The Impact of Social Media on Youth

A graduate project submitted in partial fulfillment of the requirements For the degree of Master of Science in Counseling, School Psychology

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Dedication

This dedication belongs to my children, Shiloh and Shilon. From the time I entered this program, you have been my inspiration to learn and grow as an individual, professional, and mother. Thank you for smiling, smirking, laughing, crying, and keeping me busy when I wanted to quit. On the days I struggled I could turn and look into your innocent eyes, and that alone served as a constant reminder that I made the right choice in learning to become our biggest advocate. The education I gained throughout this process makes me so proud to be your mother. I grew up, and I owe it all to you!

Shiloh, my bright and charismatic young man, thank you so much for checking in on me from time to time. Those simple words, “are you ok?”, meant the world to me. I have watched you grow alongside me and am excited to continue encouraging you to be great! Shilon, my little bundle of curiosity, stubbornness, and joy, you have challenged everything I thought I knew and made me learn patience and develop an understanding for children with developmental challenges. You made me learn sign language and to read your communication through a different lens. You both have given me purpose in all that I do and am forever grateful for you!

To my family and friends, thank you for supporting my journey back to school. Thank you for the late-night conversations, inquiries on how I am doing, and checking in to see when I will finally graduate! It has been a journey and I look forward to continuing to have your support as I start a new profession.
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ABSTRACT

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The emerging prevalence of the impact of social media on today’s youth is a growing area of interest amongst educators, parents, and students. The purpose of the project is to evaluate current research that addresses the potential risks resulting from social media usage including, effects on attention, impact of family connectedness, student mental health, student behavior, and perception of body self-image. Research suggested risks associated with inappropriate content, distractibility contributed to decreased sustained attention, and parent perceptions of social media contributed to overall family efficacy and open communication. Additional research supports an identified link between technology-based social comparisons and depression, individuals with narcissistic personalities were likely to create profiles inconsistent with their reality and identified a correlation between young women and eating disorders. The project will provide a PowerPoint presentation that will be submitted to the California State University, Northridge Berke Assessment Library and Clinic for parents and students to access for informational purposes.
Chapter One
Introduction

Unlike previous generations, today’s youth are exposed to a variety of online social media platforms that have become a new normal in most households. These online platforms introduce alternative ways for youth to interpret and respond to virtual modes of communication, as opposed to in-person interactions. Being that virtual communication is a newer form of interaction, we question how well-equipped youth today are to respond to the intensity of the communication, respond to peer feedback, determine whom they want to present as their true self to others, and acknowledge and regulate the impact of multi-tasking between platforms on their attentional abilities? To determine how well-equipped youth may be, various factors can be considered such as their impressionability, while also reviewing statistical analysis of how youth are being impacted by the increasing presence of social media platforms.

To facilitate a better understanding of how social media may impact youth, the theoretical perspectives such as social learning theory and ecological theory are reviewed. Social learning theory introduces the idea of individuals simply learning based on observing the behaviors of others, mentally interpreting the information, and deciding whether or not a behavioral change will occur based on our observations. According to Gwon and Jeong (2018), “these days, young people are socially active in both offline and online settings”, and “94% of adolescents access the Internet using a mobile device and 71% of those use more than one social media website.” The ecological theory introduces the idea of individual behavior being influenced by their surrounding environments, which can be their home, peers, school, parenting styles, etc. In this context, if youth are exposed to virtual advertisements for the sale of drugs, sites or peers promoting risky behaviors and being included or excluded as a result of choosing to, or not to
follow the popular crowd, their level of impressionability and/or vulnerability can be a determining factor whether or not they opt to engage in such behaviors as well. The aforementioned highlights the percentage of youth whom are exposed to various information located on social media sites, for which theoretical perspectives can assist parents, youth, and teachers with developing an understanding of how today’s youth can be impacted negatively or positively as a result of social media use.

Further research on statistical outcomes of types of social media used, devices used to access sites and/or applications, teen perspectives on social media impact, and the frequency which social media is used, provide more insight to how youth have the ability to become engulfed in the social media realm. In 2018, the Pew Research Center conducted an analysis of a survey consisting of 1,058 parents who were a part of the NORC AmeriSpeak panel with adolescents between 13-17 years of age and interviews conducted, both online and by phone, with 743 adolescents. From the analysis conducted, the following information helps provide an idea of just how impacted households are with social media platforms (Pew Research Center, 2018).

Social media platforms have increased throughout the years. Previous generations included platforms such as Facebook and Myspace, whereas, today’s generations identify YouTube, Instagram, and Snapchat as the more popular social media applications in use. Previous research in 2014 identified Facebook as the most popular social media application with 71% of adolescent users between the ages of 13-17. Today, as mentioned, those percentages have changed to reflect the new wave of social media applications as follows: YouTube 85%, Instagram 72%, and Snapchat 69%. Facebook is still an application being used, but not as a majority any longer, with 51% of teens reporting its use. Not only does the research provided
highlight the shift in social media platforms in use more currently, but it also highlights the fact that teens are now utilizing multiple media platforms as opposed to a one (Pew Research Center, 2018).

How does the use of multiple social media platforms impact adolescents from their perspective? According to the Pew Research Center (2018), “a plurality of teens (45%) believe social media has a neither positive nor negative effect on people their age. Meanwhile, roughly three-in-ten teens (31%) say social media has had a mostly positive impact, while 24% describe its effect as mostly negative.” Teens who viewed social media as having a mostly positive effect indicated this was a result of the ease of establishing connections and remaining in contact with others, while others state they like to view current news, engage with those with similar interests, entertainment, self-expression, and the support they receive from others in the social media communities (Pew Research Center, 2018). Teens who viewed social media as having a negative impact indicate this was because of higher incidences of bullying/rumor spreading, developing less meaningful interactions with peers and higher potential to harm relationships, developing unrealistic perceptions of others, and too much time being spent on platforms (Pew Research Center, 2018).

Accessibility of social media platforms and consistency in use are other ways youth are impacted by social media platforms. Advancements in technology allows access to these platforms to include smartphones or computers. 88% of teens indicate they have access to a desktop or laptop, while 95% indicate they have access to a smartphone. When considering parental income and educational levels, those with a high school level attainment or income level of less than $30K accounted for between 75-78% of accessibility for teens to a desktop or laptop, however, access to a smartphone accounted for approximately 93-94% of teens (Pew Research
Center, 2018). With such high levels of accessibility to smartphones, the amount of time adolescents spend using social media platforms appears to increase as well. “Some 45% of teens say they use the internet almost constantly,” and, “another 44% say they go online several times a day, meaning roughly nine-in-ten teens go online at least multiple times per day” (Pew Research Center, 2018). When compared to previous research from the Pew Research survey in 2014-15, the number of teens who “almost constantly” use the internet has almost doubled from the 24% previously recorded.

**Statement of Need**

Given that today’s youth are growing up in such a technologically advanced generation, exposure to social media platforms is one aspect of their environment many cannot deter from. The ability of youth to become impressionable, or vulnerable, to involvement in social media may depend on the level of engagement in social media platforms from their immediate peers and/or environment as briefly described by considering the social learning and/or ecological theoretical perspectives. Statistical analysis of the level of engagement and accessibility to social media platforms as presented above, helps facilitate the need for further education on the impact of social media on our youth today via a workshop PowerPoint presentation made available to parents and students online for informational purposes.

By providing a workshop presentation regarding the impact of social media on youth, we provide the opportunity for both students and parents to increase their level of awareness of potential risk factors and benefits associated with use of social media platforms. As the presence of social media increases in our schools, especially as we transition to and from the model of distance learning, students will be introduced to various online educational platforms, be provided with online classroom “norms”, and be expected to participate without fully
understanding the level of potential risks associated with these platforms. Potential risks associated with social media use can result in cyberbullying, sexting, harassment, “Facebook” depression, privacy concerns, and being influenced from online advertisements. In addition, potential advantages of social media use can be associated with effective communication, remaining up-to-date, enhanced learning opportunities, and access to available health information (O’Keeffe et al., 2011).

Purpose of Graduate Project

The purpose of this project is to develop an online workshop PowerPoint presentation that will educate students and parents on the impact of social media on youth. School Psychology interns will develop and provide the workshop presentation to the California State University, Northridge Berke Assessment Library and Clinic as their culminating experience project.

Terminology

The terminology presented in this review will consist of vocabulary relevant to research related to various components of social media and identified direct, or indirect, behavioral responses.

Social Media: research identified various definitions of the concept of social media based on the perceptions of its intended use. One example developed a definition of social media based on the patterns in which social media platforms have evolved, by either allowing for more public displays of communication, or increasing private modes of communication. According to Miller et al. (2016),

“We can envisage two key scales. The first is the scale from the most private to the most public. The second is the scale from the smallest group to the largest groups. At one end of both of these scales we still see private dyadic conversation and at the other end we
still see fully public broadcasting. What is it that is being scaled? The core to the study of social science is the way in which people associate with each other to form social relations and societies. This is called sociality. The best way to define what is popularly called social media but also includes prior media is thus to describe the new situation as increasingly scalable sociality.”

Another example of a potential definition is based on the concept of social media as a social networking site. According to Boyd and Ellison (2007),

“We define social network sites as web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system”, “What makes social network sites unique is not that they allow individuals to meet strangers, but rather that they enable users to articulate and make visible their social networks. This can result in connections between individuals that would not otherwise be made, but that is often not the goal, and these meetings are frequently between “latent ties” who share some offline connection.”

Lastly, another definition provided discusses social media as a product of its developer. According to Srauy (2015),

“Social media are refractions, tools to record a particular user base’s moment in time. Yet, social media are also products created by their respective corporations with the intent of monetizing our labor (e.g. posts, comments, “likes,” and content we create) through market research, advertisements, or our content. For all our hopes and fears about
what social media are or could be, they are first and foremost a product or website
designed to monetize us in some form or another.”

For the purposes of this project, we will be using the definition provided by Boyd and Ellison (2007) to describe the concept of social media as a social networking site for youth in this review.

**Platforms:** a term which we would like to define in relation to the applications youth use to access various social media sites. According to the Office of Public Health Preparedness, a division of the Boston Public Health Commission (2020), social media platforms definitions are based on their purpose, indicating social media platforms being used as social networking are defined as, “using websites and applications to communicate informally with others, find people, and share similar interests. Allows users to directly connect with one another through groups, networks, and location.”

**Cyberbullying:** a term which has been associated with various forms of online bullying. According to Van Hee et al. (2018) cyberbullying is defined as, “content published online by an individual and that is aggressive or hurtful against a victim.”

**Sexting:** is a form of communication inclusive of potentially explicit content between youth. According to O’Keeffe et al. (2011), “sexting can be defined as sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices.”

**Facebook depression:** a term which was defined as, “depression that develops when preteens and teens spend a great deal of time on social media sites, such as Facebook, and then begin to exhibit classic symptoms of depression” (O’Keeffe et al., 2011).
**Youth**: as a term, is considered interchangeable with the term adolescence for this project. According to the American Psychological Association (2002), “there is no standard age range for defining adolescence. Individuals can begin adolescence earlier than age 10, just as some aspects of adolescent development often continue past the age of 18, there is widespread agreement that those in the age range of 10 to 18 should be considered adolescents.” For the purposes of this project, children between the age range of 10 to 18 will be used to define the term youth.

**Transition to Next Chapter**

Social media use for youth today has its advantages and disadvantages. The remainder of this research study is to provide literature information on how social media impacts today’s youth. In doing so, we will review the research, discuss the major findings, and determine the implications of use, and the importance of developing a workshop presentation for parents and students to access for informational purposes.
Chapter Two

Introduction

Social media use has increased significantly in recent years amongst today’s youth. Technological advances have created various platforms for youth to access without being properly informed of potential risks associated with their use. The research included in this review will facilitate awareness of the negative and positive impacts associated with the use of social media. More specifically, the research will focus on six areas considered most important for youth to increase their awareness: peer, content, and privacy risks involved with social media impact on youth, the impact on attention, the impact on family connectedness, the impact on mental health, the impact on student behavior, and lastly the impact on the student’s perception of their body image.

Peer, Content, and Privacy Risks involved with Social Media Impact on Youth

Although there are several benefits to youth having accessibility to various forms of social media, the risks involved shed light on the potential dangers of navigating world wide web applications involving some form of social interaction. This may constitute an alternate form of communication for youth who may not have access to other forms of direct communication with their peers and family members. It may also be a form of entertainment that provides access to the latest waves, social trends, or celebrity gossip not readily discoverable on cable television, or major news outlets. However, the risks associated with social media are not made as publicly known once access is gained. Many youth learn about the associated risks from experience, and in many cases, after it is too late. For the most part, “most risks fall into the following categories: peer-to-peer; inappropriate content; lack of understanding of online privacy issues; and outside influences of third-party advertising groups” (O’Keeffe, Pearson, & Council on Communications
and Media, 2011).

Cyberbullying and harassment are some of the most common forms of risk associated with social media accounts. Cyberbullying can be defined as, “content published online by an individual and that is aggressive or hurtful against a victim” (Van Hee et al., 2018). Youth who utilize social networking sites may be susceptible to receive some form of cyberbullying that, “can cause profound psychosocial outcomes including depression, anxiety, severe isolation, and tragically, suicide” (O’Keeffe et al., 2011). In addition, it can also cause a negative impact on the recipient’s perception of self, their academic performance in school, and their overall mental health. Though cyberbullying may be thought of as initiated by bullies or aggressors, in actuality, parties involved may inadvertently be assigned roles based on their part in the act: victims, bullies, assistants of the bullies, reinforcer of the bully, defenders, and outsiders (Van Hee et al., 2018).

Risks associated with inappropriate content may take the form of sexting and/or result from youth seeking unknown support from faulty internet sites. Youth who seek online support from unknown websites may possibly experience a term known as Facebook Depression. According to O’Keeffe et al. (2011), “sexting can be defined as sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices.” As quickly as the message is sent out, it can get distributed amongst other peers. It appears that approximately 20% of teens have confessed to forwarding such photographs of themselves to others. Potential consequences associated with sexting include school suspensions, felony child pornography charges, misdemeanor charges and mental suffering on behalf of the victims in some cases (O’Keeffe et al., 2011). Without having knowledge of these risks, today’s
youth may unintentionally contribute to the development of their own criminal record that can follow them throughout their lives.

The term Facebook Depression has been coined to identify the condition of sadness that can be associated with extended amounts of time an individual spends on social media websites. In a 2011 report, the American Academy of Pediatrics cited research that supported the term, Facebook Depression, and its development as a result of spending a significant amount of time on various social media applications that eventually leads to the development of depressive symptoms (O’Keeffe et al., 2011). Concerns regarding the research cited in this article indicated some of the research was from media reports which may not have completely understood the initial studies surrounding the development of the term. The report also failed to include the positive aspects identified between social media use and self-esteem. In 2017, further research was conducted looking at the correlation between Facebook and depression. According to Chow and Wan (2017), “…a significant interactive effect between neuroticism and time spent on Facebook use on depressive symptoms was only found among people with high neuroticism.” The study defined neuroticism as individuals with personality traits who were neurotic as having poor self-concept or being insecure. In this study, 282 participants, ages 18-73, completed online questionnaires which measured, “neuroticism, Facebook use, Facebook social comparison, envy and depressive symptoms,” (Chow & Wan, 2017). They found that neurotic individuals are more likely to utilize social media platforms as ways to present a false self to increase their satisfaction with their own bodies, or to simply engage in viewing other profiles. They did not find social comparison nor envy to impact the amount of time spent on Facebook and potential depression (Chow & Wan, 2017). A few limitations stated at the conclusion of the study indicated the inability to “establish causal relationships with a cross-sectional design”, “the present research
focused on the total time spent on Facebook. However, previous research suggested that active use (posting comments, updating status) and passive use (e.g. viewing others’ photos and updates) might have different effects on psychological well-being”, and “the sample of the present study is predominantly male (30.9% female)…males reported a higher level of depressive symptoms in the present study. This pattern is contradictory to the vast majority of literature which suggests a female predominance in depression” (Chow & Wan, 2017).

In discussing the association between depression and use of social media platforms, such as Facebook, according to O’Keeffe et al. (2011), “preadolescents and adolescents who suffer from Facebook depression are at risk for social isolation and sometimes turn to risky Internet sites and blogs for “help” that may promote substance abuse, unsafe sexual practices, or aggressive or self-destructive behaviors.” With the potential for youth to seek out risky websites, there also comes the potential for youth to lack awareness of the understanding of online privacy issues.

As quickly as a photograph or message is posted online and made accessible to the various consumers of social media applications, the quicker the post may be analyzed and critiqued by potential employers or university recruiters/admission teams. In essence, when one posts, their ability to keep their information private diminishes as several outside entities now have access to view the personality profile, which can be critiqued differently depending on who is viewing the profile (O’Keeffe et al., 2011). In addition, when someone becomes infatuated with the idea of getting the most likes or followers, they may innocuously add individuals with malicious intentions. Any follower who is accepted can potentially portray a false identity to engage in attempted hacking and/or identity theft by sending false links to allow for access to personal information from the original users (Gangopadhyay & Dhar, 2014).
Outside influences of third-party advertising groups are an additional risk for youth who participate in social media. “Many social media sites display multiple advertisements such as banner ads, behavior ads (ads that target people on the basis of their Web-browsing behavior), and demographic-based ads (ads that target people on the basis of a specific factor such as age, gender, education, marital status, etc.) that influence not only the buying tendencies of preadolescents and adolescents but also their views of what is normal” (O’Keeffe et al., 2011). Children are more likely to remember advertisement content and seek to purchase advertised items as a result. The Internet and various social media site advertisements have increased significantly and are targeting today’s youth with items such as candy, tobacco products, alcoholic beverages, and violent video games and movies. The more these advertisements are portrayed positively via their advertisement, the more likely the child will also view these items positively. It is also projected that advertisement companies spend well above $12 billion annually to reach their specific markets, such as youth, and as a result, most children are exposed to approximately 40,000 commercials annually (APA, 2004).

The aforementioned risks associated with youth involvement in social media platforms varies from person to person. Someone’s knowledge on the harmful effects will vary based on their level of exposure to different platforms provided from their surrounding environment. Because social media use is increasing amongst youth, it is important they are provided with the knowledge of potential risks, such as cyberbullying or harassment from other users, faulty interpretations of media content by those who may already have a negative self-perception, profiles being readily available to individuals who may either be interested in providing employment/academic opportunities or to those who have in interest in hacking personal information, or by those companies who are interested in selling their merchandise to the
untrained eye. As the risks increase for youth, it is important they are provided with such information to make better informed decisions regarding their media use.

**Impact of Social Media on Attention**

The amount of research identifying the educational impact on students as a result of social media use is limited at this time. There has been research conducted on the impact of the cognitive process of Attention as a result of technology use, which also includes the use or access to social media, emails, or text messages. Attention impacts how everyone receives information, selectively attend to it, maintain their attention for periods of time, and how everyone links newly acquired knowledge to previously learned material. In order to effectively use Attention, an individual needs to be able to select important details and maintain attention while resisting distractions in the environment. “Without it, all other aspects of learning, such as reasoning, memory, problem solving, and creativity, are at risk” (Sousa, 2015). In addition, an individual’s ability to attend to information is also influenced by whether or not they have the ability to regulate their attention, find the motivation to learn the material, and whether or not there is a genuine interest in the subject matter (Lodge & Harrison, 2019). The following research discusses the challenges associated with social media and attention.

Within the younger generations, the amount of internet use is significantly higher than in previous generations, so much that this generation has been coined as “digital natives”. Youth are raised being exposed to continuous technological advances via the internet and must immediately adapt. As today’s youth navigate internet platforms, “leading technological companies have been accused of intentionally capitalizing on the addictive potential of the Internet, by studying, testing, and refining the attention-grabbing aspects of their websites and applications to promote extremely high levels of engagement, without due concern for user well-
being” (Firth et al., 2019). In addition, as a result of preoccupation with various social media outlets, youth today participate in constant checking of their accounts seeking updated information that becomes available at a variable-ratio schedule, which in turn reinforces their constant checking behavior (Firth et al., 2019).

The level of attentional distractibility while using technology as a learning tool varies but can involuntarily be triggered as a result of advertisements or pop-ups on websites as the student is learning or searching for information. In addition, when having accessibility to social media use or various forms of technology such as emails or texting, the negative impact of ‘task-switching’ also contributes to poorer performance on activities. According to Sousa (2015), “distraction has replaced consistent attention, and, as we noted earlier, the capacity of working memory appears to be shrinking. The brains are becoming accustomed to, and are rewarded for, constantly switching tasks, at the expense of sustainable attention.” In essence, “the end result for someone trying to learn something by searching for information on the Internet is that there is constant competition between the voluntary attentional processes working towards the goal of greater understanding and the involuntary attentional processes constantly being lured away by design features specifically created for the purpose of attracting attention” (Lodge & Harrison, 2019). As students continuously switch back and forth between technology platforms, the brain is using different processes to adapt to meet the demands of the various tasks, which can lead to cognitive overload, lessening the student’s ability to properly conceptualize learning material (Sousa, 2015).

In 2014, a comprehensive review of existing research assessed the impact of different types of internet use on the cognitive areas of attention, memory, and social cognition. For the purposes of this research, the area of focus will be on the impact of attention. Cited research
assessed how often users performed media multi-tasking between various media sites while utilizing one computer device. The study found that, “switches occurred as frequently as every 19 seconds, with 75% of all on-screen content being viewed for less than one minute…switching from work-related content to entertainment was associated with increased arousal in anticipation of the switch, there was no anticipatory arousal spike associated with entertainment to work content switches” (Firth et al., 2019). The review would support the impact on an individual’s sustained attention when engaged in task-related activities, while also highlighting the potential for one to become easily distracted with media content being easily accessible via laptops and mobile phones. Mobile devices that contain internet access, may also contribute to further distractibility based on the ability for the mobile applications to send frequent notifications for various reasons such as email alerts, social media messages, and text messages, interrupting the task in process (Firth et al., 2019). Researchers encouraged further research to assess the level of impact on the use of mobile phones on everyday functioning.

A study conducted by Baumgartner et al. (2014) assessed the link between multimedia tasking and the impact on executive functions in adolescent development, specifically working memory, inhibition, and shifting. The study consisted of a total of 523 children between the ages of 11-15, comprised of both boys and girls. The standardized measures used to measure these area’s functional level were the Digit Span task for working memory, the Eriksen Flankers task for inhibition, and the Dots-Triangles task for shift. The measure utilized to assess executive functioning in everyday life was the Behavior Rating Inventory of Executive Function (BRIEF). The study reviewed two types of multimedia tasking: media multitasking with two types of media (e.g., listening to music, using social networking sites, playing video games, etc.) and media multitasking including media and other activities (e.g., doing homework, being in class,
etc.). The results of the study found a link between media multitasking and the self-reported negative behaviors endorsed on the BRIEF rating scale related to the inability to sustain focus, inhibit negative behavior, or shift between tasks. The study did not identify a difference in results amongst the two types of media multitasking and their impact on the executive functioning skills assessed, citing various reasons as follows:

“First, the constant overstimulation provided by media multitasking may lead to an overexcited mind state. Adolescents who engage in media multitasking frequently may get used to this overstimulation and lose their willingness to bear less stimulating situations”, “a second explanation is that media multitasking may substitute other activities, such as face-to-face communication, learning, and reading, that play a functional role in adolescent development”, and “a third explanation for the relationship between media multitasking and executive function is that deficits in executive functions may promote media multitasking” (Baumgartner et al., 2014).

Though there was the potential for deficits in executive functioning to contribute to increased media multitasking, there is also the potential for the opposite, which media multitasking would play a role in developing or increasing executive functioning deficits (Baumgartner et al., 2014).

When looking at the correlation between media multitasking and performance in standardized assessment tasks, there was no relation between the two in working memory or ability to shift between tasks, revealing no functional difference in these two cognitive areas for adolescents who engage in media multitasking and those who do not. “Self-reports tap more complex, behavioral, everyday aspects of executive function, while the performance-based neuropsychological tasks are meant to tap the underlying neural correlates of executive function”
(Baumgartner et al., 2014). However, when considering performance on the standardized assessment task of inhibition using the Eriksen Flankers task, it was determined a marginally significant relationship existed for frequent media multitaskers and their ability to resist distractions:

“…adolescents who frequently media multitask may have acquired the ability to willingly ignore distractions. Because heavy media multitaskers are used to distractions, they may have learned to ignore them if they want to”, and, “…adolescents who are able to ignore distractions are more likely to engage in media multitasking. These adolescents may be able to engage in a second activity without being distracted from their main activity (e.g., they may not be distracted from reading while listening to music)” (Baumgartner et al., 2014).

Limitations of the findings in this research were attributed to the method variance utilized in measuring the relationships between self-reported measures of executive functioning and media multitasking in comparison to the performance-based measures of individual executive functions. Secondly, researchers indicate participants of the study may have an individual perception of their focused attention ability resulting in self-reports of increased multitasking and executive function concerns (Baumgartner et al., 2014).

Baumgartner, van der Schuur, Lemmens, and te Poel (2018) conducted a longitudinal study assessing the impact of media multitasking on attention for adolescents. In attempting to explain the relationship between media multitasking and attention problems, the authors indicate there are three theoretical explanations which would facilitate the understanding of this phenomena. The first indicates the action of media multitasking may be associated with increased attentional concerns as a result of desiring two types of media streams at once. This
was seen as a form of external stimulation leading to heightened arousal levels. The second is the inability for individuals to selectively attend to various incoming stimuli (media content), leading to increased distractibility. Switching from one screen or application to another decreases one’s ability to ignore irrelevant or competing stimuli when processing information. Adolescents who frequently media multitask may become used to attending to various media at one time. It is likely they may experience difficulty sustaining their attention with tasks requiring increased attention, such as classwork or homework. Lastly, they indicate frequent media multitasking may impair one’s ability to control their attentional processes. When one relies too extensively on external stimulation, such as various forms of media, this can be linked to their difficulty in controlling their internal ability to sustain their attentional focus (Baumgartner, van der Schuur, Lemmens, et al., 2018).

The study included 2,390 adolescents between the ages of 11-16 and assessed the link between attention and media multitasking. The participants answered an online survey inquiring how often they experienced inattentive symptoms, as defined on the DSM-5, using a Likert scale response system. Participants were assessed for their level of media multitasking using the short Media Multitasking Measure for Adolescents (MMM-S), which measures media activities such as watching TV, participating in social media applications, etc. The results of their study concluded that adolescents who already have attentional difficulties find it difficult to sustain their attention with competing distractions. The outcome was more prevalent in girls than boys, which may have been as a result of girls being more likely to participate in social media applications or text messaging than boys. Another finding supported the possibility of long-term effects of attentional concerns for early adolescents who media multitask often, which could be as a result of being accustomed to heightened arousal, being more sensitive to distractors, etc.
Mainly, their research supported the notion that engaging in media multitasking maintains attention problems already present, versus being a result of attention problems (Baumgartner, van der Schuur, Lemmens, et al., 2018).

Limitations reported in this research were related to the reliance on self-reports for media-multitasking and attentional concerns. Limitations related to media multitasking self-reports were considered as a result of individuals being able to estimate how much time they truly spent on various forms of media concurrently, inclusive of brief periods of time. Limitations related to self-reports of attention were also considered as a result of personal bias related to underestimating one’s own attentional concerns (Baumgartner, van der Schuur, Lemmens, et al., 2018).

Various research studies conclude a negative impact of attention with the use of technology. Additional research finds opposing results citing little support for such conclusions. As advances in technology continue to increase and become more accessible for generations to come, further research would help determine short-term and long-term impacts on other cognitive functions as a result of continuous social media use.

**Impact of Social Media on Family Connectedness**

Additional research considered how social media can impact youth and their family connectedness at the microsystem level. Though minimal research was identified, it was determined parents’ positive versus negative perceptions regarding social media use affected the media’s impact in family relationships.

Procentese et al. (2019) conducted a study assessing parent perceptions of the impact of social media on family functioning and how it affects the family collective efficacy and their level of open communication with youth. The collective family efficacy is defined as, “members’
beliefs in the capabilities of their family to work together to promote each other’s development and well-being, maintain beneficial ties to extrafamilial systems, and to exhibit resilience to adversity” (Procentese et al., 2019). The study consisted of 227 Italian parents with adolescent children who were users of either Facebook or WhatsApp. Parents were given a questionnaire with the purpose of detecting, “the openness of family communications, the collective family efficacy and the perceptions about the impacts of social media on family systems” (Procentese et al., 2019). The questionnaires contained various statements under each category for which their parents’ responses in agreement to, or not in agreement to, were captured using the Likert scale.

When discussing the importance of open communication within family systems, the authors reference the family systems theory which emphasizes the processes families undergo to ensure their basic needs are met, in addition to the governing rules within the household being upheld. They indicate the ability to openly communicate and accept adolescents’ as they transition through this period in their life allows for healthy interactions leading to a more functional family unit. Higher family efficacy was seen as a protective factor for the family which contributed to satisfaction, constructive parental monitoring, and decreased levels of aggression when managing conflicts. Given the amount of time adolescents are spending on social media applications coupled with the biological and environmental changes, a shift in the level of communication and familial interactions occurs. This may be impacted by parental perceptions, positive or negative, with regards to how much of a role social media plays in those changes (Procentese et al., 2019).

The results of the study identified when parents' perceptions of the impact of social media on their family systems were positive, it led to increased family efficacy and open communication. When parent perceptions were found to be negative, this led to decreased family
efficacy and open communication. In addition, when considering the effect of family efficacy, the strategies families use to manage everyday challenges can also be used to discuss information related to the potential consequences and risks brought on by social media use within the family, such as changing communication and interactions styles, to provide communicable opportunities to broker the resulting changes as they occur or thereafter (Procentese et al., 2019). Limitations considered in this study were the self-report from a parent perspective, not inclusive of the child. In addition, the study was a cross-sectional design, therefore, the results should not be interpreted as having a causal inference.

A second study published in 2015 looked at the impact of social media use by depressed adolescents on the family functioning. The qualitative study was conducted in Melbourne, Australia and was inclusive of families participating in family-based treatment groups for their adolescent children diagnosed with a depressive disorder between the ages of 12-18. The study analyzed data from parents participating in two different eight-session family-based interventions, the behavior exchange system training and parenting adolescents support training intervention programs. Information was gathered from 39 parents between the ages of 32 to 65, during the first four sessions as these were allocated specifically for parent participation. The data for the study was analyzed using, “parent’s perceptions and concerns regarding their adolescent’s use of SM and its impact on adolescent mental health” (Lewis et al., 2015).

Lewis et al. (2015), identified the common themes as being: “(a) the sense of loss of parental control over the family environment and (b) parents’ perceived inability to protect their adolescent.” Within these two themes, subthemes were identified to breakdown the components of these concerns. One subtheme resulting from the perceived loss of parental control was attributed to the ease of access for their child to potentially influencing web content and people,
which decreased their ability to facilitate their child’s responses and increased the monitoring of their activity, resulting in increased tension between the parent and child. A second subtheme focused on the relentlessness of various types of communication via the internet and the child’s continuous engagement on social media platforms. Parents indicated they felt as though they had to manage an alternative form of addictive behavior resulting from social media use, which created spontaneous mood and behavioral changes interrupting family engagements. The last subtheme identified was the parent concerns regarding not being able to keep up with the technological requirements of the internet and social media, which children were now considered the experts in. Although parents were not as technologically savvy, they still facilitated their children in dealing with emotional consequences in response to information or content they were exposed to (Lewis et al., 2015).

The second theme related to the parent’s inability to protect their child, resulted in four subthemes. The first being the idea of social media having the ability to worsen their child’s depressive symptoms. The concern presented was the ability of the adolescents to interpret content on the internet/social media negatively, aggravating their depressive symptoms. The second subtheme related to the variation of internet material readily available to the adolescent with the potential to cause confusion in those who may not have the mental maturity to appropriately breakdown and understand the information. The third subtheme identified was cyberbullying, which parents presented concerns regarding their child’s vulnerability as a result of their diagnosis. They were also concerned with the relentlessness of the types of communication they are exposed to resulting from cyberbullying. Lastly, the final subtheme identified was the altered definitions of friendships as a result of online interactions. Parents indicated friendships were now being developed virtually versus in-person, where emphasis was
placed on the amount of friendships or likes they received versus the quality of the friendships
developed. Additionally, the behavioral exchange between online friends appeared more
distasteful but was considered normal for social exchanges (Lewis et al., 2015).

Limitations to the study were the small sample size of parents and the data being limited
to families participating in a clinical trial. The authors advise the resulting data be considered
suggestive for potential hypotheses, as opposed to indicating any causal relationship. In addition,
the authors suggested the need for the creation of self-report measures to capture parent
perceptions and behaviors regarding use of social media and internet platforms (Lewis et al.,
2015).

Based on the provided research there appears an association between social media and
the level of family connectedness. The amount of use, the emotional impact on the youth, the
parent perceptions of the available content and their ability to monitor activity, along with the
ability to have open dialogue regarding the associated risks of social media all play a role in the
level of cohesiveness of families with children participating in social media.

**Impact of Social Media on Mental Health**

Research on the impact of social media on youth’s mental health provides both positive
and negative perspectives. As social media and its accessibility increases amongst youth, it is
important to consider the susceptibility of youth who may already have underlying mental health
concerns, experience difficulty with establishing their identity, and who may be vulnerable to
social comparison from their peers or other persons whose feedback can impact their perception
of self. It is imperative both students and parents are aware of the potential distress experienced
by youth, in addition to the potential opportunities of access to social media to enhance their
mental health.
According to Nesi (2020), “adolescence represents a period of heightened risk for the onset of mental illness, with nearly 1 in 5 adolescents suffering from a diagnosable mental disorder. Notably, the incidence of certain mental health concerns, such as depression and suicide, have increased significantly among adolescents in recent years, with rates of suicide among youth aged 10-24 increasing 56% from 2007 to 2017.” In contrast to previous generations, youth today are continuously exposed to the ever-growing world of social media technology. Some believe there may be a causal link between the increase in mental health concerns and social media as their growth has been parallel to one another. Also, as children grow older, their participation in social media applications increase, which may also be linked to the risk of mental health concerns during adolescence. Given that adolescence is a period in which youth typically seek autonomy from parental oversight, seek to develop more meaningful relationships with peers, and gain a greater sense of who they are as an individual, social media provide an outlet for adolescents to explore these (Nesi, 2000).

Social media allow adolescents constant accessibility to peers, the public or private display of information, and feedback provided by peers in the form of comments or likes (Nesi, 2020). The feedback provided by peers may be interpreted as a form of social evaluation. “A shifting motivation toward social relatedness is thought to intensify the attention, salience, and emotion relegated to processing information concerning social evaluations and social standing, referred to herein as social sensitivity” (Somerville, 2013). The degree to which adolescents are negatively impacted based on their level of sensitivity to peer evaluation, can manifest as increased emotionality regarding perceptions of peer inclusion or exclusion, heightened awareness of perceived scrutiny, and increased use of social cognition to hypothesize others’ impression of them (Somerville, 2013). It is during adolescence which peer relationships become
fluid in their nature and youth experience periods of peer acceptance and rejection. Social media can contribute negatively or positively in these situations based on the individual’s attributed importance of their social evaluation.

So how do social evaluation and feedback contribute to mental health concerns? A study conducted by Nesi and Prinstein (2015), examined the relationship between social comparison and feedback-seeking for adolescents who use social media. The study included 619 students between the ages of 12 to 16, in grades eight and nine from a district which included low to middle socio-economic status schools. The students, “completed self-report questionnaires at 2 time points. Adolescents reported on levels of depressive symptoms at baseline, and 1 year later on depressive symptoms, frequency of technology use (cell phones, Facebook, and Instagram), excessive reassurance-seeking, and technology-based social comparison and feedback-seeking. Adolescents also completed sociometric nominations of popularity” (Nesi & Prinstein, 2015). The goal of the study was to examine how individual characteristics of adolescents contribute to the development of depression as a result of technology-based social comparison and feedback-seeking (Nesi & Prinstein, 2015).

The results of the study identified a link between technology-based social comparison and feedback-seeking (SCFS) and symptoms of depression. Possible explanations for this association were considered a result of adolescents seeking to formulate their identity online by way of purposefully creating an online profile based on how they want to be perceived and interpreting other profiles as positive based solely on their profile content. The assumption is that other’s self-presentation online is their reality leading to social comparison which negatively impacts their mood and/or self-esteem. In addition, pre-existing depressive symptoms are likely to contribute to one seeking out negative aspects of others that can increase depressive symptoms
if those peers are interpreted as being happier. A second link was associated with one’s popularity and the impact of technology-based SCFS and depression. It was found that adolescents considered as less popular had a stronger link in this area. Lastly, the effects of gender identified a higher link between technology-based SCFS and depression in females, which prior research has associated with offline behaviors of females being more likely to seek reassurance and online behaviors of social comparison based on physical attributes (Nesi & Prinstein, 2015).

When considering positive impacts of social media on youth mental health, social connection, linkage to resources and support groups, and application screenings for signs of mental health concerns were identified. A high percentage of youth indicate social media allows them to remain connected to friends and family, while research also supports a link between individual well-being and a sense of belonging when social media is used to promote inclusivity. Youth who may not have the ability to locate or receive support offline may seek online support opportunities, such as LGBTQ youth, as a form of informational or emotional support. Lastly, online platforms are increasing their internal algorithms to detect signs of mental illness such as emotional distress and suicidality for example, while also increasing their promotion of mental health awareness via advertisements and events (Nesi, 2020).

**Impact of Social Media and Youth Behavior**

Social networks have become one of the most common communication methods for students to express themselves. Whether through filters, updating Facebook statuses, or through learning new hit dances to name a few, students are using social media to interact and form a connection with one another. According to Pearse (2012), it was suggested that people with narcissistic personalities changed their picture profiles more often and engaged less with
individuals with lower narcissistic personalities that rarely update their profile status. This narcissistic behavior can lead users to try and maintain a social life-style inconsistent with their reality to appear favorable to their social circle. Youth with narcissistic personalities may also be inclined to participate in these behaviors. Additionally, there are also positive aspects to social media and how it impacts behavior.

According to Mazer et al., (2007), “Facebook use enables higher levels of learning and increases motivation of students.” In addition, Facebook can also make staying in-touch with friends and family easier than ever before as well as staying up to date on current events. This exemplifies positive behavior associated with social media use.

Given the various platforms, one must ask, how does social media affect behavior? Authors Wu et al., (2015), conducted a study to determine how social media affects youth’s behavior and determined that users will intentionally upload profile pictures that are specific to latest trends and best fit the standards of those in their social circle to gain attention. Additionally, Kaya & Bicen (2016) completed a study to evaluate behaviors of students who access Facebook. The study consisted of 362 high school students between the ages of 15-18. Participants were given a questionnaire consisting of 51 positive statements to assess levels of confidence, levels of engagement, and impact on academic performance. The questionnaire was evaluated using a 5-point Likert scale. The results of the study indicate Facebook is being used in various ways to facilitate communication between students. The accessibility of online groups allows students to work together on potential group projects and/or homework assignments. Students are also utilizing Facebook as a form of instant communication, accessing news outlets, updating their profile to reflect their emotional status, and sharing their interests with their followers. However, Facebook’s potential to impact concentration on academics was identified
within this study, however further research was encouraged to determine a stronger correlation between the two. Further research was encouraged to review levels of narcissism and self-esteem as a result of social media use (Kaya & Bicen, 2016). The remainder of the research on social media impact on behavior will focus primarily on suicidal ideation and self-harm, as well as risky behaviors including alcohol and drug abuse.

Social media can also potentially promote suicidal ideation for certain youths. According to a study conducted by Kingsbury et al., (2020), “active social use in the public sphere (posting updates/pictures/articles) was associated with increased odds of suicidal ideation and suicide attempt, whereas social private use (messaging friends, making plans) was associated with reduced odds of suicide ideation and suicidality outcomes.” This study was conducted with 40,000 Norwegian college and university students ages 18-25 through an online questionnaire that examined participant’s mental well-being and use of social media. The study assessed participants use of social media through seven specific activities: “passive social which entitles those who check out what is happening among friends, groups they are in, or about cultural activities; passive non-social which entitles those who read the news; active non-social public who use social media associated with their studies; active social public who post status updates or pictures of themselves or with friends, and active social private use whose primary focus is to make appointments with friends, chat with friends and organize their daily life” (Kingsbury et al., 2020). Results concluded that women reported greater use of social media for social and active non-social activities, whereas men reported more passive non-social usage. According to Frison and Eggermont (2016), “Public use of social media, showed a positive relationship with suicide attempt, and suicide ideation.” The authors further discuss adolescents whose profiles are made public were associated with greater depressed moods and suicidal ideations than those
whose profiles were private. There have been additional studies in which the authors have reported that “passive use of social media is associated with poorer mental health” (Thorisdottir et al. 2019). Passive use is defined as, “the use of social media platforms for the purpose of consuming content,” and Active use is defined as, “the use of social media in creation of both public and private content” (Thorisdottir et al. 2019). According to John et al., (2018) “cyberbullying has also been linked with suicidal ideation,” as young adults can potentially be exposed to toxic social media interactions and therefore increase suicidal ideation.

In contrast, Karsay et al., (2019), found that “private messaging to a specific recipient indicated a greater degree of familiarity or closeness and therefore serves to strengthen existing social networks.” In a study conducted by Krasnova, et., (2008), the author states “that the use of social networks can satisfy esteem as users can present themselves to friends who think similarly and have common interests.” These social media platforms have given the opportunity for young adults to express themselves, receive positive feedback, as well as negative feedback that can be detrimental to their mental health. In a study conducted by Blachnio et. Al., (2015), it was argued the use of social networks could possibly depress people, however, there has been limited data that suggest this research.

Addictive behaviors such as alcoholism and drug abuse have been associated with exposure to social media content. According to a study discussing the risky behaviors of college students, authors Groth et al., (2017) reported, “two-thirds to more than three-quarters of social media profiles contain alcohol-related content.” Posting about these risky behaviors can be explained further by the social norms theory which posits that, “individual behavior is influenced by the perceived behavior of others regardless of the accuracy of such perceptions; specifically inflated perceptions of risk behaviors increase personal risk taking” (Fournier & Clarke, 2011).
Therefore, the social norms theory would posit that students who use social media, are likely influenced by the frequency of alcohol-related text and image postings by peers on social media websites and/or applications. Research suggests that, “alcohol displays on social media have been associated with myriad alcohol-related behaviors and negative outcomes for college students” (Fournier & Clarke, 2011). Other studies have found a correlation between substance abuse and use of social media platforms such as Twitter that indicate, “87% of hookah-related tweets promoted or presented hookah use as a normal or typical activity, 54% of tweets normalized marijuana and alcohol use while 24% of tweets promoted marijuana over alcohol use” (Krauss et al., 2015). This information is concerning as the significant amount of views pertaining to these tweets are observed by demographics of young children and adults. In sum, social media has a role in youth’s health risk behaviors and warrants further research in how best to provide appropriate and effective interventions and safeguards.

**Impact of Social Media on Body Image**

With the amount of youth’s social media engagement today and the current climate of body positive image, one must ask whether there is a correlation between the two. A study conducted by Fardouly & Vartanian, (2015), “young women who spend more time on Facebook may feel more concerned about their body because they compare their appearance to others (especially to peers) on Facebook. Given how popular social media is, it is important to understand the connection between young women’s body image concerns and the amount of media usage. According to Myers & Crowther, (2009), “the majority of research on appearance comparisons has focused on comparisons to media images through magazines, television, or music videos.” Young adults are more inclined to compare themselves to the artists and models they see on screen and on paper, not knowing those artists and models’ images have, in most
cases, been altered to deceive others. Based on what they see on their screens, many young women may have started to alter their eating habits to drop weight, leading to an unhealthy lifestyle. In addition, a study conducted by Carey et al., (2014) presented findings that suggest “appearance comparisons to peers may have a stronger association with body image concerns than does comparisons to models or celebrities.” This study used 227 female participants with a mean age of 19.13 years. The study used a 5 point Likert scale to identify how much social media is used with each student and the level of confidence each participant has with their bodies. Results from the study identified a significant positive correlation between the amount of social media usage and body dissatisfaction. Young adult women who spend an extensive amount of time on social media may feel more troubled about their body image because they compare their appearance to others more often.

In a different study conducted by Perloff (2014), body image and social media usage were studied to see if there was a correlation between the two and whether ethnicities made a difference. This research study posited, “many cross-sectional and longitudinal surveys exhibited how media exposure predicts body dissatisfaction, thin body ideals, and eating disorder symptomatology among preadolescent girls and young women” (Harrison and Hefner, 2006). According to Perloff (2014), “researchers have begun exploring media effects on body images of young women from different racial and ethnic groups. There is evidence that some groups (e.g., Latinas) report body dissatisfaction at comparable rates to White young women.” This study further indicated that those who have an eating disorder are more likely to visit social media sites that promote unhealthy eating habits such as “Thinspiration on Tumblr”. Users of these websites upload a before and after photo that extenuates the amount of weight lost by the person and users are given the opportunity to praise the person by commenting on the photo. This encourages the
user to continue losing more weight to appeal to their online audience. Perloff, (2014), also states that social media sites, “promote unhealthy ideations to young women and ultimately can be dangerous to their health.” There are also supermodels such as Kate Moss who is quoted stating, “Nothing tastes as good as skinny feels,” (Perloff, 2014) indicating one should limit their food intake in order to look beautiful. This promotes an unhealthy ideation that you need to be a certain size or have the “perfect” body in order to be considered beautiful. It has also been reported “girls as young as the age of six report preferences for a body thinner than their own” (Lowes & Tiggemann, 2003). Given that social media sites change over time, awareness of body positivity is increasing allowing for a more inclusive society that promotes all body types.

Additional research assessed the impact of parent and school involvement on the student perception of their body image as a result of social media usage. According to authors Burnette et al., (2017), “the majority of studies on the effects of social media on body image have focused on adolescents and young adults as this demographic group comprises the highest proportion of social media users.” Thus, safety measures have been put in place such as age restrictions on several sites, however the question is asked if this is enough to protect younger adolescents? Burnette et al., (2017), conducted a study and used a sample of 38 female students in primary grades 7th and 8th from a private school and a coeducational school. Several questions were asked to each student and responses were noted. Results from the study concluded that the majority of the girls in this private school environment endorsed a thinner ideal than those from the coeducational school. Girls who attended an all girls school setting reported higher usage of social media platforms and social comparison as opposed to the girls who attended the coeducational school setting. Parent involvement within each school was also considered. Girls from both educational settings whose parents showed more involvement by limiting their access
to social media or monitoring their activities online reported having more confidence with their own bodies than students whose parents were less involved. This study also found that when schools educate their students on media literacy they are able to differentiate between artificial and factual content. Researchers also found that, “many of the participants noted they learned about the artificial nature of media images and their potential harmful effects within their school environments” (Burnette et al., 2017). By having the school provide protective factors such as media literacy, students developed a deeper understanding of the concept of beauty according to the study. Essentially, this study concluded with the notion that suggests that having both “parental involvement and school environment involvement play significant roles in the relation between social media exposure and body image concerns,” (Burnette et al., 2017).

**Synthesis of the Review of the Research**

Research supports the development of our proposed project which aims to raise awareness of the impact of social media on youth. The research reviewed the impact of social media and its risks, the impact on attention, family connectedness, youth’s mental health, youth behaviors, and the impact of youth perception of body image. The discussed risks associated with social media use included peer, content and privacy issue concerns. Difficulties associated with the impact of attention discussed the level of distractibility based on available media content and task-switching from one task to the next. The research on the impact of family connectedness found that the amount of use, the parent perceptions of the available content and their ability to monitor activity, along with the ability to have open dialogue regarding the associated risks of social media all play a role in the functionality of families. In regards to mental health research suggests both a positive and negative association. Technology based social comparison was linked to symptoms of depression while remaining connected to peers and
families was linked to feelings of inclusivity. When taking a look at the correlation between the role of social media and youth behavior narcissistic personality traits was associated with the creation of false profiles. In contrast, social media also contributed to increases in motivation and allowed youth access to friends and family. In addition, social media may potentially expose addictive behaviors such as alcohol and drug abuse. Lastly, the impactful relationship between social media and body image was studied and concluded a correlation between young women and eating disorders based on the amount of social media usage.

Based on the review of literature, the research appears to support the development of our project. The intent of the project is to educate parents and students regarding the impact of social media usage on youth via an online workshop. The project will consist of a PowerPoint presentation made available in an online format and consisting of the information presented in the review of literature. The PowerPoint will be posted on the California State University, Northridge Berke Assessment Library and Clinic for families to access and obtain information for their personal use. Presentations similar to our proposed project could not be found. The goal of this project is to introduce families to potential impacts of social media with supportive information outlined in the PowerPoint presentation.
Chapter Three

Project Development and Implementation

Introduction

This project provides an overlook of information to inform student services professionals and parents about the impact social media has on today’s youth. With the ever growing popularity of social media applications, students are more inclined to participate with certain popular applications and may develop at-risk behaviors. For example, studies have shown that students who use social media platforms could possibly be at-risk for certain behaviors that could potentially escalate with time. There have been studies in which report protective factors for students in dealing with social media. According to Burnette et al., (2017), parents and school environments that addressed certain social media issues to their students reported having a better climate relationship with students in which they felt more comfortable in opening up about their situations.

Research has shown that social media does play a crucial role within a student, whether it be a positive or negative aspect. By providing this information to student service professionals and parents, appropriate monitoring and steps can be taken to prevent measures from escalating with a student.

The purpose of this project is to provide revealing information to school staff, families, and students of the impact social media can portray within students’ lives. With doing so, the purpose is to raise awareness of the many aspects that students may find themselves in and how they can reach help if needed.

Project Development

In developing this project, it was necessary to look into why social media has become a worldwide phenomenon. Many students strive to stay updated on the latest trends and maintain
social status. However, does social media affect students in a positive or negative manner? The purpose of this project was to inform parents, staff and students of both the negative and positive manners of social media and how it impacts student’s risks, attention, family connectedness, mental health, behavior and body image. There was limited research which provides information on how social media affects student’s academics in the elementary and middle school setting.

Steps taken to explore these questions on social media impact included extensive research on how social media impacts youth’s risks, attention, family connectedness, mental health, behavior and body image. There was limited research on how social media affects younger students within the elementary setting, even with the amount of students being able to access at such a young age. All research conducted found various positive and negative aspects of how social media plays a role within the student.

**Intended Audience**

The target population for the present project are school staff, families, and students in grades K-12th, to provide informational research on the positive and negative aspects of social media. Students who demonstrate emotional distress or challenges within their academics may benefit from this project.

This project is not intended for interventions but as a prevention measure with added local resources. Student service staff such as Teacher, Administration, School Psychologist and School Counselors will benefit from this research to help aid students and families who are demonstrating challenges with social media usage.

**Personal Qualifications**

The intended audience for the present project are teachers, administration, school psychologist, school counselors, interns, students, and families. The project is designed to inform
students who use social media of the many different positive and negative aspects that come along with usage of social media and what resources are available. In addition, this project also provides families with the necessary information and resources to help aid their students into an understanding of how effective social media usage can be and provide support when needed. Students who display significant behaviors due to social media usage should seek out further resources or counseling services with professional providers to gain necessary tools for their mental health.

**Environment and Equipment**

This project was created for elementary, middle and high school levels programs. It will require an assembly room, with a projective screen to oversee the PowerPoint provided through this project. In addition, a single page with local resources should be given to parents and staff at the end of the presentation. Given the current climate of the pandemic, this project could also be conducted virtually for school staff and families through a designated platform such as Zoom or Google Meets. The PowerPoint could be posted on the district's website for those who would like to access the information. As a result of the COVID-19 pandemic, the PowerPoint presentation will be provided to the California State University, Northridge Berke Assessment Library and Clinic for families to access via their internet website, for informational purposes.
Chapter Four

Project Outline

The proposed project will offer insight to some of the challenges associated with increased access to social media platforms for youth today. Families and their children will have access to the PowerPoint presentation with embedded links to websites to facilitate further review of the provided information. Given the increase in educational instruction being provided via various online formats such as Zoom and Google Meets, students are now accessing internet-based applications more frequently. Without having awareness of the various risks associated with online applications and the use of social media, this unfortunately can leave our youth vulnerable to risks beyond their control.

The workshop will introduce various risks associated with online use such as exposure and use of inappropriate content, understanding of online privacy, and vulnerability to advertisement groups. It will also discuss the association between social media use and effects on one’s ability to maintain their attention to tasks, their level of distractibility, and how multitasking between various applications can be associated with their executive functioning skills.

Additionally, the presentation will introduce the perception of social media use by families and how it is linked to the overall family connectedness. Protective factors which can facilitate this relationship are identified as constructive parenting and open communication amongst family members. The presentation then transitions to discuss the effects of social media use on student behavior. Individuals who have more of a narcissistic personality will often update their picture profiles to present an identity they want perceived by others as favorable. In
contrast, it also introduces positive components of social media use on one’s behavior such as an increase in motivation and increased levels of connectedness amongst family and friends.

Furthermore, the presentation discusses various ways social media use impacts overall mental health, and how youth will often compare themselves and/or seek feedback from their peers in order to identify their social standing within groups. This is also known as a form of social evaluation which is linked to likes and comments on pictures, which also increases motivation of youth to engage in more frequent social media use. Unfortunately, this technology-based social comparison was also linked to the development of depressive symptoms based on one’s perception of their popularity. Associated links of social media use and mental health then transition to discuss the link between social media use and the effects on one’s perception of their body image. The ability to portray favorable profiles on social media applications can sometimes lend itself to social comparison and create false expectations by gender groups of what is socially acceptable. As a result, individuals may alter their eating habits and/or seek out websites that promote and support their ideal person.

Lastly the presentation will introduce a few laws and policies associated with online and consumer privacy, in addition to provide resources and referrals to websites that address internet safety, suicide prevention, and bullying.
Chapter Five

Conclusion

Summary

The purpose of this graduate project was to create awareness of the impact social media can hold on youths in today’s society. Social media has the ability to impact student’s risks, attention, family connectedness, mental health, behavior and body image. This project will offer elementary to high school student’s educational information and resources of the many positive and negative aspects that come along with social media usage with the ultimate goal of becoming aware of the potential impacts.

Research shows that many young students are learning social media applications through trial and error, however they are risks that “fall into the following categories: peer-to-peer; inappropriate content; lack of understanding of online privacy issues; and outside influences of third-party advertising groups” (O’Keeffe, Pearson, & Council on Communications and Media, 2011). When considering peer-to-peer risks, cyberbullying and harassment are often some of the most common forms of risk associated with social media accounts. Participation in social networking sites is likely to receive some form of cyberbullying that most commonly, “can cause profound psychosocial outcomes including depression, anxiety, severe isolation, and tragically, suicide” (O’Keeffe et al., 2011).

Within inappropriate content, this may take the form of sexting and/or result from youth seeking unknown support from faulty internet sites as a result of experiencing a term known as Facebook Depression. When it comes to sexting, it appears that approximately 20% of teens have confessed to forwarding such photographs of themselves to others. Potential consequences associated with sexting can result in school suspensions, felony child pornography charges,
misdemeanors and mental suffering on behalf of the victims in some cases (O’Keeffe et al., 2011). Without having knowledge of these risks, today’s youth may unintentionally contribute to the development of their own criminal record that can follow them throughout their lives.

Research shows students lack of understanding of online privacy is demonstrated with lack of awareness of how quickly a photograph or message is posted online and is made accessible to the various consumers of social media applications, the quicker the post may be analyzed and critiqued by potential employers or university recruiter’s/admission teams. In essence, when one posts, their ability to keep their information private diminishes as several outside entities now have access to view the personality profile, which can be critiqued differently depending on who is viewing the profile (O’Keeffe et al., 2011). In addition, when someone becomes infatuated with the idea of getting the most likes or followers, they may innocuously add individuals with malicious intentions. Any follower who is accepted can potentially portray a false identity to engage in attempted hacking and/or identity theft by sending false links to allow for access to personal information from the original users (Gangopadhyay & Dhar, 2014).

Risks with outside influences of third-party advertising groups are an additional risk for youth who participate in social media. “Many social media sites display multiple advertisements such as banner ads, behavior ads (ads that target people on the basis of their Web-browsing behavior), and demographic-based ads (ads that target people on the basis of a specific factor such as age, gender, education, marital status, etc.) that influence not only the buying tendencies of preadolescents and adolescents but also their views of what is normal” (O’Keeffe et al., 2011).

Looking at attention, there was a limited amount of research that identified educational impact on students. There has been research conducted on the impact of the cognitive process of
attention as a result of technology use, which also includes the use or access to social media, emails, or text messages. The cognitive construct of attention impacts how youth receive information, selectively attend to it, maintain their attention for periods of time, and how students link newly acquired knowledge to previously learned material. In order to effectively use attention, an individual needs to be able to select important details and maintain attention while resisting distractions in their environment. According to Sousa (2015) “Without it, all other aspects of learning, such as reasoning, memory, problem solving, and creativity, are at risk.”

According to research, social media can impact family connectedness at the microsystem level, a common theme encountered was parent perceptions of social media, and how it had a positive or negative impact on the family relationships. A study conducted by Procentse et al. (2019) found that given the amount of time adolescents were spending on social media applications coupled with the biological and environmental changes experienced, an apparent shift in the level of communication and familial interactions occurred, which may be impacted by parental perceptions, positive or negative, with regards to how much of a role social media plays in those changes. Based upon the provided research there appeared to be an association between social media and the level of family cohesion. The amount of use, the emotional impact on the youth, the parent perceptions of the available content and their ability to monitor activity, along with the ability to have open dialogue regarding the associated risks of social media all play a role in the functionality of families with children participating in the social media world. Familial protective factors are salient in being able to approach these concerns proactively, or in the midst of adolescents succumbing to perceived pressure brought on my social media content or social exchange.
The research on the impact of social media and youth’s mental health provides both positive and negative perspectives. According to Nesi (2020), “adolescence represents a period of heightened risk for the onset of mental illness, with nearly 1 in 5 adolescents suffering from a diagnosable mental disorder. Notably, the incidence of certain mental health concerns, such as depression and suicide, have increased significantly among adolescents in recent years, with rates of suicide among youth aged 10-24 increasing 56% from 2007 to 2017.” In contrast to previous generations, youth today are continuously exposed to the ever-growing world of social media technology, for which some believe there may be a causal link between the increase in mental health concerns and social media as their growth has been parallel to one another. Also, as children grow older, their participation in social media applications increase, which may also be linked to the risk of mental health concerns during adolescence. The positive perspective of social media and youth’s mental health is the connection linkage to resources, support groups, and applications screenings. Many youths reported social media allows them to remain connected to friends and family and provides them with the opportunity to promote inclusivity with those among the application.

When taking a look into social media and youth behavior, it was suggested that people with narcissistic personalities changed their picture profiles more often and engaged less with individuals with lower narcissistic personalities that rarely update their profile status. This narcissistic behavior can lead users to try and maintain a social life-style inconsistent with their reality to appear favorable to their social circle (Pearse, 2012).

Authors Wu et al., (2015), conducted a study to determine how social media affects youth’s behavior and determined that the users of the network are aware of and use strategies to gain attention such as filters or current trends. Users will intentionally upload profile pictures
that are specific to those trends and best fit the standards of those in their social circle. Negative aspects include but are not limited to suicidal ideation, depression and risky behavior such as, alcohol and drug abuse. However, there are also positive aspects to social media and student behavior. Mazer et al., (2007) found that social media can provide higher levels of motivation for learning. This can be related to the previously mentioned specific groups which can have a focus on specific subjects or topics that promote positive learning outcomes. In addition, Facebook can also make staying in-touch with friends and family easier than ever before as well as up to date on current events having it be a positive aspect in one’s life.

Lastly, when considering how social media impacts body image, Fardouly & Vartanian, (2015) discovered how young women were found to compare themselves to models and actresses they see on social media and began to alter their eating habits to drop weight and develop an unhealthy lifestyle. Burnette et al., (2017) conducted a study to distinguish if there was a correlation between parent involvement and school involvement with female social media usage. Within this study, females that reported higher parent and school involvement were found to be knowledgeable of how social media alters their models, and celebrities’ bodies. With the help of school support and parent involvement, research suggests that these protective factors such as media literacy helped students to learn how to love the bodies they display and be realistic of how social media can portray others on a screen.

**Recommendation for Implementation**

This project can be marketed to school staff and families as early in the elementary to high school levels. It would require advertisements throughout the district such as flyers, which will provide information such as time and date. The PowerPoint will provide information about each topic with the resources at the end of the presentation. The presenters of the PowerPoint
presentation should speak with a clear tone while presenting the information and follow up with parents who have additional questions.

**Recommendations for Future Research**

This project can serve as an informational discussion of how social media can impact youth in today’s society. Future research should be dedicated to exploring the risks for elementary students as social media is now reaching students as early as kindergarten. In addition, further research should take into consideration how social media impacts academics within the younger grade levels K-5\textsuperscript{th} grade. Social media is now used by younger students and the impact it may have should be further studied so preventive measures can be put into place and students will have tools ready to be implemented if needed.

**Conclusion**

The importance of how social media impacts youth in today’s society has become a topic that many school staff, families and students need to become aware of. Whether it be positive or negative aspects that come with social media, one should be aware of what comes along with these platforms and applications. Social media has the potential to do many positive things such as keep in touch with friends and family, increase motivation to learn new things and explore new things with the touch of a button. However, there are negative aspects of social media usage such as risks, attention, family connectedness, mental health, behavior and body image concerns. In addition, however one uses social media, the ultimate goal is to be aware of all that comes along with it. Once informed, it is ultimately up to the individual to make their own decisions and choices about different platforms and applications but be prepared for what may come along with it.
The goal of this project is to prepare students for what social media can deliver, whether it is a positive or negative impact. Although many students access various social media platforms at an increasingly young age, they remain unaware of the potential impacts that follow. We hope to provide this information and important resources so that all young adults have a better understanding of the impact of social media platforms and applications. Whether one chooses to participate with all the latest trends and applications or limit their participation, the goal is to offer a better understanding of what social media is.
References


Appendix A

The Impact of Social Media on Youth

By Raquel Luna and Sandy Vargas

Overview

- Introduction (What is Social Media)
- Risks of social media
- The impacts of social media and attention
- How social media affects youth mental health
- Social Media and the impact on student behavior
- How social media affects body image
- Resources and referrals
- References

Introduction

What is Social Media?

"...web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system." (Boyd & Ellison, 2007).

Within this workshop we will discuss how social media has an effect on youth and provide you with research-based information, we will also provide resources for families or teachers that seek them.
Risk’s of Social Media

Risks involved for youth
• According to O’Keefe et. al, “most risks fall into the following categories: peer-to-peer; inappropriate content; lack of understanding of online privacy issues; and outside influences of third-party advertising groups.”
• When considering peer-to-peer risks, cyberbullying and harassment are often some of the most common forms of risk associated with social media accounts.
• Participation in social networking sites is likely to receive some form of cyberbullying that most commonly, “can cause profound psychosocial outcomes including depression, anxiety, severe isolation, and tragically, suicide” (O’Keefe et al., 2013).

Risk’s of Social Media cont.

Inappropriate Content use in Social Media
• Sexting and/or result from youth seeking unknown support from faulty internet sites. Potential consequences associated with sexting can result in school suspensions, felony child pornography charges, misdemeanors and mental suffering on behalf of the victims in some cases (O’Keefe et al., 2011).

Facebook Depression
• According to Chow and Wan (2017), “a significant interactive effect between neuroticism and time spent on Facebook use on depressive symptoms was only found among people with high neuroticism.” Neurotic individuals are more likely to utilize social media platforms as ways to present a false self to increase their satisfaction with their own bodies, or to simply engage in viewing other profiles.

Risk’s of Social Media cont.

Awareness of the understanding of online privacy
• When one posts, their ability to keep their information private diminishes as several outside entities now have access to view the personality profile, which can be critiqued differently depending on who is viewing the profile (O’Keefe et al., 2011).
• Followers who are accepted can potentially portray a false identity to engage in attempted hacking and/or identity theft by sending false links to allow for access to personal information from the original users (Gangopadhyay & Dhar, 2014).

Advertisement Groups
• “Many social media sites display multiple advertisements such as banner ads, behavior ads (ads that target people on the basis of their Web-browsing behavior), and demographic-based ads (ads that target people on the basis of a specific factor such as age, gender, education, marital status, etc.) that influence not only the buying tendencies of preadolescents and adolescents but also their views of what is normal” (O’Keefe et al., 2011).
The impacts of social media and attention

The cognitive construct

- The cognitive construct of Attention impacts how youth receive information, selectively attend to it, maintain their attention for periods of time, and how students link newly acquired knowledge to previously learned material.
- "Without it, all other aspects of learning, such as reasoning, memory, problem solving, and creativity, are at risk" (Sousa, 2015).
- An individual's ability to attend to information is also influenced by whether or not they have the ability to regulate their attention, find the motivation to learn the material, and whether or not there is a genuine interest in the subject matter (Lodge & Harrison, 2019).

The impacts of social media and attention cont.

Levels of distractibility

- When having accessibility to social media use or various forms of technology such as emails or texting, the negative impact of 'task-switching' also contributes to poorer performance on activities. According to Sousa (2015), "distraction has replaced consistent attention, and, as we noted earlier, the capacity of working memory appears to be shrinking. The brains are becoming accustomed to, and are rewarded for, constantly switching tasks, at the expense of sustainable attention."
- As students continuously switch back and forth between technology platforms, the brain is using different processes to adapt to meet the demands of the various tasks, which can lead to cognitive overload, lessening the student's ability to properly conceptualize learning material (Sousa, 2015)

The impacts of social media and attention cont.

Links between multimedia tasking and impact on executive functioning

- A study conducted by Baumgartner et al. (2014) assessed the link between multimedia tasking and the impact on executive functions in adolescent development, specifically working memory, inhibition, and shifting. The results of the study found a link between media multitasking and the self-reported negative behaviors endorsed on the BRFQ rating scale related to the inability to sustain focus, inhibit negative behavior, or shift between tasks.

Impact of media multitasking in Attention

- Adolescents who frequently media multitask may become used to attending to various media at one time. It is likely they may experience difficulty sustaining their attention with tasks requiring increased attention, such as classwork or homework.
- Frequent media multitasking may impair one's ability to control their attentional processes. When one relies too extensively on external stimulation, such as various forms of media, this can be linked to their difficulty in generating their internal ability to maintain their attentional focus (Baumgartner, van der Schuur, Lemmens, et al., 2013).
The impacts of social media and attention cont.

Baumgartner, van der Schuur, Lemmens, and te Poel (2018) conducted a longitudinal study assessing the impact of media multitasking on attention for adolescents.

Study Participants: 2,390 adolescents between the ages of 11-16

Method: Online survey asking how often they experience inattentive symptoms and administered a rating scale measuring their media activities such as watching TV, participating in social media applications, etc

Results: Engaging in media multitasking maintains attention problems already present, versus being a result of attention problems (Baumgartner, van der Schuur, Lemmens, et al., 2018).

Impacts of Social Media on Family Connectedness

Parent perceptions on Social Media

- Procentese et al. (2019) conducted a study assessing parent perceptions of the impact of social media on family functioning and how it affects the family collective efficacy and their level of open communication with youth.
- Family systems theory- the processes families undergo to ensure their basic needs are met, in addition to the governing rules within the household being upheld, which are inclusive of family decisions and goals.
- Parent perceptions of the impact of social media on their family systems, either positive or negative, acted as a mediator between their family efficacy and level of open communication (Procentese et al., 2009).

Protective Factors

- Constructive parental monitoring with their children
- Open Communication among all family members

Social Media and the impact on student behavior

Social Media and Narcissistic behavior

- According to Pearse (2012), it was suggested that people with narcissistic personalities changed their picture profiles more often and engaged less with individuals with lower narcissistic personalities that rarely update their profile status. This narcissistic behavior can lead users to try and maintain a social lifestyle inconsistent with their reality to appear favorable to their social circle.
- Authors Wu et al., (2015), conducted a study to determine how social media affects student’s behavior and determined that the users of the network are aware of and use strategies to gain attention such as filters or current trends.
Social Media and the impact on student behavior cont.

Positive aspects of Social Media and Behavior

- According to Mazur et al., (2007), "Facebook use enables higher levels of learning and increase motivation of students."
- Social media can also make staying in-touch with friends and family easier than ever before as well as staying up to date on current events.
- Students are also utilizing Facebook as a form of instant communication, accessing news outlets, updating their profile to reflect their emotional status, and sharing their interests with their followers.
- Karsay et al., (2019), found that "messages to a specific recipient indicated a greater degree of familiarity or closeness and therefore serves to strengthen existing social networks." Krausova, et., (2008), also states "that the use of social networks can satisfy esteem as users can present themselves to friends who think similarly and have common interests."

Social Media and the impact on student behavior cont.

Negative aspects of Social Media

- The impact of social media has the potential to create addictive behaviors such as alcohol and drug abuse. According to Groth et al., (2017), "two-thirds to more than three-quarters of social media profiles contain alcohol-related content."
- Social Norms Theory: "individual behavior is influenced by the perceived behavior of others regardless of the accuracy of such perceptions; specifically inflated perceptions of risk behaviors increase personal risk taking" (Fournier & Clarke, 2011).
- Social Media platforms such as Twitter indicate that "87% of hookah-related tweets promoted or presented hookah use as a normal or typical activity, 54% of tweets normalized marijuana and alcohol use while 24% of tweets promoted marijuana over alcohol use" (Krauss et al., 2015).

How social media affects youth mental health

Mental Health

- According to Nesl (2020), "adolescence represents a period of heightened risk for the onset of mental illness, with nearly 1 in 5 adolescents suffering from a diagnosable mental disorder. Notably, the incidence of certain mental health concerns, such as depression and suicide, have increased significantly among adolescents in recent years, with rates of suicide among youth aged 10-24 increasing 56% from 2007 to 2017."

The relationship between social comparison and feedback seeking for adolescents

- Social media incorporates outlets for adolescents by way of allowing constant accessibility to peers, the public or private display of information, and feedback provided by peers in the form of comments or likes (Nesi, 2020).
- The feedback provided by peers may be interpreted as a form of social evaluation. "A shifting motivation toward social relatedness is thought to intensify the attention, salience, and emotion relegated to processing information concerning social evaluations and social standing, referred to herein as social sensitivity" (Somerville, 2013).
How social media affects youth mental health cont.

- Peer relationships become fluid in their nature and youth experience periods of peer acceptance and rejection. The use of social media can either contribute negatively or positively in these situations based on the individual's perception of their social evaluation.

  **Negative aspects of social media and links to mental health**

- Nesi and Prinstein (2015), study concluded an identified link between technology-based social comparison and feedback-seeking (SCFS) and symptoms of depression, an identified link with one's popularity and the impact of technology-based SCFS and depression. It was found that adolescents considered as less popular had a stronger link in this area. Lastly, the effects of gender identified a higher link between technology-based SCFS and depression in females, which prior research has associated with offline behaviors of females being more likely to seek reassurance and online behaviors of social comparison based on physical attributes.

How social media affects youth mental health cont.

**Positive aspects of Social Media and Mental Health**

- There is social connection, linkage to resources and support groups, and application screenings for signs of mental health concerns were identified. A high percentage of youth indicate social media allows for them to remain connected to friends and family, while research also supports a link between individual well-being and a sense of belonging when social media is used to promote inclusivity. Youth who may not have the ability to locate or receive support offline may seek online support opportunities, such as LGBTQ youth, as a form of informational or emotional support. Lastly, online platforms are increasing their internal algorithms to detect signs of mental illness such as emotional distress and suicidality for example, while also increasing their promotion of mental health awareness via advertisements and events to name a few (Nesi, 2020).

How social media affects body image

**Comparison and their sources**

- Negative comparison about one's appearance mediates the relationship between social media and body image (Fardouly & Vartanian, 2015)

- According to Myers & Crowther, (2009), “the majority of research on appearance comparisons has focused on comparisons to media images through magazines, television, or music videos.”

- According to Perloff (2014), researchers have, “begun exploring media effects on body images of young women from different racial and ethnic groups and there is evidence that some groups such as Latinas report higher body dissatisfaction at comparable rates to white young women.”
How social media affects body image cont..

Negative consequences
- Man young women begin to alter their eating habits to drop weight
- Websites such as “Thinspiration on Tumblr”, etc.
- “Nothing tastes as good as skinny feels” - Kate Moss Perloff, R. M. (2014)

Positive aspects
- Body positivity movements
- Inclusivity of all body types
- Protective factors
- Parent and School environment Harrison, K., & Hefner, V. (2006)

Laws and Policies

1. Children’s Online Privacy Protection Act (COPPA)

2. California Consumer Privacy Act (CCPA)
   [https://www.stopbullying.gov/resources/avoca/california](https://www.stopbullying.gov/resources/avoca/california)
References


References:


References


Appendix B

ADDENDUM – The Impact of Social Media on Youth

The Impact of Social Media on Youth is a joint graduate project between Raquel G. Luna and Sandy Vargas. This document will explain the division of responsibilities between the two parties. Any additional information can be included in a separate document attached to this Addendum page.

Raquel G. Luna is responsible for all the following tasks/document sections:

- Chapter 2- Literature Review (50% of the literature review to include: Risks, Impact on Attention, Impact on Family Connectedness)
- Chapter 1- Introduction to Project
- Chapter 4- Outline of the Workshop
- Discuss presentation of workshop with School Psychology Program Coordinator

Sandy Vargas is responsible for all the following tasks/document sections:

- Chapter 2- Literature Review (50% of the literature review to include: Mental Health, Effects on Body Image, and Behavior)
- Chapter 3- Project Audience and Implementation Factors
- Chapter 5- Summary and Conclusions
- Discuss presentation of workshop with School Psychology Program Coordinator

Both parties shared responsibilities for the following tasks/document sections:

- The Development of the PowerPoint to present as a workshop
- Gathering of resources to provide to audience
- Development of the Appendix
- Develop Meeting Notes with Committee members