



Balanced Technology Management Consultative Services for Teachers

Managing balance between activities children need to grow and succeed with technology use

21st Century Questions for Schools

Developmental Delay: how can schools assess and treat the rising incidence of 30% developmental delays at K entry?

Mental Illness and Behavior Management: how can schools address the rising incidence of 15% mental illness in elementary children, in addition to rising levels of aggression and behavior management difficulties? What is the role of the teacher in the escalation of behavior diagnosis and use of psychotropic medication?



Declining Literacy: what is the impact of increased use of computers in classroom settings on ability to print, read and perform math, and should schools continue to teach printing, and if so how?

Poor Attention: how can teachers facilitate optimal attention span of students who are sensory and sleep deprived from overuse of technology?

Sedentary Lifestyle: how can schools promote essential movement in classroom, gym and playground settings without disrupting teaching and learning?

Empirical Evidence and Fiscal Responsibility: when there is little or no research to support the use of computers in school settings, is it the responsibility of the education system to provide children with state of the art computers, and is it ethical to divert this funding from essential programs e.g. playground and gym equipment?

21st Century Problems

Above are just a few questions being asked by parents, teachers, health professionals, government, and researchers not only in North America, but on a world stage. North American children now use 8 hours per day of entertainment technologies such as TV, movies, internet, video games, cell phones, iPods and a variety of hand held devices every day, and 75% have technologies in their bedrooms.

Research now shows causal links between technology overuse and child obesity, developmental delay, aggression, attention deficit, poor school performance, sleep disorders and social isolation. France and Australia have banned all 'baby TV' due to resulting delayed development. The US has classified media violence as a public health risk due to resulting child aggression.

Schools are struggling with managing student use of entertainment technology in classrooms, gyms and recess, as well as financially supporting rapidly evolving education technologies. While movement and access to nature have been shown to improve academic performance, and playgrounds fall into disrepair, why have schools stopped teaching printing, and increased use of sedentary computers?

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21st Century Answers Balanced Technology Management Consultative Services



The first step is for education systems to understand the impact of technology on the developing child and their ability to pay attention and learn. The next step is for education systems to enact management initiatives to ensure children balance participation in activities that help them grow and succeed, with technology use, a new concept termed **Balanced Technology Management**.

Cris Rowan is a pediatric occupational therapist certified in sensory integration who is concerned about the impact of technology on child health. Cris is CEO of Zone'in Programs Inc. which offers products, workshops, training and consultation services to address the impact of technology overuse on child physical, mental, social and academic performance. Cris provides a *System of Solutions* for school and education systems working with elementary aged children to address child developmental delay, obesity, mental illness, behavior disorders, rising incidence of behavior diagnosis and use of psychotropic medication, aggression, addictions, sleep disorders, and social isolation.

Cris is offering the following consultative service model to elementary schools and teachers. These services will assist the education system to enhance child development and academic performance. Through improving sensory and motor processing and attention, literacy and classroom behavior also improve.

One Week Intensive

Cris Rowan offers a one week intensive consultation to schools where she can provide the following services based on school needs as expressed by special education director.

1. **Individual and/or group sensory and motor screenings, assessments, interventions and recommendations.** Interventions may include implementation and training for Zone'in, Move'in, Unplug'in and Live'in Programs. Cris works intensively with the school's designated special education teacher for supplementary training and application of recommendations. For information on individual standardized assessments, please refer to [Balanced Technology Management for Children](#) descriptor.
2. **Parent, educator and health professional workshops** in the areas of sensory processing, motor development, attachment and addictions, technology impact, science of attention and learning, and classroom, gym and playground design for success.
3. **Classroom, gym and playground design** to promote increased sensory and motor experiences to enhance attention and learning, which may require Cris present to funding organization regarding evidence based need.
4. **Additional consultation as requested** e.g. attendance at individual IEP meetings, reports, training of staff members to implement programs.

Cost for this one week intensive is \$5000 plus all travel and accommodation expenses.