

1 to 1 @ Home

A Parent Guidebook to School Issued Laptops and Tablets

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Copyright Page

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Dedication Page

To Jen, Talia and Minna.

Acknowledgement Page

It is a great pleasure to acknowledge the people who have helped me in the process of writing this guidebook.

My family provides me with a steady support that makes projects like this one possible.

I feel very fortunate to have parents who are generous with their love, time, energy and willingness to share their knowledge and experience. My sister Rachel, helped in so many ways big and small and I love so much. Steve for his help thinking through the digital plan and being such a wonderful addition to the family. My girls, Talia and Minna for being my best teachers. And of course, to my wife Jen who has an amazing ability to keep an eye out for all of the details while staying connected to my heart and soul.

I leaned on the help of our wonderful community to help me throughout this process.

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In no particular order:

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Finally, to all of the families and schools that I have had the opportunity to work with who inspired this guidebook.

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Introduction

The days of a child sitting with an open textbook, receiving information from the teacher at the front of a classroom are numbered. Over the next 10 years, we will see an inevitable change in education as schools embrace the digital classroom.

Schools at the forefront of this change are adopting 1 to 1 programs. These programs provide each student with a laptop or tablet used at school and at home. The goal is to educate a generation of students born into a digital culture and emerging into a world that requires a new set of skills.

This is a big transition and schools are still in the process of understanding how “digital assistants” fit into the learning environment. Schools, however, are not acting in a vacuum. For this transition to be truly successful a child’s whole world needs to be considered. This requires everyone being involved and families along with the home environment are too often the missing pieces.

Getting families on board requires preparation, including knowing the right conversations and giving some support if something goes awry. Parents who are resistant to their child having a laptop or tablet need to understand why schools are adopting these programs and ways to remain true to their values while embracing the change. This practical, hands-on manual is written to support the 1 to 1 at home.

How is the 1 to 1 different than all of the other gadgets, gizmos and game players that your family might already own?

[BULLET LIST]

- It comes from school.
- It impacts the amount of “screen time” – the time kids are engaged with digital technologies.
- It blurs the distinction between tool and toy: it’s harder to know if kids are studying, playing or socializing.
- It changes how parents establish rules and set limits.

- It asks parents to respect school rules around the acceptable use of technology.

- It asks parents to respect school values about the role technology should play in a child's life.

- Most critically, it may require parents to take a new approach to their parenting as well as to the technology.

[END BULLET LIST]

About the Author

I am a psychotherapist and educational consultant in the Bay Area. I provide support to families and educators in a rapidly changing world where digital technologies are transforming our lives.

My work takes place in schools and with organizations where I lead workshops about safety, trust, awareness and respect in the digital age. In my office I see families with children and adolescents.

We cannot address online concerns with a fear-based approach. Scaring kids away from new technologies is not a viable option-- it is not realistic and it sends the wrong message. 1 to 1 programs are just one example of how new technologies are transforming the ways we learn and work. Acknowledging this reality and teaching kids to use these tools responsibly is the priority. In my work, and in the *1 to 1 at Home*, I offer an approach that helps families work together to connect their unique values with their child's passions.

I wrote this guidebook after working closely with many school communities that have started 1 to 1 laptop and tablet programs. *1 to 1 at Home* recognizes what I heard repeated by many parents: "1 to 1 programs are a game changer."

Parents need additional, specific support to manage the impact that their child's 1 to 1 has on family life. This guidebook provides that support by addressing the home side of the 1 to 1. It helps parents to be aware of shifts in 21st century learning and have a realistic approach to thoughtfully integrating a school issued laptop or tablet into their family.

1 to 1 Important Information

Student Name:	
Parent Name:	
School Name:	
Type of Laptop or Tablet:	
Operating System:	
Serial #:	
Person to Contact for Technical Questions:	
Email:	
Phone:	
Person to Contact for Behavioral Questions:	
Email:	
Phone:	
Cost of Laptop or Tablet:	
Cost of Insurance:	
Cost of Deductible:	
Date to be Handed Out:	
Date Laptop or Tablet Comes Home:	
Date Laptop or Tablet is to be returned:	
In the event that the Laptop or Tablet gets Broken or Stolen:	

PART 1 - Get Ready...

BEFORE the 1 to 1 Comes Home

Many parents take a wait and see approach to 1 to 1 laptops and tablets. They trust that the school has thought through any issues that might come up or they figure that the laptop or tablet will be similar to any other internet connected gadget, gizmo or game player that their child already has.

Over and over again, parents report being caught off guard by the impact of their child's 1 to 1 laptop or tablet. This is a big transition and schools are still in the process of understanding how "digital assistants" fit into the learning environment. There is still a need to think through the home side of these powerful tools/toys. The 1 to 1 is different from other devices in the home and meant to serve very different functions. Thus, when the 1 to 1 goes home, it is important that parents understand how and why it is being used. Just as the 1 to 1 changes the way kids learn at school, it will also change the culture of your family.

This section is designed to get your family prepared for a 1 to 1 program. Even if your family is already part of a 1 to 1 program, and the 1 to 1 is already home, you can go back and get everyone on the same page (even if that page is digital).

Objectives:

[BULLET LIST]

- Understand the vision of 1 to 1 learning.
- Get clear on the school's responsibilities and the parents' responsibilities.
- Sign 1 to 1 Child and 1 to 1 Parent Agreements.

[END BULLET LIST]

With these objectives in place you will get off on the right foot as the 1 to 1.

The Vision of 1 to 1 Learning

Why would a school give a student a laptop or tablet that is a tool for learning and a toy for playing games and socializing? Why would schools want to blur the line between what is the school's responsibility and what is expected from families? Answering these questions is an important part of making the 1 to 1 work for your family.

Here, Scott McLeod, J.D., Ph.D., a leading thinker in technology in education explains why schools are adopting 1 to 1 programs and the vision of 21st century learning.

OFFSET WITH GRAY

Let's start with the recognition that digital technologies are transforming EVERYTHING.

This fact is unsettling to many parents and educators.

Why?

Simply stated, digital technologies are disruptive. They allow everyone to do work that is more powerful and complex with greater creative capability. For instance, the same technologies that allow us to have a voice, to find each other, and to work together have disrupted our sense of geographic boundaries and time barriers. As a result, we are seeing (to our dismay) that offshoring and outsourcing allow everyone, everywhere to compete with each other and with us. In addition to replacing jobs here with people overseas, jobs also are being destroyed by software. If the Industrial Revolution was about replacing humans' physical labor with machines, the Information Revolution often is about replacing humans' cognitive labor with computers. In short, these new tools are radically transforming every single information-oriented segment of our economy. As information institutions, schools will not be immune.

Schools that adopt 1 to 1 programs are taking a proactive stance to this disruption by providing students with the skills and attitudes necessary to take advantage of the opportunities that digital technologies provide.

Digital technologies allow for dramatic impacts on learning. For example, students and educators now have access to all of the information in their textbooks – and an incredible wealth of primary documents – for free. They have access to robust, low cost or no-cost, multimedia and interactive learning resources – texts, images, audio, video, games, simulations – that can supplement, extend, or even replace what is being taught in their classrooms.

Via collaborative Internet-based tools, they can learn from and with students and teachers in other states or countries. They also can quickly and easily connect with authors, artists, business professionals, entrepreneurs, physicians, craftsmen, professors, and other experts.

Students and teachers now can more authentically replicate (and actually do) real-world work through the use of the same tools and resources used by engineers, designers, scientists, accountants, and a multitude of other professionals and artisans. They can share their own knowledge, skills, and expertise with people all over the world. They can find or form communities of interest around topics for which they are passionate and they can be active (and valued) contributors to the world's information commons, both individually and collaboratively with others.

Essentially, our students and teachers now have the ability to learn about whatever they want, from whomever they want, whenever and wherever they want, and they also can contribute to this learning environment for the benefit of others.

Workers in the real world (i.e., outside of school) use computers to do their work. Can educators really claim to be relevant to students and society while simultaneously ignoring the technological transformations that surround them? It's a digital, global world out there. Schools that are serious about preparing their graduates for a technology-suffused information society do everything they can to put a robust digital learning device into every student's hands instead of pretending that we live in a pencil, notebook paper, and ring binder world.

Scott McLeod, J.D., Ph.D., is an Associate Professor and Founding Director of CASTLE at the University of Kentucky.

END OFFSET WITH GRAY

What's the School's role? What's the child/student's role?
 What's the Parent's role?

School	Parent	Child	Responsibility
			Provide a protective case for the equipment.
			Provide a policy around taking care of the equipment.
			Provide a policy about other people (siblings, friends, parents) using the equipment.
			Provide parental control, filtering and/or monitoring software.
			Provide Internet safety information to student.
			Provide a place for ongoing parent dialogue about the impact of the 1 to 1 program.
			Provide a parent education evening about using the equipment safely. Date & Time: _____
			Provide a policy about how the laptop/table will be used during school breaks (lunch, recess, etc.)
			Provide an acceptable use policy.
			Provide a policy around adding additional software or hardware.
			Provide a policy on decorating the laptop and charging the laptop.
			Provide information about ergonomics and avoiding repetitive stress injuries.
			Provide ways to encourage students to bring a fully charged laptop or tablet to school each day.

The Family Agreement

*A practical way to get everyone on the same page when it comes to the 1 to 1 is to sit down together and fill out a family agreement. **It is best to sit down with your child and this agreement after reviewing the contents of this manual.***

This agreement is designed with the whole family in mind and is specific to the 1 to 1. With this agreement in place, you will have opened a dialogue about not only rules and guidelines but also made it clear that every one has a role in making the 1 to 1 work in your family.

After spending some time reviewing the agreement, sign it, shake on it and post it.

1 to 1 at Home Agreement:

This agreement is going to help our family get the most out of being a part of _____(Child's name) school's 1 to 1 program.

_____ (Parent(s) name(s)) understand that the laptop or tablet was issued: *to you, by your school* and much of the responsibility to use it wisely is going to be up to you.

We are, however, in this together. Having a laptop or tablet will impact our family because it comes home with you at the end of each school day and it will play a big role in your social and school life. Also, when using the 1 to 1 you are representing not only yourself but also your school and family. If a serious situation should arise where rules are broken while you are using the laptop or tablet, we will all be responsible for helping you to make it right.

It is less likely that things will go wrong if we are clear about what we want from each other when it comes to the 1 to 1.

[BULLET LIST]

- We want to see you work up to your potential in school.
- We want you to have positive relationships with peers, teachers and friends.
- We want our time together as a family to not be spent arguing.
- We want you to feel comfortable coming to us if you need help.

[END BULLET LIST]

Parent(s) Responsibilities:

(Name of parent(s)) have been learning and researching the good and the challenges that families face when being part of a 1 to 1 program, and we are ready to do our part to make the 1 to 1 work for our family.

When you are at school:

[BULLET LIST]

- Your school lets you know how to use the 1 to 1 appropriately.

[END BULLET LIST]

When you are away from school (home, friends' houses, afterschool activities, etc.):

[BULLET LIST]

- We will clearly communicate our rules and help you to understand what you can and cannot do on the 1 to 1 when you are not at school.
- We will do our research to make sure our rules are reasonable.
- We may consult with your school about how to make the 1 to 1 work at home.
- If we consult with your school we will come to you first to talk about our concerns.

If you feel that our rules unfairly restrict your social or school life:

- We will listen to your concerns and help to find ways to provide you with what you need.

[END BULLET LIST]

By signing this agreement, _____(Name of parent(s)) will work hard to live up to our responsibilities. If you feel that we are not living up to our responsibilities, we can sit down with this agreement and reevaluate at any time.

Child responsibilities:

It is important to _____(name of child) that I use my school issued 1 to 1 responsibly. I am aware that the laptop or tablet is different from all other digital devices that I may own because it comes from school. It is also different

because it comes home at the end of each school day. For these reasons, when using the 1 to 1 I am representing not only myself but also my school and family.

I want to get the most out of having a laptop or tablet, and I see that it is important to use it with a sense of safety, trust and respect.

Safety

The safety principles for using the 1 to 1 are not that different from the ones in my everyday life:

[BULLET LIST]

- I know not to visit places online that might put me into dangerous or embarrassing situations.
- I know to avoid communicating with people who are interested in conversations that could lead to dangerous, embarrassing, or inappropriate situations.
- I know not to view material or engage with other people in ways that I am not ready to handle.
- I know that I need to take breaks from the laptop or tablet and do other activities besides being in front of a laptop or tablet screen.
- I know that the laptop or tablet travels with me from home to school and everywhere in between, but this does not mean that the same behavior is appropriate in all of these places.

[END BULLET LIST]

Trust

The 1 to 1 has the potential to be a place where I can demonstrate that I deserve greater trust. I recognize that with greater trust there are fewer arguments at home and I gain more freedom to make my own choices. Here are some ways I can gain trust:

[BULLET LIST]

- Clearly communicate how much time I need to spend on the 1 to1.
- Clearly communicate how I will spend that time.

- Stick to the amount of time I said I needed or clearly communicate why I need more time.

- Stick to the way I said I would spend my time or clearly communicate why I am changing how I spend my time.

[END BULLET LIST]

Respect

The 1 to 1 allows me opportunities to communicate with not only my friends and school, but also the entire world. This means that I will be making choices about how I communicate to a wide range of people while using the 1 to 1.

I want to communicate with respect and:

[BULLET LIST]

- I will be very careful not to allow images or information about myself that is embarrassing or degrading on the internet.

- I will avoid places/situations where people are treating others in ways where feelings or reputations might be hurt.

- I will not represent my school and family in ways that will bring embarrassment or hurt feelings.

- I will treat the laptop or tablet in a way that ensures that it will not break and will be able to function properly at home and at school.

[END BULLET LIST]

By signing this agreement (Name of Child) is committing to working hard to live up to the responsibilities that come with my 1 to 1. I am entitled to revisit these responsibilities at any time and agree to requests by my parents to sit down and reevaluate this agreement.

1 to 1 Family Responsibilities:

There are challenges that come with being part of a 1 to 1 program that require our family to work together to figure out. These challenges require a willingness to change some of our old patterns and commit to a fresh start when it comes to the 1 to 1.

These are our family responsibilities:

Home Work vs. Hanging Out or Play Time

[BULLET LIST]

- Our family recognizes that having the 1 to 1 changes some of the ways that studying and homework take place.
- Our family understands that sometimes it is necessary to turn off distractions and focus.
- Our family also understands that line between learning and playing is less clear with the 1 to 1. Thus, the same tools that are used for play (digital social networks, video games, watching videos, etc.) will also be used to do school assignments.
- Our family will work to build a sense of trust that wise decisions are being made about how schoolwork gets done.
- Our family will take time to figure out how best make time to study and time to play/hangout.

[END BULLET LIST]

“Screen Time”- (The time kids are engaged with digital technologies)

[BULLET LIST]

- Our family is aware that having the 1 to 1 is likely going to mean more “screen time”.
- Our family is also aware that it is important to focus on what is being done with “screen time” as well as the amount of “screen time”.
- Our family will take the time to discuss how “screen time” is being spent.
- Our family will be make sure that that there are enough activities that take place away from screens.
- Our family will work together to figure out how to ensure that there is time for a full range of experiences beyond the 1 to 1.

[END BULLET LIST]

Privacy:

[BULLET LIST]

- Our family acknowledges that everyone needs some privacy.
- Our family will work together to find an appropriate amount of privacy with regard to the 1 to 1.
- Our family recognizes that the 1 to 1 is different from all of the other laptops, tablets and/or computers that our family already owns and may require different privacy rules.
- Our family will find ways to demonstrate that the 1 to 1 laptop/table is being used responsibly and allow for greater freedom when responsibility is demonstrated.
- Our family will avoid snooping into each other's lives and be clear about the information that is needed to insure that the 1 to 1 is being used responsibly.

[END BULLET LIST]

By signing this agreement, _____ (Name of parent(s) and name of child) will work hard to live up to our responsibilities. If anyone in our family feels that we are not living up to our responsibilities, we can sit down and reevaluate at any time.

Parent(s) Signature & Child Signature

[INSERT SIGNATURE AND DATE LINES]

Notes: [INSERT LINES FOR WRITING]

PART 2 - ...Get Set...

What to do about specific issues

Why you need an approach to specific areas where problems are likely to arise.

1 to 1 programs have been around long enough to pinpoint specific areas where parents struggle with setting limits and clarifying acceptable use. In some families the 1 to 1 disrupts already existing rules; in others, the 1 to 1 grants kids access to applications that were not previously allowed, and, for some, it makes previously existing concerns more pronounced. This section is written to give you information about these specific areas and help everyone come together around a common set of guidelines.

Objectives:

[BULLET LIST]

- Understand how to navigate issues that come up for 1 to 1 families and clarify home and school rules. Topics include:

- Parental Control, Filtering and/or Monitoring Software
- Music
- Videos
- Digital Social Networks
- Video Games
- Chatting
- Ergonomics

[END BULLET LIST]

[INSERT SPRIAL NOTEBOOK ILLUSTRATION]

Parental Control, Filtering and/or Monitoring Software

[INSERT CHECKLIST]

Parental Control, Filtering and/or Monitoring Software Check List

- Find out what options are available on the 1 to 1 for parental control, filtering and/or monitoring software.
- Decide if parental control, filtering and/or monitoring software is right for your family.
- If you use parental control, filtering and/or monitoring software on the other internet connected devices in your home:
 - Decide if you want to use this same software on the 1 to 1.
 - If you want to use the same software, find out if this is allowed by the school.
- If you decide to use parental control, filtering and/or monitoring software, explain to your child how and when it will be used.
- Sit down with your child and fill out the 1 to 1 Family and Individual agreements on pages XX-XX.

[END Check List]

Parent Quotes

We use filtering software on all of the computers in our home, including the 1 to 1. We think of it like giving our son a map of where he can and can't go online. There is so much freedom online and I like the idea of us having set some clear boundaries. On the 1 to 1 it seemed even more important to have a filter because the school is involved.

- Jerry, father of a fifth grader.

[INSERT CALLOUT]

At our school we actually had a parent night where we learned about using parental controls on the iPad. It was one of the really good parts about getting the tablet because it forced us to sit down and really think about what we would want out of parental control software. We always thought it was too complicated, it turns out that it's not that difficult. In the end, we decided to only use it on the least restrictive settings, but it's good to know it's there in case something goes wrong.

[END CALLOUT]

- Sharon, mother of a 10th grader.

[INSERT CALLOUT]

We started out using filtering software, but it got complicated when our kids started writing research papers and it kept blocking sites that they needed. We would let them log into our parent account, that was not restricted, and then eventually we all got a little lazy and started letting her use the non-restricted account. To be honest, I wish we were using it.

[END CALLOUT]

- Jonathan, father of 7th grader.

School Quotes:

[INSERT CALLOUT]

I think parental controls should be used as a last resort. It is better if parents and their child can develop a trusting relationship in regard to laptop use. This trusting relationship is important in all domains of parenting whether it be laptop use, giving your child the independence to go out with friends, complete homework, etc. If you cannot have trust with your child in regard to the laptop, I believe this spills into all other areas of parenting.

[END CALLOUT]

- Douglas, School Counselor in Berkeley, California.

[INSERT CALLOUT]

Our computers currently have a filtering system that is active both at home and school. I encourage parents to have students use laptops in an open area and not allow them in their bedrooms. I encourage parents to look over their students laptop from time to time. A parent has every right to ask what their student is doing and to take the computer away. I encourage parents to talk openly with their student about their use of technology.

[END CALLOUT]

- Cari, Principal in Conrad, Iowa.

[INSERT CALLOUT]

Be aware that in 1 to 1 programs where the device goes home, the school can no longer limit Internet interaction. It is therefore extremely important that parents have a constant open dialogue with respect to off campus Internet uses, as well as a clear set of family rules and guidelines for internet use. Parents must also make periodic inspections of the device while it is at home--and this is the part that frightens most parents. They do not feel they know enough to properly police today's devices. But like other aspects of parenting, informing oneself becomes an essential practice that must not be eschewed for the sake of personal comfort. Policing--or a better term, good parenting--can be as simple as learning to check browser history, and the potential deletion of browser history.

[END CALLOUT]

- Thomas, iPad Integration Coordinator in Watsonville, California

[INSERT CALLOUT]

The philosophy we have about management of 1 to 1 laptops is quite open, but we allow parents to make their own choices at home. Parents have admin accounts, can access parental controls, can install our school-provided tool (Content Barrier) or install software of their choice. On the other end of the spectrum, parents can also elect to have the mobile filter removed, so that the laptop is not filtered by the school at home.

[END CALLOUT]

- Bonnie, Director of Technology, San Rafael, California.

My Schools Policy:

[INSERT LINES FOR WRITING]

Our family Policy:

[INSERT LINES FOR WRITING]

[END SPRIAL NOTEBOOK ILLUSTRATION]

[INSERT SPRIAL NOTEBOOK ILLUSTRATION]

Downloading Media

[INSERT CHECKLIST]

Downloading Media Check List

- Find out if your child is able to download media (from portals such as iTunes) on the 1 to 1.
- If your child is able to download media onto the 1 to 1, find out if there are school rules about the type of media that can be downloaded. (For example: Is media with explicit lyrics allowed?)
- If your child is able to download media onto the 1 to 1, decide if there are home rules about the type of media that can be downloaded.
- If your child is able to download media onto the 1 to 1, find out the cost of downloading media and how media is going to be paid for. (For example: Consider setting up a separate iTunes account with an allowance.)

[END CHECKLIST]

Parent Quotes:

[INSERT CALLOUT]

We were completely caught off guard by the ability to download music, videos and apps. Our daughter got really into music right around the same time she got the laptop. We never allowed her to download music and then all of a sudden there was a virtual record store in our living room. Of course, she wanted to buy everything, was spending hours browsing and we really were not comfortable with some of the music she wanted to download. It's still an issue around our house and had we known that this was a part of having the laptop, we could have been more prepared to talk about it from the beginning.

[END CALLOUT]

- Marci, parent of 7th grader.

[INSERT CALLOUT]

Once we figured out how to not have the iTunes store link to our credit card and gave our child a “music allowance” on his own iTunes account, everything was fine.

[END CALLOUT]

- Jane, parent of a 6th grader.

[INSERT CALLOUT]

We actually found listening to music on headphones on the iPad to be a real problem. Our kids are already so absorbed in all the technology and it was frustrating to have our daughter completely cut off from what goes on in the house. Our rule is no headphones in the house.

[END CALLOUT]

- Brett, parent of 9th grader.

School Quotes:

[INSERT CALLOUT]

iTunes is currently the most popular purchasing portal. Parents should not allow their children access to an iTunes account password that is connected to a credit card. It is easy enough to have a device using an iTunes account with a password that only Mom and Dad know--this way, every purchase gets vetted by Mom and Dad before it's made; this includes music, games, movies, television, books, and all the media sold through iTunes. The purchases can go on the device, but the child needs the password to download anything new--it is through protecting the password that parents can ensure every purchase gets made with their direct approval. This includes free media--a password is still required. Another approach is to allow children to have their own iTunes accounts, but not connect the account to a credit card. Gift cards with redemption codes can then be used to purchase media. However, this does not

allow parents to observe what is being downloaded, unless they remain vigilant throughout the redemption of the gift cards, and it does not allow parents to observe the downloading of free media.

[END CALLOUT]

- Thomas, iPad Integration Coordinator in Watsonville, California.

[INSERT CALLOUT]

We have iTunes available to students. We educate our students about copyright issues and share with them consequences of people who abuse the law.

[END CALLOUT]

- Cari, Principal in Conrad, Iowa.

We ask that restrictions are set so that explicit songs are blocked on student devices.

[END CALLOUT]

- Bonnie, Director of Technology, San Rafael, California.

My Schools Policy:

[INSERT LINES FOR WRITING]

Our family Policy:

[INSERT LINES FOR WRITING]

[END SPRIAL NOTEBOOK ILLUSTRATION]

[INSERT SPRIAL NOTEBOOK ILLUSTRATION]

Video Sites

[INSERT CHECKLIST]

Video Sites Check List

- Find out if your child is able to upload videos to video sites (such as YouTube) on the 1 to 1.
- Find out how often video sites will be used for school assignments and how parents can tell if kids are studying (or not) when watching videos.
- Find out if there are school rules about the content of videos that can be downloaded or uploaded on the 1 to 1. (For example: Is media with explicit lyrics or images allowed?)
- Decide if there are home rules about the content of videos that can be downloaded or uploaded on the 1 to 1.

[END CHECKLIST]

Parent Quotes:

[INSERT CALLOUT]

We have found YouTube to be really frustrating. It's not like they are watching anything that is inappropriate, it's all just kind of dumb humor. The problem is that they can get totally lost in it. They take a five minute study break to "just watch one video" and then it is impossible to resist watching five more videos that show up on the side of the screen. The thing that took some adjustment with the 1 to 1 is that all of a sudden everything was happening in the same place and it was way too over stimulating. We have a rule that "entertainment media" can only be looked at after homework is done and on the weekends. We had to watch over his shoulder a lot when he first got the 1 to 1 to make sure the rule was being followed.

[END CALLOUT]

- Kimberly, parent of 5th grader.

[INSERT CALLOUT]

We learned the hard way that YouTube is a social network as well as a place for watching videos. Find out if your child has a YouTube account and, if so, make sure that he or she is posting appropriate material.

[END CALLOUT]

- *Jeff, parent of a 6th grader.*

[INSERT CALLOUT]

YouTube is the site that takes up the most time and is most distracting. It's hard too, because they often need it for schoolwork.

[END CALLOUT]

- *Allen, parent of a 9th grader.*

School Quotes:

[INSERT CALLOUT]

Video, on the internet, lasts forever--that little camera on a device can do great damage or great good. This is a deeply moral issue rather than a technological one. Yes, the ability to take and post video is now in everyone's hands; but what each of us chooses to do with that ability will depend upon our moral compass.

[END CALLOUT]

- *Thomas, iPad Integration Coordinator in Watsonville, California.*

[INSERT CALLOUT]

Just occasionally, keep an eye on what the students are doing. Talk with them about how they use the Internet. Share videos that you like with them.

- *Blair, Principal in São Paulo, Brazil.*

[END CALLOUT]

[INSERT CALLOUT]

I encourage parents to have conversations about time management with students. Watching videos can be very time consuming. We know students love to watch music videos and find the 'latest' video craze! Our mission is to be

proactive and educate students as much as possible on making good choices on the Internet!

[END CALLOUT]

- *Cari, Principal in Conrad, Iowa*

My Schools Policy:

[INSERT LINES FOR WRITING]

Our family Policy:

[INSERT LINES FOR WRITING]

[END SERIAL NOTEBOOK ILLUSTRATION]

[INSERT SPRIAL NOTEBOOK ILLUSTRATION]

Digital Social Networks

[INSERT CHECKLIST]

Digital Social Network Check List

Find out if your child is able to use digital social networks (such as Facebook and Twitter) on the 1 to 1.

If allowed, find out how often digital social network sites will be used for school assignments and how parents can tell if kids are studying (or not) when on digital social network sites.

If allowed, find out if there are school rules about the kinds of content/comments that can shared on digital social network sites.

If allowed, decide if there are home rules about the use of digital social network sites on the 1 to 1.

[END CHECKLIST]

Parent Quotes:

[INSERT CALLOUT]

I found FaceBook to be one of the most confusing parts of getting the 1 to 1. We kept our daughter off of the site and then when she got the 1 to 1 we let her sign up for an account. It seemed like if she could be responsible for an iPad computer, she could be responsible on Facebook. The problem was, it was just too much too soon– having her own iPad and FaceBook all at the same time. It was just too much freedom. I wish we had introduced them one at a time.
- *Patty, parent of a 9th grader.*

[END CALLOUT]

[INSERT CALLOUT]

We actually do not let our son use Facebook on the school issued laptop. He is only allowed to use it for studying purposes and if he wants to use Facebook he has to use it on the desktop computer that is in plain sight near the living room.

[END CALLOUT]

- *Jane, parent of a 9th grader.*

[INSERT CALLOUT]

Everyone in our family is on Facebook so it really isn't a big deal. I feel like I know what's going on in my kids' lives and what they are doing online doesn't seem all that different with my kids. The real difference that I see with the 1 to 1 is that it mixes social life and school life. I actually think it makes it easier for my kids to understand when I say, "do not write anything online that you wouldn't feel comfortable with your teacher, mom or grandmother seeing."

[END CALLOUT]

- Sam, parent of 8th and 10th graders.

School Quotes:

[INSERT CALLOUT]

We allow Twitter but not Facebook. At this time Twitter has become an educational tool for us. I would encourage them to create an account and to closely follow their child. Again, having conversations about appropriate use is critical!

[END CALLOUT]

- Cari, Principal in Conrad, Iowa.

[INSERT CALLOUT]

Check with the age requirements for Facebook. Monitor usage and review with your child the privacy issues in regard to how much information to make public and what to share.

[END CALLOUT]

- Douglas, School Counselor in Berkeley, California.

[INSERT CALLOUT]

We encourage parents to let kids use social media, but also encourage that they talk to them about creating a positive digital footprint.

[END CALLOUT]

- Blair, Principal in São Paulo, Brazil.

My Schools Policy:

[INSERT LINES FOR WRITING]

Our family Policy:

[INSERT LINES FOR WRITING]

[END SPRIAL NOTEBOOK ILLUSTRATION]

[INSERT SPRIAL NOTEBOOK ILLUSTRATION]

Video Games

[INSERT CHECKLIST]

Video Game Check List

- Find out if your child is able to play video games on the 1 to 1.
- If allowed, find out how often video games will be used for school assignments and how parents can tell if kids are studying (or not) when playing video games.
- If allowed, find out if there are school rules about the kinds of video games that can be played. (For example: Are violent games allowed?)
- If allowed, decide if there are home rules about the video games on the 1 to 1.

[END CHECKLIST]

Parent Quotes:

[INSERT CALLOUT]

We have had so many challenges around video games in our family, and the 1 to 1 just made things more difficult. It felt like it tipped an already precarious balance. We struggled with it for an entire year and I have to say, I was relieved when we turned in the laptop for the summer.

[END CALLOUT]

- Larry, a parent of a seventh grader.

[INSERT CALLOUT]

We have lots of gamers in our house, including my husband. We're pretty lenient about video games. The main thing for us is that the kids turn off the games without a fight when we ask them to come to dinner or do something else.

[END CALLOUT]

- Julie, parent of 7th grader.

[INSERT CALLOUT]

We have a rule where our kids have to ask us before they download any apps. Even the free ones. With the Apple 1 to 1 they got their own account on iTunes and it was possible for them to download whatever they wanted. This was a change because they used to have to ask for a parent to put in the password when they wanted to buy games, now they have that power. We put a rule in place and it is working out pretty well. We also spot check their apps to make sure they haven't downloaded anything we don't want them to download.

[END CALLOUT]

- Kimberly, parent of 5th grader.

School Quotes:

[INSERT CALLOUT]

Restricting gaming is one choice. But that may not be a fight worth fighting. New research in education is showing that gaming can accelerate learning. Therefore, perhaps the better approach is to define appropriate and inappropriate times and places for gaming, and then enforce those definitions. Solitaire on a computer is as much a game as solitaire with a deck of cards. When is it appropriate to take out a deck of cards and start playing solitaire? When is it inappropriate? We have to translate the technology into situations where we already understand what the rules of behavior ought to be, and then apply them to the current technology.

[END CALLOUT]

- Thomas, iPad Integration Coordinator in Watsonville, California.

[INSERT CALLOUT]

We decide which games are allowed by the ERSB ratings system. We do not allow games rated T or higher on our 1 to 1 laptops.

[END CALLOUT]

- Bonnie, Director of Technology in San Rafael, California.

[INSERT CALLOUT]

We limit game use, but they still can access some of them. This really relates to video watching online. Video games can be very time consuming. I would encourage parents to monitor computer time and discuss with their child how they spend their time on the computer.

[END CALLOUT]

- Cari, Principal in Conrad, Iowa.

[INSERT CALLOUT]

We recommend that restrictions are put on apps so that only age-appropriate apps can be accessed. Some parents choose to restrict the ability to download any app that is not school approved. We support parents, whatever the rule at home is, we support it at school.

[END CALLOUT]

- Kelly, Technology Integration Consultant in Lone Tree, Colorado.

My Schools Policy:

[INSERT LINES FOR WRITING]

Our family Policy:

[INSERT LINES FOR WRITING]

[END SPRIAL NOTEBOOK ILLUSTRATION]

[INSERT SPRIAL NOTEBOOK ILLUSTRATION]

Video, Voice and Text Chatting

[INSERT CHECKLIST]

Chatting Check List

- Find out if your child is able to use video, voice or text chat (such as gChat and iChat) on the 1 to 1.
- If allowed, find out how often chatting will be used for school assignments and how parents can tell if kids are studying (or not) when chatting.
- If allowed, find out if there are school rules about the kinds of content/comments that can be shared while chatting on the 1 to 1.
- If allowed, decide if there are home rules about what can be shared while chatting on the 1 to 1.

[END CHECKLIST]

Parent Quotes:

[INSERT CALLOUT]

The video chatting seemed like too much in the beginning. I think they were all just really excited to have this new toy. It is pretty cool, I would have been excited if I could have talked to my friends like that when I was a kid. After the thrill of it wore off, the kids settled into it and I've seen them use it really responsibly.

[END CALLOUT]

- Sue, mother of an 8th grader.

[INSERT CALLOUT]

We have a central place in our kitchen where the iPad has to be stored and charged at night. Our daughter was forgetting to bring it charged up to school and if we have her leave it in the kitchen we know that she wont be chatting with her friends all night.

[END CALLOUT]

- Julie, parent of 7th grader.

[INSERT CALLOUT]

We've actually found the video chat to be great. We live far away from the school and it's a great way for our son to stay in contact with his classmates. Some of his teachers even have "office hours" where they are online for questions and that has been great too.

[END CALLOUT]

- Allen, parent of a 9th grader.

School Quotes:

[INSERT CALLOUT]

We monitor all conversation on iChat. I would encourage parents to have conversation about iChat and who they are conversing with. I would encourage them to have discussions about why it is easier to be mean online. Also, have they ever felt uncomfortable when chatting with someone. It is important for students to understand that personal information stays personal!

[END CALLOUT]

- Cari, Principal in Conrad, Iowa.

[INSERT CALLOUT]

Monitor usage, especially during homework time.

[END CALLOUT]

- Douglas, School Counselor in Berkeley, California.

[INSERT CALLOUT]

We use iPads--removing the built-in chatting feature isn't worth the hassle. Most of these issues revolve around behavior rather than technology, and then encouraging and enforcing proper behavior. There are actually some very positive educational applications for chatting.

[END CALLOUT]

- *Thomas, iPad Integration Coordinator in Watsonville, California.*

My Schools Policy:

[INSERT LINES FOR WRITING]

Our family Policy:

[INSERT LINES FOR WRITING]

[END SPRIAL NOTEBOOK ILLUSTRATION]

[INSERT SPRIAL NOTEBOOK ILLUSTRATION]

Ergonomics

[INSERT CHECKLIST]

Ergonomics Check List

- Find out about any resources that your school might provide to ensure proper ergonomics (For example: Will the school provide a mouse or track ball for the 1 to 1?)
- Decide if you would like to purchase any additional equipment necessary to ensure proper ergonomics. (For example: Chair, desk, mouse, track ball, wrist pads, etc.)
- Take the time to set up your child's workspace and discuss proper ergonomics.
- Talk about home rules about where and how the 1 to 1 is going to be used to insure proper ergonomics. (For example: Is it okay to use the 1 to 1 while in bed? How long can your child sit without standing up to take a break?)

[END CHECKLIST]

Parent Quotes:

[INSERT CALLOUT]

We give our kids constant reminders about sitting up straight. We also bought a mouse and keyboard for the iPad because it seemed like it was better for our daughter's wrist.

[END CALLOUT]

- *Patty, parent of a 9th grader.*

[INSERT CALLOUT]

Honestly, we don't pay much attention to it, but I really think we should. It's a lot of hours in front of a screen and a lot of sitting.

[END CALLOUT]

- *Sue, mother of an 8th grader.*

[INSERT CALLOUT]

Our whole family spends a great deal of time on computers. We try to model getting up and getting outdoors.

[END CALLOUT]

- Kimberly, parent of 5th grader.

School Quotes:

[INSERT CALLOUT]

Don't believe the hype about eye strain. Do believe the hype about the diminishing ability to focus on one thing. Don't think that you can apply any of your adult understanding to new touch devices. For example, today's adults were all taught to type by touch. The keys were arranged to favor speed with respect to frequency of a letter's use. Today's virtual keyboards do not function on touch, but on sight and memory. Some of today's virtual keyboards work better with thumbs than fingers. We ought to let today's youth reinvent the keyboard's layout to reflect a style of typing that is more efficiently paired with how they are using the keyboard.

[END CALLOUT]

- Thomas, iPad Integration Coordinator in Watsonville, California.

[INSERT CALLOUT]

As educators we spend a great deal of time thinking about how to best utilize the laptops for learning, but we don't focus enough on how the laptops are physically being used. You see students around school and they are clearly sitting in ways that are bad for their bodies. At our school we address this and we also educate our students on how to best use the equipment for their bodies. Our goal is to help students develop good habits and for this generation, who are going to spend the majority of their work lives in front of some kind of computer screen, they need to get in the habit of thinking about ergonomics. All schools should be putting resources into teaching proper ergonomics and for 1 to 1 school this is especially true. At home, parents should make it a priority to teach their kids proper physical use of the 1 to 1.

[END CALLOUT]

- John, Head of School in Walnut Creek, California.

[INSERT CALLOUT]

Parents need to be concerned about their child's physical comfort when working at a computer. Childrens' bodies are resilient in the short term; however, wear-and-tear can show up later in life. The child's torso, neck, and head should be on a vertical plane: watch out for a child's head being tilted forward in order to read the screen. (Remediations might include reading glasses specifically for computer use, a larger monitor, or encouraging better posture.) If the child is a touch typist, the midline of the top of the child's forearm should be aligned with the middle knuckle of the hand and with the top of the hand, resulting in a relaxed position. (Remediations might include raising of a height-adjustable chair or lowering of the desk or providing a wrist rest.) Frequent use of a mouse in a manner that causes ulnar deviation needs to be avoided. (Remediations might include ensuring 2-minute breaks every 15 minutes, replacing a mouse with a track-ball, raising of a height-adjustable chair or lowering of the desk, providing a wrist rest, and teaching wrist-neutral ways to use a mouse.) If a child is experiencing soreness or pain in the wrist, back, or neck or is experiencing eye strain -- and if the remediations you try do not stop the symptoms -- an appropriate professional should be consulted immediately.

[END CALLOUT]

- Jack, Ergonomic Consultant in Berkeley, California.

My Schools Policy:

[INSERT LINES FOR WRITING]

Our family Policy:

[INSERT LINES FOR WRITING]

[END SPRIAL NOTEBOOK ILLUSTRATION]

Part 3 - ...And Go.

Why you need guidelines for The 5 Big Topics.

There are five key areas where parents and kids experience the most difficulty when it comes to 1 to 1 laptops/tablets at home. This section helps clarify the guidelines to resolve issues in these five areas:

[NUMBERED BULLET LIST]

1. Who does the 1 to 1 belong to?
2. What families needs to understand about the 1 to 1 study environment?
3. How parents can understand rules and set limits when the 1 to 1 comes from school?
4. What's the right amount of privacy?
5. How much "screen time" is the right amount?

[END NUMBERED BULLET LIST]

These questions were already difficult when families were dealing with their own computers, devices and game players. The 1 to 1 complicates matters by introducing school and schoolwork into the mix.

Guidelines that are clearly explained will make it easier to have the right attitude and to find the right balance on the continuum between being too permissive and overly strict.

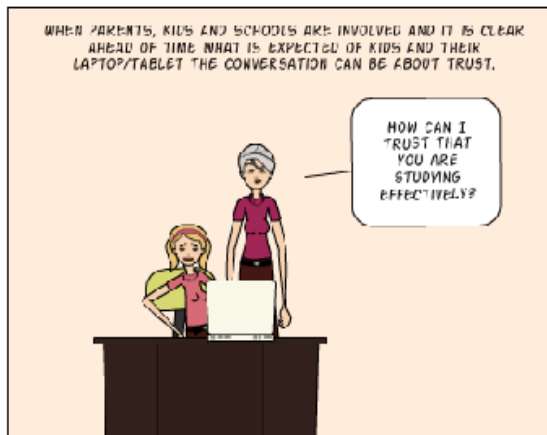
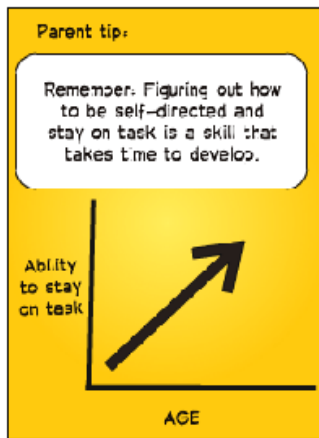
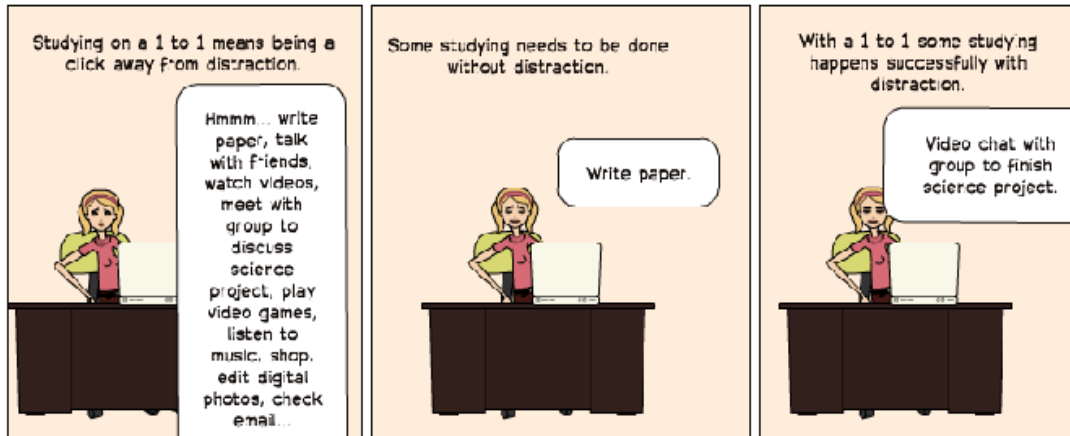
Notes on illustrations:

- **Please adapt these comics to original art. These comics are made using Pixton.com and they do not allow reproduction of their artwork into books.**
- **Feel free to change the race and gender of the characters. I would like it to be a racially diverse set of characters.**

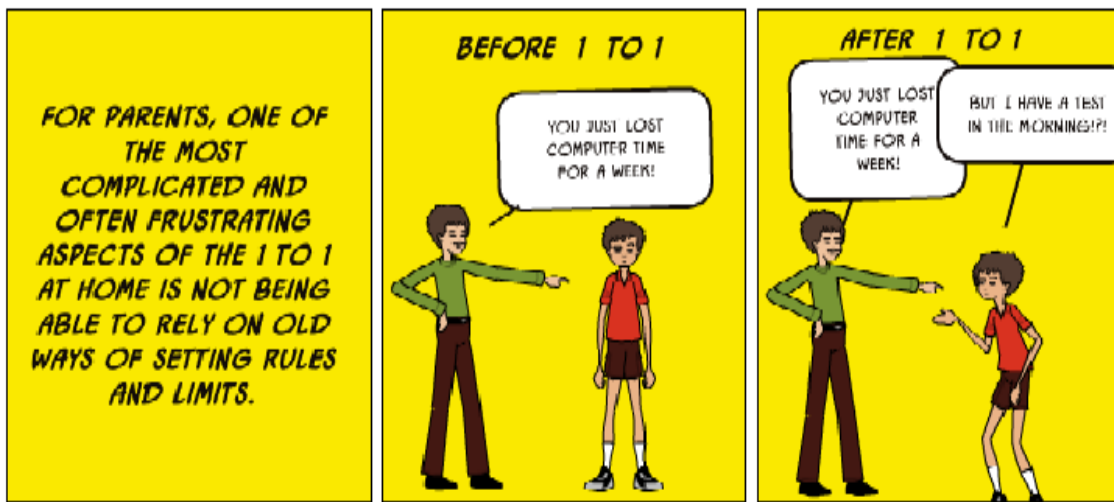
Who does the 1 to 1 belong to?



What families needs to understand about the 1 to 1 study environment?



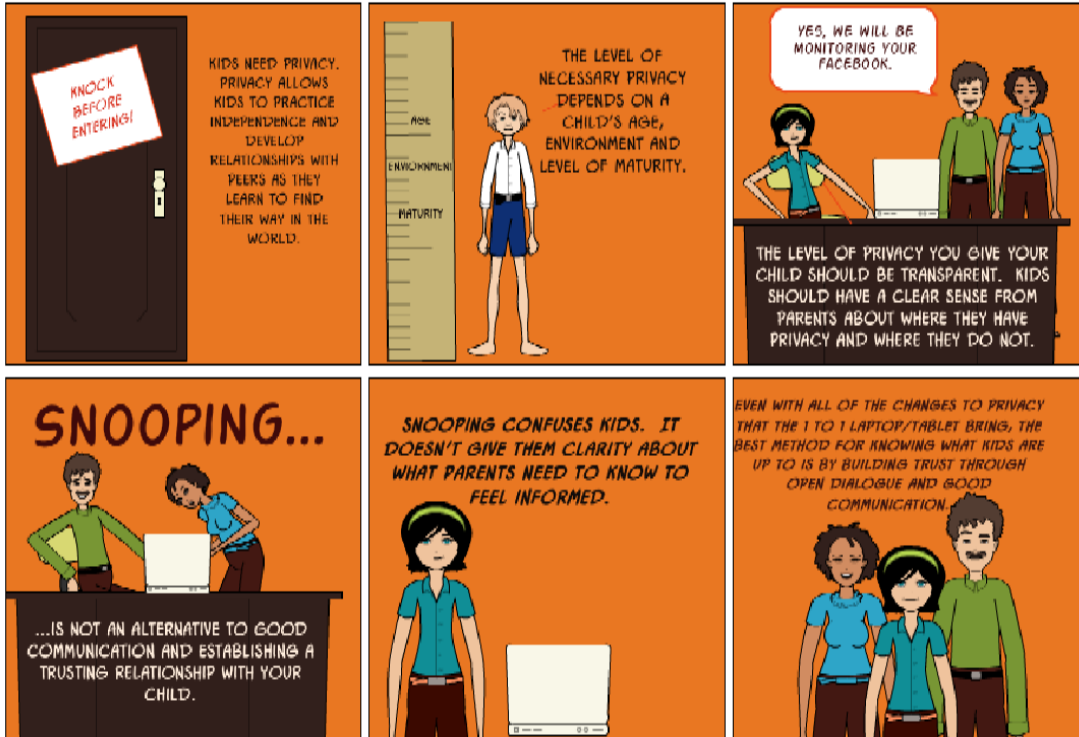
How parents can understand rules and set limits when the 1 to 1 comes from school?



HERE ARE SOME STRATEGIES THAT CAN BE USED INSTEAD OF TAKING AWAY THE 1 TO 1 LAPTOP/TABLET:

- ** LIMIT 1 TO 1 USE TO PUBLIC FAMILY AREAS WHERE PARENTS CAN SUPERVISE.**
- ** TURN IN THE 1 TO 1 LAPTOP/TABLET TO PARENTS BEFORE BEDTIME OR DURING SPECIFIC WEEKEND HOURS.**
- ** COMMUNICATE WITH YOUR CHILD'S SCHOOL TO CLARIFY MANDATORY SCHOOL WORK. LIMIT USE TO MANDATORY SCHOOL WORK AT HOME.**
- ** RESTRICT A SPECIFIC GAME OR ACCESS TO A SPECIFIC SITE WHERE YOUR CHILD IS HAVING THE MOST DIFFICULTY WITH LIMITS AND RULES.**

What's the right amount of privacy?

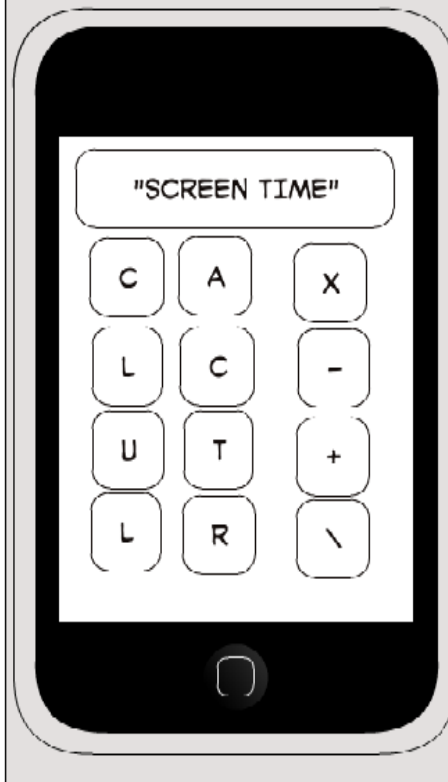


How much “screen time” is the right amount?



There is no specific, “right amount of time”. It’s better to focus on what is in balance with your family’s culture, values and sense of a healthy lifestyle. Counting hours and minutes on a clock is not a flexible enough tool for measuring the variety of ways kids might be spending their “screen time.”

Instead, try using the **CALCULTR**.



Content– The actual media and messages that are on the screen are as important as the amount of time kids spend online.

Level of Maturity– Choose content that fits with your child’s ability to process the media and messages that appear on the screen.

Understand Context– What your child watches, who they play with and where they watch and play is important.

Turn Off– Find ways to turn off technology as a family. Now that technology is always with us and there are fewer opportunities to disconnect, families can decide to have designated times away from “screens.”

Age– Make sure that the content is age appropriate.

Creativity– Encourage creative uses of technology. Help your child to make a distinction between consuming and creating media.

Listen and Learn– Take time to understand your child’s likes and dislikes. Especially understand the areas where your child has trouble separating from the game or site.

Role model– Watch your own media use and the messages that you give to your child about the importance of always being connected.

Part 4 – Also, Stop.

What To Do If Something Goes Wrong

Why you need to know if something goes wrong.

The first three sections of this manual helped you to get off on the right foot with the 1 to 1 at home. This section will help you to be on firmer footing in the event that something goes wrong. The 1 to 1 is by nature a boundary-blurring tool.

It blurs the boundaries between:

[BULLET LIST]

- Home and school
- Tool and toy
- Work and play

[END BULLET LIST]

With all of these boundaries being blurred, it is important for you to be in a good position to be able to judge what is normal and what might be a cause for concern. It also might be important to adjust some of the ways your house rules may be disrupted by the 1 to 1. When you have a sense of appropriate concerns and rules that fit with the 1 to 1 learning environment, this section provides you with a protocol for “hitting the reset button” in the event that something does go wrong.

Keep in mind that the majority of these issues will not come up for most families, but it is important to understand things that can go wrong and to explore ways of addressing them.

“What is typical?”, “What requires adult attention?” and “What are the red flags?”

Typical- The following describes typical issues with kids. They do require your participation and probably some communication but they are within range of what goes on with kids.

Your child:

[BULLET LIST]

- Is fascinated by age appropriate video games.
- Is engaged with age appropriate online worlds and digital social network sites.
- Is challenged by staying focused or on task.
- Is concerned about his/her online reputation.
- Wants to spend free time on the 1 to 1.
- The opposite may also be true- not all kids are interested in technology and may not show very much interest in using the 1 to 1 for non-school related activities.

[END BULLET LIST]

Requires Adult Attention- The following necessitates a conversation with your child and may require direct contact with the school to establish clearer understanding.

Your child:

[BULLET LIST]

- Wants to take apart or change the operating system or software on the 1 to 1.
- Tries to get around school or home Internet safety/monitoring software.
- Inappropriate social interactions (ie- disparaging remarks, bullying) with friends online through the 1 to 1.
- Accesses inappropriate websites or online content.

- Is secretive and refuses to give parents access to what is happening on the 1 to 1.
- Your child goes behind your back to sign up for sites, games or software.

[END BULLET LIST]

Red Flags- Require immediate action, direct contact with the school and possibly the help of a trained professional. See page XX about **Hitting the Reset Button.**

Your child:

[BULLET LIST]

- Is involved in harassing others on the 1 to 1.
- Uses the 1 to 1 to cheat or plagiarize.
- Intentionally damages or breaks the 1 to 1.
- Has inappropriate relationships online.
- Is compulsively involved in a digital activity (games, browsing, music)
- Out of bounds or illegal activities (pirating, gambling) on the 1 to 1.
- Makes inappropriate purchases without parents knowledge

[END BULLET LIST]

Hitting the Reset Button: The Protocol to Make Things Right

If your child gets into serious trouble (the kind of trouble where health and safety are involved), there is a good chance that some aspect of the trouble took place while using the 1 to 1. And, where the 1 to 1 is involved, families and schools are by definition involved. The possible far reaching impact of serious trouble means that the situation needs to be handled with a thoughtful and organized approach.

First, start with the right attitude:

[BULLET LIST]

- Before trying to address the issues, everyone needs to be thinking clearly. This requires a sense of relative calm and trust. Simply stated: Problems will not be resolved or addressed if everyone is arguing.

- The goal is to *make things right*.

- Don't just focus on the trouble. Your child needs you to also focus on his or her feelings (anger, fear, sadness, guilt, etc.) and the feelings of others who might be involved

- Having the 1 to 1 requires keeping in mind the whole picture – Home, school and perhaps the wider community.

- The silver lining: It's out in the open now, so it can now be dealt with.

[END BULLET LIST]

Then, Hit the Reset Button:

Step #1- Finding out:

How did you find out that something went wrong? Did your child come to you, did you find out from the school or another parent?

If you found out from your child, it's important to first thank him or her for coming to you. This may seem strange to do, but it is important to establish open communication and trust. It's always worse to hear it from someone else.

Regardless of where the news came from, treat this moment tactfully because you will likely need the help of the messenger to *make things right*. Remember: Honesty and communication is gold.

If the news comes from another source, you have to also address the deception.

Step #2 - The Initial Conversation with your child:

There will be time to sort through exactly what happened. Find a way to have an initial conversation that has a large dose of empathy for your child. Is he or she scared, hurt, sad, angry, etc.? With recognition of feelings (and without making too many judgments) it will be easier for your child to open up.

Step #3- Information Gathering:

Once your child gets a sense that you are not his or her adversary, you can begin a collaborative process of gathering information. In a 1 to 1 program, this means thinking about the reality of a digital culture where information moves quickly. This should be done without too much judgment. If you are looking for a motto: Google the name, "Joe Friday" and go for, "the facts, just the facts".

Step #4- Stopping the Trouble

What happens next depends on the nature of the trouble. If the trouble continues online it may be necessary to take a break from specific sites or the 1 to 1. If you have to take away the 1 to 1, it is most realistic to see it less as a punishment and more as a way to stop the trouble. You may also have to work with the school to let them know what happened and to figure out how your child is going to do his or her school work without the 1 to 1.

Step #5 - Making things Right

When a child gets into serious trouble, they have made a series of poor choices that caused harm to his or herself, another person or property. Once you have gathered all of the information, know the choices, and have stopped the trouble, you have everything needed to reset. Backtrack along the string of poor choices and think together as a family about what would best give your child the experience of restoring safety, trust and respect to all parties involved.

This should not be done in a way that shames your child (demands for public apologies are too often shame driven). Some of the most effective techniques for making things right occur quietly and do not require any communication beyond the family or specific people involved.

Step #6- Return with restrictions:

At this point, you can begin to slowly lift restrictions on the ways that your child uses the 1 to 1. If you involved the school, keep the school informed about this process. Expect some confusion distinguishing between social life and schoolwork. Invite a healthy dialogue about the gray areas of having a 1 to 1 at home. Revise or start over with the 1 to 1 agreements in this guidebook.

Resources

There are a handful of sources that I have found particularly helpful in my work with families who are adjusting to a new digital landscape and in writing this guidebook. These are reliable places for balanced information about the impact of new technology on the social, emotional and cognitive development of kids and families. I have also included resources that influenced my thinking about family communication around difficult topics. These techniques are particularly helpful around the 1 to 1 because they focus on finding common ground.

Technology

Each week journalist Anne Collier takes up the biggest stories happening in the world of kids and technology. She provides a thoughtful and insightful analysis that expands kids and technology stories past the headlines. Anne's writing provides a balanced perspective and is clearly influenced by her own experience as a parent. If you are going to consult one place to better understand a big story about kids and technology this is the place. <http://www.connectsafely.org/>

I find Common Sense Media to be a reliable source when it comes to reviewing the appropriateness of media for kids from early childhood through adolescence. They also do a good job with practical advice for parents and educators. If you are wondering when is the right time to introduce a new technology (such as a cell phone, video game console, etc.) or want to get a better sense of the pros and cons of a particular video game, movie, app or website, CSM is very helpful. <http://www.commonsensemedia.org/>

Technology Research

It is easy to find research about kids and technology that makes a news story sound more sensational or hypes up a new product or service. It is harder to find research that seems to capture the trends while providing an accurate picture of how kids are using new technologies. I find Pew Internet to be the best place to get accurate, consistent and timely research about families, kids and technology. <http://pewinternet.org/>

1 to 1 Information

Matt Levinson's book *From Fear to Facebook* was published at the time I was writing this guidebook. It is written from the perspective of a school administrator and it is a narrative of one school's journey launching a 1 to 1 laptop program. It has a thoughtful and realistic viewpoint about the challenges and benefits of integrating technology into schools. Because of the narrative

form, it is easy to read and a great source if you are curious about how starting a 1 to 1 programs impacts schools. <http://fromfeartofacebook.com/>

Communicating with Kids and Teens

As a therapist, I am always looking for resources to help families with communication skills. I tend to like books and techniques that capture the kinds of real conflicts that I hear in my office and provide practical tips for alternative communication strategies. It would be unfair to expect any book or technique of this kind to be perfect, because our communication styles vary widely, but these are examples of books and techniques that I have found helpful.

Dr. Ross Greene, author of *The Explosive Child* and *Lost at School*, and originator of the Collaborative Problem Solving (CPS) approach.

His website, Lives in Balance- <http://www.livesinthebalance.org/>
The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children-
<http://www.amazon.com/Explosive-Child-Understanding-Frustrated-Chronically/dp/0061906190>

Dr. Marshall B. Rosenberg is founder and director of educational services for The Center for Nonviolent Communication and author of numerous books.

Center for Nonviolent Communication - <http://www.cnvc.org/>
A good introduction to Nonviolent communication - *Nonviolent Communication: A Language of Life-*
<http://www.amazon.com/Nonviolent-Communication-A-Language-Life/dp/1892005034>

A Note to Schools

I wrote this guidebook after working with a number of new and established 1 to 1 school communities. The technology directors, teachers, school counselors and administrators that I spoke with were all struggling with a similar challenge; they were trying to figure out how to better support parents. They saw how the 1 to 1 was blurring the boundaries between home and school and how this was causing unintended consequences for families.

Repeatedly I heard about, “the vocal minority” (parents who were unhappy with the 1 to 1 program). These parents often led schools to seek out my help. This group felt that the 1 to 1 took an already complicated area, setting rules limits around technology use and made it almost impossible to manage. The schools were looking to support these parents by finding ways to make their family rules and values fit more comfortably into a 1 to 1 learning environment.

My support came in the form of parent education evenings and individual consultations with parents and administrators. What I found through these interventions was a unique set of challenges in 1 to 1 schools. Challenges expressed often expressed by only a small minority, but when brought to the surface were actually complicated for all families. I also found that when the challenges (and benefits) of 1 to 1 learning are explained and a supportive home structure is provided, it is helpful to all parents and ultimately the entire school community.

This guidebook combines my work as a therapist who specializes in helping families to navigate in an increasingly digital world with the work and materials that I developed for 1 to 1 schools. It provides practical information to help parents organize the details of being responsible for the 1 to 1, best practices from diverse school communities, and ways families can approach the digital dilemmas that come up when the 1 to 1 comes home.

If 1 to 1 programs are going to live up to their promise of revolutionizing education, parents need to be involved. I believe that once this happens, it will open a door of great potential where parents will have an opportunity to be a resource in supporting schools as they educate students.

1 to 1 programs are new and for a first generation of families this means educating parents to understand this potential and providing them with the support they need to see the 1 to 1 as a benefit and not a liability. I am happy to offer this resource as a step towards that future and to address current challenges families face. I look forward to hearing about how educators utilize

this guidebook and hope that it inspires new bridges to be built between home and school.

Jason Brand, LCSW