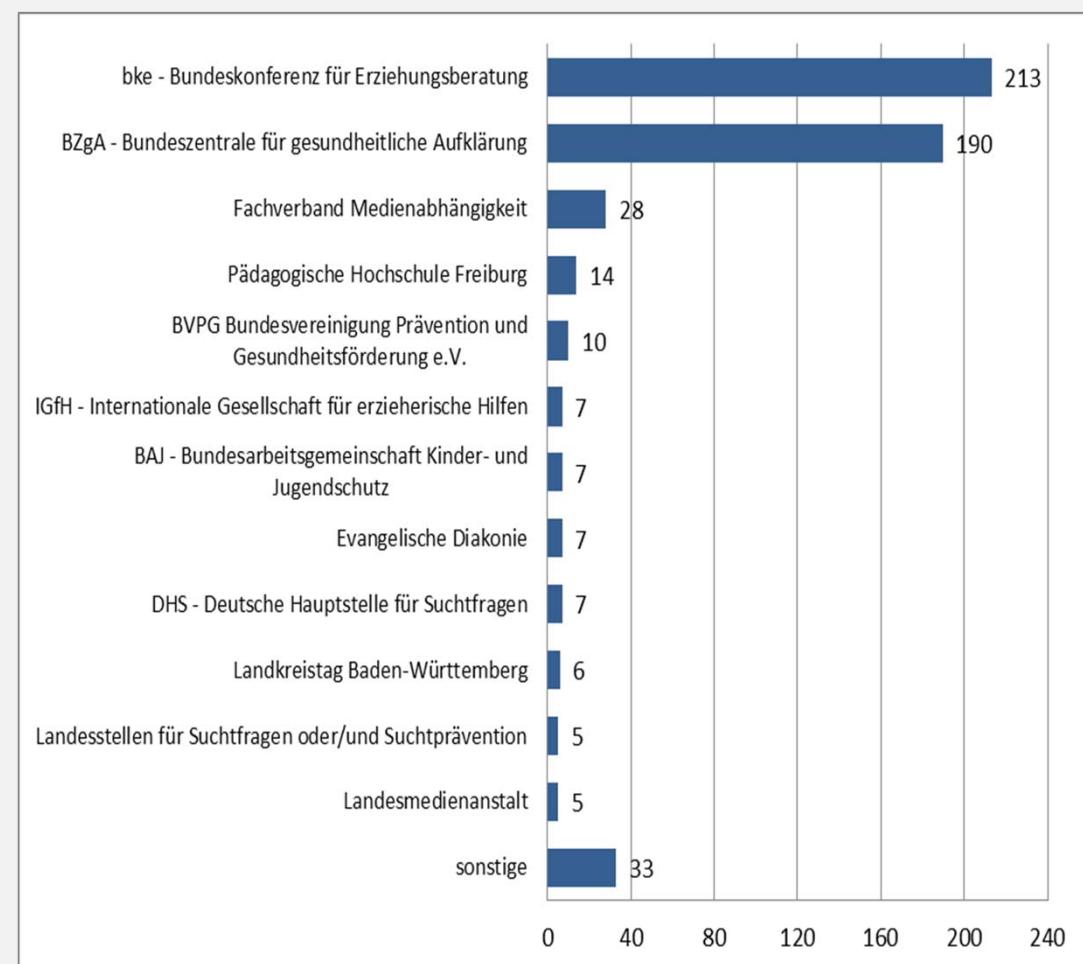
- 18 German associations/societies/public institutions were contacted and 13 of them agreed to send out the link to step 1 online survey via their mailing lists (3800 mails, including doubles)
- Additional direct mails to 35 institutions identified via internet search

Most institutions reported to have been reached via the three largest mailings

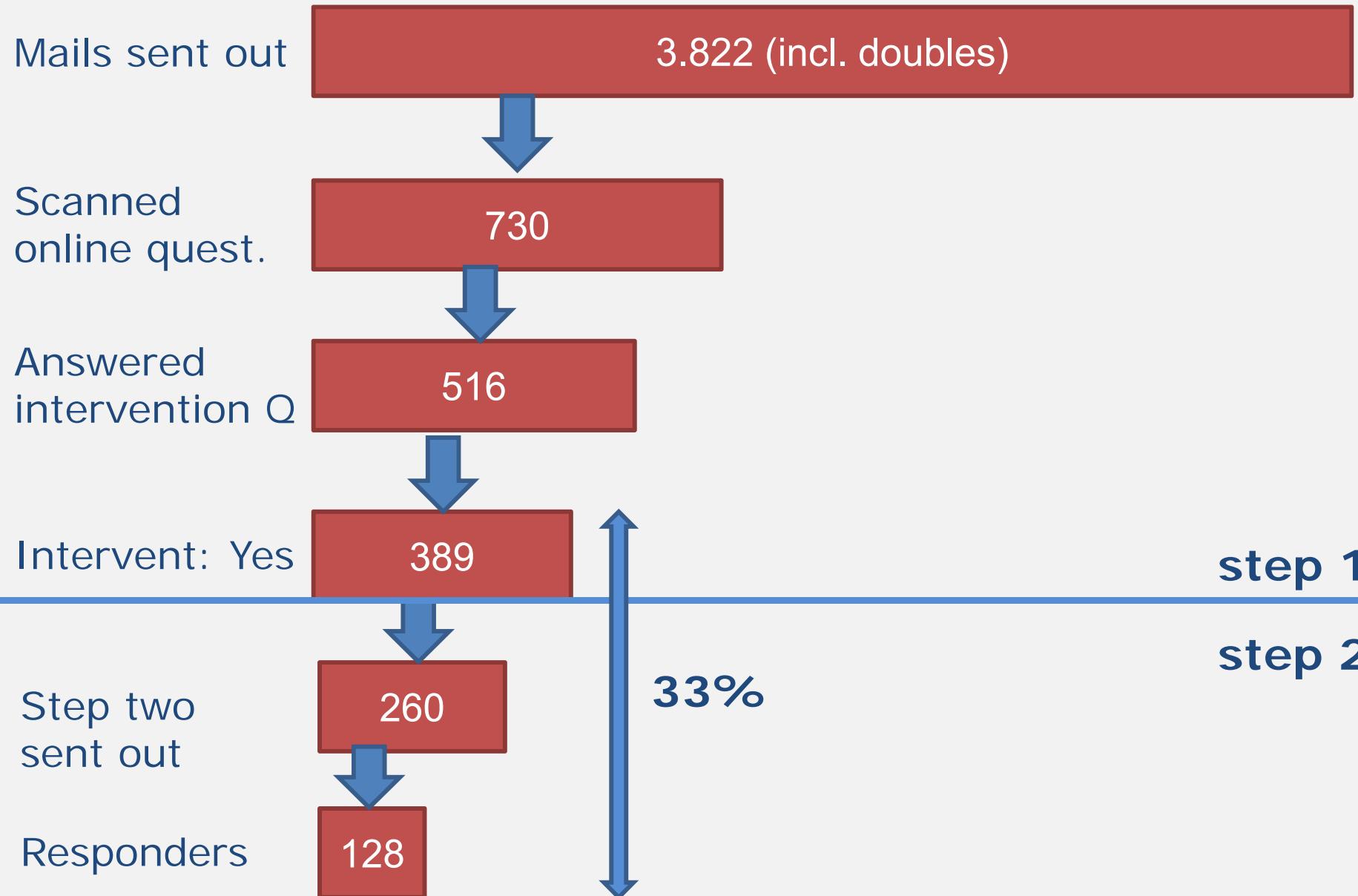
**BzGA** - Federal Centre for Health Education (1400)

**Bke** – Association for educational counselling (1000)

**Fachverband Medienabhäng.**  
Media Addiction Association (100)

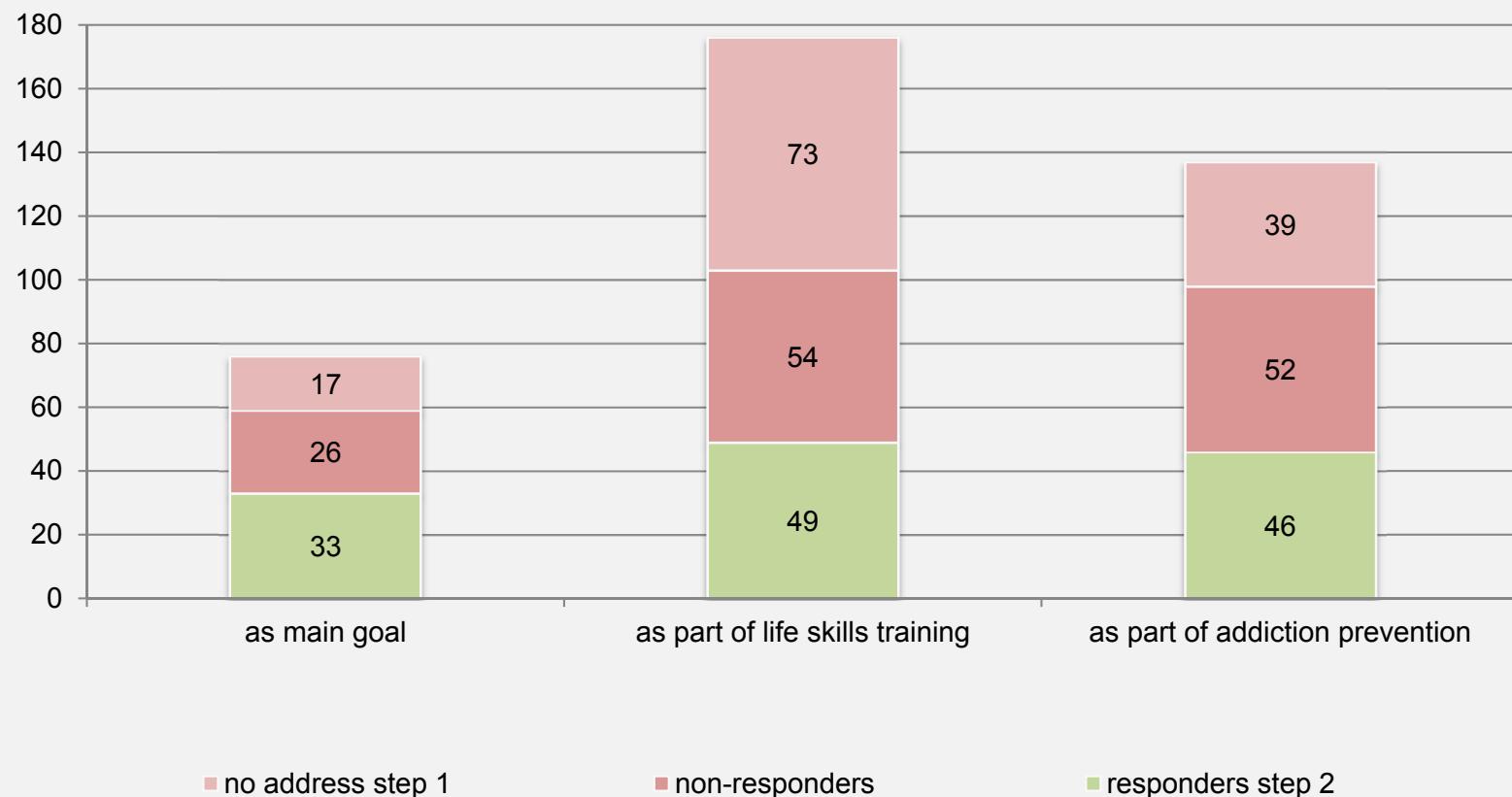


# Mailing lists – online questionnaire – Response step 1 and 2

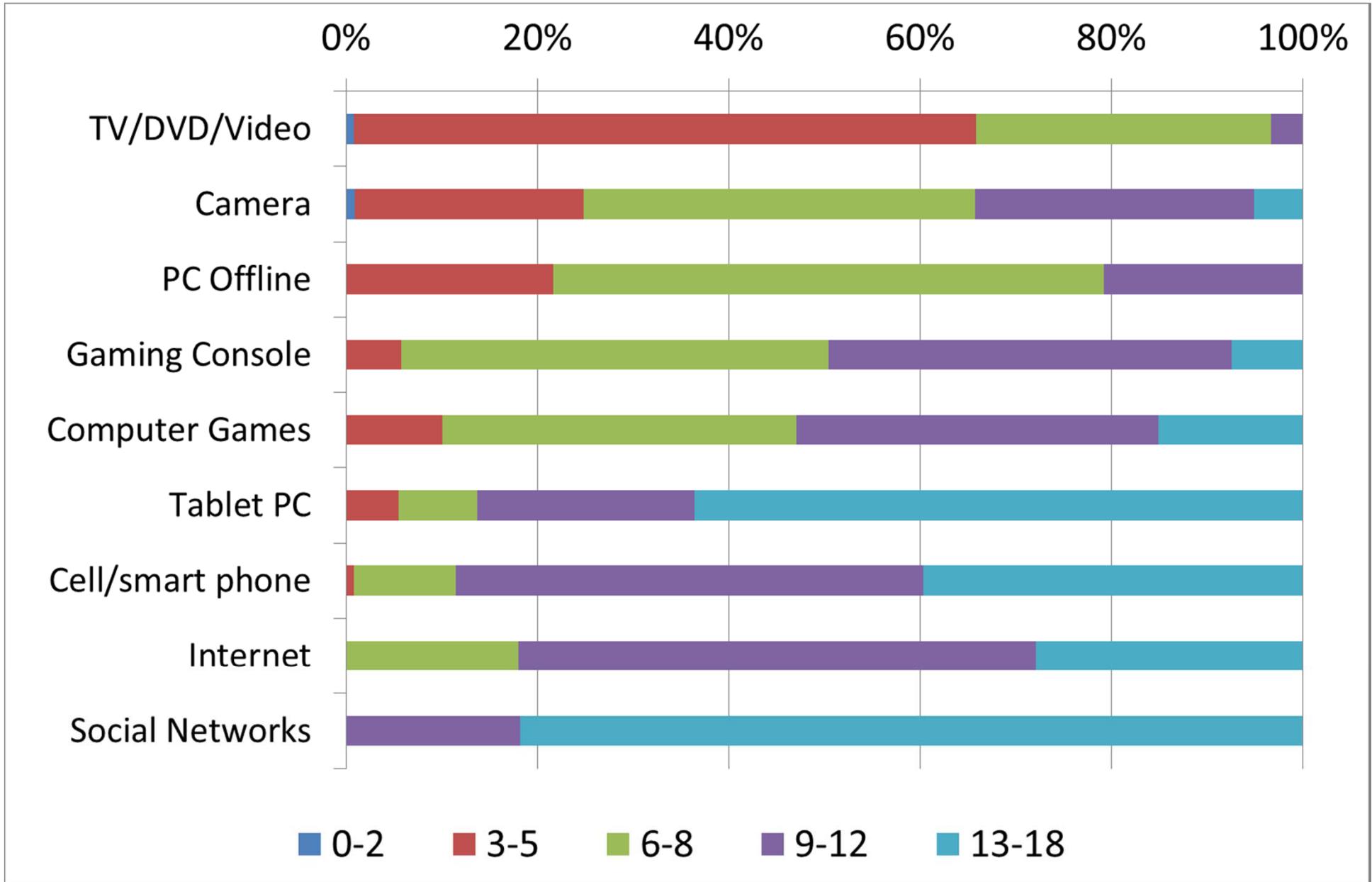


# Results step 1

- Out of 572 responding institutions 260 described themselves as being engaged in the prevention of problematic and pathological use of screen media: 23% offer preventive measures targeted explicitly at screen media, 37% integrate this into programs for the prevention of addiction, and 40% address it within broader programs focusing on life skills.

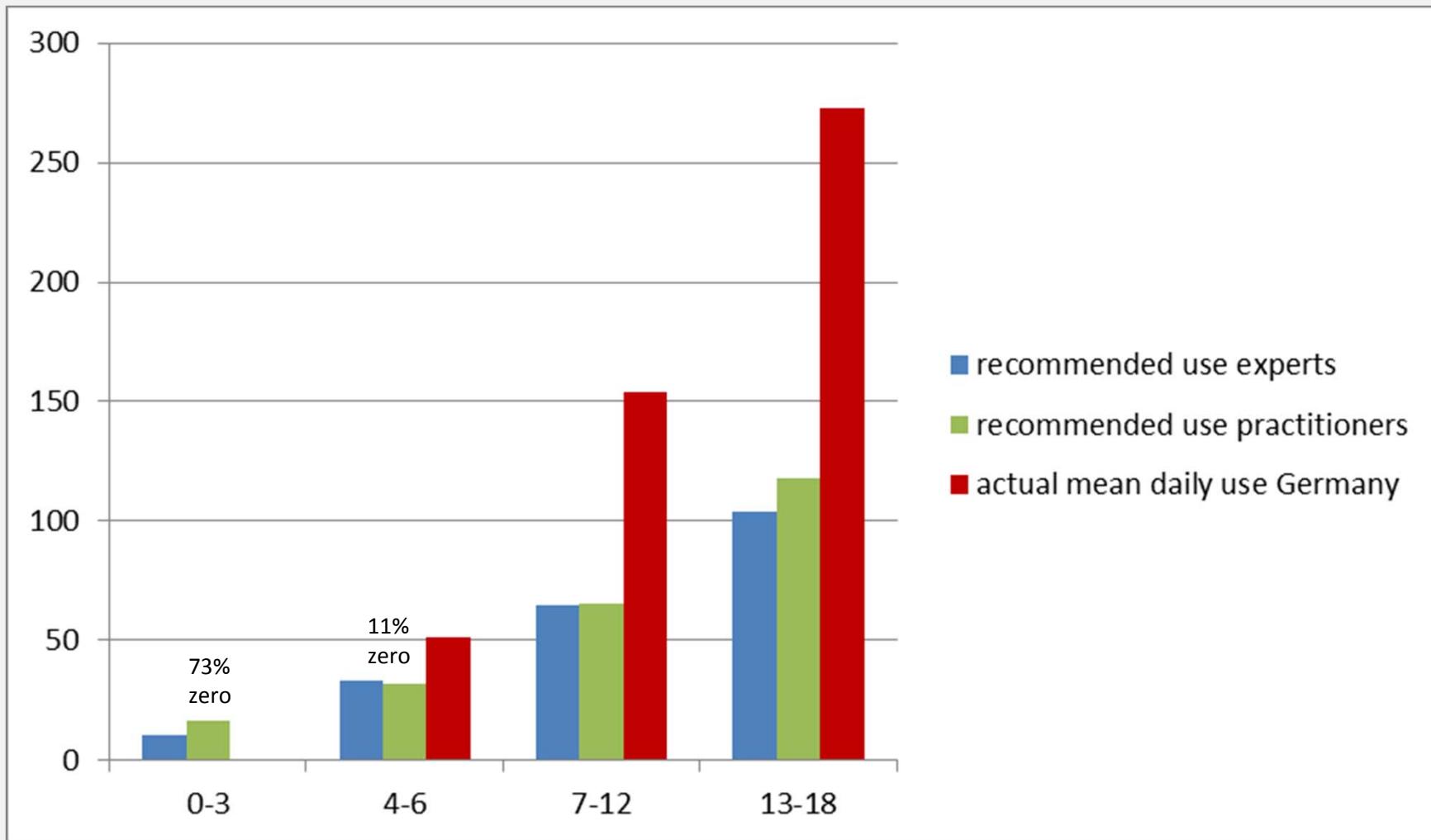


(Practitioners) Even though a different age might be recommendable from one child to the other: What is the average age of first use you would recommend for the following media? Categories: 0-2, 3-5, 6-8, 9-12, 13-18 years

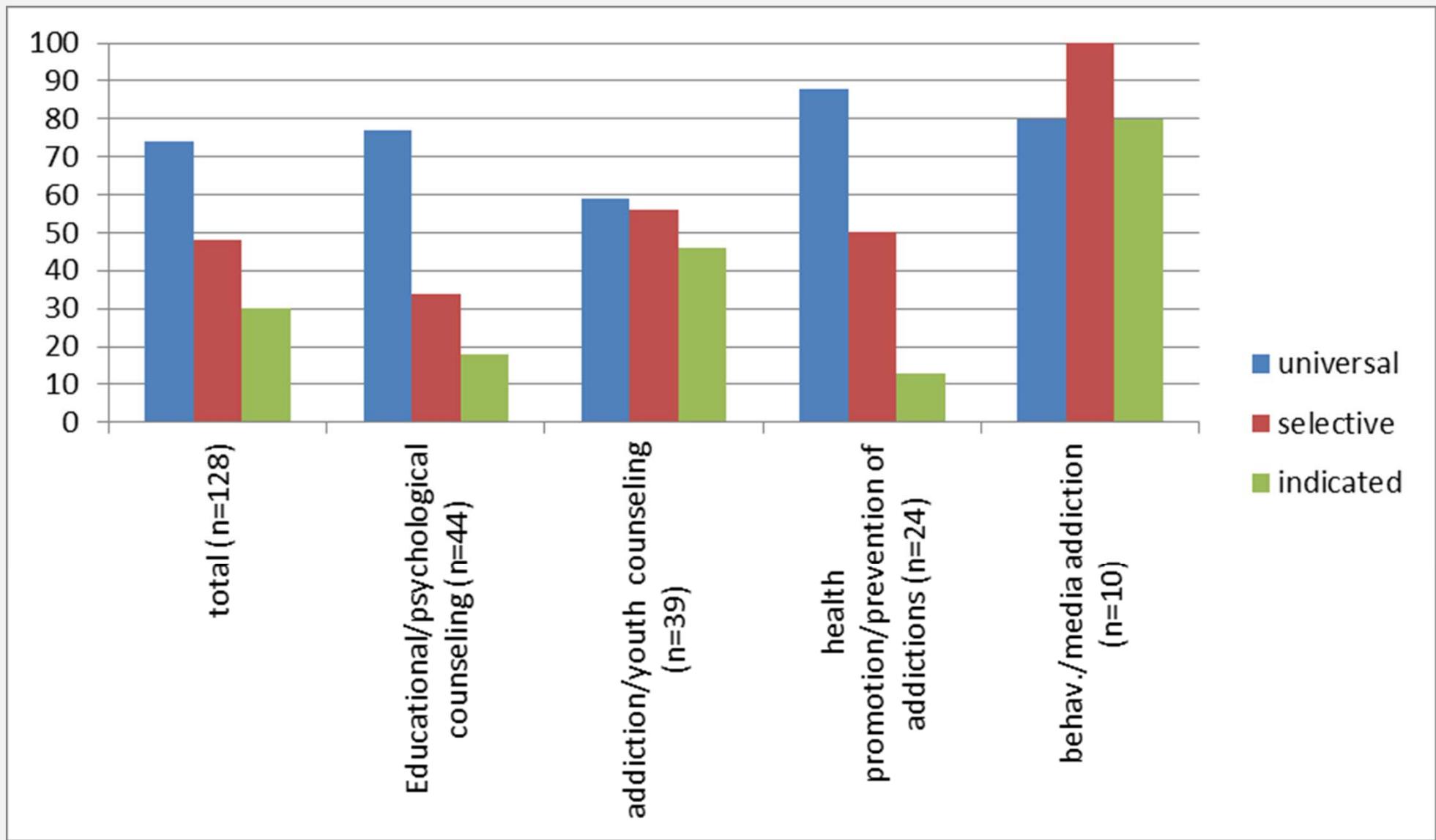


# Recommended upper limit by prevention practitioners and experts vs. actual use in Germany

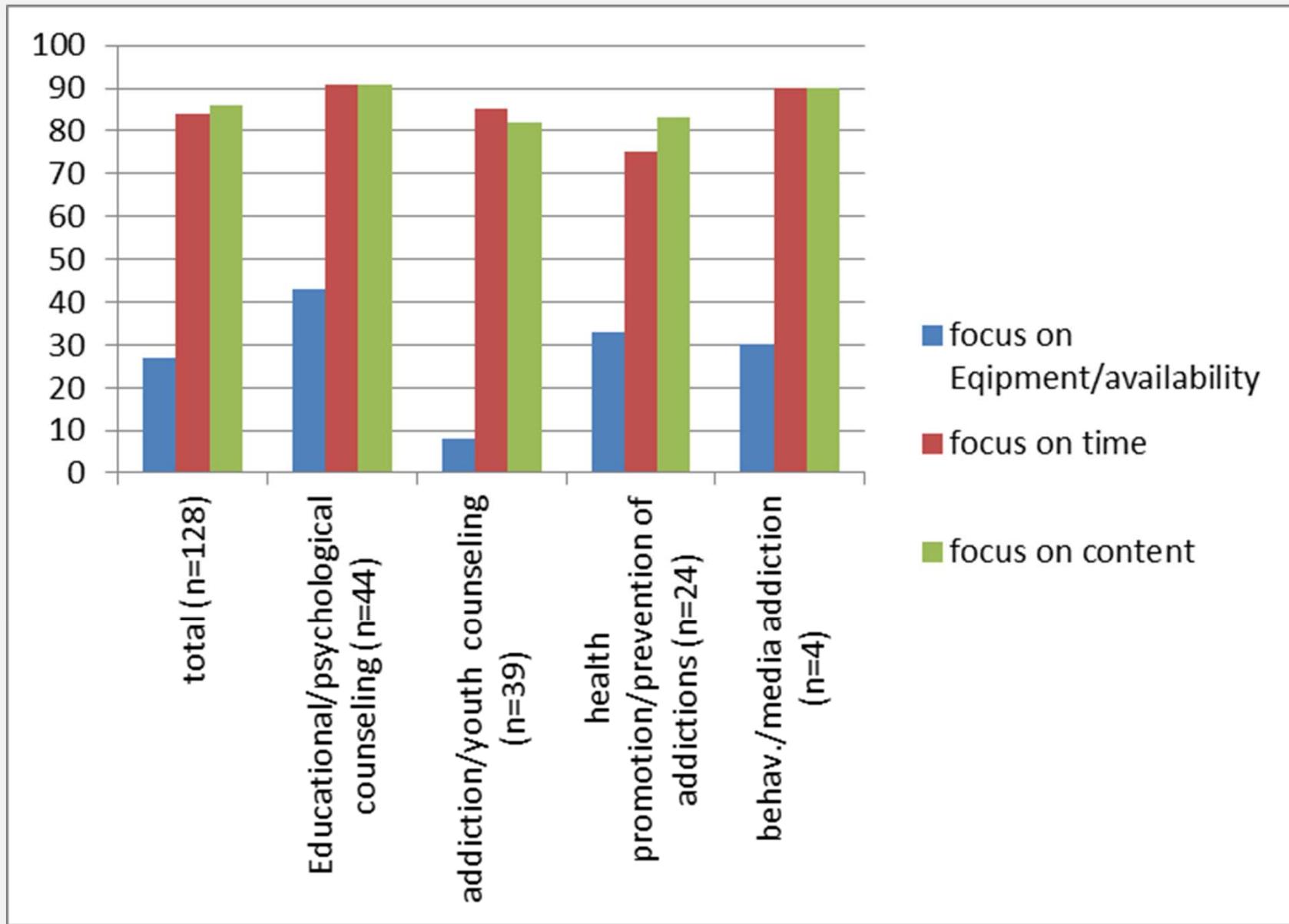
(JIM, (mini)KIM 2012)



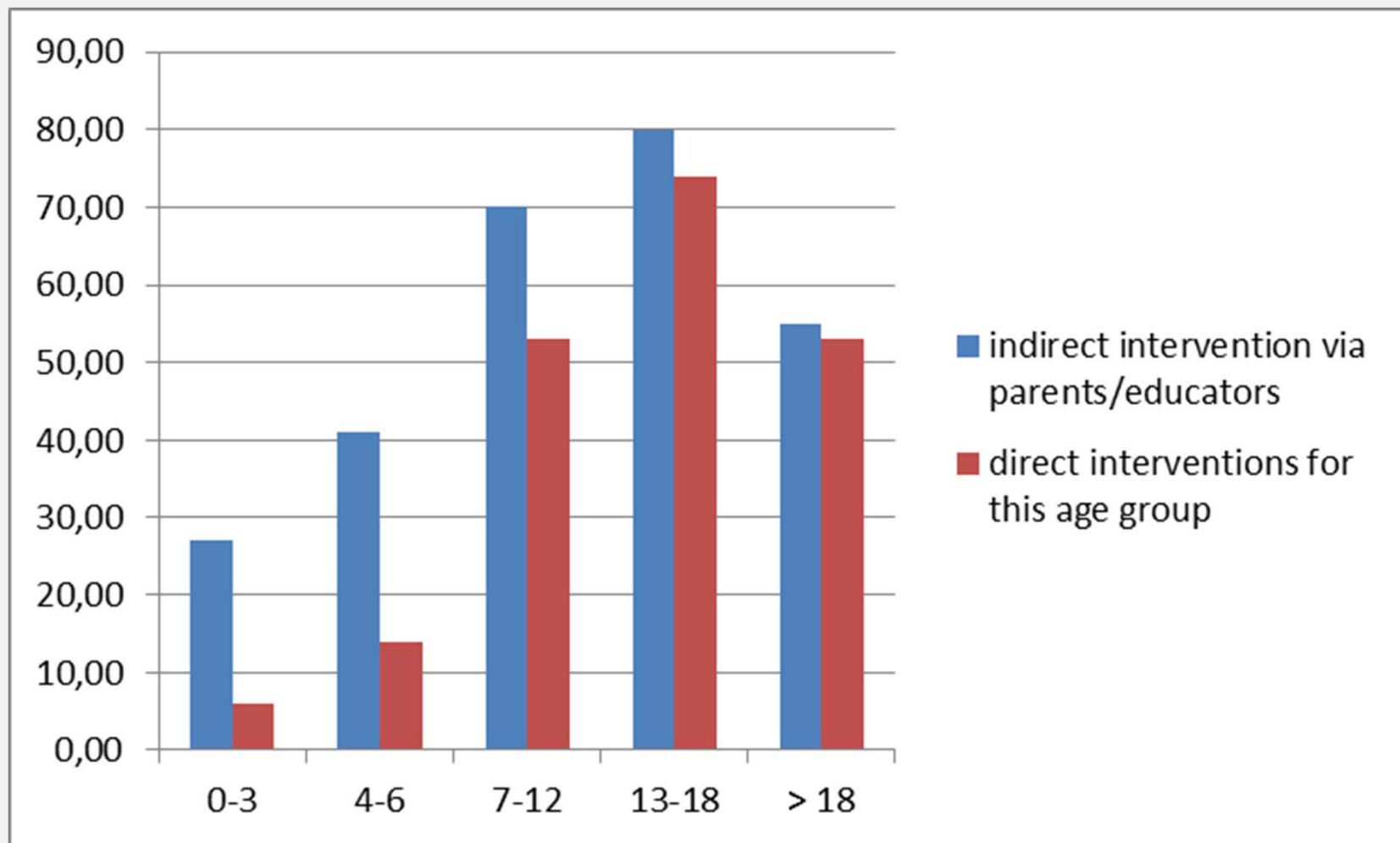
# Universal, selective or indicated PoPPUSM?



# Where does your institution put the focus in PoPPUSM?



# For which age groups do you offer PoPPUSM interventions?



26. Im Folgenden geht es zunächst um Maßnahmen, in denen Prävention indirekt über die Ansprache von Eltern, Pädagogen/innen und Erziehern/innen erfolgt.

Bitte geben Sie zunächst an, ob Sie für die betreffende Altersgruppe überhaupt Maßnahmen anbieten.

→ Wenn nein, gehen Sie zur nächsten Altersgruppe.

↓ Wenn ja, geben Sie an, welche Ziele innerhalb dieser Altersgruppe vermittelt werden.

*Das Symbol  steht für Bildschirmmedien!*

	0-3 Jahre	4-6 Jahre	7-12 Jahre	13-18 Jahre	> 18 Jahre
<b>Wir bieten indirekte Maßnahmen an für die Altersgruppe ...</b>	<input type="checkbox"/> nein → <input type="checkbox"/> ja ↓	<input type="checkbox"/> nein			
	Ziel ist Kein Ziel nicht wichtig wichtig sehr wichtig				
<b>An Bezugspersonen vermittelte Ziele</b>					
Technische Kompetenz für Filtersoftware und Zeitbegrenzungsprogramme am PC	<input type="checkbox"/>				
Einrichtung eines gesunden PC-Arbeitsplatzes fürs Kind (bzgl. Sitzhöhe, Strahlenbelastung)	<input type="checkbox"/>				
Stärkung gemeinsamer realweltlicher Aktivitäten	<input type="checkbox"/>				
Kommunikation zwischen Eltern und Kind fördern	<input type="checkbox"/>				
Interesse an und Kommunikationsbereitschaft über  - Nutzung des Kindes fördern	<input type="checkbox"/>				
Gemeinsame, begleitende  -Nutzung	<input type="checkbox"/>				
keine  -Nutzung	<input type="checkbox"/>				
Zeitliche Begrenzung der kindlichen  -Nutzung	<input type="checkbox"/>				

# 4. German State report on Addiction (Drogen- und Suchtbericht)

Name of project/initiative	Target group	Access channel, Form of presentation	Main Goals (Enhancement of, encouragement of ...)	Disciplinary allocation	Primary or Secondar y?	Mentioned in years	MLT, STR, PoA?
Helden im Netz – ein Theaterstück ...	Jugendliche ab 7. Klasse, Erwachsene	Face-to-Face Schule	Reflektion über Computernutzung	Theaterpädagogik	p/s	2009	SP
Präventionsprojekt „Onlinesucht“	Gefährdete und abhängige Jugendliche und Eltern	Face-to-Face Einzel- und Gruppenberatung	Medienkompetenz Risikoeinschätzung	Medienpädagogik soziale Arbeit	s	2009	MK SP
Projekt „Real Life“, Kassel	Jugendliche, Eltern, Multiplikatoren	Face-to-Face, schriftliches Material	Medienkompetenz und Risikoeinschätzung	Medienpädagogik soziale Arbeit	s	2009	MK SP
Bundesmodellprojekt ESCapade, BMG	gefährdete Jugendliche und ihre Eltern	Face-To-Face, Gruppen- und individ. Familienberatung	Familiäre Kommunikation, Problembewusstsein	Systemische Beratung Medienpädagogik	s	2011, 2012, 2013	SP MK
Ein Netz für Kinder*	Kinder und Jugendliche (6-14 Jahre)	Online, auch moderierte Chats, Whitelists	Bereitstellung hochwertiger Internetseiten, Hinweise auf offline Aktivitäten	Medienpädagogik	p	2011, 2012, 2013	MK ST R
Schau hin! Was deine Kinder machen*	Eltern von 3-13jährigen	Online, schriftliche Materialien	Erzieherische Kompetenzen	?	p	2011, 2012, 2013	MK
fragFINN*	Kinder	Online, Whitelist	Gefahrenloses Surfen, Benutzung von Suchmaschinen	Medienpädagogik Jugendmedienschutz	p	2011, 2012, 2013	MK
Jugendschutz aktiv*	Erwachsene	Online-Portal, schriftliche Information	Information über gesetzliche Jugendschutzbestimmungen vermitteln	Jugendmedienschutz	p	2011, 2012, 2013	MK
Jugend online*	Fachkräfte in der Jugendhilfe	Online, schriftl. Info	Methoden zur kreativen Medienarbeit	Medienpädagogik	p	2011	MK
Netzcheckers*	12-16Jährige	online	Kreative Mediennutzung, Medienkompetenz	Medienpädagogik	p	2011, 2012	MK
Blinde Kuh*	Kinder	Online Suchmaschine	Verhinderung inhaltlich problematischer Mediennutzung	Medienpädagogik	p	2011, 2012, 2013	MK
Wettbewerb MB 21 mediale Bildwelten*	Kinder, Jugendliche	-	Kreative Mediengestaltung	Medienpädagogik	p	2011, 2012, 2013	MK
Wettbewerb Ohrenblick mal*	Jugendliche	-	Kreative Mediennutzung (Handyclips)	Medienpädagogik	p	2011	MK
Dialog Internet (DI)*	Experten, Eltern, Jugendliche	Online	Partizipation von Jugendlichen bei (Jugend) Netzpolitik, Medienkompetenz	Medienpädagogik Netzpolitik	p	2012, 2013	MK
Dein Spiel-Dein Leben (DI)*	Gefährdete Jugendliche	Online, in-game	Medienkompetenz Selbstregulation	Medienpädagogik Games Studies	s	2012, 2013	MK

## 5. Time for examples?



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## **Example 1: „xPeer - boys in search of identity“**

- A group of up to eight boys meet twice a week for three hours with two male group coaches. They spend ten weeks together in a wooden site trailer and in the outdoors around, in and around a brook, climbing trees, making campfires, etc. Individual parent counseling with a focus on how to accompany and limit screen media use is part of the program.

Main topics for the boys:

- Time outdoors as opportunity for social and physical maturing
- Time to talk about daily hassles and problems
- conflict and stress management strategies ('my limit')
- Media diaries, talk about 'media heroes' and identification with them
- Contact to the male coaches, identity development

# Building bridges



## Example 2: ESCapade – secondary prevention of internet/gaming addiction

Program for **youths** with high scores on the internet/gaming addiction scales, but below the border to an addiction

Systemic counseling with individual clearing session, group family seminar day and two to three individual counseling for the whole family. Aims are:

- Support communication in the family
- Make parents understand the youths' fascination with media
- Raise problem awareness in youths

**Evaluation:** the program is the only evaluated intervention in Germany, but no control group. Some positive changes, e.g. reduction of daily computer use from 4,5 to 4 hours. [http://www.escapade-projekt.de/fileadmin/user\\_upload/Ergebnisse\\_des\\_ESCapade\\_Projektes-2.pdf](http://www.escapade-projekt.de/fileadmin/user_upload/Ergebnisse_des_ESCapade_Projektes-2.pdf).

# Computer/Addiction/Family



The image shows a person from a side-on perspective, sitting at a desk and looking down at a laptop screen. The person is wearing a light-colored hoodie. The background is dark.

**ESC apade**

Computer | Sucht | Familie

Hilfe bei Gefährdung durch problematische Computernutzung

## Example 3: bpb LAN Party for Parents (Experience.Games.Together)

Single full-day event for a group of parents

- Focus on facilitating a positive gaming experience for parents by playing computer/online games (FIFA football, Counterstrike, and others)
- Participation in the ESL (electronic sports league) finals as audience
- Aim: To support parents in developing a positive, active and understanding attitude to their youths' media activities
- < 10% of time budget for discussion of problematic aspects
- Financed by Electronisc Sports League, Turtle Entertainment und BITKOM in cooperation with the German Federal Centre for Political Education (bpb) (<http://www.bpb.de/veranstaltungen/format/seminar-workshop/68299/eltern-lan-eine-lan-party-nur-fuer-eltern> )

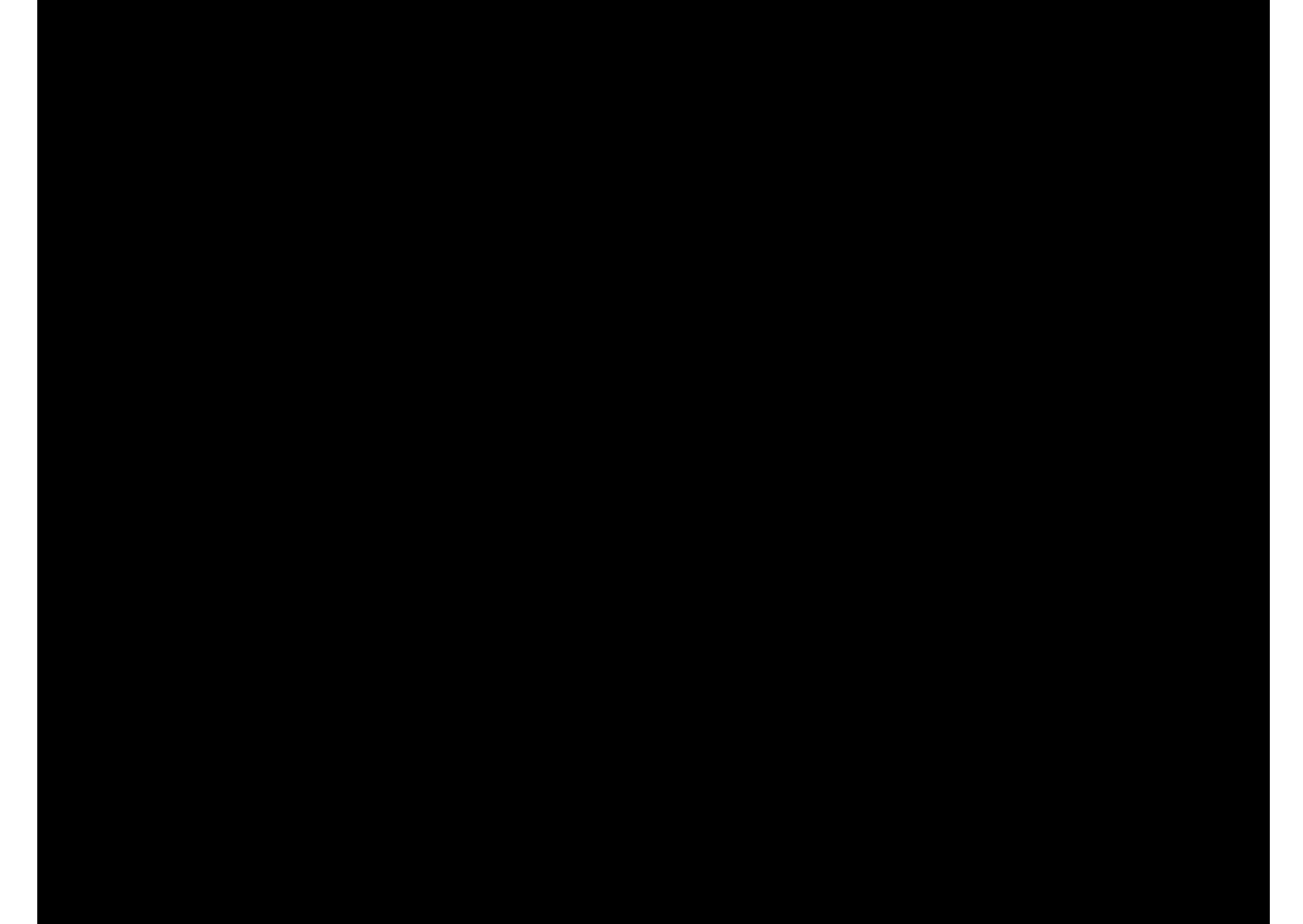
**Task 1: Explore the map. We'll meet **peacefully** at bomb site A.**



# Thank you for your attention!

## What can we do about potential conflict of interest? Role of researchers? Role of government and legislation?



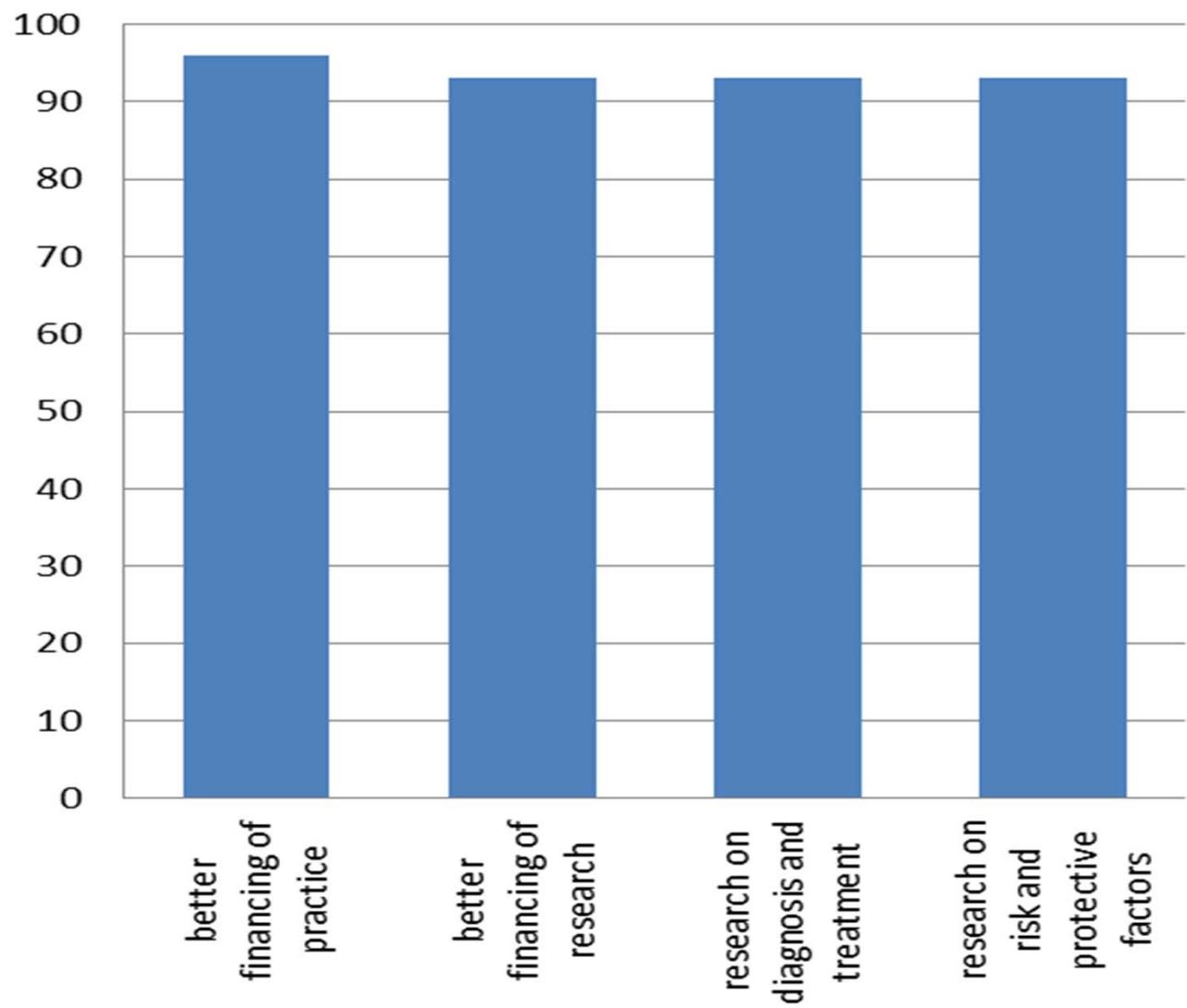


# References

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- Jukschat, N. (in press). Video game dependency: A concept between “disease” and “label”. Plea for a socio-scientific understanding. *RESET - Recherches en sciences sociales sur Internet*, 2(special issue: Online disorders. Recomposing mental health on and with the Internet).
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- Kleimann, M. (2011). *Medienlotsen gesucht! Konzeption und Evaluation einer Unterrichtseinheit zur Prävention problematischer Mediennutzungsmuster bei Schülerinnen und Schülern dritter bis fünfter Klassen im Rahmen des Berliner Längsschnitt Medien*. Baden Baden: Nomos.

# Experts: Agreement on what needs to be done

- „to find a sound middle position between exaggeration and denial“



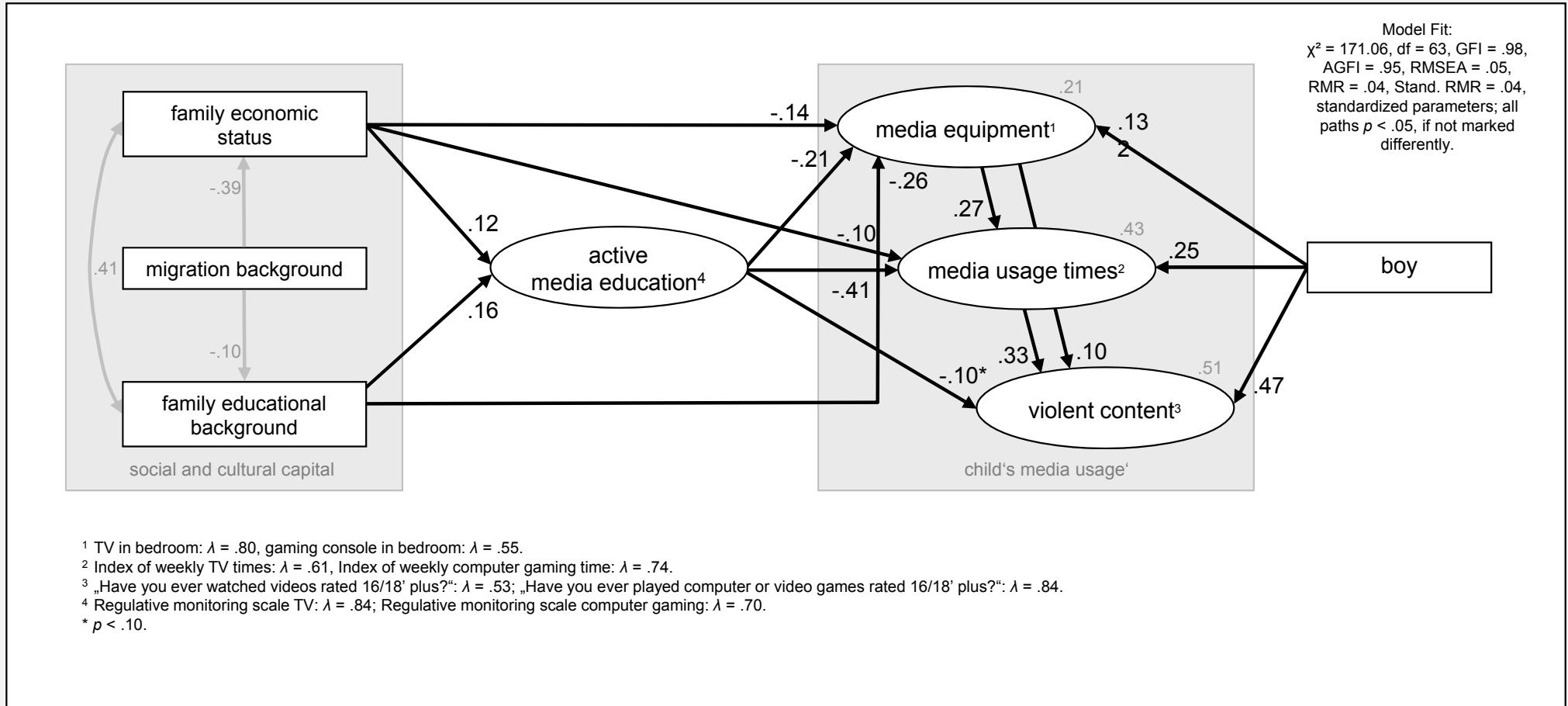
# Mobile Gaming: Displacement or Autonomous Space?

Media Effects Studies: Mobile Gaming completes the displacement of other leisure activities by stationary screens because it additionally invades „in between“ spaces



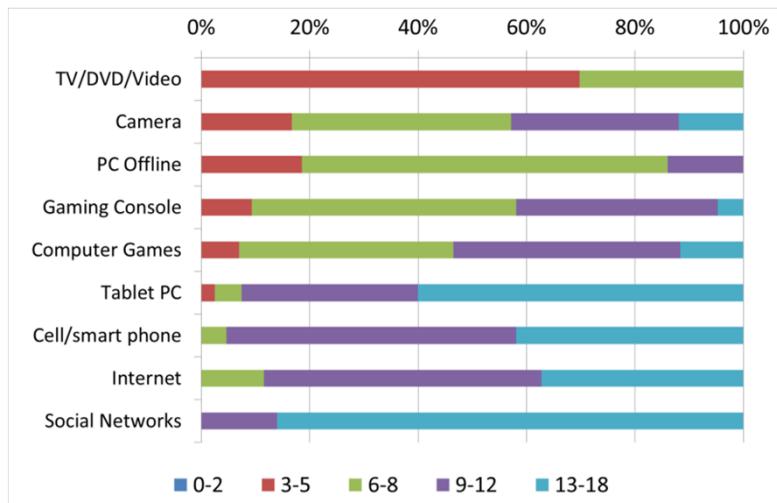
Media Education: Mobile Gaming serves children as an emerging autonomous space by bridging disparate experience islands (Hugger, Tillmann 2013)

# Role of media education in the family

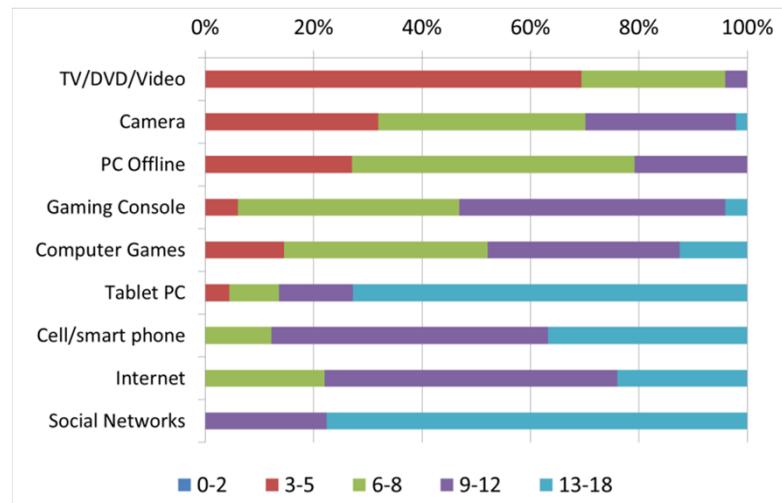


(Practitioners) Even though a different age might be recommendable from one child to the other: What is the average age of first use you would recommend for the following media? Categories: 0-2, 3-5, 6-8, 9-12, 13-18 years

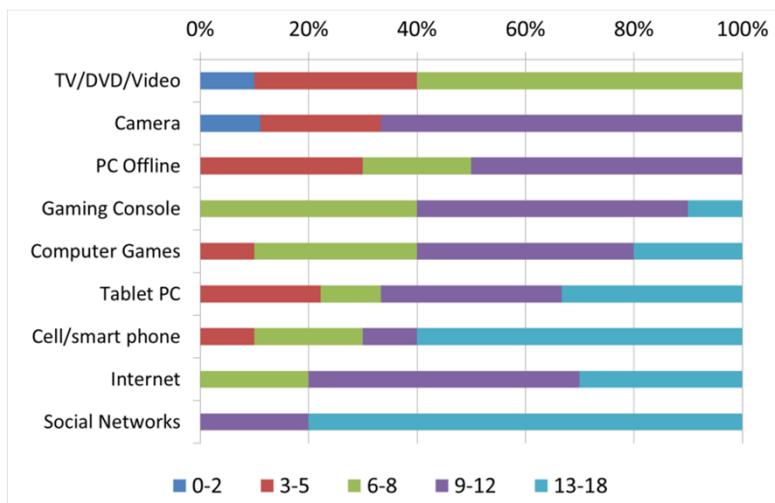
### Educational/Psychological counseling



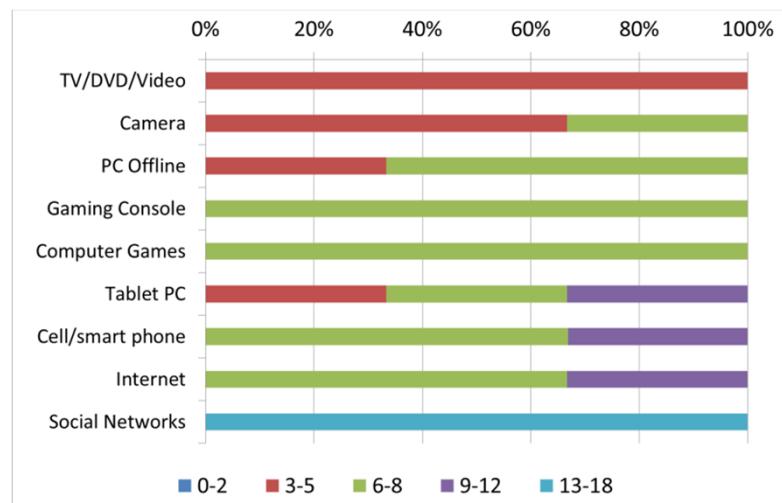
### Addiction Prevention/Therapy



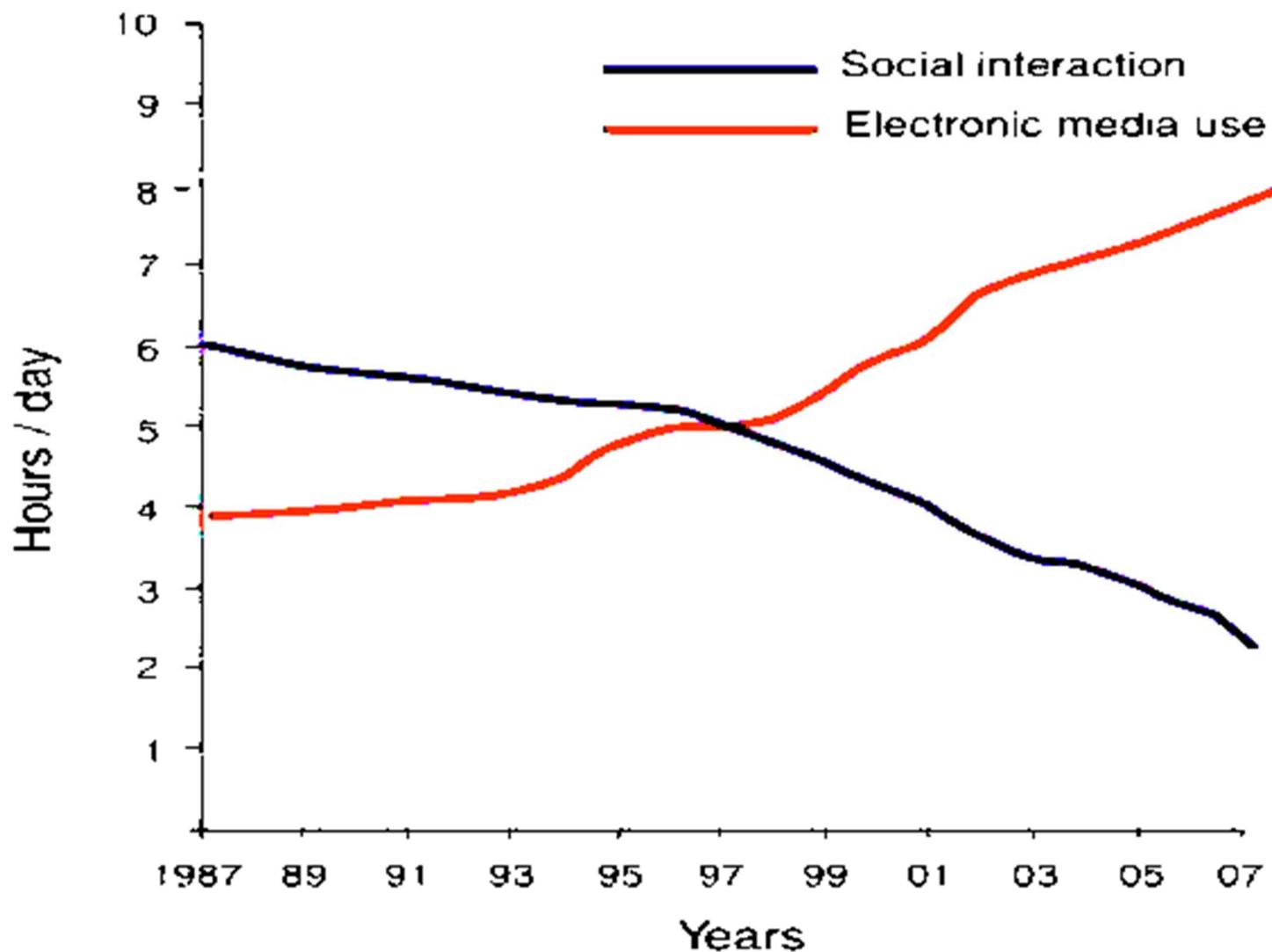
### Media/Behavioural Addiction



### Media (research) institutions



## Social Interaction vs Electronic Media Use



(Sigman, 2012)

