



**Episode #95:**

**Journalist Anya Kamenetz Talks About Her New Book, "The Art of Screen Time"**

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Debbie: Welcome to the TiLT Parenting Podcast, a podcast featuring interviews and conversations aimed at inspiring, informing, and supporting parents raising differently wired kids. I'm your host, Debbie Reber, and my guest this week is Anya Kamenetz, mother of two, writer and digital education correspondent for NPR National Public Radio, and author of the brand new book *The Art of Screen Time: How Your Family Can Balance Digital Media and Real Life*. Anya's book looks at the most recent, sometimes inconclusive, research regarding screen time, and features insight gleaned from surveys of hundreds of fellow parents on their practices and ideas. In our conversation, Anya shares what she learned about kids and screen time, as well as her takeaways on the latest research surrounding screen time and differently wired kids. I can't promise this episode will end screen time struggles in your home if you have them, but it will give you some food for thought regarding how much is too much, what problematic screen usage looks like, and more.

And as a short FYI - if you're curious to know more about how my husband and I handle screen time with Asher, Asher and I have recorded two episodes on the topic, one specifically about our guidelines surrounding screen time, and one where Asher shares his thoughts on extreme parenting policies and the idea of banning screens or certain games. To listen to those, visit the podcast page on Tilt Parenting and click on the Asher Specials button... you'll find them both in there.

And before I get to our chat, a reminder to grab the new Parenting SOS "cheat sheet" I put together on TiLT Parenting. I went through all fifty of my podcast episodes from 2017 and pulled the 10 most powerful parenting strategies I learned from each, and created a downloadable PDF with those strategies that you can print out and stick on your fridge. The mini-poster features advice from Dr. Ross Greene, author Jessica Lahey, executive functioning coach Seth Perler, and more, and is designed to offer you a quick, helpful strategies...I also created 6 beautifully designed wallpaper quotes from these strategies for your mobile phone so you can grab some inspiration on the go. To download those and the Cheat Sheet, go to [tiltparenting.com/cheatsheet](http://tiltparenting.com/cheatsheet).

Lastly, I'm doing a push for the month of February to try bring in enough money through my Patreon account to cover the cost of creating downloadable transcripts for the podcast episodes, not only for episodes moving forward, but for all 90 plus episodes that have come before this. If you want to help me reach this goal, you can visit [patreon.com/tiltparenting](http://patreon.com/tiltparenting) to get all the details. It's super easy to sign up, you can make as small a contribution as two bucks a month -- less than the cost of a grande latte at Starbucks -- to pitch in. Again, the website



is [patreon.com/tiltparenting](https://patreon.com/tiltparenting) or you can find a link on the TILT parenting website if you want to be a part of this effort. Thank you.

And now, without further ado, here is my conversation with Anya. I hope you enjoy it!

Debbie: Hey Anya! Welcome to the podcast.

Anya: Hey Debbie. Thanks for having me.

Debbie: Well, of course. I'm really intrigued about your book and excited to share with our listeners because screen time is a part of, I know it's a huge part of the world for pretty much everyone in the TiLT Parenting Community. I know it's part of every kid's life, but it seems like for differently wired kids it is perhaps a more prominent part of our life or sometimes the struggles can be more intense for us. So I'm excited to just share your findings and the comprehensive book that you've put together. So before we get into that, just to kind of set the stage for who you are and your background, could you tell us a little bit about your work as an education writer and how you came to write this book?

Anya: Sure. So I have a long standing interest in education and technology. I've written, this is my fourth book, and I've written about different aspects of education and particularly how it's evolved. I was also a Fast Company staff writer for five years, and that's really where I covered the cutting edge of innovation and all kinds of technology. And so my passion is for the way that we learn and how the way you learn is changing over time. And then of course I became a parent six years ago and got even more interested. It got even more personal for me to think about the changing world that our kids are growing up in and how we as parents can kind of apply to values that don't change to try to do things better.

Debbie: So I'm always interested when I hear from people who have been doing this work and then they had children and I'm just wondering how has your work changed generally speaking, not in relation to this particular book, but in general now doing your work through the lens of a parent?

Anya: It just intensifies how important it is for each child, deserves the best and each child deserves to have their rights upheld and their differences respected. You know having a child, two children, I felt that I would do absolutely anything for. It helps to understand how difficult it is to look at something like education, you know, it is a global effort and global enterprise but it's also very, very personal for everyone who's engaged in it. And so trying to think about dilemmas in education from both the sides. I think it's very, really enriched the way I look at the issues.



- Debbie: Yeah, that makes total sense. Just that when it becomes personal and it changes and that's great to have that perspective. So your new book that comes out January 30th is *The Art of Screen Time*. So how did that particular book come about? Can you tell us a little bit about not just the impetus but what you're hoping to do through it?
- Anya: Absolutely! So literally I was having lunch with my editor and I took out my phone to look at my Kindle app because my mission was to write a book that I, myself would want to read and would want to own and screen time was an issue that I had so many conversations about and just realized that it was top of mind for most of the parents that I knew and yet there wasn't that one book that people had, you know, to say like, "Oh, you have to read this and this will help you figure it out". The way there might be for sleep, or food, or other issues that their parents are grappling with. So I really set out to write that book. I said let's write that, the guide that I wish I'd had that was, you know, reassuring and calm and based on the evidence, but also had a lot of firsthand on the ground detail about what parents are really doing.
- Debbie: Yeah, I mean it is one of those well, we'll get into this, but screen-time is such a loaded concept and it's also so broad. I mean there's video gaming. We have done one episode so far on video gaming with a Dr. Rachel Kowert and we've talked about very specifically gaming and what does addiction look like and gaming and that kind of thing. But you're really looking at screen time is a much broader topic here. Right?
- Anya: I am. And I think that's because it's kind of the way that parents might think about it when they're first starting out, especially with very young children and it was kind of the broad end of the funnel, but also realizing that it shows up very, very differently for different kids, different kids have different aspects of media that they gravitate toward. Of course there are kids who don't gravitate towards it at all and then then they don't really have a problem, but you know, thinking about it as broadly as possible and really kind of helped me to think about what the taxonomy of screens, what are the different types of behavior with relationships screens active versus passive use, interactive, you know, mobile device for some television. And so I'm really trying to set as broad a basis as possible knowing that parents will have their own very individual weight into this issue and trying to give people, you know, a set of rules realistic, for thinking about it instead of instead of just prescribing from above.
- Debbie: Yeah. I mean that's what I really appreciated about the book is there's so much information that is contributed by, like if there's a lot of anecdotes from other parents. I know that I identified with different policies. You shared a lot of policies



that people have and then you also, I mean you're a researcher so you did the gift of doing research for us and putting it together in a way that we could digest it.

**Anya:** Thank you. That's definitely what I set out to do and I mean even when you come down to the idea of time, you know, pointing out that not all parents care about time or really would need to regulate time and sometimes you are, you're more interested in priority or you're more interested in the type of activity, or you're more interested as I know that you've written about, you know, getting your kids to regulate themselves. I think that's a really wise approach.

**Debbie:** Yes. I know that as I was reading through it and I'm curious to know how it changed you as a parent or just with your own screen-time policies. I mean I will just say and my long time listeners know that we, we don't have a lot of screen time strict roles right now because we did for many years and it was, it was really taking a toll on our family, trying to enforce those rules. And I also recognize that ultimately our kids have to respond or they're going to have to learn how to be responsible for regulating their own screen time. Cause we're not going to be there when they're in their twenties, you know, telling them to get off the computer and do their laundry or whatever it is. So for us, I'm trying to play in that space of what does that look like and how much do I regulate and how much do I kind of let him figure it out on his own. But, you know, reading your book, it definitely, it makes me think about these things. Where am I making the right choices? Where do I fit into this? And so I'm curious, what were your screen time policies, like if you had them before you wrote this book and how have they changed, if they did?

**Anya:** In the process of writing this book, you know, my older daughter went from age 3 to age 6, and then I had a younger baby as well who is now 14 months. So families change, and ages change, so what's appropriate for kids in different stages is really going to change. The one rule that's remained a constant in our house is that we keep the videos off except for Saturdays we have one day a week where she can kind of go nuts and watch pretty much whatever she wants. I mean we do, even on that day, you know, she has to have a balance with other activities. She has to eat, play outside, you know, eat her breakfast before she sits down to watch. And what's been beautiful as I've seen it evolve with her is that there's a lot of buy in with her on that policy. So even if she has a play-date over or she's at a friends house or they have different rules, she kind of has internalized the idea that, you know, screens are for certain times and places and they're not for other times and it's helped her, I think. And other times there's a week where she forgot or she, you know, she would have that feeling of discomfort that would cause us to turn to a screen and she's able to manage it and work on different things instead.



- Anya: And she's become a big reader over the last few years. So that's, that's been great. I mean the iPad has come in in a slightly different way. We've reintroduced it with passes, when she was a little bit older, around age four, and these different kinds of apps that are approved by us. And then she has three 20 minute passes a week, which she can use. It's her decision of when to use them, basically. And so that's been really helpful as well because it's a little bit of an older kid approach where instead of us just dictating yes or no, she gets to think about, well is it something I want to do now or get to it later. And then we do also have loopholes for car rides and sick days and vacation, which are both all pretty clear to us. So yeah, so that's been the policy for now.
- Anya: I mean I know that we're just a few years out from the beginnings of social media, texting with her friends, and getting her own phone perhaps. Especially in New York City, with her out, of that a little bit. So we're kind of working on setting the ground rules of the boundaries now and then opening up the conversation to hopefully have a healthier relationship. But, you know, the key thing too that I also write about it in the book is it's also really about us as role models and that's where I feel like I have continuous work to do and so does my husband and we're starting to hear from our daughter, you know, 'Your is your phones out at the table' or my younger daughter, the baby, grabbing my phone whenever it's out, but she's actually a great check on me just to put it away so she doesn't take it because she'll run across the room with it. So, you know, it really is a dynamic process and trying to be aware of the fact that our behavior is exactly what they're going to be modeling.
- Debbie: Ah yes the power of modeling behavior, that that is a big power that we wield in something I think about a lot. And you know, there was something I read in your book I thought was really interesting around that. You talked about this 'Still Face Experiments.' Can you explain that? I thought that was fascinating.
- Anya: Ah yes this has been big in my imagination since I saw it. This is the work of Dr. Edward Tronick at the University of Massachusetts and he was looking at the impact of perhaps maternal depression, particularly postpartum depression, and so he did these lab experiments where you have a four month old baby and all that happens is that the mother has a face that doesn't respond, so the baby is interacting and trying to clap and giggle and get them off the tension and the mother just isn't responding, and isn't responding and it leads to very high stress response in a really short period of time. The kid kind of collapses in tears and gets very stressed and seems to remember it later. And what does this tell us? How transferable is this? I think we really don't know. We're really just at the beginning of research on parental distraction and whether or not the ubiquity of this incredibly compulsive and compelling devices is actually leading to less contact time, and less talking, and less interaction, and less emotional responsiveness between parents and babies. I mean,



I spotted many moms and dads and caregivers with on their phones and the kids are in the stroller and it's not to say that you need to have 24-7 eye lock onto your kid. That's not realistic and it's not helpful, or healthy. But the point is, is it feeling your focus when you don't mean it to be, you know, if it's taking you away from your kid and being as responsive to those little cues that are the beginnings of language development and emotional development. And I think it's something that we're going to be hearing more about in years to come.

Debbie: Yeah. I thought that was really fascinating and it is just something I think about. I'm pretty good about keeping the phone away when just like you're sitting at a restaurant waiting for your food to come. It's just such a natural tendency to pull out. And my husband will do and I'll just look at them, will say, 'Oh, what are you doing?' And he'll quickly put it back in his pocket. But it becomes this knee-jerk reaction. And it is something I think we have to work harder to be conscious about not doing because with our kids, we're modeling every time we do that.

Anya: What's helpful for me is, is something that my friend Dana Boyd, who's a social media expert, suggested, and that is when you pick up your phone around your kids, simply to narrate what it is that you're going to do. So if you say, 'Hey, let's check the weather' or 'I'm wondering if dad has come home from work, I'm going to send him a text' and making that transparent I think is a really wonderful way to hold yourself accountable too, and to help kids understand what it is that you're doing. In the same time, so you're not going to pick up your phone and your kid and say, 'Oh, I want to see what Rihanna's up to on Instagram.' That's not what you're going say, even if that's what you were going to do The mindlessness of it. And then the thing is, if you're both waiting in a restaurant, you can pick up your phone and say, 'Hey, do you want to look up more of those videos of Iceland that we were talking about' or 'Remember you had that question about geothermal energy, let's see what you can find out the answer.' And then before it becomes, it can be kind of a catalyst, you could be killing time on your phone with your kid and then it's a joint effort instead. And you can also always play I spy or do any of the other million things that we do to kill time together. But you know, but to be part of that, as long as you're using it to connect.

Debbie: That's nice, I like that. I want to just hear from you on different types of media and just I know that our media is not created equal and that's something, again, I think a lot about. My son, I homeschool him, but he does a lot of classes virtually. He's designing a font right now so he spends a lot of time in Adobe Illustrator and I don't count that the same as passively watching a Youtube video or something. But I'm wondering what you found in terms of how, you know, is there a difference between different types of media that you found in your research in terms of how they impact kids?





Anya: The answer to that broadly is yes. Researchers have a lot of trouble discriminating because they don't do that. Just the pace of scientific evidence is behind the pace of the tech. Right? So when you look at something to talk about smartphone compulsion or compulsive use, they're not necessarily breaking down exactly what people are doing. I mean there's, there's a little bit of a difference looking at internet video gaming versus just internet use in general. But for example, I mean [name unclear] in the American Academy of Pediatrics, he kind of suspects it interactive media use is better for your kids because it's more like a toy, it's learning cognitive facts. And then Victoria Dunckley who wrote the book on screen-time detox she's in the opposite camp. She thinks the games are really dangerous because they're so compelling and they lead to dopamine surges in the brain and that, you know, a slow-paced television show is a lot less dangerous essentially.

Then the people in the camp of positive parenting with technology, they're all about moving the use to something that's more creative, expressive, and the kind of work that your son is doing online would certainly fall into that camp. So I mean, I don't mean to muddy the waters, but the point is there's not a universal check out there. You don't have the hard evidence, we have to use your common sense and think, OK, what did we observe in our children after a four hour television marathon on Youtube versus Minecraft or a game they really love versus actually working on something and creating something themselves. You know, do they, are they energized? are they sacked, are they in a bad mood or in a good mood or excited to do more or are they excited do something else. And so, you know, we kind of use your common sense in a way and also look at the impacts on herself and think about it when I'm doing something kind of hard but fun online.

: It's not something, you know, if I slip into flow state that's fantastic, but normally it's not going to fly by the way. The way it might if I'm, you know, aimlessly scrolling and checking Pinterest, not such a great use of my time. So all of these factors together. And that's why a combination of parental feedback, let's say, and authoritative intervention mediation, we're not, we're not dictating what they do, we're not replicating it fully on time. I mean, you know, your kid could be looking at porn for 15 minutes a day. It doesn't matter that it's only 15 minutes, it's still harmful. So, you know, so, so thinking about those different factors together and that's why I kind of think about your balanced media diet and kinds of different uses of media.

Debbie: Yeah. Can you explain why you use that metaphor throughout the book? Can you talk about that a little bit?





Anya: Absolutely. So I borrow the term from Michael Pollan, the food writer, and I talk about how to enjoy screens, not too much, mostly together. And the enjoyment is really important because they think that our use of screens, you know, we all use media because we all get a ton out of media. This podcast is an example of that. We use it to work. We use it to be creative. We will use it to learn about the world around us and to connect with others. And so modeling that enjoyment with our kids and thinking of media as something that you do together are super important components of it can't just be fear based and it can't just be based on the negatives or the or the dangers at the same time, you know, not too much. There is such a thing as too much even if lifting and so figuring out how to balance screens and media related activities with activities that are offline, especially spending time with the people in our lives and hopefully the most time with our families as well as playing outside and being physical. That all goes into the policies as well. So I think that healthy diet metaphor plays into that and it's possible to have too much even healthy food. You want to get your kids involved together in preparing meals just because you want to get them involved with you, with using media. And do you want to enjoy yourself because we were here on this planet to enjoy ourselves and I'm just like we're eating not every bite has to be broccoli and steamed fish. And there's a role for lots of things in a healthy diet.

Debbie: Yeah, that's great. So just because knowing that, the audience for, for that TiLT Parenting Podcast, we're raising differently wired kids, which I used to define any sort of neural atypical development which could be anything from ADHD to Autism to Giftedness to Dyslexia. You know, it's kind of across the board. I'm curious to what you, you know, I know you talk about Autism and some other things in your book. What did you learn? Anything specifically that would, you know, be important for our audience to know as it relates to screens and our kids?

Anya: Yes I did, so media effects researchers are developing a theory of what they call Orchid and Dandelion Children. And they know Orchid Children is a phrase that is used in the neural atypical community, basically what they are saying is that we see small but real effects across the population when it comes to media exposure, and their theory is that there are certain kids that are more susceptible to the effects of media. And they name kids on the Autism spectrum or kids with attention deficit issues and also certain kinds of emotional volatility. So kids that are rated by their parents as being harder to calm and self-regulate as infants to nine months. They end up being watching more television up to the age of two. And there seems to be a double feedback loop that goes on there. So one is that they're more fussy to begin with and the parents are turning to screens to get a break. It also could be that the screen's seemed to be calming them down, but actually it's a form of stimulation. So you can all kind of see this paradoxical effect when it comes to media. You have a kid who's kind of intense emotionally and they're very attached to their screens and Ms



Green seems to be pacifying them or chilling them out. But then when you turned it off, you get an explosive reaction because they're so attached to what's happening.

Anya: And so, you know, this is exactly the population of kids that may be more prone to problematic relationships with screens being really attached to their screens. Having a restricted interest in something that might be like a media, regular media set of characters or even a particular game. And so this is exactly the population that people think about when they think about just monitoring really closely and making sure that you're not seeing too many issues. And then the other interesting interaction that I have to throw in there is a relationship between screens and sleep. Because we all know how important it is to have good solid sleep for kids whose brains are developing. And especially when you have kids who might be more emotionally volatile, that if they, if they miss out on sleep, it makes it even harder for them to withstand frustration and to tolerate change in their routine and the screen time can sometimes sneak in there and you say, well, they're not, you know, as a young child, they're not taking a nap, but at least we'll sit and watch a show instead. Or you know, they watch their favorite show before bed or whatever. And that's an area that researchers look at. Sleep are very concerned that parents, you know, they might see a really looks like a really serious problem, but it might be, you know, the lack of sleep might be driving it and screens and turn might be driving that.

Debbie: Gosh, it's so complicated. You know, as, as you're talking about kids who have trouble with that transition, you know, when Asher was maybe three, four, five, and he was watching, I know there was a show on Disney that he, maybe a Little Einsteins. Anyway, he loved that show, but it was when the show was over. Right. And I hear that from a lot of parents in our community that it's, that transition, the ending of something that created so much, just upset in the child, and it always was a double edged sword for us because it also could in the moment appear to be a regulating activity and we never knew what to do. So we'd go, that's it. No more TV period. And then we went through a few months like that and then we tried introducing things in different ways, but it is, I know for a lot of kids on the Autism spectrum to screen stuff can be really regulating for them. It's a world they have control in, you know, if they're playing a game, it's a way for them to socially engage in a way that they might not be able to with their peers in school. And so I find it such a tricky thing to kind of figure out what is best for kids when it appears that it is an activity that actually can help them regulate. And maybe it changes as they mature. I don't know.

Anya: Well, I'll tell you, you know, I want to honor that that's really complicated and hard and I don't have a title on the spectrum. I do want to say that, I mean some experts have suggested the idea of starting a timer right, and giving it a five minute warning



to help with the transition and that can help with lots of transitions. I also want to use the analogy that I used M&M's to help my child use the potty and that was a, you know, a small scale example of bribery that worked really well. It doesn't mean that she needs M&M's now to use the potty, but if there's a way to incentivize an easier transition, you know, it's, it's an, it's really, really important skill in emotion regulation.

Anya: And when my daughter was the age of two, she would whine and cry when we turn up the cartoons and I said two things to her. One was before we turned this on, let's make a decision about what we're going to do later that you're excited about. Are we going to go to the park? Are we going to have a snack? We going to call a friend? So after the show, which you're so excited about we're going to do this and then when you're turning it off, you reminder, hey, remember we said we're going to do this great thing, and that was really helpful and then that was the carrot. And the stick was if you get really upset when we turn off My Little Pony, then we're not going to have it next time.

Debbie: Right. That can be good motivation for some kids for sure.

Anya: It doesn't work for everyone because you know. But it's really interesting because it's like, well they're having an emotional reaction in which there may not be in control of it in the moment and we all have that experience with being overwhelmed by emotion sometimes at the same time. What is the incentive for them to develop that scaffolding to self regulate over time? Maybe it's too much and they can't have it, or you know, maybe after three hours of it, they're depleted and they can, they can't pick it back up and you, you need to just, you know, you needed to limit it to 30 minutes and after 30 minutes they're just fine, they can bounce back. Or maybe they need to take a break in the middle, but playing around with that, there's options other than the binary. Yes you have it or no, you don't have it.

Debbie: Yeah. And a lot of it, you know, a change is right. I know that as kids develop and mature, you know, what works at one ages may stop working, and their ability to regulate through transitions will change. You know, one of the things that we do now that tends to work pretty well, it was just before the screen goes on, you know, what's your plan? What's your plan for getting off? How are you going to respond when I say we're having dinner in 15 minutes? What are you going to be doing is going to be easy to turn off? There's a lot of prep work that goes before he is able to go on and that has helped because again, ultimately I want him to be intrinsically motivated and develop those skills on his own, but it's a work in progress for sure.

Anya: I mean, that's the hard work, but that's what's going to serve him in the rest of his life. Right?



- Debbie: Right. That's the plan. That's the plan. You mentioned a problematic relationship with technology and I just would love to know how you define that. What constitutes a problematic relationship with screens?
- Anya: This is something scientists are working on right now because there's a, there's a live ongoing debate about whether we use the term addiction, but a paper just came out that surveyed about 20,000 parents and looked at the Problematic Media Use Scale and they adapted that from the gaming disorder which is already listed as an object of study in the current DSM. So it's pretty common sense, it's questions like, Is this my child's favorite activity? It is the only thing that makes them feel good sometimes? Do they get upset when it's turned off? Do they sneak around to use it? Do they seem to be needing more and more of it to have a good time? And of course common sense, right? Is it causing problems in your family and you're in school or with friends and with other losing interests and other activities? So you can find the entire thing online, the Problematic Media Use Measure, and they're just starting to do the work of correlating those answers with real world problems that are observable by other means and children's lives.
- Debbie: OK, great. Thank you. This is such a new science, right? It's such a new area of study and it's going to continue to evolve because technology is evolving so fast. How do you even keep up with it?
- Anya: Yes, Yes. This is a huge problem. All the researchers are talking about it. Papers are being published now dealing with PCs and iPads, and previous versions of the iPad. Sometimes they study real apps but sometimes they build apps to study in the lab and they just don't really resemble the apps that kids are really using, you know, there's no research out on VR, nothing mentioned Alexa or the interactive AI and nothing that I've seen that really looks at the real world implications of having a talking computer in your house. So yeah, it's tricky.
- Debbie: Yeah, I bet it was tricky as you were researching the book too, because they're probably new studies coming out right when you think you've finished the first draft or something. So before we go two quick questions. One, you know, I'm just wondering, I'm curious, were there any big surprises as you were writing this book, something that you weren't expecting to discover?
- Anya: Hmm... the research on sleep is the part that I always talk about. It's been there in the background. I knew there was stuff about blue lights, but I didn't realize how well established how it can impact sleep. I didn't realize the impact on sleep can have so many other effects, on weight, on mood, or on learning. So I became a bit of a no-devices-in-the-bedroom after that.



- Debbie: Yeah. What can, just for listeners, can you tell us what specifically would be some good guidelines around screen as it relates to sleeping? Like is there a minimum time or a maximum time you should have between end of screens and sleep bedtime?
- Anya: Generally, researchers would say no devices in the bedroom for, you know, up to an hour before bedtime, if you can.
- Debbie: OK, good. Alright, I passed that test! And then lastly, can you tell us where listeners can find you online and where they can get your book *The Art of Screen Time*?
- Anya: Yes, the *Art of Screen Time* is available wherever books are sold, I'm coming to the west coast for a book tour and also in Chicago. You can find all the details on my website [AnyaKamentz.net](http://AnyaKamentz.net) My first name is spelled a n y a last name is k a, m as in Mary, e n as in Nancy, e t, z dot net.
- Debbie: Perfect. And Are you active on social media as well?
- Anya: I'm on twitter at Anya1Anya, you can also find me at NPR, and [NPR.org/ed](http://NPR.org/ed) is our blog.
- Debbie: Awesome. Listeners, I will include links to all of the resources and Anya's book and her social media and website on the show notes page so you can look at that more in-depth. Lee and Andrea, thank you so much for this conversation. Super interesting and congratulations again on the book and I hope it does really well for you.
- Debbie: You've been listening to the TiLT Parenting Podcast. For the show notes for this episode, including links to Anya's website, her new book *The Art of Screen Time*, and the other resources we discussed, visit [tiltparenting.com/session95](http://tiltparenting.com/session95).

If you liked what you heard on today's episode, I would be grateful if you could take a minute to head over to iTunes and leave a rating or review. We are still in the top 20 in the Kids and Family category, and honestly it's just so exciting to see this audience grow and the podcast get more attention. It also makes it easier for me to land bigger guests, so it's a win-win. Thank you so much for being a part of making this happen.



Lastly, if you aren't already part of the online community at TiLT, I invite you to sign up at [TiLT Parenting.com](http://www.tiltparenting.com) in the box where it says JOIN THE REVOLUTION. Every Thursday I sent out a short email with a quick note from me, a link to that week's podcast episode, and links to 5 stories from the news that week that are relevant to parents like us. Again, you can sign up at [tiltparenting.com](http://www.tiltparenting.com).

Thanks again for listening. For more information on TiLT Parenting visit [www.tiltparenting.com](http://www.tiltparenting.com).

**RESOURCES MENTIONED:**

- [Anya Kamenetz's website](#)
- [NPR Ed Blog](#)
- [\*The Art of Screen Time: How Your Family Can Balance Digital Media and Real Life\* by Anya Kamenetz](#)
- [\*DIY U: Edupunks, Edupreneurs, and the Coming Transformation of Higher Education\* by Anya Kamenetz](#)
- [\*The Test: Why Our Schools Are Obsessed With Standardized Testing But You Don't Have to Be\* by Anya Kamenetz](#)
- [\*Generation Debt: How Our Future Was Sold Out for Student Loans, Bad Jobs, No Benefits, and Tax Cuts for Rich Geezers—And How to Fight Back\* by Anya Kamenetz](#)
- [The Truth About Video Games and Your Child's Physical, Social, and Psychological Well-Being](#) (podcast episode)
- [Asher Talks About Managing and Tracking Screen Time](#) (podcast episode)
- [Asher Talks About the Pros and Cons of Banning Video Games](#) (podcast episode)