Assessing and Treating Compulsive Internet Use

Paul Simpson, Ed.D., www.courtforensics@gmail.com
for Cross Country Education*

I. INTRODUCTION

The *Dark Side of the Internet Highway*.

Today's Goals

A SPECTRUM OF INTERNET USE

Technophobia ⇨	Productive use for school/work	Recreational use ⇨	increasing degrees of excess ⇨	full-blown compulsion

Technophobia: Approximately 1/3 of the American population has degrees of aversion to technology and 5% have clinically significant phobia to technology. (Brosnan & Thorpe, 2006)

Productive & Recreational Use: Nearly 75% of the entire North American continent has access to the Internet. One study showed that the Internet population grew 380% from 2008 to 2009. (Delmonico & Griffin, 2011)

Abuse and Full-Blown Compulsion:
"*A rose by any other name . . .*"

- *Problematic Internet Use* (Caplan, 2010)
- *Internet abuse* (Morahan – Martin, 2008)
- *Internet addiction* (Young, 1988; Young & Rogers, 1998)
- *Pathological Internet Use* (Morahan-Martin & Schumacher, 2000)
- *Excessive Internet Use* (Wallace, 1999)
- *Compulsive Internet Use* (Van Den Eijnden, Meerkerk, Vermulst, & Engels, 2008)
- *Internet Dependence* (Scherer, 1997; Young, 1996)

Internet Compulsion Prevalence

- First researched in 1996 and presented at the American Psychological Association annual meeting. This study examined over 600 cases of heavy Internet users who exhibited clinical signs of addiction as measured through an adapted version of the DSM-IV for pathological gambling. (Young, 1996).
- 13% of campus students at the University of Texas exhibited signs of Internet dependency. (Shearer, 1997).
- 14% of students at a college in Rhode Island met the criteria. (Morahan-Martin, 1999)
- ABC news.com surveyed Internet users. From 17,000 responses the study estimated that 6% of Internet users fit the profile for Internet addiction. (Greenfield, 1999)
- A virtual mental health clinic had online visitors answer questions about mental problems. 15% met criteria for Internet addiction disorder. (Bai, 2001)
- 9% of Internet users fit the signs of addiction related to sexually explicit material on the Internet. (Cooper, A., 2002).
- Stanford University medical center found that one in eight Americans suffered from one or more signs of Internet addiction. (Aboujaoude, 2006)

*Grateful acknowledgements to Young & Nabuco de Abreu's "Internet addiction: A handbook and guide to evaluation and treatment, 2011.

Internet Compulsions Worldwide

- A study in Finland found 4.7% of girls and 4.6% of boys met the definition of Internet addiction (12-18-year-olds). (Young, K.S., 1998)
- 10% of college students at the University of Taiwan met the criteria for Internet addiction. (Yang, S., 2001)
- In Korea, a survey of 13,588 Internet users revealed 3.5% had been diagnosed as Internet addicts while 18.4% of them were classified as possible Internet addicts. (Whang, 2003)
- In China, a study of Internet users younger than 24 years old found approximately 9.72% to 11.06% were serious Internet addicts. (Chi, L.J., 2006)
- In India, a survey of 65,000 individuals revealed 38% of Internet users had signs of heavy usage. This held particularly true for young male college students. (Swaminath, 2008)

"*Generally, we can say that it seems that the prevalence of Internet addiction is the lowest among adolescents, with ranges of 4.6 to 4.7%. That number goes up among the general population of Internet users, with ranges of 6 to 15% of the general population fitting the signs of addiction; and that goes up to 13 to 18.4% among college students, who appeared to be the most at risk.*" (Young, K.S., 2011, p. 5-6)

II. FORMS OF INTERNET COMPULSIONS:
A. Cybersex Compulsions

Scope of the Problem:

- 20 to 30% of online users visit sites and engage in online sexual activities. Nearly 80% could be considered "recreational users" and did not report any significant problems related to their online behavior. However, 20% of individuals struggle with some degree with problematic online sexual behavior. (Cooper, Delmonico, and Berg, 2000)

- 172 million Americans reported using the internet for sexual purposes (Cooper, 2004)
- 9% of internet users spent over 11 hours a week viewing sexual materials. Almost 9 million people in the United States need intervention for their sexually compulsive use of cybersex. There are an additional 15 million who are using cybersex moderately and show beginning signs of sexual compulsivity. (Cooper, Delmonico, and Burg, 2004)
- One out of eight American internet users have signs of compulsion. (Aboujaoude, 2006)
- 42.7% of internet users view pornography. (Ropelato, 2006)

Some interesting Statistics:

- Worldwide, consumers in South Africa are most likely to search for the word "porn."
- In the United States Internet users in Elmhurst, Illinois are most likely to enter the word "porn" into the search field.
- 4.2 million websites contain pornography. (12% of the total number of websites).
- Each day there are 68 million pornographic search engine requests (25% of total search engine requests).
- 2.5 billion daily pornographic emails (8% of total).
- 1.5 billion porn peer-to-peer downloads each month (35% of all downloads).
  (see Ropelato, 2006, Aboujaoude, 2006, Greenfield, 2002, Cooper, 1999, 2000, 2004, and Schwartz and Southern, 2000)

Follow the money:

- Sex on the Internet constituted the third largest economic sector on the web (Cooper, 2000)
- 70% of online purchases were for sexually explicit materials (Cooper, 2002)
- Some of the greatest innovations on the web were developed by the sex industry (video streaming) (Cooper, 2000)
- In 2006 worldwide pornography revenues were $97.06 billion. That's larger revenues than Microsoft, Google, Amazon, eBay, Yahoo, Apple and Netflix combined. (Ropelato, 2006)

How are Men and Women different when it comes to Cybersex?

- The term "sex" was searched for as often by female consumers as it was by males. However, men performed 97 percent of the searches for the term "free porn." (Ropelato, 2006)
- The majority of pornography consumers and those dealing with internet addictions are married, male heterosexuals (Buzzell, 2005)
- Men prefer cybersex because it removes performance anxiety (Young, 2000)
- Historically men were more likely to view online pornography, while women are more likely to engage in erotic chat. (Young, 2000)
- However, more recent research shows one of every three visitors to pornography websites is likely to be female and nearly 60% of those who use the search term *adult sex* on Internet search engines are female (Family Safe Media, 2010).

Cybersex and Adolescents

Teens spend an average of seven hours per day exposed to various technologies (cell phone, Internet, gaming, etc.) (Rideout, Foehr, & Roberts, 2010). Research by Family Safe Media (2010) and Wolak (2007) shows:

- 90% of kids age 8-16 have been exposed to porn (most while doing homework).
- 42% of adolescents have seen online porn in the past year.
- 35% of teen boys and 8% of teen girls have intentionally visited porn sites.
- The top search terms used by teens online include *teen sex* and *cybersex*.
- 20% of teens have sent or posted nude or semi-nude pictures / videos of themselves.
- Nearly ½ of adolescents have sent sexually suggestive text messages or e-mails to someone.
- 35% of all teen peer-to-peer texting is pornographic.

Mitchell & Ybarra (2007) found that certain online behaviors place youth at higher risk for sexual exploitation.

- 1. Interacting with unknown people.
- 2. Having unknown people on buddies or friends lists.
- 3. Using the Internet to make rude or nasty comments.
- 4. Sending personal information to unknown people met online.
- 5. Downloading images from file-sharing programs.
- 6. Visiting X-rated sites on purpose.
- 7. Using the Internet to embarrass or harass people.
- 8. Talking online to unknown people about sex.

Sexual Predators

Research by Family Safe Media (2010) also shows:

- 1-in-7 adolescents have received unwanted sexual solicitations in the past year.
- "*Gnutella*" (peer-to-peer site) has 116,000 requests for "child pornography" every day.
- Top 20 internet search terms include "*teen sex*" &"*teen porn*."
- 100,000 websites offer child pornography.
- Of those arrested for possessing child porn:
    - 83% of images were ages 6-12
    - 43% were of children ages 3-6
    - 19% were of children 3 years and younger

B. Online Role-Playing Games

What are Massive Multiplayer Online Role-Playing Games (MMORPGs)?

The online fantasy gaming community reached almost 217 million unique users worldwide in 2007. MMORPPGs (massive multiplayer online role-playing games and virtual worlds) include *World of Warcraft*, *Runescape*, *Mobstar*, *EverQuest* and *Second Life*. The social aspect of the games is the primary factor in many game addictions. (i-Safe parent booklet, p.54). The forerunner of MMORPGs were called multiuser dungeons (MUDs) that ran in text form while current MMORPGs run in high graphic resolution.

> *"MMORPGs are usually fantasy role-playing games played on the Internet, where several thousand various players from all around the world present at the same time. The player controls his or her character, which can fulfill various tasks, advanced capabilities, and interact with other players' characters. A player can perform a wide range of activities, from building his or her avatar's character to interacting with other players in both positive ways (conversation) and negative ways (aggression). A player can explore a vast world, which is persistent in its character – it remains in the distance even when the player logs off. This world is constantly in development, disregarding the presence of the player, which in a certain sense pressures the player to stay in touch with the virtual world. If players are absent for a longer period of time, they become out-of-touch with the virtual world and lose their influence and power to affect the world. The player also loses power compared to fellow players are playing more often and advancing faster."* (Young & Nabuco de Abreu, 2011, p. 74)

WHO PLAYS

Data from the Entertainment Software Association (2007) showed:

- The number of online gamers doubled between 2006 and 2007.
- 11% of online players engage in online role-playing games. This group of players however, plays very intensely, which is why the small group is so significant.
- 90% of players are males
- Average age is 25

WOMEN

- Data from the Entertainment Software Association (2008) showed women form 44% of all online players. Women, however, prefer puzzle and card games online which represent half of all online games.
- A separate study found women represent 20% of adult MMORPG players and this increases with age. The average age of female gamers is approximately 32 years. Women play on average 10 hours per week less than men. (Griffiths, Davis, & Chappell, 2003; Smahel, Blinka & Ledabyl, 2008; Yee, 2006b).

HOW MUCH?

- Adolescents tend to play more than their adult counterparts (26 hours per week for those under 20 compared to 22 hours for those over 26). (Griffiths, Davis, & Chappell, 2003)
- However, the group of players aged 20 to 22 spend the most time playing online games, with an average of almost 30 hours per week. (Griffiths, Davis, & Chappell, 2003).
- MMORPGs are played 25 hours per week on average, whereas other computer games and video games are played over 20 hours per week by only 6% of players, and 84% of players spend less than six hours per week playing (Ng & Wiemer-Hastings, 2005).
- 11% of players spend over 40 hours per week in the game world.
- 80% of gamers play over eight hours in one session at least from time to time. (Ng & Wiemer-Hastings, 2005).
- 60% play over 10 hours in one session (Yee, 2006a).

The average lifespan of play is approximately 2 years for adolescent players (aged up to 20) and 27 months for older players. (Griffiths, Davis, & Chappell, 2003).

- 21% of those seeking specialized psychological help do to compulsive use of the Internet are online gamers. Adolescents (55%) are slightly more prevalent than adults, and men (74%) are more common in women. (Mitchell, Becker-Blease, and Finkelhor, 2005)

SELF PERCEPTION OF ADDICTION

- A Google search for "addiction WoW" produces over 22 million results.
- Approximately half of players consider themselves addicted. (Yee, 2006b)
- 67% of adolescent girl gamers, 47% of adolescent boy gamers, and 40% of adult gamers have labeled themselves addicted to the game WoW. (Yee, 2006b)
- Agreement between self-definition as an addicted individual and addictive behavior is about 21% of players. (Smahel, Blinka, & Ledabyl, 2007)
- A total of 27% of MMORPG players indicated all five factors of addiction – a relatively high share considering the fact that World of Warcraft alone is played by over 11 million players. (Smahel, Blinka, & Ledabyl, 2007).

DEATHS RELATED TO ONLINE GAMING (Wikipedia)

Globally, there have been deaths caused directly by exhaustion from playing games for excessive periods of time. There have also been deaths of gamers and/or others related to playing of video games. (("Technology | S Korean dies after games session". BBC News. 10 August 2005 and "Death by computer games". App1.chinadaily.com.cn. 1 May 2003)

China:

- In 2007, it was reported that Xu Yan died in Jinzhou after playing online games persistently for over 2 weeks during the Lunar New Year holiday. Later 2007 reports indicated that a 30-year-old man died in Guangzhou after playing video games continuously for three days. ("Chinese gamer dies after 15-day session". VNU.Net. 1 March 2007; "Chinese gamer dies after three-day session". VNU.Net. 17 September 2007; "Chinese Man Dies From 3-Day Gaming Binge". *Fox News*. Associated Press. 17 September 2007)

- The suicide of a young Chinese boy in the Tianjin municipality has highlighted once more the growing dangers of game addiction, when those responsible do not understand or notice the risks of unhealthy play. Xiao Yi was thirteen when he threw himself from the top of a twenty-four story tower block in his home town, leaving notes that spoke of his addiction and his hope of being reunited with fellow cyber-players in heaven. The suicide notes were written through the eyes of a gaming character, so reports the *China Daily*, and stated that he hoped to meet three gaming friends in the after life. His parents, who had noticed with growing concern his affliction, weren't mentioned in the letters. ("Chinese suicide shows addiction dangers". *Play*. 3 June 2005.)
- In March 2005, the BBC reported a murder in Shanghai, when Qiu Chengwei fatally stabbed fellow player Zhu Caoyuan, who had sold on eBay a dragon saber sword he had been lent in a *Legend of Mir 3* game, and was given a suspended death sentence. ("'Game theft' led to fatal attack". BBC News. 31 March 2005;"Chinese gamer sentenced to life". BBC News. 8 June 2005.

Taiwan

- In February 2012, a man in New Taipei, Taiwan, was found dead facing a computer after gaming for 23 hours. In July 2012, an 18-year-old man identified by surname Chuang died after playing 40 hours of *Diablo III* in an internet cafe in Tainan, Taiwan. Both cases were reported as death by cardiac arrest. ("Taiwan teen dies after gaming for 40 hours".*The Australian*. 17 July 2012.)

South Korea

- In 2005, Seungseob Lee visited an Internet cafe in the city of Taegu and played *StarCraft* almost continuously for fifty hours. He went into cardiac arrest, and died at a local hospital. A friend reported: "...he was a game addict. We all knew about it. He couldn't stop himself." About six weeks before his death, his girlfriend, also an avid gamer, broke up with him, in addition to him being fired from his job. (Korean drops dead after 50-hour gaming marathon (London*Times*) 10 August 2005; Korea Reacts to Increase in Game Addiction *(GameSpot)* 12 September 2005; S Korean dies after games session 10 August 2005)
- In 2009, Kim Sa-rang, a 3-month-old Korean child, died from malnutrition after both her parents spent hours each day in an internet cafe raising a virtual child on an online game, *Prius Online*. (Salmon, Andrew (28 May 2009). "Jail for couple whose baby died while they raised online child". Seoul: CNN.)

Vietnam

- In 2007 that police arrested a 13-year-old boy accused of murdering and robbing an 81-year-old woman. A local policeman was quoted as saying that the boy "...confessed that he needed money to play online games and decided to kill and rob..." the victim. The article further related a police report that the murder by strangling netted the thief 100,000 Vietnamese dong (US $6.20). ("Vietnamese boy, 13, kills woman for money to play video games". The Earth Times. 20 November 2007; Independent Online. "News – World: Teen accused of killing for gaming money". Int.iol.co.za.)

United States

- In February 2002, a Louisiana woman sued Nintendo because her son died after suffering seizures caused by playing Nintendo 64 for eight hours a day, six days a week. Nintendo denied any responsibility. (Berghammer, Billy (24 February 2002)."http://www.nintendoworldreport.com/news/7043". Nintendo World Report.)
- In November 2005 Gregg J. Kleinmark, 24, pleaded "guilty to two counts of involuntary manslaughter". He "left fraternal twins Drew and Bryn Kleinmark unattended in a bathtub for 30 minutes, in order to go three rooms away and play on his Game Boy Advance" while "in the meantime, the two ten-months old kids drowned". ("Twins Die Drowned In Bathtub While Father Plays On GBA". Playfuls. 25 November 2005; "Father Speaks on Loss and Guilt". ABC. 21 November 2005.)
- A New Mexico woman named Rebecca Colleen Christie was convicted of second degree murder and child abandonment, and sentenced to 25 years in prison, for allowing her 3 and a half-year-old daughter to die of malnutrition and dehydration while occupied with chatting and playing *World of Warcraft* online. ("New Mexico mom gets 25 years for starving daughter". Associated Press. 3 June 2011.)
- In November 2001 Shawn Woolley committed suicide due to the popular computer game *Everquest*. Shawn's mother said the suicide was due to a rejection or betrayal in the game from a character Shawn called "iluvyou". ("Addicted: Suicide Over Everquest?". CBS News. 11 February 2009.)
- Ohio teen Daniel Petric shot his parents, killing his mother, after they took away his copy of *Halo 3* in October 2007. In a sentencing hearing after the teen was found guilty of aggravated murder, the judge said, "I firmly believe that Daniel Petric had no idea at the time he hatched this plot that if he killed his parents they would be dead forever." On 16 June 2009, Petric was sentenced to 23 years to life in prison. ("Ohio teenager Daniel Petric killed mother over Halo 3 video game". *news.com.au*. 13 January 2009; "Lawyers to make closing remarks in Daniel Petric murder trial". 17 December 2008; Sheeran, Thomas J. (16 June 2009). "Ohio teen who killed over video game gets 23 years". Associated Press; Yerman, Jordan (16 June 2009). http://www.nowpublic.com/world/daniel-petric-halo-3-killer-gets-23-years-life-murder)
- In Jacksonville, Florida, Alexandra Tobias pleaded guilty to second-degree murder for shaking her baby to death. She told investigators that the baby boy's crying had interrupted her while she was playing a Facebook game called *FarmVille*. She was sentenced in December 2010. ("Baby killed after interrupting mom's Facebook time". *Yahoo News*. 28 October 2010.)
- In November 2010 in South Philadelphia, Kendall Anderson, 16, killed his mother for taking away his PlayStation by hitting her 20 times with a claw hammer while she slept. (Sheridan, Michael (26 November 2010). "Teen kills his mother for taking his PlayStation". New York: NY Daily News.)

MOTIVATION FOR PLAYING MMORPGS

Yee (2006b) summarized significant components of MMORPG play into three main categories.

- **Achievement**: Play in MMORPGs includes advancement and competition.
- **Social**: Solo play in MMORPGs is not encouraged. Players gathered in larger groups, called guilds. Players in guilds play 4 more hours per week than non-gilded players. (Seay at al., 2003). Players communicate not only about the game but about all sorts of other topics as well. 23% of male and 32% of female players at some time disclose personal and intimate information in the game. Older individuals are mostly careful, but over ½ of adolescents speak about their personal real-life experiences in the game. Meeting with a fellow player

in real life is more common for women (almost 16%) than for men (5%). A higher tendency to meet in real life is found in older players. Younger players have a higher tendency to immerse themselves in the game.

- **Immersion**: Younger players have a higher tendency to immerse themselves in the game. Immersion includes entering into the complex and vast MMORPGs world and identifying with one's avatar.

C. Social Networking Compulsions

WHAT:

Facebook, LinkedIn, MySpace, Twitter, Digg, StumbleUpon, Friendster, Tumblr, Xanga . . . Texting and twitter have become one of the primary means of social networking for youth, with one-third of kids (12-14) owning a cell phone, while 73% of teens (15-17) own a cell phone. (Pew Internet and American Life Project, 2005 and Harris Survey, May 15, 2009). Teens 13-18 average 440 texts a week, with 110 of those during class. (Toppo, 6/19/09). Another study shows teens send/receive an average of 96 texts and day and 2899 a month (as compared to 191 phone calls a month). (Neilson Report, June 2009).

IM-ing* or *Instant Messaging allows two people to exchange text in real time while online.
Chat* and *Blogging allows multiples visitors in an internet chat room to post text that everyone can see. However, two visitors can go in to a "private room" to chat.
Texting is a version of instant-messaging but done with cell phones.
Twitter involves sending "tweets" of up to 140 character onto a website or to a cell phone.

See Appendix A of this handout for a tutorial on Internet basics.

Compared to face-to-face context, computer mediated interpersonal communication affords greater anonymity, more time creating and editing verbal messages, and more control over self presentation and impression management (Walther, 1996) Problematic Internet use is associated with social skill deficiency, loneliness, and social anxiety (Caplan, 2005, 2007; Morahan-Martin & Schumacher, 2000, 2003).

Online communication, more than other Internet applications, is related to increases in compulsive use. Researchers measured adolescence frequency of use of downloading, gaming, e-mailing, instant messaging, chat rooms, information seeking, pornography, and surfing. At a six-month follow-up, the same participants completed a measure of compulsive Internet use. The results revealed that, compared with the non-interpersonal Internet functions, instant messaging chat room participation was the strongest predictor of adolescents' future levels of compulsive Internet use (there was no effect for e-mail). The authors concluded that "*only real-time communication functions, that is instant messaging and chatting, have higher incidences of compulsive Internet use six months later.*" (van den Eijnden et al., 2008, p. 662)

D. Gambling Online

WHAT:

Estimates based on survey data from countries all over the world indicate that the majority of people have gambled at some point in their lives (Meyer, Hayer, & Griffiths, 2009; Orford, Sproston, Erens, & Mitchell, 2003). Studies in the United States, United Kingdom, Australia, and New Zealand, have all concluded that in general increased gambling availability has led to an increase in problem (pathological) gambling (Abbott, 2007).

There appears to be a slow shift of gambling being taken out of gambling environments (i.e. Las Vegas and Atlantic City, and into the home and the workplace. There are over 3000 Internet gambling sites available worldwide, with the majority of these in Antigua and Costa Rica, where there are around 1000 sites (Griffiths, Wardle, Orford, Sproston, & Erens, 2009).

PREVALENCE:

- Estimates of the number of problem gamblers vary: for example, 6% in the United Kingdom, 1.1% to 1.9% in the United States, and 2.3% in Australia. (Wardle et al., 2007).
- 43% of Internet gamblers met the criteria for either moderate or severe problem gambling (Wood and Williams, 2007).

WHO:

- Internet gamblers are significantly more likely to be problem gamblers than non-Internet gamblers (Ladd and Petry, 2002).
- Problem gambling is twice as common amongst males as it is amongst females. (Abbott et al. 2004)
- Nonwhites have higher rates than whites, and those with a poor education are more likely to be pathological gamblers. (Abbott et al. 2004; Griffiths, 2007)
- Wood, Griffiths, and Parke (2007a) found 18% of college student online poker players were identified as problem gamblers using the DSM-IV criteria. Problem gambling was best predicted by negative mood states after playing, gender swapping while playing, and playing to escape from problems.
- Matthews, Farnsworth, and Griffiths, 2009, identified 19% of college students who were online gamblers were defined as probable pathological gambling using the South Oaks Gambling Screen (SOGS).

The largest survey of Internet gamblers was carried out by the International Gaming Research Unit (2007). A total of 10,865 Internet gamblers completed an online survey from 96 countries and a broad range of occupations. The typical Internet casino player was likely to be female (54.8%), be aged 46 to 55 years (29.5%), play two or three times per week (37%), have played for 2 to 3 years (22.4%), play for between one and two hours per session (26.5%) and wager between $30 and $60 per session (18.1%). The same survey also identified that the typical Internet poker player was likely to be male (73.8%), be aged 26 to 35 years (26.9%), play two or three times per week (26.8%) have played for 2 to 3 years (23.6%), and play for between one and two hours per session (33.3%).

Griffiths, Wardle, et. al. (2009), did a large comparative study between online gamblers and those who do not gamble through the Internet. Differences included, Internet gamblers were more likely to be male, relatively young adults, single, well-educated, and in professional/managerial employment. Problem gambling prevalence rate was significantly higher amongst Internet gamblers (5%) than non-Internet gamblers (0.5%). Internet gamblers tended to report more gambling preoccupation and gambling to escape.

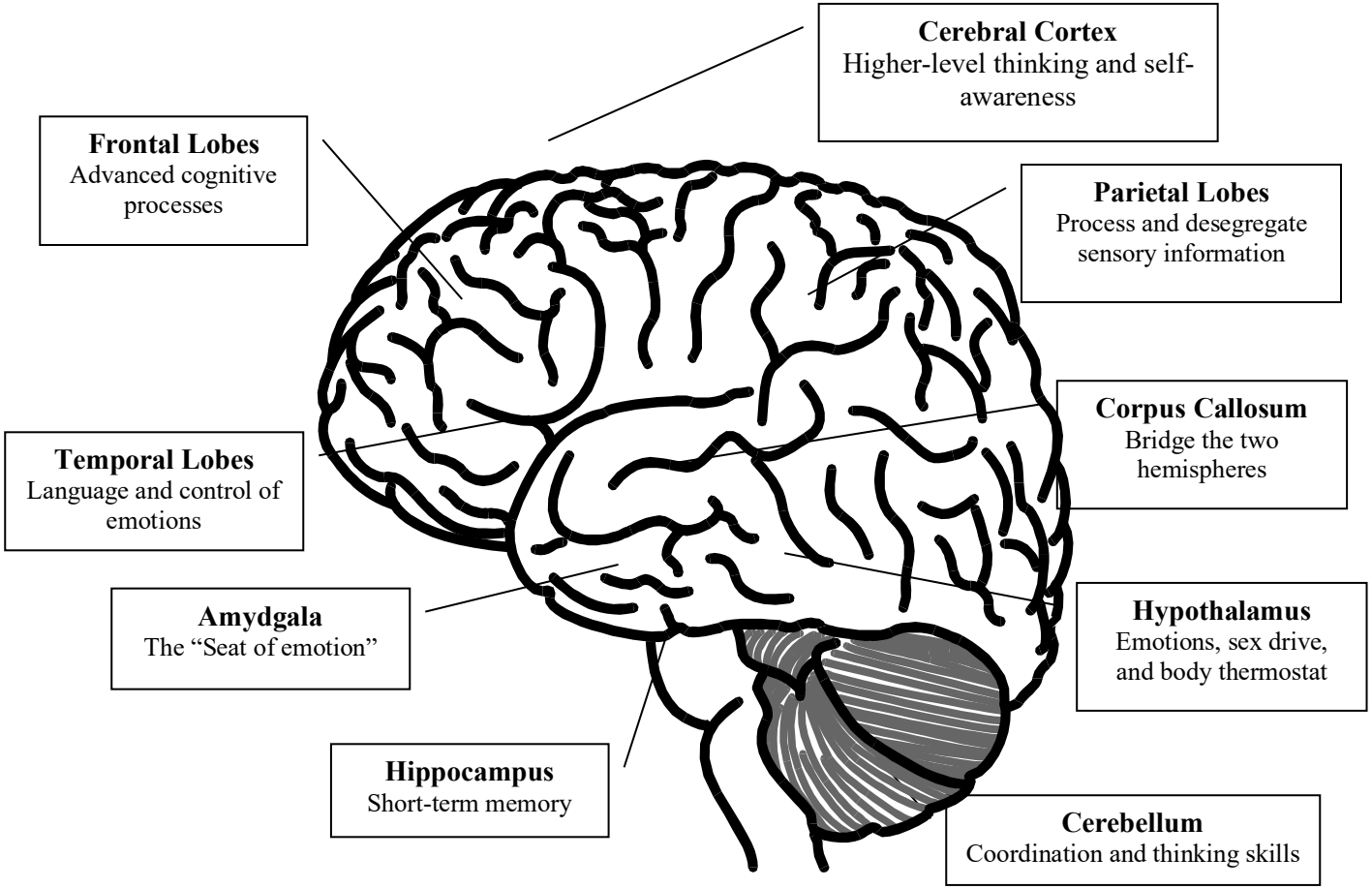
A survey in the United Kingdom examine Internet gambling amongst adolescents. Griffiths and Wood (2007) reported that 8% of their sample had played a national lottery game on the Internet. Boys were more likely than girls to say they played (10% and 6%, respectively,) and more likely to be Asian or black. Young people classified as problem gamblers were more likely than social gamblers to play the national lottery game on the Internet (37% compared to 9%).

Griffiths and Barnes (2008) found problem gamblers were significantly more likely to have gambled on the Internet (77%) then not. Their study identified situational contributors that included:

- Increased number of gambling opportunities
- Convenience
- 24 hour access and flexibility
- Increased event frequencies
- Smaller intervals between gambles
- Instant reinforcements
- The ability to forget gambling losses by gambling again immediately

III. ETHIOLOGY OF INTERNET COMPULSIONS

A. Neuropsychological Model ("*It's a Brain-thing.*")



The brain is composed of two types of cells, glial and neurons. Glial cells are the "glue" that bids cells together; they compose 90% of the cells in the brain. Neuron cells are associated with learning. They are the body's communicators and constantly strike up conversations all over the brain.

Each neuron can have a thousand or more dendrites extending from it. The dendrites send and receive information from other neurons. The brain selectively strengthens or prunes neurons based on activity. The more dendrite receptors there are, the better the brain cells' ability to network with one another. Choices made during adolescence can affect a person's brain for the rest of their life.

Myelin – a fatty substance made of glial – is produced to insulate the neurons. Myelin covers the axons of neurons and enables information to travel efficiently. Myelinated tissue is referred to as white matter.

The male brain has a greater proportion of white matter than the female brain. The female brain has a greater proportion of gray matter. It is speculated that the additional white matter enable men to transfer information easily to all regions of the brain – enhancing their spatial abilities and giving them an

"It's a Brain-thing!"

The **hypothalamus** is responsible for emotions, sexual desire and controlling the body's thermostat. It is larger and thicker in men than in women. Love and pleasure are particularly affected by the chemical dopamine – the all-time feel-good neurotransmitter.

The **temporal lobes** process language and emotional behavior. They do not finish growing gray matter or begin the process of pruning and myelination until the age of sixteen.

The **frontal lobes** are responsible for cognitive processes (abstract thinking, speaking, reading, writing, math, music, the ability to analyze, apply and evaluate.). It is one of the last parts of the brain to receive myelin. The frontal lobes are in charge of taming the beast within us. Until the frontal lobes are completely formed, teens rely overmuch on their **amygdala**.

The **cerebral cortex** (or neocortex) is the wrinkled outer covering of the brain, the site of higher-level thinking and self-awareness. It is the most developed part of the brain and allows us to problem solve, think critically, and make decisions.

The **parietal lobes** process and desegregate sensory information like sights, sounds and smells. The parietal lobes do not complete the creation of gray matter until about the age of twelve, and only then do they start pruning.

Attention Deficit Disorder / Hyperactivity Disorder involves a compromise of the frontal lobes which interferes with the ability to inhibit **limbic system** impulses.

Paying attention serves two primary purposes, the first is survival and the second is maintaining pleasurable feelings. The brain is fascinated by novelty and emotion. However, the brain also craves discernible patterns.

Incentive Salience:

The Incentive Salience Circuitry craves feel-good chemicals. These include Dopamine, Norepinephrine, Serotonin, Endorphins, Adrenaline, Oxytocin and Vasopressin

> *"The underlying physiological mechanism of incentive salience is postulated to involve mesocorticolimbic brain systems that involve dopamine activation. The relationship to brain dopamine states makes incentive salience vulnerable to enhancement by psychostimulant drugs that activate dopamine systems. Enduring neural sensitization of dopamine-related mesolimbic systems induced by repeated exposures to drugs is the basis for the incentive-sensitization theory of drug addiction. Sensitization of dopamine-related systems by binging on drugs such as heroin and cocaine is thought to produce long-lasting hyper-excitability of the brain's mesocorticolimbic system and to result in compulsive 'wanting' to take drugs and in cue-triggered relapse. Sensitized 'wanting' may effectively trigger relapse*

even when addicts may not derive much pleasure from the drugs, nor expect to derive much pleasure, and even long after the addict is free of withdrawal symptoms." (Zang, et.al., 2009,)

Dopamine "*is one of a number of neurotransmitters found in the central nervous system. Dopamine has received special attention from psychopharmacologists because of its apparent role in the regulation of mood and affect and because of its role in motivation and reward processes. Although there are several dopamine systems in the brain, the mesolimbic dopamine system appears to be the most important for motivational processes. Some addictive drugs produce their potent effects on behavior by enhancing mesolimbic dopamine activity (Di Chiara, 2000). The neurochemical connection to behavioral addiction such as gambling or food have yet to be made, but early studies have suggested that neurochemical processes play a role in all addiction, whether to substances or to behaviors.* (Di Chirara, 2000).

The proposed model of brain reward circuitry in addiction involves the increased dopamine when certain areas of the brain are stimulated. The brain has specialized pathways that mediate reward and motivation. Direct electrical stimulation of the medial forebrain bundle (MFB) produces intensely rewarding effects. Psychomotor stimulants and opiates can also activate this reward system by their pharmacological actions in the nucleus accumbens and ventral tegmental area, respectively. The ventral tegmental action of opiates probably involves an endogenous opioid peptide system (ENK), but the anatomical location of that system has not yet been identified. Natural rewards (e.g., food, sex) and other substances (e.g., caffeine, ethanol, nicotine) may also activate this brain reward system." (Young & Nabuco de Abreu, 2011, p. 10)

Emotions: Proceedings of the National Academy of Sciences

- Emotions linked to our moral sense awaken slowly in the mind. Brain imaging shows a person needs six to eight seconds to fully respond to stories of virtue or social pain.
- "*The study raises questions about the emotional cost - particularly for the developing brain - of heavy reliance on a rapid stream of news snippets obtained through television, online feeds or social networks such as Twitter*."
- The lead researcher notes, "*If things are happening too fast, you may not ever fully experience emotions about other people's psychological states and that would have implications for your morality.*" (Immordino-Yang, May 2009; and media release by Carl Marziali on April 14, 2009. *Nobler Instincts Take Time.* National Institutes on Health, the Mathers Foundation and the Brain and Creativity Institute.)

Flow Phenomenon. *Flow* is a form of trance that usually involves a complex activity requiring a certain level of skill and effort. The activity blends with one's consciousness. For instance, a MMORPG player focuses only on the game and does not pay attention to anything else, and the game then feels "smooth." During flow, other sensations are usually suppressed or completely ignored. A typical indicator is an altered perception of time; the activity feels like several minutes long, where in reality it could have been several hours long. (Chou & Ting, 2003; Rau, Peng, & Yang, 2006; Wan & Chiou, 2006a).

Inexperienced and experienced players have difficulty leaving the game due to the flow effect and the related alteration of time perception. (Rau, Peng, & Yang, 2006) Inexperienced players can enter flow faster (already in the first hour of play), whereas more experienced players need more time. This is one of the signs of addiction – increasing tolerance. A player needs an ever-increasing amount of time in the game to achieve the sought after flow sensation.

B. Cognitive-Behavioral Model ("*It's a Thought-thing*.")

Deindividuation is feeling anonymous in one's environment, resulting in behaviors contrary to one's typical pattern of behavior. This term has been in social psychology literature since the early 1970s. Johnson and Downing (1979) concluded that anonymity causes individuals to pay more attention to their external cues and environment, and less to their own self-awareness and internal guides. The field of Internet psychology applies this concept to the electronic world. McKenna and Green (2002, p.61) reported that people "*tend to behave more bluntly when communicating by e-mail or participating in other electronic venues such as newsgroups, then they would in a face-to-face situation*." **Deindividuation** combined with the **online disinhibition** effect creates powerful force in the online world where individuals write, speak, and behave in ways that are often egodystonic to their real-world interactions.

Online Disinhibition

Suler (2004) coined the term ***online disinhibition effect*** to describe the phenomenon that people communicate and behave differently online than in the real world. He identified six characteristics that are often present when online disinhibition occurs.

DISSOCIATIVE ANONYMITY ("*You don't know me.*")

As people move around the Internet, others they encounter can't easily determine who they are. Usernames and e-mail addresses may be visible, but this information may not reveal much about a person, especially if the username is contrived and the e-mail address derives from a large Internet service provider. Technologically savvy, motivated users may be able to detect a computer's IP address, but for the most part others only know what a person tells them. If so desired, people can hide some or all of their identity. They also can alter their identities. As the word "anonymous" indicates, people can have no name or at least not their real name.

This anonymity is one of the principle factors that creates the disinhibition effect. When people have the opportunity to separate their actions online from their in-person lifestyle and identity, they feel less vulnerable about self-disclosing and acting out. Whatever they say or do can't be directly linked to the rest of their lives. In a process of dissociation, they don't have to own their behavior by acknowledging it within the full context of an integrated online/offline identity. The online self becomes a compartmentalized self. In the case of expressed hostilities or other deviant actions, the person can avert responsibility for those behaviors, almost as if superego restrictions and moral cognitive processes have been temporarily suspended from the online psyche. In fact, people might even convince themselves that those online behaviors "aren't me at all."

INVISIBILITY ("*You can't see me.*")

In many online environments, especially those that are text-driven, people cannot see each other. When people visit web sites, message boards, and even some chat rooms, other people may not even know they are present at all—with the possible exception of web masters and other users who have access to software tools that can detect traffic through the environment, assuming they have the inclination to keep an eye on an individual person, who is one of maybe hundreds or thousands of users.

This invisibility gives people the courage to go places and do things that they otherwise wouldn't. Although this power to be concealed overlaps with anonymity—because anonymity is the concealment of identity—there are some important differences. In the text communication of e-mail, chat, instant messaging, and blogs, people may know a great deal about each other's identities and lives. However, they still cannot see or hear each other.

Even with everyone's identity known, the opportunity to be physically invisible amplifies the disinhibition effect. People don't have to worry about how they look or sound when they type a message. They don't have to worry about how others look or sound in response to what they say. Seeing a frown, a shaking head, a sigh, a bored expression, and many other subtle and not so subtle signs of disapproval or indifference can inhibit what people are willing to express. According to traditional psychoanalytic theory, the analyst sits behind the patient in order to remain a physically ambiguous figure, revealing no body language or facial expression, so that the patient has free range to discuss whatever he or she wants without feeling inhibited by how the analyst is physically reacting. In everyday relationships, people sometimes avert their eyes when discussing something personal and emotional. Avoiding eye contact and face-to-face visibility disinhibits people. Text communication offers a built-in opportunity to keep one's eyes averted.

ASYNCHRONICITY ("*See you later*.")

In e-mail and message boards, communication is asynchronous. People don't interact with each other in real time. Others may take minutes, hours, days, or even months to reply. Not having to cope with someone's immediate reaction disinhibits people. In real life, the analogy might be speaking to someone, magically suspending time before that person can reply, and then returning to the conversation when one is willing and able to hear the response.

In a continuous feedback loop that reinforces some behaviors and extinguishes others, moment-by- moment responses from others powerfully shapes the ongoing flow of self-disclosure and behavioral expression, usually in the direction of conforming to social norms. In e-mail and message boards, where there are delays in that feedback, people's train of thought may progress more steadily and quickly towards deeper expressions of benign and toxic disinhibition that avert social norms. Some people may even experience asynchronous communication as "running away" after posting a message that is personal, emotional, or hostile. It feels safe putting it "out there" where it can be left behind. In some cases, as Kali Munro, an online psychotherapist, aptly describes it, the person may be participating in an "emotional hit and run" (K. Munro, unpublished observations, 2003).

SOLIPSISTIC INTROJECTION ("*It's all in my head*.")

Absent face-to-face cues combined with text communication can alter self-boundaries. People may feel that their mind has merged with the mind of the online companion. Reading another person's message might be experienced as a voice within one's head, as if that person's psychological presence and influence have been assimilated or introjected into one's psyche.

Of course, one may not know what the other person's voice actually sounds like, so in one's mind a voice is assigned to that person. In fact, consciously or unconsciously, a person may even assign a visual image to what he or she thinks the person looks and behaves like. The online companion then becomes a character within one's intrapsychic world, a character shaped partly by how the person actually presents him or herself via text communication, but also by one's internal representational system based on personal expectations, wishes, and needs. Transference reactions encourage the shaping of this perceived introjected character when similarities exist between the online companion and significant others in one's life, and when one fills in ambiguities in the personality of the online companion with images of past relationships, or from novels and film. As the introjected character becomes more elaborate and subjectively "real," a person may start to experience the typed-text conversation as taking place inside one's mind, within the imagination, within one's intrapsychic world—not unlike authors typing out a play or novel.

Even when online relationships are not involved, many people carry on these kinds of conversations in their imagination throughout the day. People fantasize about flirting, arguing with a boss, or honestly confronting a friend about what they feel. In their imagination, where it's safe, people feel free to say and do things they would not in reality. At that moment, reality is one's imagination. Online text communication can evolve into an introjected psychological tapestry in which a person's mind weaves these fantasy role plays, usually unconsciously and with considerable disinhibition. Cyberspace may become a stage, and we are merely players.

When reading another's message, one might also "hear" the online companion's voice using one's own voice. People may subvocalize as they read, thereby projecting the sound of their voice into the other person's text. This conversation may be experienced unconsciously as talking to/with oneself, which encourages disinhibition because talking with oneself feels safer than talking with others. For some people, talking with oneself may feel like confronting oneself, which may unleash many powerful psychological issues.

DISSOCIATIVE IMAGINATION ("*It's just a game*.")

If we combine the opportunity to easily escape or dissociate from what happens online with the psychological process of creating imaginary characters, we get a somewhat different force that magnifies disinhibition. Consciously or unconsciously, people may feel that the imaginary characters they "created" exist in a different space, that one's online persona along with the online others live in an make-believe dimension, separate and apart from the demands and responsibilities of the real world. They split or dissociate online fiction from offline fact. Emily Finch, an author and criminal lawyer who studies identity theft in cyberspace, has suggested that some people see their online life as a kind of game with rules and norms that don't apply to everyday living (E. Finch, unpublished observations, 2002). Once they turn off the computer and return to their daily routine, they believe they can leave behind that game and their gameidentity. They relinquish their responsible for what happens in a make-believe play world that has

The effect of this dissociative imagination surfaces clearly in fantasy game environments in which a user consciously creates an imaginary character, but it also can influence many dimensions of online living. For people with a predisposed difficulty in distinguishing personal fantasy from social reality, the distinction between online fantasy environments and online social environments may be blurred. In our modern media-driven lifestyles, the power of computer and video game imagination can infiltrate reality testing.

Although anonymity amplifies the effect of dissociative imagination, dissociative imagination and dissociative anonymity usually differ in the complexity of the dissociated sector of the self. Under the influence of anonymity, the person may attempt an invisible non-identity, resulting in a reducing, simplifying, or compartmentalizing of self-expression. In dissociative imagination, the expressed but split-off self may evolve greatly in complexity.

MINIMIZATION OF STATUS AND AUTHORITY ("*We're equals*.")

While online a person's status in the face-to-face world may not be known to others and may not have as much impact. Authority figures express their status and power in their dress, body language, and in the trappings of their environmental settings. The absence of those cues in the text environments of cyberspace reduces the impact of their authority.

Even if people do know something about an authority figure's offline status and power, that elevated position may have less of an effect on the person's online presence and influence. In many environments on the Internet, everyone has an equal opportunity to voice him or herself. Everyone— regardless of status, wealth, race, or gender— starts off on a level playing field. Although one's identity in the outside world ultimately may shape power in cyberspace, what

mostly determines the influence on others is one's skill in communicating (including writing skills), persistence, the quality of one's ideas, and technical know-how.

People are reluctant to say what they really think as they stand before an authority figure. A fear of disapproval and punishment from on high dampens the spirit. But online, in what feels more like a peer relationship—with the appearances of authority minimized—people are much more willing to speak out and misbehave.

The traditional Internet philosophy holds that everyone is an equal, that the purpose of the net is to share ideas and resources among peers. The net itself is designed with no centralized control, and as it grows, with seemingly no end to its potential for creating new environments, many of its inhabitants see themselves as innovative, independent-minded explorers and pioneers. This atmosphere and this philosophy contribute to the minimizing of authority.

C. PROPERTIES OF THE INTERNET. ("It's the Internet, stupid.")

Griffiths (2003) found a number of factors that make online activities potentially addictive. They include (with some creative license by Dr. Simpson):

Accessibility. Increase accessibility to Internet activities enables the individual to rationalize involvement by removing previously restrictive barriers such as time constraints emanating from occupational and social commitments.

Affordability. Socializing, gaming, porn and gambling are all dramatically cheaper online.

Anonymity. The Internet allows users to behave without fear of being identified.

Convenience. Online applications provide convenient mediums to engage in online behaviors. A person's behaviors occur in a familiar and comfortable environment, thus reducing the feeling of risk and allowing even more adventurous behaviors.

Escape. The Internet experience can provide an emotional or mental escape, which further reinforces the behavior.

Immersion and Dissociation. This can include losing track of time, feelings of being someone else, blacking out, and being in a trancelike state.

Disinhibition. The Internet makes people less inhibited (Joinson, 1998). Online users appear to open up more quickly online and reveal themselves emotionally much faster than in the off-line world.

Event frequency. The more a person goes online, the more familiar the places and behaviors become.

Interactivity. Interactions online allows for instant reactions from other humans.

Simulation. Many aspects of the Internet recreate real-world places but allow for the feeling of greater safety and control.

Associability. Ironically, the Internet can also create an asocial experience where an individual does not reveal their true self, but rather the "social self" they have created for online interactions.

D. Social Connection ("*It's a People-Thing*.")

"In 1985, the General Social Survey (GSS) collected the first nationally representative data on the confidants with whom Americans discuss important matters. In the 2004 GSS the authors replicated those questions to assess social change in core network structures. Discussion networks were smaller in 2004 than in 1985. **The number of people saying there is no one with whom they discuss important matters nearly tripled.** The mean network size decreases by about a third (one confidant), from 2.94 in 1985 to 2.08 in 2004. **The modal respondent now reports having no confidant; the modal respondent in 1985 had three confidants.** Both kin and non-kin confidants were lost in the past two decades, but the greater decrease of non-kin ties leads to more confidant networks centered on spouses and parents, with fewer contacts through voluntary associations and neighborhoods. Most people have densely interconnected confidants similar to them. Some changes reflect the changing demographics of the U.S. population. Educational heterogeneity of social ties has decreased, racial heterogeneity has increased. The data may overestimate the number of social isolates, but these shrinking networks reflect an important social change in America." (McPherson, 2006)

Social Networking as a <u>Symptom</u> of Problematic Internet Use (PIU)

People with Problematic Internet Use (PIU) were more likely than others to go online to meet new people, talk to others with similar interests, seek emotional support, and use interpersonal functions such as chat rooms, forums, and interactive games. (Morahan-Martin, 2000, 2003)

> *"Social aspects of Internet use consistently differentiated those with more Internet use problems from others. Pathological users were more likely to use the Internet for meeting new people, emotional support, talking to others sharing the same interests, and playing socially interactive games. . . [Pathological users] are friendlier, more open, and more themselves and they report it is easier to make friends when online. They're more fun with people online than non-pathological users and are more likely to share intimate secrets online as well. . . For them, the Internet can be socially liberating, the Prozac of social communication."* (Morahan-Martin and Schumacher, 2000, p 26)

Excessive and compulsive Internet use were both significant predictors of negative outcomes associated with Internet use; however, *"excessive use was one of the weakest predictors of negative outcomes, whereas preference for online social interaction, compulsive use, and [cognitive preoccupation] were among the strongest."* (Caplan, 2003, pages 637 – 638)

A more recent study found, *"For those participants who use the Internet to communicate with family and friends, heavy usage had little negative implications for PIU. In contrast, those who used the net to make new friends were much more likely to have high PIU scores."* (Kim and Davis, 2009, page 496)

Those <u>with</u> PIU . . .

- Spend most of their time online using interpersonal communication applications. Nondependent Internet users spend most of their time using e-mail and surfing websites. (Young, 1996)
- Are 26% more likely to go online in order to meet new people. (Scherer, 1997)
- Prefer online social interaction over face-to-face social interaction (Caplan, 2003; Davis, 2001; Morahan-Martin and Schumacher, 2000)

- Are more likely to use the Internet for interpersonal activities and to go online to meet people, form relationships and seek emotional support. (Morahan-Martin, 2007)

Problematic Internet Use (PIU) and Social Deficits

Compared to face-to-face context, computer mediated interpersonal communication affords greater anonymity, more time creating and editing verbal messages, and more control over self-presentation and impression management. (Walther, 1996)

Problematic Internet use is associated with social skill deficiency, loneliness, and social anxiety (Caplan, 2005, 2007; Morahan-Martin & Schumacher, 2000, 2003).

"In the case of introverted or socially anxious individuals, Internet use may serve as a way to avoid being alone and may intensify disconnection from face-to-face relationships" and that *"introverted individuals using Internet communication as a substitute for face-to-face relationships seem unlikely to succeed in getting their interpersonal needs met"* (Erwin, 2004, p. 631).

"In general, Internet addicts have difficulty forming intimate relationships with others and hide behind the anonymity of cyberspace to connect with others in a nonthreatening way. Through the exchange of online messages, users compensate for what they may lack in real life." (Caplan & High, 2007)

Social anxiety is associated with preferred online social interaction. *"Those who are chronically lonely and those who are socially anxious share many characteristics which predispose them to develop IA [Internet addiction]. Both are apprehensive in approaching others, fearing negative evaluations and rejection. They tend to be preoccupied with their perceived social deficiencies, which leads them to be inhibited, reticent, and withdrawn in interpersonal situations and avoid social interactions."* (Morahan-Martin, 2008, pages 5253)

Those <u>with</u> PIU . . .

- Are more social isolated and depressed. (Krant, 1997)
- Lonely. (Amichai-Hamburger & Ben-Artzi, 2003; Caplan, 2002; Morahan-Martin & Schumacker, 2003) Self-reported levels of loneliness predicted preference for online social interaction and experiencing negative outcomes. (Caplan, 2003)
- Socially anxious (Caplan, 2007). Individuals with social anxiety disorder experience greater comfort interacting on the Internet than face-to-face. (Erwin at all, 2004)
- Have lower self-presentational skills (Caplan, 2005)
- Use the Internet for mood regulation (Caplan, 2003, 2005, 2010)
- Have a cognitive preoccupation with the online world (Davis et al., 2002).

Problematic Internet Use (PIU) and MMORPGs

A study of 4000 massively multiplayer online game players reported significant positive correlations between PIU and instant messaging use, using the Internet to meet new people, and using the Internet to visit forums. The more players derive a sense of community from online relationships rather than face-to-face interactions, the greater their level of problematic Internet use. (Caplan, Williams, and Yee, 2009)

Gamers <u>with</u> PIU . . .

- Two predictors of potential addiction include; the identification of a player with his or her avatar (Smahel et al. 2008), and low self-esteem, self efficacy, and extensive play (Bessiere, Seay, & Kiesler, 2007; Wan & Chiou, 2006b).
- 21% of gamers said they preferred socializing online to offline. Significantly more male gamers than female gamers said that they found it easier to converse online than offline. It was also found that 57% of gamers had created a character of the opposite gender, and it is suggested that the online female persona has a number of positive social attributes. (Hussain, 2008)
- The enjoyment of a game is directly related to the social organization of a game, ranging from brief encounters between players to highly organized play in structured groups. (Nardi, H., 2006)
- Potential addiction positively correlates with the social aspect of online games. Approximately 80% of players play with their real-life friends. About 75% have found good friends in the online game, and 43% have met them face-to-face. (Kendall, 2002)
- The more players felt important and respected in their virtual group, the more factors of addiction they display. 31% of all players agree that they feel more important in their MMORPG social group than in real life social groups. This number is higher for adolescents aged 12 to 19 (50%) compared to 35% of young adults (aged 20 to 26) and 16% of adults. (Smahel, 2008)
- 8.7% of male and 23.2% of female players in a statistical study have had an online wedding. (Yee, 2006-08-09)

Adolescents

- Adolescents have the tendency not to distinguish between themselves and their avatars (Blinka, 2008). They pay less attention to differences between themselves and their game avatars, and consider success in the game their personal success. Adolescent players consider their avatars as an idealized, superior form of themselves. Individuals with lower self-esteem find MMORPGs very attractive – they provide a quick form of relief from the uncomfortable feelings of low self-esteem.
- There is a negative relationship between using social network sites and self-esteem. Frequent use of social networking was indirectly associated with adolescents' self-esteem and overall well-being. Negative feedback from social sites predicted lower self-esteem and well-being whereas positive feedback predicted healthier outcomes. (Valkenburg, Peter, and Schouten, 2006)
- Highly troubled adolescents are more likely to form close online relationships than those of healthy familial relationships (Wolak, Mitchell, & Finkelhor, 2003)
- Adolescents with traits of schizotypal personality disorder reported significantly less social interaction with real life friends who use the Internet for social interaction significantly more frequently than the control group. Severity of SPD and depressive symptoms were positively correlated with the amount of time people spend in chat rooms and on Internet gaming. The study also found a negative correlation between participants use of real-life friends and time spent in Internet chat. (Mittal, Tessner, and Walker, 2007)
- A national survey of adolescents found those who reported depressive symptoms were more likely than their nondepressed counterparts to talk to strangers online, use the Internet more frequently for interpersonal communication, and be more self disclosing online (Ybarra, Alexander, and Mitchell, 2005).
- Instant messaging use among adolescents predicted increased depression but lower loneliness six months later. (van den Eijnden et al., 2008)

WHY? The Dynamic of Computer Mediated Communications

There are generally two theoretical paradigms to explain preference for *Computer Mediated Communications* (CMC).

CUES-FILTERED-OUT

An early theory was "*cues-filtered-out*" which emphasized channel limitations and limited information people obtained from nonverbal cues. It was argued that diminished nonverbal cues online limited effective relational interaction. (Culnan & Markus, 1987; Daft, Lengel, & Trevino, 1987; Kiesler, 1986; Kiesler, Siegel, & McGuire, 1984; Rice & Case, 1983, Short, Williams, & Christie, 1976)

CUES-FILTERED-IN

In contrast, the more modern "*cues-filtered-in*" theory contends that computer mediated communication is an especially effective channel for interpersonal communication. (Postmes, Spears, & Lea, 1998; Postmes, Spears, Lea, & Reicher, 2000, Walther, 1992, 1996, 2006, 2007) This view argues that computer mediated communication's diminished nonverbal cues and limited information transmitted online is actually an interpersonal advantage for some people. In fact, some theorists assert that computer mediated communication's unique properties allow online interactants to achieve more social success online than in face-to-face interactions. (Walther, 1996, 2006).

Social Information Processing (SIP)

This variation of Cues-Filtered-In theory rejects the assumption that computer mediation communication's lack of nonverbal cues limits communicators' capabilities. Instead, SIP theory argues that people adapt to the lack of nonverbal information online by putting more weight on the content, style, and timing of verbal messages (Walther, 1992, 1996). From this perspective, the cues that are available online carry information normally transmitted via a host of nonverbal cues in face-to-face exchanges. The key difference between exchange online vs. face-to-face, *"has to do not with the amount of social information exchanged but with the rate of social information exchanged."* (Walther, 1996, page 10). Thus, the relative lack of nonverbal information in computer mediated communication does not necessarily limit the amount of information users can transmit; however, it does slow the rate of information transmission. After sufficient time passes and users exchanged numerous messages, levels of relational development in CMC will begin to equal those experienced in face-to-face interactions (Walther, 1993). People may need to invest more time in order to manage their online relationships, which could lead them to spend greater amounts of time online. (Young & Nabuco de Abreu, 2011, p. 43)

Social Identity Model of Deindividuation Effects" (SIDE)

This second variation of Cues-Filtered-In theory proposes that people adapt to the lack of nonverbal cues online (Postmes et al., 1998; Postmes et al., 2000). Rather than assuming people are constrained by fewer nonverbal cues online, SIDE posits that people focus their attention on contextual cues and information related to the social status of interactants (Lea and Spears, 1992; Spears and Lea, 1992). The theory hypothesizes that the anonymous or de-individuated conditions of CMC promote a social identity and strong group-based bonds. In the absence of personally identifying information, SIDE theory contends that people downplay their personal identities and emphasize the social identity they share with your fellow CMC conversants. Accordingly, people might emphasize identities related to shared group memberships or typographical styles. Rather than being an impersonal environment filled with superficial impressions, SIDE frames CMC as a socially rich environment in which group based cues are over attributed in the absence of individuated information (Spears and Lea, 1992, Young & Nabuco de Abreu, 2011, p. 43).

Hyperpersonal Perspective

This third variation of Cues-Filtered-In theory proposes that online interaction may be superior to face-to-face exchanges. The relative lack of nonverbal's online enhances interpersonal communication such that social goals can be more effectively pursued online than in face-to-face conversations. Computer mediated interaction affords actors the opportunity to adapt to and exploit the diminished nonverbal cues in CMC in ways that enhance their ability to attain interpersonal goals. (Dunthler, 2006; Walther, 1996, 2006). For example, the verbal content that dominates CMC exchanges is easier to control and strategically manipulate then nonverbal behaviors (Ekman and Friesen, 1969). Specifically, CMC requires people to type their responses before sending them; a communicator is able to revise or abandon unfavorable messages more easily than in face-to-face conversations. (Walther, 1996, 2006, Young & Nabuco de Abreu, 2011, p. 44).

Computer mediated selective self-presentation may lead partners to form more favorable impressions than in face-to-face settings, which, in turn, leads to continued positive behavior by the sender. "*This may explain how such surprisingly intimate, sometimes intense, and hyper personal interactions take place in CMC. CMC provides an intensification loop.*" (Walther, 1996, page 27).

Online, interactants can mask or edit undesirable and uncontrollable cues while magnifying preferred cues (Walther, 1996, 1997). By reducing the nonverbal cues that sometimes contradict verbal messages, partners in CMC are particularly likely to base their impressions of one another on the selectively presented information exchanged online. In fact, hyperpersonal theory speculates that receivers often over-attribute the selectively presented social information transmitted via CMC (Walther, 1997; Walther, Slovacek, and Tidwell, 2001). These over-attributions then result in idealized perceptions of relational partners. From this perspective, people engaging in online social interaction are likely to form idealized impressions based on limited but strategically filtered personal information. Walther (2006) suggests that hyper personal communication may foster higher levels of relational immediacy and affection than normal face-to-face interactions. Along these lines, scholars have documented that relational intimacy develops faster and reaches higher levels online then face-to-face. (Hian, Chuan, Trevor, & Detenber, 2004, Young & Nabuco de Abreu, 2011, p. 44-45).

The hyper personal perspective is especially useful for explaining why people with pre-existing psychosocial problems, such as social anxiety, prefer online social interaction (High and Caplan, 2009). These individuals may be drawn to the hyper personal communication online because they perceive it to be safer, easier, and more effective than ordinary face-to-face conversation. (Caplan, 2007; Erwin et al., 2004; Morahan-Martin and Schumacher, 2003).

> *"Online, social presence and intimacy levels can be controlled; users can remain invisible as they observe others' interactions, and can control the amount and timing of their interactions. Anonymity and lack of face-to-face communication online may decrease self-consciousness and social anxiety."* (Morahan-Martin and Schumacher, 2003, page 659).

Advantages of Computer-Mediated-Communication (CMC)

- Hyper personal communication is common in online social interaction (Chester and Gwynne, 1998; Gibbs, Ellison, & Heino, 2006; Henderson & Gilding, 2004).
- One study examined preference for different interpersonal communication channels (computer mediated communication, face-to-face, and telephone) and found that people's preferences vary depending on how much self presentation risk they appraise the situation to have. Participants preferred mediated interpersonal channels when their self presentation was threatened. (O'Sullivan, 2000)
- Lack of nonverbal cues in CMC should enable communicators to free more cognitive resources to devote to message production, reception and exchange processes (Walther, 1996, 1997).

- In CMC contexts, communicators have more time to produce messages, are better able to organize their thoughts, and are able to better manage how they present themselves. (Dunthler, 2006)
- Online respondents take special care to strategically construct messages in CMC. (Henderson and Gilding, 2004)
- Scholars have noted that asynchronous communication allows people to organize, plan, edit and develop their thoughts more mindfully and deliberately than they can in temporally immediate media. (Dunthler, 2006; Hiemstra, 1982).

Eight Motivators *"One ring to rule them all."*

In the early 1900s, Alfred Adler argued that all human behavior is goal-driven. For Adler, this teleological perspective was foundational to understanding why people make the choices they do. Human behaviors actually have "payoffs" – desired goals that are met through specific behaviors. Consider the following eight motivators and how one or more of them may be motivating your client's Internet behaviors.

Motivator #1. ***Excitement***

Physical excitement is a strong payoff for using the Internet. This can include sexual arousal to pornographic images, the thrill of online gambling, or the adrenaline rush of battling in MMORPGs. Specifically this involves release of ***adrenaline*** and ***dopamine*** into the nervous system.

Motivator #2. ***Comfort***

Going online can bring about relief from life stressors. Research shows that the Internet helps release ***endorphins***, ***oxytocin*** and ***vasopressin*** into our nervous system, which are powerful chemical relaxants.

Motivator #3. ***Escape***

Going online can provide a means of escape from the mundane "grind" of daily living. Is your life boring? Exotic fantasy worlds are just a click away on your personal computer. A central feature of the Internet experience is the creation of "trance states of mind." Trance is a common everyday occurrence for all of us. Simply defined, it involves an intense focus on an image while becoming less aware of one's physical surroundings, allowing the mind to wander while the body is in a relaxed state. Chemically this involves the release of ***endorphins, dopamine*** and ***norepinephrine*** into the nervous system. Once in trance, a person's normal inhibitions are relaxed and they are able to experience events that seem very real, and can include sight, smell, touch, relationships and deep emotions. Trance also has a way of putting "time" on hold – hours can pass in what can feel like mere minutes. In the privacy of their own computer, a person can disappear into alternate worlds that feel intensely real.

Motivator #4. ***Affirmation***

A universal longing is to "matter" – to have our value affirmed by someone else.

Motivator #5. ***Belonging***

We are social creatures and our natural state is to be socially connected with others.

Motivator #6. ***Power***

Dominance and control can compensate for a person's internal sense of inadequacy.

Motivator #7. *Helplessness*
Compulsive Internet use can affirm a person's self-belief they are "inept" and destined to fail.

Motivator #8. *Revenge*
Cyber affairs, violence in gaming, bullying and "flaming chat" can act as a means of revenge against perceived wounds in the past or in the present.

Counseling Models

Structured Cognitive Therapy Phase Model

The seminar presenter (Dr. Simpson) uses a traditional cognitive behavioral form of therapy, blended with strong elements of Adlerian theory. In a similar vein, Abreu & Goes (2011) have developed a Structured Cognitive Therapy for treating Internet compulsions. Their recommendation is that the therapeutic modality is best done in groups, particularly for adolescents. However, this modality is also effective in one-to-one context. They also emphasize strong collaboration with psychiatrists when addressing comorbid mental health conditions. When treating adolescents, they also include a family systemic intervention that runs parallel to the therapy of the adolescent. Abreu & Goes describe three phases to intervention that occur over approximately 18 sessions. Dr. Simpson takes creative liberty with intertwining his particular therapeutic stages with those formally described by Abreu & Goes.

INITIAL PHASE

The first few sessions include psychosocial intake information. Interestingly, in the initial phase of treatment, the negative impacts resulting from excessive Internet use are downplayed and instead, the benefits are emphasized. This would be where the *Eight Motivators of Internet Use* are discussed with the client. By emphasizing the benefits of the Internet, this catches the new patient off guard because he/she is expecting a traditionally negative message about their overuse. One immediate effect by this positive approach is it encourages the new client to open up and discuss the benefits of their behaviors. It also helps to establish a therapeutic alliance and invite the client into a collaborative problem-focused relationship.

The next 3 to 4 sessions explore negative consequences that have been occurring due to the client's excessive behaviors online. The emphasis within these sessions is to help the client understand that the underlying needs they are attempting to address are legitimate and that the Internet is only one of a number of options for how to get these needs met. It is during this phase that assessment instruments can be introduced and the results processed in counseling.

INTERMEDIARY PHASE

Once a therapeutic alliance has been established, the next 4 to 8 sessions introduce various interventions and a deeper understanding of the psychological mechanisms that are driving the client's behaviors.

FINAL PHASE

The final 4 to 8 sessions solidifies psychological insights and behavioral gains that have been made. Ideally, sessions are tapered out with greater periods of time between each session.

Cognitive-Behavioral Approaches to Outpatient Treatment of Internet Addiction in Children and Adolescents

Daniel L. King, Paul H. Delfabbro, Mark D. Griffiths, and Michael Gradisar, (2012). pp.1192-1193

The following clinical techniques have empirically supported utility and were drawn from treatment studies for adolescent Internet addiction:

- An activity-monitoring schedule may be useful for a clinician and client to gain a shared understanding of what types of online activities occur (i.e., in a typical week), at baseline and over the course of therapy. It may also be useful for the client to document thoughts and emotional states before, during, and after online activities to understand the functional purpose of Internet use. Cognitions, emotions, and behavioral activity that occur in response and in tandem to the online behavior should also be recorded. For example, an adolescent client should keep a log of those times when he fights with his parents about his computer use or urinates in a bottle at his computer. This information may be helpful for him to understand the negative effect of his excessive computer use, and motivate positive change.
- Treatment goals should be realistic given the pervasiveness of the Internet in school and home life. For example, abstinence from the Internet may not be possible, given its role in homework assignments, social life, and so on. Controlled or regulated Internet use is often the target goal in clinical studies (Shek, Tang, & Lo, 2009). An adolescent's initial goal in therapy, therefore, may be to not use the Internet when doing his homework.
- Young (2007) suggests that behavior therapy (i.e., conditioning) may be used to relearn how to use the Internet to achieve specific outcomes, such as moderated online usage and, more specifically, abstinence from problematic online applications and controlled use for legitimate purposes.
- Behavior-based strategies to reduce prolonged Internet use may be useful in the beginning stages. For example, using an alarm clock to set a maximum limit of 45 minutes of Internet use, and then having to do something else for 15 minutes. Similarly, having the client wait for 5 minutes at the computer with the screen turned off before initiating use.
- Behavioral experiments to test problematic cognitions associated with Internet use (e.g., "I have no control over my Internet use") or reduced online behavior (e.g., "I am worthless without the Internet in the life") may help to build a client's self-confidence. An example experiment may involve testing a belief about "uncontrollability" by having the client repeatedly open and close a favorite website without interacting with the website.
- Psychoeducation is an effective adjunct to CBT, particularly for an adolescent's parental authorities. Many parents have limited knowledge of the Internet, its functions, and issues of cyber safety. Parents should also be informed that simply removing the computer froma heavy adolescent user's life can be a significant shock and may be counterproductive to developing a trusting and supportive parent-child relationship (Dini, 2008).
- Working collaboratively with adolescent clients and their parents has been shown to improve parent-child communication and consolidate CBT practice. In most cases, an adolescent's habitual Internet use is likely to have resulted in a breakdown in family communication and cause significant stress and conflict. Family relationships may be repaired by collaboratively reaching a shared understanding about what Internet addiction is and what it is not, having common goals for therapy, and setting time for bonding as a family.

- Rowan (2001) presents the following Internet addiction prevention guidelines for parents with young children: (a) limit technology use to 1–2 hours per day, (b) exercise for 3–4 hours per day, (c) listen, hugs, bedtime stories, (d) removing TVs from bedrooms, no "tech dinners" Sundays and holidays, and (e) no technology at school recess. These may also be adapted as goals for therapeutic purposes. For example, it may be helpful for John to schedule meals (particularly dinner) in the dining room or somewhere in the house where he cannot use the Internet. John's parents could use this "tech-free" time an opportunity for bonding.
- Sleep patterns are often disrupted as a result of prolonged Internet use. Clients may benefit from interventions aimed at establishing normal sleep/wake activity, particularly shifting electronic media use to during daylight hours (without necessarily restricting Internet hours) rather than directly before bed. Epidemiological studies of adolescent sleep suggest computer use prior to sleep is associated with extended time taken to fall asleep, poorer quality of sleep, and decreased daytime alertness and concentration. Improved sleep as a first step may aid in motivating engagement in other life areas.
- Motivational interviewing (MI) as an adjunct to CBT shows strong empirical support in field of addiction. MI may be used to (a) elicit self-motivational statements, (b) handle (i.e., "roll with") client resistance to altering Internet use using reflection and summarizing techniques, (c) examine helpful and unhelpful aspects of Internet use, and (d) explore costs and benefits of changing Internet use in context of client's values. Reminder cards (or "flashcards") that summarize treatment goal(s) and/or list a self-motivational statements may be useful for a client to carry at all times.
- A client's preoccupation with the Internet may be an obstacle to identifying alternative ways of spending time. The creation of a personal inventory of activities no longer engaged in since using the Internet may be useful. For adolescents without a history of other interests or hobbies, identifying new activities that cater to client strengths or competencies (e.g., teambased physical activity, arts/craft, volunteer work) could be explored. For an adolescent, this may involve joining a local basketball team, martial arts, etc.
- Distraction may be a useful tool for adolescent clients to help refocus attention from internal (emotional states, automatic thoughts) or external Internet-related stimuli. Cognitive distraction involves helping clients to focus their attention away from the Internet cues by focusing on other thoughts (Kouimtsidis et al., 2007). The goal is to improve regulation and control of attention. Examples may include focusing on relaxing or pleasant images or a memory of a positive event. The client should practice this skill so that he or she is easily able to switch attention to such thoughts in a high-risk situation.
- Although not always possible, a group setting may be helpful in normalizing adolescents' feelings of shame, guilt, worthlessness, and isolation related to their Internet addiction symptoms. Group settings are often employed in treating addiction because they foster a supportive, nurturing, and non-judgmental environment needed for recovery.
- Young (2007) suggested that those who suffer from negative core beliefs may most attracted to the anonymity of the Internet to overcome perceived inadequacies. At a later stage of therapy, cognitive restructuring may be used to address underlying negative core beliefs. As a precursor to working with core beliefs, addressing cognitive distortions and rationalizations such as "Just a few more minutes won't hurt" may help in managing primary symptoms.
- Although research evidence is limited (Su, Fang, Miller, & Wang, 2011), some studies have attempted to treat Internet addiction in an online setting. Although this may be compared somewhat unfairly to treating alcoholism in a pub, this approach presents some advantages. Principally,

it allows clinicians to reach a subgroup of problem users who otherwise would not present in treatment. Clients with generalized anxiety and/or agoraphobic tendencies in addition to Internet addiction may have significant difficulty in even leaving the home to present at a treatment center.

Diagnostics

Pathological Gambling as defined in the DSM-IV TR is the most commonly referenced parallel terms for defining what constitutes Internet addiction. The new version of the DSM-V will list "*Internet-use disorder*" as a condition "*recommended for further study.*" Conceptually, the condition is a compulsive – impulsive spectrum disorder that involves online and/or off-line computer usage. (Dell'Osso, Altamura, Allen, Marazziti, & Hollander, 2006) and consists of at least three subtypes: excessive gaming, sexual preoccupations, and e-mail/text messaging. (Block, 2007).

Most research reveals five typical components:

1. **Excessive use**, often associated with the loss of sense of time or neglect of basic needs.
2. **Withdrawal**, including feelings of anger, tension, and/or depression when the computer is inaccessible.
3. **Tolerance**, including the need for better computer equipment, more software, or more hours of use.
4. **Negative repercussions**, including arguments, poor achievement, social isolation and fatigue.
5. **Cognitive Salience**, when offline, obsessively thinking about and desiring to go online.

(Beard & Wolf, 2001; Block, 2008).

Comorbid Issues

Mood Disorders

- 70% to 100% of individuals who report struggling with paraphilic or sexually impulsive behavior also reported comorbid axis one conditions, the most common being anxiety disorders (96%) and generalize mood disorders (71%)." (Raymond, Coleman, and Minor, 2003)
- Common comorbid disorders include depression, anxiety, bipolar disorder, obsessive-compulsive disorders, addictive disorders, and attentional issues (Kafka and Hennen, 2003; Raymond and Minor, 2003).

Interpersonal Difficulties

- Researchers have documented correlation between interpersonal difficulties (i.e., loneliness, social anxiety, low social skill, and introversion, and PIU. (Amichai-Hamburger & Ben-Artzi, 2003; Caplan, 2002; Morahan-Martin & Schumacker, 2003).
- Social anxiety is positively correlated with PIU (Caplan, 2007).
- College students' level of self presentational social skills were significant negative predictors of their preference for online social interaction. (Caplan, 2005)

Situational Factors

- Individuals who feel overwhelmed or who experience personal problems or experience life-changing events such as a recent divorce, relocation, or a death can absorb themselves in a virtual world full of fantasy (Young, 2007).
- A person is vulnerable to Internet addiction when that person feels a lack of satisfaction in life, an absence of intimacy or strong connections to other people, a lack of self-confidence or compelling interest, or loss of hope (Peele, 1985).
- Individuals who are dissatisfied or upset by a particular area or multiple areas of their lives have an increased likelihood of developing Internet addiction because they don't understand another way of coping (Young, 1998).

Drug Use

In one study the rate of comorbid substance abuse disorders was significantly higher among clients who met the criteria for Internet addiction disorder than among those who did not. (Bai, Y., 2001). Users who suffer from multiple addictions are at the greatest risk to suffer from Internet addiction. People who have addictive personalities may be more likely to use alcohol, cigarettes, drugs, food, or sex as a way of dealing with problems. In cases where an Internet addict also suffers from a sexual gambling addiction, the Internet serves as a new outlet to engage in sexual gambling behavior.

Youth as Risk

- A national survey of adolescents found those who reported depressive symptoms were more likely than their nondepressed counterparts to talk to strangers online, use the Internet more frequently for interpersonal communication, and be more self disclosing online (Ybarra, Alexander, and Mitchell, 2005).
- Instant messaging use among adolescents predicted increased depression but lower loneliness six months later. (van den Eijnden et al., 2008)
- Self harming youth are twice as likely to use Internet chat rooms and were significantly more likely to have a close relationship with someone they met online. (Mitchell and Ybarra, 2007)
- Factors that increase potential addiction to the Internet include: dysfunctional families, low self-esteem, spending over 20 hours per week online, and playing online games (Ko, Yen, Yen, Lin, and Yang, 2007).
- Adolescents with traits of schizotypal personality disorder reported significantly less social interaction with real life friends who use the Internet for social interaction significantly more frequently than the control group. Severity of SPD and depressive symptoms were positively correlated with the amount of time people spend in chat rooms and on Internet gaming. The study also found a negative correlation between participants use of real-life friends and time spent in Internet chat. (Mittal, Tessner, and Walker, 2007)
- There is a negative relationship between using social network sites and self-esteem. Frequent use of social networking was indirectly associated with adolescents' self-esteem and overall well-being. Negative feedback from social sites predicted lower self-esteem and well-being whereas positive feedback predicted healthier outcomes. (Valkenburg, Peter, and Schouten, 2006)

Hyper-texting and Hyper-Networking pose health risks for teens

Hyper-texting, defined as texting more than 120 messages per school day, was reported by 19.8 percent of teens surveyed, many of whom were female, from lower socioeconomic status, minority and had no father in the home. Drawing from the data, teens who are hyper-texters are:

- 40% more likely to have tried cigarettes
- Two times more likely to have tried alcohol
- 43% more likely to be binge drinkers
- 41% more likely to have used illicit drugs
- 55% more likely to have been in a physical fight
- Nearly three-and-a-half times more likely to have had sex
- 90% more likely to report four or more sexual partners.

Hyper-networking, defined as spending more than three hours per school day on social networking websites, was reported by 11.5 percent of students and associated with higher odds ratios for stress, depression, suicide, substance use, fighting, poor sleep, poor academics, television watching and parental permissiveness. Teens who are hyper-networkers are

- 62% more likely to have tried cigarettes
- 79% more likely to have tried alcohol
- 69% more likely to be binge drinkers
- 84% more likely to have used illicit drugs
- 94% more likely to have been in a physical fight
- 69% more likely to have had sex
- 60% more likely to report four or more sexual partners. (Frank, 2010).

Assessment Tools

Assessment of Internet-Addiction

Screening tools include:

- Internet Addiction Test (IAT)
- Internet Sex Screening Test – Revised (ISST-R)
- Cybersex Addiction Screening Test (CAST)
- Questionnaire of Gaming Behavior
- Problem Gambling Severity Index (PGSI)
- NORC Diagnostic Screen for Gambling Problems-Self Administered (NODS-SA)
- Problematic Online Gaming Questionnaire (POGQ)

Internet Addiction Test (IAT)

The Internet Addiction Test (IAT), developed by Dr. Kimberly Young, is the first validated instrument to assess Internet addiction (Widyanto & McMurren, 2004). Studies have found that the IAT is a reliable measure that covers the key characteristics pathological online use. The test measures the extent of a client's involvement with the computer and classifies the addictive behavior in terms of mild, moderate, and severe impairment. The IAT can be utilized in outpatient and inpatient settings and adapted accordingly to fit the needs of the clinical setting. Furthermore, beyond validation in English, the IAT has also been validated in Italy (Ferraro, Caci, D'Amico, & Di Blasi, 2007) and France (Khazaal et al., 2008), making it the first global psychometric measure.

After all the questions been answered, add the numbers for each response to obtain a final score. The higher the score range, the greater the level of addiction, as follows:

Normal Range: 0-30 points
Mild: 31-49 points
Moderate: 50-79 points
Severe: 80-100 points

Once the total score for the client has been calculated and the category selected, to enhance the utility of the instrument, evaluate questions for which the client scored a four or five.

(See the next page for the IAT)

THE INTERNET ADDICTION TEST

Developed by Dr. Kimberly Young, www.netaddiction.com

Instructions: This questionnaire helps to determine to what degree your Internet use might be problematic. When answering, you should only consider your recreational use of the Internet; that is, ignore time spent online for work or school projects. Please be honest in your responses. Answer the following questions using the scales to the right.

	Not Applicable	Rarely	Occasionally	Frequently	Often	Always
1. How often do you find that you stay online longer than you intended?	0	1	2	3	4	5
2. How often do you neglect household chores to spend more time online?	0	1	2	3	4	5
3. How often do you prefer the excitement of the Internet to intimacy with your partner?	0	1	2	3	4	5
4. How often do you form new relationships with fellow online users?	0	1	2	3	4	5
5. How often do others in your life complain about the amount of time you spend online?	0	1	2	3	4	5
6. How often do your grades or schoolwork suffer because of the amount of time you spend online?	0	1	2	3	4	5
7. How often do you check your e-mail before something else that you need to do?	0	1	2	3	4	5
8. How often does your job performance or productivity suffer because of the Internet?	0	1	2	3	4	5
9. How often do you become defensive or secretive when anyone asks me what you do online?	0	1	2	3	4	5
10. How often do you block out disturbing thoughts about your life with soothing thoughts of the Internet?	0	1	2	3	4	5
11. How often do you find yourself anticipating when you will go online again?	0	1	2	3	4	5
12. How often do you fear that life without the Internet would be boring, empty, and joyless?	0	1	2	3	4	5
13. How often do you snap, yell, or act annoyed if someone bothers you while you are online?	0	1	2	3	4	5
14. How often do you lose sleep due to late-night log-ins?	0	1	2	3	4	5

15. How often do you feel preoccupied with the Internet when off-line, or fantasize about being online?	0	1	2	3	4	5
16. How often do you find yourself saying "*Just a few more minutes*" when online?	0	1	2	3	4	5
17. How often do you try to cut down the amount of time you spend online and fail?	0	1	2	3	4	5
18. How often do you try to hide how long you been online?	0	1	2	3	4	5
19. How often do you choose to spend more time online over going out with others?	0	1	2	3	4	5
20. How often do you feel depressed, moody, or nervous when you are off-line, which goes away once you are back online?	0	1	2	3	4	5

Internet Sex Screening Test – Revised (ISST-R)

Internet Sex Screening Test – Revised (Delmonico and Griffin, 2006) is a 117 question assessment tool that is part of an excellent assortment of resources as part of a comprehensive "*Cybersex Clinician Resource Kit*." See www.Internetbehavior.com.

Directions: Place a mark next to any item below that is true or mostly true for you. Leave any item blank that is false or mostly false. Please think about the statements as they apply to your life over the past 12 months. Consider a statement to be true if the thought or behavior has occurred within the past 12 months, and false if it occurred more than 12 months ago.

___ 1. I spend a great deal of time fantasizing about past online sexual experiences, online partners, or online pornography.
___ 2. I have a specific credit card I use for my online sexual behavior.
___ 3. I find myself thinking about engaging in online sex, even when I am not online.
___ 4. I never thought about looking at something sexual while online.
___ 5. When I am unable to access sexual information online, I feel anxious, angry, or disappointed.
___ 6. I have accessed sexual sites from other computers besides my home.
___ 7. I am afraid I may be caught engaging in illegal behavior online.
___ 8. I use sexual humor and innuendo with others while online.
___ 9. I can spend hours online and never interact with anyone online or offline.
___ 10. I have never seen any sexualized content while online.
___ 11. I work hard at keeping my online sexual behaviors secret from others.
___ 12. The Internet is attractive because I don't invest emotional energy into it.
___ 13. I have never been curious about sexuality on the Internet.
___ 14. I am extremely good at keeping my online sexual behavior a secret from everyone.
___ 15. My online sexual behavior is part of my social life.
___ 16. I use my online sexual behavior to avoid people in my real life.
___ 17. I have posted information that bordered on being illegal.
___ 18. I seek comfort and encouragement from my online friends.
___ 19. I have had physical sexual contact with someone I met online.
___ 20. I prefer individual conversation with others rather than group conversations when online.
___ 21. The Internet creates a place where I do not have to interact with others.
___ 22. I am curious about online sexuality.
___ 23. I have deleted files from my computer that bordered on being illegal.
___ 24. Instant messaging is a distraction to what I really want to be doing online.
___ 25. I have downloaded illegal sexual content from the Internet.
___ 26. I have purchased pornographic videos or DVDs through the Internet.
___ 27. I have engaged in online sexual behavior from my work computer.
___ 28. I have met face to face with someone I met online for romantic purposes.

___ 29. The Internet helps satisfy my sexual fetish interests.
___ 30. I sometimes use cybersex as a reward for accomplishing something (e.g., finish a project, stressful day, etc.)
___ 31. I look for images that border on being illegal.
___ 32. Other than for online sex, the Internet is useless.
___ 33. I have spent/received money online for sex.
___ 34. I enjoy my online friendships more than my real life friendships.
___ 35. I have sought help from a professional about my online sexual behavior.
___ 36. I have accessed online sexual activity from a friend or colleague's computer.
___ 37. I have talked to minors online about sex.
___ 38. I like the fact that I can easily exit online relationships quickly and without consequence.
___ 39. I have participated in sexually related chats.
(continues for a total of 117 questions)

The *Cybersex Clinician Resource Kit*

Delmonico and Griffin, www.internetbehavior.com

$100 on CD, includes an excellent assortment of resources:

- Introduction to Cybersex Addiction - A basic article describing methods and venues used to access cybersex
- Cybersex Glossary / Chat Abbreviations
- Computer & Internet Disclosure Form
- *CyberHex and Cybersex User Categories - Assessment & Treatment Forms
- Two FAQ resource sheets on cybersex addiction / internet addiction (one for clinicians and one for clients)
- Selected Cybersex Bibliography
- The Internet Sex Screening Test (ISST) - a quickscreen for cybersex related problems (includes scoring guide)
- The Internet Sex Screening Test - Revised - more extensive assessment of cybersex problems (includes scoring guide)
- Internet Assessment Structured Interview - a 45 item interview protocol based on six themes revolving around cybersex addiction / internet addiction (also includes a Quickscreen form)
- Risk assessment white paper, bibliography, and risk checklist for child pornography users
- Instructions for using the ***Hermes Web*** - a treatment communication tool included with the kit.
- Treatment exercises: (1) Internet Health Plan, (2) Online Disinhibition Effect Analysis, (3) CyberHex Assessment.
- Various online links & resources for additional information related to cybersex behavior
- The workbook ***Cybersex Unhooked*** *(on the CD for easy printing of workbook exercises)*
- The Clinician Resource Kit on CD also includes a paperback, bound copy of the book ***In the Shadows of the Net (2nd edition)*** and one ***Hermes Web*** Communication Tool.

Cybersex Addiction Screening Test (CAST)

The **Cybersex Addiction Screening Test (CAST)** was developed by Rob Weiss and is recommended by the Society for the Advancement of Sexual Health (SASH). It is a free resource that provides a profile of responses which help to identify men and women with sexually addictive disorders. **You can assign the CAST as a homework assignment. Have your client go to www.sexualrecovery.com to complete the questionnaire and obtain a score interpretation.**

Questions

1. Do you spend increasing amounts of online time focused on sexual or romantic intrigue or involvement?
2. Are you involved in multiple romantic or sexual affairs in chat rooms, Internet or BBS?
3. Do you not consider online sexual or romantic "affairs" to be a possible violation of spousal/partnership commitments?
4. Have you failed in attempts to cut back on frequency of online or Internet sexual and romantic involvement or interaction?
5. Does online use interfere with work (tired or late due to previous night's use, online while at work etc.)?
6. Does online use interfere with primary relationships (e.g. minimizing or lying to partners about online activities, spending less time with family or partners)?
7. Are you intensely engaged in collecting Internet pornography?
8. Do you engage in fantasy online acts or experiences which would be illegal if carried out (e.g. rape, child molestation)?
9. Has your social or family interactive time decreased due to online fantasy involvement?
10. Are you secretive, or do you lie about the amount of time spent online or type of sexual/romantic fantasy activities carried out online?
11. Do you engage with sexual or romantic partners met online, while being involved in marital or other primary relationship?
12. Are there increasing numbers of complaints or concerns from family or friends about the amount of time spent online?
13. Do you frequently become angry or extremely irritable when asked to give up online involvement to engage with partners, family or friends?
14. Has the primary focus of sexual or romantic life becomes increasingly related to computer activity (including pornographic CD ROM use)?

QUESTIONNAIRE OF GAMING BEHAVIOR

For a simple discernment of the level of addiction of a player, Blinka and Smahel (Young & Nabuco de Abreu, 2011, p. 84-85) made the following questionnaire based on the DSM-IV components of addiction (Griffiths, 2000a, 2000b, Smahel, 2008; Smahel, Blinka, & Ledabyl, 2008, Smahel, Sevcikova, Blinka, and Vesela, 2009). They verified sufficient reliability of the used items (alpha > 0.90) (Smahel et al., 2009). The table shows 10 questions covering five dimensions of addiction to online gaming. Possible answers are (1) never, (2) rarely, (three) often, and (4) very often. The dimension is present if the player answers at least one question of the dimension "often" or "very often." The player is considered as having all symptoms of addictive behavior if all five dimensions are present. The player is considered "endangered by addictive behavior" if three dimensions plus conflict are present. This questionnaire can be easily used as a simple test for symptoms of addictive behavior in online gaming but it can never replace clinical interview.

Questionnaire of Gaming Behavior

Factor	Questions	Never	Rarely	Often	Very Often
Salience	*Do you ever neglect your needs (like eating or sleeping) because of online gaming?*				
	Do you ever imagine you're in the game when you are not?				
Mood modification	*To feel unsettled or irritated when he cannot be in the game?*				
	You feel happier and more cheerful when you finally get to the game?				
Tolerance	*You feel like you're spending ever more time in the online game?*				
	Do you ever catch yourself playing the game without being really interested?				
Conflicts	*Do you ever argue with your close ones (family, friends, partners) because of the time you spent in the game?*				
	Do your family, friends, job, and/or hobbies suffer because of the time you spend in online gaming?				
Time restrictions	*Have you ever been unsuccessful in trying to limit the time spent in the game?*				
	Does it happen to you that you stay in the game for a longer time than originally planned?				

Problem Gambling Severity Index (PGSI)

The PGSI is an abbreviated version of the original tool called the *Canadian Problem Gambling Index*, consisting of 9 items rather than 31. Clients can use it as a self-assessment tool, or you can use it as part of your screening process. **It can be accessed for free at www.problemgambling.ca.** The original 31-item tool, which measures gambling involvement, problem gambling behavior and adverse consequences, was initially developed to measure the prevalence of gambling and problem gambling in the general population. Research is currently being done to test its use with a treatment population.

Scoring Instructions for the PGSI

Scores for the nine items are summed, and the results are interpreted as follows:

0 = Non-problem gambling.

1-2 = Low level of problems with few or no identified negative consequences.

3-7 = Moderate level of problems leading to some negative consequences.

8 or more = Problem gambling with negative consequences and a possible loss of control.

Problem Gambling Severity Index (PGSI)

Thinking about the last 12 months…	Never	Sometimes	Most of the time	Almost always
1.Have you bet more than you could really afford to lose?	0	1	2	3
2. Still thinking about the last 12 month, have you needed to gamble with larger amounts of money to get the same feeling of excitement?	0	1	2	3
3. When you gambled, did you go back another day to try to win back the money you lost?	0	1	2	3
4. Have you borrowed money or sold anything to get money to gamble?	0	1	2	3
5. Have you felt that you might have a problem with gambling?	0	1	2	3
6. Has gambling caused you any health problems, including stress or anxiety?	0	1	2	3
7. Have people criticized your betting or told you that you had a gambling problem, regardless of whether or not you thought it was true?	0	1	2	3

8. Has your gambling caused any financial problems for you or your household?	0	1	2	3
9. Have you felt guilty about the way you gamble or what happens when you gamble?	0	1	2	3

NORC Diagnostic Screen for Gambling Problems-Self Administered (NODS-SA)

The NORC Diagnostic Screen for Gambling Problems-Self-Administered (NODS-SA) was developed by staff from the National Opinion Research Center at the University of Chicago. The instrument is a modification of the NODS, a diagnostic instrument based on the American Psychiatric Association's DSM-IV criteria for Pathological Gambling. Please note that while the NODS has been tested and shown to be reliable and valid for use in the general population (see Gerstein et al. 1999)1, the NODS-SA has not yet been fully validated. **The NODS-SA can be taken online for free at the National Council on Problem Gambling (www.ncpgambling.org).**

The screen below provides a simple self test to evaluate your gambling behavior. It is important to note that this self test is not a diagnosis and DOES NOT replace a face to face evaluation with a trained clinical professional. All information is kept strictly confidential. Your answers may be analyzed statistically for research purposes only.

1. Have there ever been periods lasting 2 weeks or longer when you spent a lot of time thinking about your gambling experiences, planning out future gambling ventures or bets, or thinking about ways of getting money to gamble with?
2. Have there ever been periods when you needed to gamble with increasing amounts of money or with larger bets than before in order to get the same feeling of excitement?
3. Have you ever felt restless or irritable when trying to stop, cut down, or control your gambling?
4. Have you tried and not succeeded in stopping, cutting down, or controlling your gambling three or more times in your life?
5. Have you ever gambled to escape from personal problems, or to relieve uncomfortable feelings such as guilt, anxiety, helplessness, or depression?
6. Has there ever been a period when, if you lost money gambling one day, you would often return another day to get even?
7. Have you lied to family members, friends, or others about how much you gamble, and/or about how much money you lost on gambling, on at least three occasions?
8. Have you ever written a bad check or taken money that didn't belong to you from family members, friends, or anyone else in order to pay for your gambling?
9. Has your gambling ever caused serious or repeated problems in your relationships with any of your family members or friends? Or, has your gambling ever caused you problems at work or at school?
10. Have you ever needed to ask family members, friends, a lending institution, or anyone else to loan you money or otherwise bail you out of a desperate money situation that was largely caused by your gambling?
11. Demographic Questionnaire Please provide some basic information about yourself. Again, all information you provide is kept strictly confidential and is used only for research purposes. What is your age?

Problematic Online Gaming Questionnaire (POGQ)

The **Problematic Online Gaming Questionnaire (POGQ)** is a well-validated instrument for assessing online gaming compulsions. The first version (previous page) includes 18 items. A second form (12 items) is about to be published. Interpretation of the scores is done in two stages. An overall score of 65 or more indicates problematic gaming. Secondly, responses of "*4-Often*" or "*5-Almost Always*" can be weighted in the six categories listed below. For example, if a client has high scores on questions #3, #9, #14 and #18, the POGQ is indicating specific problems with "Withdrawal".

	Preoccupation	Immersion	Withdrawal	Overuse	Interpersonal conflicts	Social isolation
POGQ-18	**1, 7**	**2, 8, 13, 17**	**3, 9, 14, 18**	**4, 10, 15**	**5, 11**	**6, 12, 16**

However, the authors caution that the POGQ is not a diagnostic measure (as there is no official disorder in the DSM as gaming addiction), so one must be cautious when interpreting scores. These cut-offs are based on empirical analysis but not on clinical examinations.

(See the next page for the actual POGQ)

References

Demetrovics, Z., Urbán, R., Nagygyörgy, K., Farkas, J., Griffiths, M. D., Pápay, O., Kökönyei, Gy., Felvinczi, K., & Oláh, A. (2012). The development of the Problematic Online Gaming Questionnaire (POGQ). *PLoS ONE 7*(5): e36417. doi:10.1371/journal.pone.0036417

Pápay, O., Urbán, R., Griffiths, M., Nagygyörgy, K., Farkas, J., Kökönyei, Gy., Felvinczi, K., Oláh, A., Elekes, Z., Demetrovics, Z. (2012). Psychometric properties of the Problematic Online Gaming Questionnaire Short-Form (POGQ-SF) and prevalence of problematic online gaming in a national sample of adolescents. *Cyberpsychology, Behavior, and Social Networking* (in press)

Problematic Online Gaming Questionnaire (POGQ)

Please read the statements below regarding *online gaming*. The questionnaire REFERS TO ONLINE GAMES exclusively, but we use the expression 'game' in each statement for simplicity's sake.
Please indicate on the scale from 1 to 5 to what extent, and how often, these statements apply to you!

	never	seldom	occasionally	often	almost always/ always
1. When you are not gaming, how often do you think about playing a game or think about how would it feel to play at that moment?	**1**	**2**	**3**	**4**	**5**
2. How often do you play longer than originally planned?	**1**	**2**	**3**	**4**	**5**
3. How often do you feel depressed or irritable when not gaming only for these feelings to disappear when you start playing?	**1**	**2**	**3**	**4**	**5**
4. How often do you feel that you should reduce the amount of time you spend gaming?	**1**	**2**	**3**	**4**	**5**
5. How often do the people around you complain that you are gaming too much?	**1**	**2**	**3**	**4**	**5**
6. How often do you fail to meet up with a friend because you were gaming?	**1**	**2**	**3**	**4**	**5**
7. How often do you daydream about gaming?	**1**	**2**	**3**	**4**	**5**
8. How often do you lose track of time when gaming?	**1**	**2**	**3**	**4**	**5**
9. How often do you get irritable, restless or anxious when you cannot play games as much as you want?	**1**	**2**	**3**	**4**	**5**
10. How often do you unsuccessfully try to reduce the time you spend on gaming?	**1**	**2**	**3**	**4**	**5**
11. How often do you argue with your parents and/or your partner because of gaming?	**1**	**2**	**3**	**4**	**5**
12. How often do you neglect other activities because you would rather game?	**1**	**2**	**3**	**4**	**5**
13. How often do you feel time stops while gaming?	**1**	**2**	**3**	**4**	**5**
14. How often do you get restless or irritable if you are unable to play games for a few days?	**1**	**2**	**3**	**4**	**5**
15. How often do you feel that gaming causes problems for you in your life?	**1**	**2**	**3**	**4**	**5**
16. How often do you choose gaming over going out with someone?	**1**	**2**	**3**	**4**	**5**
17. How often are you so immersed in gaming that you forget to eat?	**1**	**2**	**3**	**4**	**5**
18. How often do you get irritable or upset when you cannot play?	**1**	**2**	**3**	**4**	**5**

MOTIVATIONAL INTERVIEWING

Typically in the early stages of recovery, clients will deny or minimize their habitual use of the Internet and the consequences that follow. After diagnosis, therapy should use motivational interviewing techniques that encourage the client to commit to treatment as an integral aspect of recovery (Greenfield, 1999; Orzack, 1999).

Motivational interviewing is a goal – directed style of counseling for eliciting behavior change by helping clients to explore and resolve ambivalence. Motivational interviewing involves asking open – ended questions, giving affirmations, and reflective listening. Motivational interviewing is intended to confront the client in a constructive manner to the change, or to use external contingencies such as the potential loss of a job or relationship to mobilize a client's values and goals to stimulate behavior change.

There are five general principles of Motivational Interviewing:

1. Expressing empathy
2. Developing discrepancy
3. Avoiding argumentation
4. Rolling with resistance
5. Supporting self-efficacy

The method employed in Motivational Interviewing consists of using a mnemonically structured (A–H) list of eight effective motivational strategies:

1. giving **A**dvice
2. removing **B**arriers
3. providing **C**hoice
4. decreasing **D**esirability
5. practicing **E**mpathy
6. providing **F**eedback
7. clarifying **G**oals
8. active **H**elping

(Griffiths & Meredith, 2009d)

Questions can be asked such as:

- When did you first begin to use the Internet?
- How many hours per week you currently spend online (for nonessential use)?
- What applications do you use on the Internet (specific sites/groups/games visited)?
- How many hours per week do you spend using each application?
- How would you rank order each application from most to least important?
- What do you like most about each application? What do you like least?
- How has the Internet changed your life?
- How do you feel when you log off line?
- What problems are consequences have stemmed from your Internet use? (If these are difficult for the client to describe, have the client keep a log near the computer in order to document such behaviors for the next week's session.)

- Have others complained about how much time you spend online?
- Have you sought treatment for this condition before? If so, when, have you had any success?
- Do you feel preoccupied with the Internet?
- What attempts have you made to control, cut back, or stop computer use?
- How often do you think about going online?
- How often do you talk about going online?
- How often do you plan ways to use the Internet?
- How do you forgo other responsibilities or duties to go online?
- Have you ever used the Internet to escape from feelings of depression, anxiety, guilt, loneliness, or sadness?
- What is your longest period of abstinence from the Internet?

(Young & Nabuco de Abreu, 2011, p.25-28)

Clinical Interview Screening Questions for the Assessment of Problematic Internet and Video Game Use

Area of Assessment	Screening Questions
Presenting problem	1. When did you begin to notice problems with your Internet/video game use? 2. How long have you used the Internet/video games? 3. How much time do you spend on the Internet/video games each day? Week? Month? 4. What was going on in your life when you began using the Internet/video games? 5. What was going on in your life when you began to have difficulties with your Internet/video game use?
Biological areas	1. Are you experiencing or previously experienced any health concerns? If so, please describe. 2. How have these health concerns been impacted by your Internet/video game use? 3. What treatment you have received for these health concerns? 4. Does your Internet/video game use interfere with your sleep/meal schedule? 5. What exercise patterns do you engage in? 6. What drugs and/or medications do you take? How much? How often? In the past?
Psychological areas	1. What types of video games/Internet activities do you play or engage in? 2. What do you like/dislike about using the Internet/video game? 3. How do you feel before, during, and after using the Internet/video game? 4. What are your thoughts before, during, and after using the Internet/video game? 5. Have you ever used the Internet/video game to help improve your mood or change your thoughts? 6. In what places at home or elsewhere do you usually use the Internet/video game? 7. Have you ever felt anxious, depressed or isolated when not using the Internet/video game?
Social areas	1. Has your Internet/video game use caused concerns with your family? 2. Has your Internet/video game use caused concerns with your significant other? 3. Has using the Internet/video game caused concerns with your social activities and friendships? 4. Has using the Internet/video game interfered with your performance at school or work? 5. What are your social/leisure/hobby activities?
Relapse prevention	1. Do you believe that you have a problem with your level of areas Internet/video game use? 2. What do you see as the benefits and costs of continued Internet/video game use? Area of Assessment Screening Questions 3. What is your level of commitment to change your current Internet patterns? 4. What plans have you implemented in the past to deal with your level of Internet/video game use? 5. Have these plans worked?

King, Delfabbro, and Griffiths, 2012

Internet Assessment:

A Structured Interview for Assessing Problematic Online Sexual Behavior
Delmonico & Griffin, 2007

Internet Assessment Structured Interview (Delmonico and Griffin, 2006) is a 50 item interview protocol based on six themes revolving around cybersex addiction / internet addiction: 1) Arousal, 2) Tech-Savvy, 3) Risk, 4) Illegal, 5) Secrecy, and 6) Compulsive. **This is part of an excellent assortment of resources as part of a comprehensive "*Cybersex Clinician Resource Kit.*" See www.Internetbehavior.com.**

Section I: Internet Knowledge and Behavior

1. Where are your computers located? Seek detailed information about the location of all computers used, including personal, work, home office, laptops, etc. (S)
2. Have you ever had private accounts that no one else in your family or at work know about? (e.g., multiple email accounts, screen names, site memberships, etc.) (T, S)
3. Over the past six months, on average how many hours per week is your computer logged on to the Internet? On average, how many of those online hours do you sit in front of your computer and use the Internet? (T, S, C)
4. Over the past six months, on average how many hours per week have you actively engaged in Internet sex, including downloading images, sexual chats, etc.? (T, C)
5. What are all the screen names or Nicknames you have used while online? (T, S)
6. Have you ever posted/traded any sexual material on or through the Internet? This would include self photos, photos of others, sexual stories, videos, audio clips, sexual blogs, sexual profiles, etc. If so, what was the content of the material exchanged? (A, T, I?)
7. Have you ever paid to access or purchase any form of sexual material on the Internet (e.g., chat rooms, websites, video feeds, sexual software, sexual movies, sexual games, etc.) If so, what was the theme or content of the material? (A, C)
8. Have you ever kept a list of sexual areas of the Internet that you revisit or would like to revisit? This includes both electronic lists such as bookmarks/favorites and written/typed lists. (C)
9. Have you ever bought, sold, or traded passwords to access sex online? (T, I?, C)
10. Have you ever visited areas of the Internet dedicated to a particular sexual behavior or fetish (e.g., bestiality, bondage, leather, a certain race/profession of people, etc.)? (A, C)
11. Have you ever viewed child pornography or images of individuals who appeared to be less than 18 years old? (A, R, I)
12. Have you ever visited porn web sites from a computer other than your home? (R, S)
13. Have you ever tried to conceal yourself or the places you have been online (e.g., clearing your history or cache, using programs to hide/clean your online tracks, deleted/renamed downloaded files, use anonymous services, stealth surfers, etc.)? (T, S, C)
14. Have you ever used an online chat room for sexual purposes or intent? If so, what types of rooms did you visit? (A, T)
15. If you have visited chat rooms, what are the names of some of the rooms that you have entered? If you can't be specific, what are the general themes of chat rooms you have visited? (A)
16. Have you ever used software that allows you to serve/retrieve files automatically over the Internet. (e.g., FTP, fserve, FreeAgent, newsgroup downloaders, etc.) (T)

17. Have you ever download music or other files from a peer-to-peer networks (e.g, Kazaa, Morpheus, BearShare, etc.)? (T)
18. Have you ever participated in video/audio conferencing online? (e.g., PalTalk, CuSeeme, Yahoo video chat, etc.?) If so, were they sexual rooms? (A, T)
19. Have you ever used your buddy list (e.g., AOL Instant Messenger, ICQ, etc.) to keep track of individuals with whom you have had a sexual exchange or with whom would like to have a sexual exchange? (T, C)

This structured interview continues on for 50 questions that cover *Internet Knowledge, Behavior, Social elements, Sexual elements, and Psychological elements.*

Cognitive Behavioral Interventions

Cognitive behavioral therapy (CBT) has been suggested as the preferred mode of therapy treatment for compulsive Internet use (Young, 2007). CBT is a familiar treatment based on the premise that thoughts determine feelings. In one study of 114 patients, CBT was used to teach patients to monitor their thoughts and identify those that trigger addictive feelings and actions while they learn new coping skills and ways to prevent relapse. CBT required three-month treatment of approximately 12 weekly one-hour sessions. The early stages therapy is behavioral, focusing on specific behaviors and situations where the impulse control disorder causes the greatest difficulty. As therapy progresses, there is more of a focus on the cognitive assumptions and distortions that have developed and the effects of the compulsive behavior.

Research suggests that the focus of recovery should examine both **computer behavior** and **noncomputer behavior**. (Hall, A.S., & Parsons, J., 2001). *Computer behavior* deals with actual online usage with a primary goal of abstinence from problematic applications while retaining control of the computer for legitimate purposes. *Noncomputer behavior* focuses on helping clients develop positive lifestyle changes for life without the Internet. Life activities that do not involve the computer, such as off-line hobbies, social gatherings, and family activities are encouraged. A similar parallel is found with eating compulsions.

Young (1998) suggested that of catastrophic thinking might contribute to compulsive Internet use in providing a psychological escape mechanism to avoid real or perceived problems. Subsequent studies hypothesize that other maladaptive cognitions such as overgeneralizing, catastrophic-thinking and negative core beliefs also contribute to compulsive use of the Internet. Those who suffer from negative thinking often suffer from low self-esteem and maintain pessimistic attitudes. Early treatment outcome study showed that CBT can be used to address those negative thoughts to overcome their personal feelings of low esteem and worth (Young, 2007).

Learning The ABC's of Emotional Response

Activating event / situation	Automatic **B**eliefs / Thoughts	Emotional **C**onsequence (Glad, Mad, Sad, Bad or Afraid)	Identifying the Irrational Belief / Thought	Rational Response
Example: Potential customer hangs up on me.	1. He thinks I'm a jerk. 2. I'll never sell these services! 3. He's rude!	1. sad, bad 2. afraid 3. mad	1. loved by all, change the world, magnification 2. overgeneralization, fortune teller, superman 3. mind reading, change world, labeling	1. I don't need to be liked by everyone. 2. Let's focus on the other clients who said "yes!" 3. He's probably had a bad day

Rationalizations for Problematic Internet Use

Grateful acknowledgements to Patrick Carnes

Instructions: This questionnaire examines common cognitive distortions that promote problematic Internet behaviors or relationships. When answering, you should only consider recreational use of the Internet; that is, ignore time spent online for work or school projects. Please be honest. Answer the following questions using the scales to the right.

	Not Applicable	Rarely	Occasionally	Frequently	Often	Always
Global Thinking: Attempting to justify why something is not a problem by using terms like "always" or "never."	0	1	2	3	4	5
Rationalization: Justifying unacceptable behavior. "I don't have an Internet problem. I'm just staying current with today's technologies."	0	1	2	3	4	5
Minimizing: Trying to make behavior or consequences seem less or smaller. "Only a little." "It wasn't for that long." "It was no big deal."	0	1	2	3	4	5
Comparison: Shifting the focus to someone else to justify behaviors. "I'm not as bad as . . ."	0	1	2	3	4	5
Uniqueness: Thinking you are different or special. "My situation is different." I'm have more stress than most people would understand."	0	1	2	3	4	5
Avoiding by omission: Trying to change or ignore the subject, or manipulate conversation to avoid talking about something. It is also about leaving out important bits of information like online you're present yourself as being younger or don't tell chat mates that you're married.	0	1	2	3	4	5
Blaming: Your behaviors are someone else's fault. "If my spouse weren't so cold I wouldn't have to go online to take care of my sexual needs." "I tried some strategies my therapist suggested, but they didn't work."	0	1	2	3	4	5
Intellectualizing: Avoiding feelings and responsibility by intellectualizing your behaviors or acting intellectually superior to others.	0	1	2	3	4	5
Hopelessness/Helplessness: "I am a victim." "There is nothing I can do to change or get better."	0	1	2	3	4	5
Manipulative Behaviors: Some distortion of reality including the use of power, lies, secrets, or guilt to exploit others.	0	1	2	3	4	5
Compartmentalizing: Separating your life into compartments in which you do things that you keep separate from other parts of your life.	0	1	2	3	4	5
Crazymaking: When confronted by others who do have a correct perception, telling them they are totally wrong. Acting indignantly toward them is an attempt to make them feel crazy by telling them that they cannot trust their own senses.	0	1	2	3	4	5
Seduction: The use of charm, humor, good looks, or helpfulness to cover up insincerity or to get out of trouble.	0	1	2	3	4	5
Simultaneous Legitimate Motives (SLMs): Legitimate reasons you give to yourself and others to go online where you then engage in unhealthy online behaviors or relationships.	0	1	2	3	4	5
Emotional Reasoning: How you do <u>or</u> don't feel about someone or something that makes your online behaviors or relationships okay.	0	1	2	3	4	5

Counting the Cost

Modified from Patrick Carnes, *A Gentle Path Through the Twelve Steps*

Here's a good exercise to account for powerlessness. Give three or more examples regarding each of the following statements.

1. Obsessing or fantasizing about my addictive behavior
2. Trying to control my behavior
3. Lying, covering up, or minimizing my behavior
4. Trying to understand or rationalize my behavior
5. Effects on my physical health
6. Feeling guilty or shameful about my behaviors (or the other extreme – feeling defiant or prideful about my behaviors)
7. Effects on my emotional heath
8. Effects on my social life
9. Effects on my school or work life
10. Effects on my character, morals, or values
11. Effects on my spirituality
12. Effects on my financial situation
13. Contact with the police or courts
14. Has my preoccupation led to insane or strange behavior?
15. Has my preoccupation led to loss of memory?
16. Has my preoccupation led to destructive behavior against self or others?
17. Has my preoccupation led to accidents or other dangerous situations?
18. Do I keep overly or unnecessarily busy?
19. Do I feel depressed a lot of the time?
20. Am I able to share my feelings? If not, why not?
21. Have I changed my physical image to support my compulsion?
22. Have I made promises to myself that I have broken?
23. Have I denied that I have a problem?
24. Has my compulsion affected my self-esteem?
25. Have I tried to relieve my pain about my behavior? How?
26. Have I tried to manipulate people into supporting my compulsions? How?
27. Have I given up my hobbies and interests? What were these?

"Name That Feeling!"

Positive Feeling: *LOVE*

Liking of	Warmth toward	Affection for	Passion for	Tenderness toward
Drawn toward	Friendly toward	Captivated by	Concern for	Admiration for

Positive Feeling: *DESIRE*

Longing for	Craving for	Coveting	Need for	Impulse toward
Impelled toward	Hanker for	Want	Curious	Inquisitive

Positive Feeling: *HOPE*

Expectant of	Anticipate	Aspire to	Trust	Reliance on
Faith in	Confidence	Brightness		

Positive Feeling: *JOY*

Happy	Delighted	Pleased/pleasant	Calm	Satisfied
Peaceful	Refreshed	Tranquil	Completed	Relieved
Fulfilled	Comfortable	Gratified	Contented	Gleeful

Positive Feeling: *COURAGE*

Spunk	Guts	Bravery	Risking	Patience
Endurance	Toughness	Confidence	Assurance	Bold

****

Negative Feeling: *HATE*

Dislike of	Cold toward	Withdrawn from	Repelled by	Despise

Negative Feeling: *AVERSION*

Turn away from	Withdrawn from	Rejection of	Distant from	Repelled by
Get away from	Escape	Avoid	Get out	Evade

Negative Feeling: *DESPAIR*

Hopeless	Disappointment	Desperate	Trapped	Inevitable
Despondent	Doubtful	Defeated	Helpless	Suspicious
Inadequate	Discouraged	Lost	Cornered	Stopped

Negative Feeling: *SORROW*

Sad/saddened	Embarrassed	Grieved	Depressed	Overwhelmed
Unhappy	Rejected	Sorry	Humbled	Crushed
Dejected	Ashamed	Hurt	Wounded	Gloomy

Negative Feeling: *FEAR*

Terror	Panic	Escape	Alarm	Uneasy
Trepidation	Horror	Timid	Fright	Cowardly
Scared	Cautious	Anxiety	Distrust	Nervousness
Worry	Apprehension	Restless	Jumpy	Flight

Negative Feeling: *ANGER*

Fury	Resentment	Rage	Mad	Ire
Grouchy	Indignation	Grumpy	Wrath	Disgruntled
Irritation	Aggravated	Belligerence	Hostility	Bugged

Internet Use Log

Date & **Time** started: ____

Thoughts before you go online: ____

____

____

Check your feelings in the "Start" sections below:

Emotion	Start	Finish	Emotion	Start	Finish	Emotion	Start	Finish
Angry, annoyed			**Embarrassed**			**Inferior**		
Anxious, nervous			**Frustrated**, stuck			**Lonely**, unloved		
Bored: tired			**Guilty**, bad			**Sad**, depressed		
Confused			**Hopeless**			**Other**:		

Emotion	Start	Finish	Emotion	Start	Finish	Emotion	Start	Finish
Confident, strong			**Joyful,** laughing			**Other**:		
Desire, craving			**Loved,** affection			**Other**:		
Hopeful, trusting			**Peaceful,** resting			**Other**:		

Time Logged off the Internet: __________________

Thoughts after you go offline: ____

____

____

Check your feelings in the "Finish" sections above.

= = = = = = = = = = = = = = = = = = = = = = = = =

Internet Use Log

Date & **Time** started: ____

Thoughts before you go online: ____

____

____

Check your feelings in the "Start" sections below:

Emotion	Start	Finish	Emotion	Start	Finish	Emotion	Start	Finish
Angry, annoyed			**Embarrassed**			**Inferior**		
Anxious, nervous			**Frustrated**, stuck			**Lonely**, unloved		
Bored: tired			**Guilty**, bad			**Sad**, depressed		
Confused			**Hopeless**			**Other**:		

Emotion	Start	Finish	Emotion	Start	Finish	Emotion	Start	Finish
Confident, strong			**Joyful,** laughing			**Other**:		
Desire, craving			**Loved,** affection			**Other**:		
Hopeful, trusting			**Peaceful,** resting			**Other**:		

Time Logged off the Internet: __________________

Thoughts after you go offline: ____

____

____

Check your feelings in the "Finish" sections above.

DAILY MOOD CHART (Example)

PURPOSE OF MOOD CHARTING

This technique provides you with a simple way to graph your mood fluctuations. Each page displays 1 month at a time. Mood charting allows you to bring together important pieces of information such as mood state, life events, and internet use.

GENERAL INSTRUCTIONS

1. Every month, start a new chart. Fill in the chart daily before bedtime so you can summarize your day.

2. Mood rating: Every day, describe mood elevation, depression, anxiety and irritability.

3. Events: Note any significant events that effect your mood and Internet use. Use a separate sheet of paper to write out details

Day of the Month	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**
	ELEVATED MOOD (HIGH)																														
High						X	X	X																							
Moderate					X																										
Mild			X	X																											
Okay	X	X							X														X	X	X						
Okay										X																X	X			X	X
Mild											X											X						X	X		
Moderate												X	X	X	X						X										
Severe																X	X	X	X	X											
	DEPRESSED MOOD (LOW)																														

		STRESS																														
Stress	0=none 1=mild	0	0	0	0	0	0	0	0	0	1	1	1	2	2	3	3	3	3	3	3	3	3	2	2	0	0	0	0	0	0	0
Lonely	2=mod 3=severe	0	1	1	2	2	2	2	3	3	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hours slept last night		7	7	6	6	4	3	3	2	4	5	5	6	9	9	8	7	9	9	7	8	8	7	7	7	7	8	8	7	7	7	6

	COUNSELING, MEDICATION, LIFE EVENTS, INTERNET USE																														
Counseling																															
Medication Changes																															
Life events																															
Approx hours Internet																															
Miscellaneous																															

DAILY MOOD CHART for the MONTH of _____

Day of the Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	ELEVATED MOOD (HIGH)																														
High																															
Moderate																															
Mild																															
Okay																															
Okay																															
Mild																															
Moderate																															
Severe																															
	DEPRESSED MOOD (LOW)																														

		STRESS																													
Stress	0=none 1=mild																														
Lonely	2=mod 3=severe																														
Hours slept last night																															

	COUNSELING, MEDICATION, LIFE EVENTS, INTERNET USE																														
Counseling																															
Medication Changes																															
Life events																															
Approx hours Internet																															
Miscellaneous																															

SPECTRUM LINE / Incremental Goal Attainment

Level 1:

"Level 1" is the worse level – this is your Internet problem completely out of control. This is worse than it is currently. At "Level 1", describe what is happening . . .
Internet behaviors:
Mentally:
Physically:
Emotionally:
Relationally:

Spiritually:
Other:

Level ___:

Internet behaviors:
Mentally:
Physically:
Emotionally:
Relationally:
Spiritually:

Other:

Learn Your Compulsive "Voice"

Modified from Doug Weiss, *101 Freedom Exercises: Guide for Sex Addiction Recovery*

If you listen carefully, the compulsive part of you has a "voice" that attempts to rationalize inappropriate behaviors, put off self-care, and refuses healthy accountability and lifestyle changes.

Become more aware of this voice inside of you and learn to talk back to it. You can do this by keeping a journal. Practice writing messages from the "Compulsive Voice" and counter-responses from the "recovering you." You can also do something called the "two-chair" technique. Sit in one chair that represents the compulsive-voice and talk out-loud about abstinence and acting out. Notice how natural, familiar and smooth-talking your compulsive-voice is. Notice your feelings as you sit in this chair. Now, switch into a second chair (facing the first) and talk back to the compulsive with reason, scripture and truth. Dare to make fun of your compulsive-voice's twisted logic and rationalizations. Notice your thoughts and feelings as you sit in this second chair.

Compulsive Voice:

Healthy Response:

Compulsive Voice:

Healthy Response:

Compulsive Voice:

Healthy Response:

Compulsive Voice:

Healthy Response:

Helpful Technology

Helpful Technology

1. Internet Programs. (see Appendix B and page 110 of this handout)

Blocking:

Filtering:

Monitoring:

Accountability:

2. BOB timer (www.usebob.com)

3. Family Safe Media (www.familysafemedica.com)

5. Controls on cell phones

7. Stop texting in the car (www.safedrivingsystems.com or www.websafety.com)

8. Parental controls on game consoles

10. Family Online Safety Institute (www.fosi.org)

11. Common Sense Media (commonsensemedia.org)

12. Plugged In On Line (pluggedinonline.com)

COMPUTER ENVIRONMENT MANAGEMENT

- Ensuring the computers used only in high-traffic areas.
- Limiting the days and times of use.
- Using the computer only when others are nearby.
- Specifying the locations where the internet can or cannot be used.
- Making sure the monitor is visible to others.
- Having a First Aid Kit (grounding techniques) nearby.
- Tape pictures of loved ones around the border of the monitor.

General Interventions

"Burning Bridges in a Sober Moment."

"*Don't-Waste-Your-Money*" Motivator

Here's how it works. For at least 8 weeks, this will cost your client $20 each week. A 20-dollar-bill (no checks) sits in an envelope, stamped, addressed to one of the organizations listed below and no return address. The therapist establishes two therapeutic goals for each week. Examples might be successfully filling out the daily Internet log, observing time limits, reading a chapter out of an assigned book, etc.

If the client successfully completes both therapeutic goals, they get to spend the $20, but they have to do so "relationally" – take a loved one to lunch, buy ice cream for the kids, give someone a gift, or donate it to a worthwhile organization. They can't save the money, pay it towards bills, or spend it on themselves.

If the client doesn't accomplish their two therapeutic goals for the week, they seal the envelope and drop it in the mail. This technique is actually very effective at providing external motivation (with a humorous twist) for incremental goal attainment. By-the-way, if your client is politically active, have them send the $20 to the other political party. Whatever you do, make sure you don't have them send the money to an organization that they care about.

Professional Bowlers Assoc. 1720 Merriamn Rd. Akron, OH 44344	American Philatelic Society, Inc. P.O. Box 8000 State College, PA 16803	American Yo-Yo Association 12106 Fruitwood Dr. Riverview, FL 33569
National Wood Carvers Assoc. P.O. Box 43218 Cincinnati, OH 45243	Amer. Gastroenterological Assoc National Office 7910 Woodmont Ave., 7th Floor Bethesda, MD 20814	Fabio International Fan Club Donamamie E. White, President 37844 Mosswood Dr Fremont, CA 94536
John Coble The Society for Japanese Irises 9823 E. Michigan Ave. Galesburg, MI 49053	Chili Appreciation Soci. Internat. P.O. Box 3204 Sierra Vista, AZ 85636-3204	The Herpetological Society c/o The Pittsburgh Zoo One Wild Place Pittsburgh, PA 15206
Bat Conservation International P.O. Box 162603 Austin, TX 78716	We Love Lucy P.O. Box 56234 Sherman Oaks, CA 91413-1234	Friends of Neil Diamond Jo Michaels P.O. Box 3357 Hollywood, CA 90028
Minnesota Vikings Fan Club 7644 Lyndale Ave. South Minneapolis, MN 55423-4028	Gumby Fan Club P.O. Box 3905 X Schamburg, IL 60168-3905	The Official SPAM Fan Club P.O. Box 892 Austin, MN 55912

Resources for General Internet Compulsions

Name	Description

Center for Internet Addiction (Kim Young) netaddiction.com	The Center for Internet Addiction online treatment and resources to those seeking treatment for Internet addiction. This includes an empirically-based treatment program to cure Internet addiction.
reSTART Internet Addiction Recovery Program netaddictionrecovery.com	The reSTART Internet Addiction Recovery Program is specifically oriented towards launching tech dependent youth and adults back into the real world. Our individually tailored program is designed to assist participants with an Internet and/or computer based behavioral addiction to break the cycle of dependency. Our 45-day abstinence based recovery program exposes participants to a variety of activities and everyday life skills which are often avoided or underdeveloped as a result of excessive ongoing computer, video game play and internet use.
TechAddiction techaddiction.ca	TechAddiction seeks to provide: 1. Useful, professional, and nonbiased information on the issue of excessive video game and internet use. 2. Useful recovery resources and information for those who are unable to find or afford local treatment services. This includes the downloadable Computer, Internet and Video Game Addiction Treatment Workbook, How to Help Children Addicted to Video Games, the TechAddiction Support Forum, the Tip of the Month, and links to other reputable sources for information and recovery. 3. Professional one-to-one therapy for those who wish to develop a healthier balance between life online and offline. 4. Education and consultation to those who work with internet and video game addictions.

Resources for Cybersex Compulsions

Name	Description
Breaking Pornography Addiction / no-porn.com	Practical suggestions for overcoming porn addiction. Includes a supportive, monitored BBS and helpful books
Patrick Carnes/ sexhelp.com	Dr. Patrick Carnes' web site, with information and references on sex addiction.
Celebrate Recovery celebraterecovery.com	Christ-centered recovery groups that meet in churches.
Christian Recovery International christianrecovery.com	A coalition of ministries dedicated to helping the Christian community become a safe and helpful place for people recovering from addiction, abuse and or trauma.
Exxit Exxit.org	A ministry that provides resources such as 3-minute online Bible studies to help online sexual addicts
Cybersexualaddiction cybersexualaddiction.com	This website, jointly hosted by Rob Weiss, Dr. Schneider, Dr. Carnes, Dr. Delmonico & Elizabeth Griffin, is devoted to information about cybersex addiction.
Gentle Path Press gentlepath.com	Book publisher with many titles on sex addiction

Harvest USA harvestusa.org	Newsletter and support groups to individuals and their families who are struggling with pornography. A Christian resource.
Hazeldon Publishing hazelden.org	Numerous titles on sexual compulsions
Heart to Heart Counseling sexaddict.com	Counseling services and resources by Dr. Douglas Weiss
Internat. Instit. for Trauma & Addiction Professionals iitiap.com	IITAP provides the Certified Sex Addiction Therapist (CSAT) training.
The Meadows themeadows.org	The Meadows offers inpatient treatment for sex addiction.
PornNoMore pornnomore.com	A Roman Catholic site dedicated to ministering to those who desire to break their addiction to pornography.
Psych. Counseling Services www.pcsearle.com	National treatment program run by Ralph Earle and Marcus Earle.

Pure Desire puredesire.org	Christian-based help for sexual addiction with books, seminars, and assistance to local churches.
Pure Intimacy pureintimacy.org	*Focus On The Family's* web site for sexual issues, including the problem of online pornography and affairs.
Renewal from Sexual Addiction rsaministries.org	A Christian 12-step recovery program for those who are struggling with compulsive sexual behavior.
Safer Society Foundation and Press safersociety.org	The Safer Society Foundation, Inc. is a national research, advocacy, and referral center on the prevention and treatment of sexual abuse.
Setting Captives Free settingcaptivesfree.com	Offers a free, Christian-based, 60-day online course to find freedom from pornography.
Sex Addicts Anonymous www.saa-recovery.org	A 12-Step fellowship of men and women.
Sexaholics Anonymous www.sa.org	A 12-Step fellowship of men and women.
Sexhelp sexhelp.com	Dr. Patrick Carnes' web site.
Sexual Compulsives Anon. sca-recovery.org	A 12-Step fellowship of men and women.
Sexual Ethics and the New Testament rustyparts.com	A survey of the different views held by Christians regarding issues such as dating, premarital sex, and masturbation.
Sexual Recovery sexualrecovery.com	Information on sex addiction and describes Robert Weiss's treatment program for sex addiction.
SLAA Online Group slaafws.org	A 12-Step fellowship of men and women.
Society for the Advance. of Sexual Health ncsac.org	Contains basic information about sex addiction, position papers, and a list, by state, of therapists and counselors who are knowledgeable about sex addiction. (Formerly *National Council on Sexual Addiction and Compulsivity*)
XXX Church xxxchurch.com	Online help resources, including a free internet tracking program. Christian resource

Resources for Online Gaming Compulsions

Name	Description
Online Gamers Anonymous www.olganon.org	American non-profit organization formed in 2002, is a twelve-step, self-help, support and recovery organization for gamers and their loved ones who are suffering from the adverse effects of excessive computer gaming. The organization provides a variety of message boards, daily on-line chat meetings, a Saturday and Wednesday Skype meeting, and other tools for healing and support.

Gaming Addiction www.gamingaddiction.net	Promotes responsible gaming including internet games, online gambling, and fantasy sports. They offer surveys for gamers and people that care about gamers. They advocate a simple three pronged approach to responsible gaming: Understand what gaming is; Solve problems that are created by excessive gaming; act out the solution and live a healthier life free of gaming addiction.
Wowaholics Anonymous www.wowaholics.org	A community who shares their experience, strength and hope with each other.

Resources for Online Gambling Compulsions

Name	Description
Gambling Therapy gamblingtherapy.org	Our services include online advice and practical and emotional support for individuals through our helpline facility. Online support groups, a forum, and a database of useful resources are also available. For more information on any of these services please see below. All of these services are available to anyone with a gambling problem or those affected by gambling through someone close to them.
Gamtalk www.gamtalk.org	GamTalk is an online community for people with gambling issues to share their experiences and ideas.
Gamcare www.gamcare.org.uk	GamCare provides support, information and advice to anyone suffering through a gambling problem.
Mark Griffiths drmarkgriffiths.wordpress.com	Excellent blog site for one of the world's leading researchers on gambling compulsions.

Books Addressing Online Compulsions

Book Title	Description
Cyber Junkie: Escape the Gaming and Internet Trap Kevin Roberts	In this groundbreaking book, recovering video game addict Kevin Roberts uses extensive scientific and social research, complemented by his and others' personal stories, to give compulsive gamers and surfers—and their family and friends—a step-by-step guide for recovery. He outlines the ways that 'cyber junkies' exhibit the classic signs of addiction and reveals how they can successfully recover by following a program similar to those used for other addictions. Readers learn to identify whether they have an addiction, find the right resources to get individualized help, and regain a rewarding life away from the screen by learning new thoughts and behaviors that free them from the cravings that rule their lives. Included is a guide for parents for working with their addicted children.
Cybersex Exposed: Simple Fantasy or Obsession? Jennifer Schneider Robert Weiss	Examining the negative consequences of Internet sex addiction on health, career, intimacy and family relationships, this guide provides a test to help readers evaluate their own behaviour. The guide also discusses the negative impact of cybersex on partners and presents stories of recovery.
The Digital Diet: The 4-step plan to break your tech addiction and regain balance in your life Daniel Sieberg	Science and technology reporter and recovering digital addict Daniel Sieberg has devised a foolproof 4-step plan to help you regain control, focus, and true connection in your life.
Facing the Shadow Patrick Carnes	Facing the Shadow takes techniques used by thousands of people recovering from sexual addiction and shows, step by step, how to break free of this disease and live a

	healthier, more fulfilling life. This second edition adds timely material on cybersex and new science about arousal. This work sets the stage for the recovery tasks at hand, then provides practical, easy-to-follow exercises specifically designed to help understand and address those tasks. Facing the Shadow teaches why denial is so powerful and what can be done to break through it; how to face the consequences of your behaviors using recovery principles; how to respond to change and crisis due to addiction; how to manage life without dysfunctional behavior; how spirituality affects recovery; what to disclose and to whom; and how sex addiction starts and what an addict needs to know.
In the Shadows of the Net: Breaking Free of Compulsive Online Sexual Behavior Patrick Carnes, David Delmonico, Elizabeth Griffin	As Internet usage has exploded in recent years, so has the prevalence of compulsive online sexual behavior--a problem first addressed five years ago by Patrick Carnes and coauthors of the breakthrough book, *In The Shadows of the Net.* Updated with the latest information, trends, and developments, the second edition equips readers with specific strategies for recognizing and changing compulsive sexual behaviors. Personal stories reveal how desperate life can become for online sex addicts--divorce, career loss, and financial ruin are common outcomes. More importantly the authors set forth a path for breaking free from compulsive online sexual behavior and sustaining lifelong recovery.

The Shallows: What the Internet Is Doing to Our Brains Nicholas Carr	Building on the insights of thinkers from Plato to McLuhan, Carr makes a convincing case that every information technology carries an intellectual ethic—a set of assumptions about the nature of knowledge and intelligence. He explains how the printed book served to focus our attention, promoting deep and creative thought. In stark contrast, the Internet encourages the rapid, distracted sampling of small bits of information from many sources. Its ethic is that of the industrialist, an ethic of speed and efficiency, of optimized production and consumption—and now the Net is remaking us in its own image. We are becoming ever more adept at scanning and skimming, but what we are losing is our capacity for concentration, contemplation, and reflection.
Untangling the Web: Sex, Porn, and Fantasy Obsession in the Internet Age Robert Weiss Jennifer Schneider	With personal stories from addicts and their significant others, this updated essential resource offers realistic healing strategies for anyone experiencing the devastating impact of Internet pornography and sex addiction on intimacy, relationships, career, health, and self-respect.
Virtually You: The Dangerous Powers of the E-Personality Elias Aboujaoude	While the Internet can enhance well-being, Elias Aboujaoude has spent years treating patients whose lives have been profoundly disturbed by it. Part of the danger lies in how the Internet allows us to act with exaggerated confidence, sexiness, and charisma. Aboujaoude dubs this new self our "e-personality" and argues that its traits are too potent to be confined online. Offline, too, we're becoming impatient, unfocused, and urge-driven. *Virtually You* draws from Aboujaoude's personal and professional experience to highlight this new phenomenon. The first scrutiny of the virtual world's transformative power on our psychology, *Virtually You* demonstrates how real life is being reconfigured in the image of a chat room, and how our identity increasingly resembles that of our avatar.

Tips for Breaking MMORPG Addiction
from http://www.wikihow.com/Break-a-World-of-Warcraft-Addiction

Admit you have a problem. This may be hard, but accepting that Warcraft has taken over your life is the initial step into overcoming your addiction.

Consider the following: Imagine the day that you first bought the game. If you knew everything you do now, would you still have bought it? Now the follow up question: Imagine yourself in two years, still playing WoW, looking back on today when you are making the decision to quit or keep playing. How do you feel about your decision to continue?

Find out what has caused your addiction. What makes World of Warcraft so appealing to you? Is it the fact that it has different continents that you will never go to? Is it the fighting? Is it your "unique" role as a tank or a mage? Is it the happiness of 'pwning noobs'? Whatever it is, try to minimize this happiness in WoW, and make it a pleasure that you could also get in everyday life.

- Take a martial arts class. Kick some real butt. Many gamers are very interested in the martial arts, but never study it.
- Read. Novels have just as much excitement and adventure as WoW, but you can expand other skills -- such as critical thinking and vocabulary -- in addition to those that interactive storytelling and game play will build. Try to equip gear that increases your reading ability (Such as monocles), this will increase your WPS (Words Per Second).
- Play a less time consuming video game with all of the rewarding feelings of WoW.
- Do live action RP (LARP), especially if you were from a RP server.

Burn yourself out by finding the ways to cheat at World of Warcraft. Find a private server to play on, with ultra fast leveling/gold. Cheating through the entire game in an hour will get you burnt out very, very quickly.

- See the Matrix. Set up your own private server just for you, give yourself administrator rights and use them to explore the game. This will remove the fascination of the virtual world by showing you how it is all just a simulation with artificial rules. Returning to official WoW after having played around with admin rights might make you feel like running in a hamster wheel. You might feel like a fool spending hours of time for something that can also be done by simply typing "levelup 1". (Maybe having read and understood these lines already made the whole private server thing obsolete for you.)

Make it a joint effort. Believe it or not, many people play World of Warcraft simply because their friends play it, and they find it enjoyable to spend time with them in WoW. If this is the case, then convince your friends to stop playing (with these steps, if needed), or even better, find another game to play. Otherwise, explain to your friends and family what you're doing, and ask them to help you stay on track. When you can't trust yourself to keep away from WoW, you have to trust someone else to stop you.

Set up parental controls for yourself. Make it so your play-time is limited, and use a complicated password that you are sure to quickly forget. Or, ask a friend or family member to set the parental controls with a password you don't know.

Schedule other activities with your free time, so you won't have time to play WoW. One of the most effective way is to get a part time job and book every free time you have to work. Hang out with your friends, play basketball, engage in extracurricular activities at school (such as clubs or sport teams) or volunteer. The important thing is that they keep you outside of your home, away from your computer. You can find that there are many things that are just as exciting as playing WoW. Remember, your "guild" online is no substitute for the company of real friends.

Give away your bags and gold (don't mail them to an alt) and delete your character. ... Be aware though that, while it may seem like an alluringly simple solution once you mustered the determination to do it, it might also backfire later, giving you even more drive to start a wholly new character, because this act for itself doesn't cure addiction, but is merely a symptom or consequence of a decision or temporary mood. A tool for losing interest in WoW is having done everything and having everything available, so when you delete your character, there is a reason for playing again, because it's a bit like a reset with everything gone. Having your high-level character fully equipped and available all the time can be a more powerful tool for breaking addiction, because there is so little left in the game that poses any challenge.

Sell your account. There are many players and lazy people out there, willing to pay for an existing account. This is a great way to stop playing, because then someone else takes your character, and you won't be able to control it any longer. This is a nice way to quit, but not stop addiction.

Beat the game. When all else fails, play until you reach the highest level possible. Many players get to the maximum level (at least until Blizzard releases another add-on pack) then look back and realize with disappointment that they've been following what is known by many gamers as the 'role-playing game grind', or the extremely repetitive and ultimately fruitless efforts of gaining gold, levels, and experience. Because when it's all said and done, a dead man's possessions are not important; it's the memories that count. So go out and make your own, now, in the real world.

Do activities that are productive in the real world, but allow you to have the same satisfaction of leveling up like getting fit, learning to cook, succeeding in school courses. Get your artisan cooking level, first aid, and fishing skills up in real life.

Consider alternatives to defusing the addiction such as http://www.hypnosis.com.au/break-world-of-warcraft-addiction.html

Understand that you can have the best of both worlds. Set movie nights and friends night get a girlfriend or boyfriend that does not play World of Warcraft.

Learn to detest Blizzard. This might sound funny or weird, but if you develop some standards by simply trying to be treated fairly by game masters all the time, paying attention to bugs and incompleteness in the game and doing some research on the basic business policies of a company like Blizzard, you might start feeling that there are other people deserving your money a lot more

Interventions for the *Excitement* and

Comfort
Motivators

Your Guide to Never Feeling Tired Again

By Nancy Rones, WebMD Feature from "Redbook" Magazine, Originally published on March 1, 2007

22 ways to tackle life's biggest energy zappers.

Every day, 2.2 million Americans complain of being tired. Most of us chalk it up to having too much to do and not enough time to do it in, especially during extra-busy periods. But often the true culprits are our everyday habits: what we eat, how we sleep, and how we cope emotionally. Read on for some simple, recharging changes that can help you tackle all of the energy stealers in your life.

Energize Your Diet

Why is it that filling up on pasta or Chinese food for lunch leaves us snacky and sleepy an hour later? Or that falling short on fluids makes us forgetful and foggy? Fact is, eating habits play a powerful role in how well we function on every level. Below, six top fatigue-fighting nutrition strategies to chew on.

- **Have breakfast... even if you don't feel hungry.** You'll be a lot perkier: Studies show that people who eat breakfast feel better both mentally and physically than those who skip their morning meal. British researchers at Cardiff University even found that spooning up a bowl of breakfast cereal every morning is associated with lower levels of the stress hormone cortisol.
- **Eat every three to four hours.** Having three smallish meals and two snacks throughout the day can keep your blood sugar and energy levels stable all day long, says Roberta Anding, R.D., a spokesperson for the American Dietetic Association (ADA). Note the word "smallish." Supersized meals demand more of your energy to digest, which can leave you feeling lethargic. At each mini-meal, get a mix of carbohydrates (which the body uses for energy), protein (which helps sustain energy if needed), and healthy fats like those found in fish, nuts, and olives -- these fats and protein contribute to meal satisfaction, so you don't go hunting for sweets an hour later and wind up with a short-lived sugar high and subsequent crash. A few meal ideas: a low-fat yogurt parfait with berries and a couple of tablespoons of whole-grain granola; salmon over mixed greens with whole-grain crackers; and beef tenderloin with a baked sweet potato and asparagus.
- **Fill up on more fiber.** Fiber has a time-releasing effect on carbs, so they enter your bloodstream at a slow and steady pace, giving your energy staying power, says Anding. When choosing your mini-meals (see above), include fiber-filled options that add up to the daily recommended 25 to 30 grams of fiber (the average person gets only between 10 and 15 grams). Some suggestions: a bowl of raisin bran (5 grams of fiber per cup); black beans and cheese wrapped in a multigrain tortilla (beans have 7.5 grams per 1/2 cup; one tortilla has 5 grams); air-popped popcorn (3.6 grams per 3 cups); an apple with the skin (3.3 grams); and whole-wheat spaghetti (6.3 grams per cup).
- **Fuel your brain with omega-3s.** Found in fatty fish (such as tuna and salmon), walnuts, and canola oil, these essential fatty acids play a role in keeping brain cells healthy and helping you feel mentally alert. Another potential bonus: Omega-3s encourage the body to store carbs as glycogen — the storage form of glucose (blood sugar) and the body's main source of stored fuel — rather than as fat.
- **Stay hydrated.** Water makes up the majority of your blood and other body fluids, and even mild dehydration can cause blood to thicken, forcing the heart to pump harder to carry blood to your cells and organs and resulting in fatigue. Also, ample fluids keep energy-fueling nutrients flowing throughout the body, says Nancy Clark, R.D., author of *Nancy Clark's Sports Nutrition Guidebook.* To gauge your hydration, Clark recommends monitoring how often you urinate. You should be going every two to four hours, and your urine should be clear or pale yellow in color. Tip: Besides drinking more, you can also consume foods that naturally contain water, such as yogurt, broccoli, carrots, and juicy fruits, like watermelons, oranges, and grapefruits.
- **Watch caffeine intake after noon.** Typically, consuming a moderate amount of caffeine — 200 to 300 mg, the amount found in two to three cups of coffee — can make you more energetic and alert in the hours following, says Anthony L. Komaroff, M.D., a professor of medicine at Harvard Medical School. But when caffeine is consumed in large quantities — or anytime in the afternoon or evening — the quality of your sleep that night can take a

nosedive, leaving you with heavy eyelids the next day. One caution for those who are highly sensitive to caffeine: Although switching to a decaf latte in the afternoon sounds like the answer, researchers at the University of Florida found that out of 22 decaffeinated coffee beverages tested, all but one contained some caffeine.

Energize Your Spirit

- We're all familiar with physical exhaustion, but mental strain — sadness, boredom, worry, anger, and general stress (the biggie) — can take an even heavier toll on vitality, completely wearing you out. Life happens, and these difficult emotions will, too. But if you react wisely, your brain and body will rebound — along with your vim and vigor.
- **Splash some water on your face or take a shower when you're feeling burned-out.** Some 55 percent of study participants reported using these types of "water therapy" to successfully increase their energy, according to findings in the *Journal of Personality and Social Psychology.* Apparently, a little H_2O refresher can instantly help take the edge off when you're feeling overwhelmed.
- **Suit up in a "power" outfit to beat the blahs.** Fight the tendency to throw on sweats when you're feeling sluggish. Although it may seem counterintuitive to slip into the skirt you save for special occasions, it helps to look in the mirror and see an energizing image — not a deflating one that confirms and reinforces your internal state, says Alice D. Domar, Ph.D., founder and executive director of the Domar Center for Complementary Healthcare in Waltham, MA. Dressing for success will give you a big mental boost every time you catch sight of your reflection (or receive a compliment) throughout the day.
- **Vent your feelings.** Keeping fear, anxiety, and stress pent up inside may seem like a grown-up way to deal with these emotions. But discussing negative feelings with another person can ease them far better than keeping them bottled up; by airing them, you reduce their ability to sap your stamina, says Komaroff, who is also the editor-in-chief of the *Harvard Health Letter.*
- **Turn on some tunes.** Listening to music is one of the most effective ways to change a bad mood, decrease tension, and increase energy. Consider this: Runners in one study who listened to music while on the treadmill ran faster than those who jogged in silence — no matter how loud the volume or how fast the tempo, according to new findings in the journal *Ergonomics.* Other research suggests that music effectively distracts you from feeling fatigue. Try burning a CD of your favorite songs and playing it anytime you need a pick-me-up. (If you exercise, so much the better — but the music will move you either way.)
- **Let go of grudges.** Nursing a grudge prompts your mind and body to react as if they're under chronic stress, increasing your heart rate and blood pressure and potentially resulting in an impaired immune system and exhaustion over time, according to a study in the journal *Psychological Science.* On the other hand, practicing empathy and forgiveness after you've been wronged makes you feel as if you're back in control, which keeps the body's stress responses in check. The next time you find yourself harboring ill feelings, repeat a stress-relieving mantra to yourself, such as, "Forgiveness makes me a happier and stronger person."
- **Take belly breaths.** When we're under stress, we're prone to take "chest breaths" — short, shallow ones, says Domar. Chest breathing brings less air into the lungs and reduces the supply of energizing oxygen to the body and brain, leaving you physically and mentally drained. The goal is deep, diaphragmatic breathing — like that of a sleeping infant: When you breathe in, your belly should round and fill like a balloon; on an exhale, your belly should slowly deflate. Of course, remembering to practice deep breathing isn't the first thing on your mind when you're under the gun, so as a visual reminder, try posting a tranquil picture (such as a pool of water or your kids smiling) with the word "breathe" next to your computer, or anywhere you tend to feel on edge.
- **De-clutter a corner.** Go through that teetering pile of papers or overflowing closet and clear it out. Clutter can make you feel out of control and overwhelmed, especially when you're already feeling stressed or down. Plus, simply accomplishing a goal, no matter how seemingly minor, can be energizing, says Domar.
- **Do some good.** Acts of altruism can lend a little pep to your step. In fact, one study in the *Journal of Health and Social Behavior* found that volunteer work can boost your energy in six ways: It enhances happiness, life satisfaction, self-esteem, sense of control over life, physical health, and mood. Find short- and long-term volunteer opportunities at volunteermatch.org and charityguide.org.
- **Get a Restorative Rest**

- When you have a lot to do (um...always), usually the first thing to get squeezed off your agenda is sleep. But miss out on shut-eye and your energy, positivity, productivity, and memory are sure to suffer. And nearly a quarter of American adults aren't getting enough rest, which has led to an epidemic of daytime sleepiness, according to a poll by the National Sleep Foundation. The key to bucking this trend is to brush up on sleep hygiene. Try these steps for starters.
- **Cut back on TV and computer time after 8 p.m.** If you're already a night owl (you go to bed late and sleep in on weekends), the bright light emitted from television and computer screens can make falling asleep at a decent hour even harder. The reason: Light suppresses the production of melatonin, a hormone secreted at sunset that tells the brain that it's nighttime, explains John Herman, Ph.D., director of the training program in sleep medicine at the University of Texas Southwestern Medical School at Dallas. And when melatonin levels are low, your brain is fooled into thinking that it's still daytime — and remains raring to go. Whenever possible, wait until the next morning to tune in and/or log on. If you must use light-emitting technology at night, try to turn it off an hour or two before hitting the sack.
- **Hide your alarm clock.** Watching the clock to see how long it's taking you to drift off or how much time you have left before your alarm goes off can result in a poor night's sleep, says Kelly A. Carden, M.D., medical director of the Sleep Health Center Affiliated with Hallmark Health at Medford in Medford, MA. This hypervigilance keeps the brain awake and alert and prevents you from slipping into deep, restorative sleep. The easy fix: Set your alarm clock, then either face the numbers away from you or put it on the floor, in a drawer, or across the room.
- **Give your pet his own separate sleeping space.** At night, pets snore, jiggle their tags, move around a lot, and even hog the covers and bed space. It's no wonder that 53 percent of pet owners who sleep with their pets in the bedroom have some type of disrupted sleep every night, according to a study from the Mayo Clinic Sleep Disorders Center in Rochester, MN. Consider relocating your furry friend's sleeping quarters to another area, even if it's just his own bed in your bedroom.
- **Lower the thermostat.** For a good night's sleep, make sure your room is comfortably cool — enough so that you need a light blanket. This ensures that your environment is in sync with your body's internal temperature, which naturally drops during the night, according to the National Sleep Foundation. Studies suggest the ideal sleeping temperature is between 54 and 75 degrees; anything cooler or warmer may cause you to wake up.
- **Skip the nightcap.** Alcohol depresses the nervous system — the system of cells, tissues, nerves, and organs that controls the body's responses to internal and external stimuli. So while sipping a glass of wine before bed may help you nod off, the sedative effects wear off as your body metabolizes the alcohol, which may cause you to wake up in the middle of the night and have trouble falling back to sleep. Alcohol has also been shown to interfere with the body's natural 24-hour biorhythms, causing blood pressure to rise and heart rate to race at night when it's normally calm and relaxed. You don't have to give up that evening cocktail entirely to achieve sound sleep — just try to avoid alcohol within two to three hours of bedtime.
- **Get your exercise.** While scientists don't yet understand why, aerobic exercise has been proved to help you fall asleep faster at bedtime, spend more hours in deep sleep, and wake up less often throughout the night, says Komaroff. At the same time, vigorous exercise can act like a stimulant (which is a great daytime energizer), so schedule your workouts in the morning or afternoon, when you need a boost the most.
- **Follow the 15-minute rule.** If you can't fall asleep, or if you wake up and can't get back to sleep within about 15 minutes, get out of bed and do something relaxing that will help clear your head, such as reading, meditating, or knitting (but not watching TV or surfing the Web). Then, once you feel sleepy again, go back to bed. If you stay put and fret about being awake, you'll only make yourself more anxious — and less likely to catch the z's you need.
- **Write down your worries.** During the day, jot down any stressors that are weighing on you, says Carden. Then, do some mental problem-solving before your head hits the pillow — or, if you're falling short on solutions, tuck your list away and resolve to brainstorm ideas during your morning shower or commute to work. Just knowing you've established a plan for tackling your to-do's will make you feel like you've made some progress, allowing you to relax, drift off — and wake up the next morning ready to take on the day.

TEN SUGGESTIONS FOR HEALTHY SLEEP HABITS, by Rubin R. Naiman, Ph.D.

1. Simulate Dusk: Create a simulated "dusk" experience beginning at least an hour before bedtime. Be sure to dim the lights. In nature, night does not "fall," it gradually descends. It is natural to slow down as it gets dark. Keep enough light on to do what you need, but no more. You can even dim the brightness of your TV screen. Also, let yourself wind down. Consider bathing, changing into night clothes, and shifting your attention to a quiet, soothing activity. Read, write in a journal, meditate. Don't work.

2. Schedule Sleep: Establish a very regular bed and rising time and adhere to this even through weekend and holidays. If you must change one, try not to change your rising time. The brain seems to use this time as a "marker" for regulating sleep and waking cycles. Schedule a sufficient sleep length to keep you energized through the day. Napping is not advisable when one is struggling with insomnia. When sleeping is normal, naps may be quite helpful since most people do not get enough sleep at night.

3. Forget Time: Never watch the clock at night. Checking the time repeatedly when one is unable to sleep is a very common practice, but not a helpful one. Watching the clock is a common daytime activity for most people and doing so at night can create a daytime frame of mind, contributing to wakefulness. Turn the clock away. Better yet, get it away from the bed. It is possible that electric clocks emit a level of electromagnetic energy which interferes with the brain's production of melatonin and, thereby, inhibits sleep.

4. Let Sleep Come: There are no sleep *techniques.* Although it is common to say or think "I'm going to get to sleep," there, is actually nothing one can do to get there. After a long day filled with *doing* this and that, the tendency is to try to *do* sleep. Sleep is grace, it is a gift from the unconscious. We cannot chase or grab hold of it, and if we try, we lose it. It is normal for the mind to engage in some activity as we are falling asleep. Just notice it. You don't need to stop this. There is nothing you need to do to sleep.

5. Keep the Bed "Sacred": Try to minimize activity in and around the bed. A few minutes of reading or television is fine if it tends to get you drowsy. Don't get engrossed in a great novel or a movie, however. Sex will not interfere with sleep but ther activities in bed can contribute to insomnia. Avoid working or eating in bed. Refrain from long phone conversations and lengthy discussions with a bed partner. Generally, try to keep the bed "sacred" for sleep.

6. Optimize Your Sleep Environment: Make sure your bedroom is completely conducive to sleep. The sleep environment should be quiet, comfortably cool, dark, and feel safe. Background noise can be masked by a fan, a "white noise" machine, or earplugs. Avoid falling asleep with the TV or radio on. Blackout curtains or sleep masks can help keep it dark. Nighttime vigilance can be minimized by assuring that one feels completely safe in the-bedroom. Security systems and pets are often useful in this regard. Also, make sure your mattress is comfortable and in good condition.

7. Eat to Sleep: Eating habits can have an important impact on your sleep. Eating late and heavy meals can interfere with sleep quality. In general, it is advisable to eat evening meals which are lighter (lower in fats and protein) and emphasize complex carbohydrates. A glass of warm milk and other whole protein recipes for sleep probably do not help. Complex carbohydrate snacks like a slice of wheat toast, dry popcorn, or a banana will promote sleep.

8. Exercise to Sleep: Numerous research studies have shown an important correlation between exercise and sleep. Although there is individual variation, in general, it is advisable to get a minimum of forty-five minutes of aerobic exercise about three times per week. Exercise becomes an even more important factor in sleep as we age. Keep in mind that exercise tends to raise body temperature and that sleep requires a drop in body temperature. It is important to allow sufficient time, up to six or more hours for some people, for a drop in body temperature to occur or it can interfere with the onset of sleep. So don't exercise towards the latter part of the evening.

9. Moderate the Use of . . . Alcohol, caffeine, and tobacco, are a part of everyday life. Although all of these substances may be enjoyable for some, they all can have a profound negative impact on sleep. Alcohol is a depressant and could help induce drowsiness. Unfortunately, as its effects wear off, usually during sleep. This commonly disrupts the quality of sleep and even causes awakenings. As a rule of thumb, drink less, drink with food, and drink earlier. Caffeine in the form of coffee, tea, or soft drinks has a relatively long-lasting effect on the body. Even small amounts can affect sleep in some people. It may be best to curtail its use by mid-afternoon. Tobacco, like caffeine, is a stimulant and can contribute to insomnia. Obviously, it is best not to smoke, but, if you must, avoid doing so at night.

10. Be Careful with Sleeping Pills: Both prescription and over-the-counter sleeping pills are designed only for short-term use. Most sleeping pills do not actually produce a normal pattern of sleep and many are habit forming. Many millions of people have become dependent on sleeping pills. In fact, withdrawal from these medicines has become a major cause of insomnia today. Always discuss medication issues with your physician. Use the above suggestions to improve sleep and reduce dependence on sleeping pills.

Avoid B.A.A.L.T.

B.A.A.L.T. stands for **B**ored, **A**ngry, **A**nxious, **L**onely and **T**ired.

Bored: "An idle mind is the devil's workshop" – Boredom is a common opportunity to begin craving the Internet. If you're bored, get up and do something.

Anxious: Pent-up stress can be major motivator for going online. Regularly managing anxiety is essential for maintaining healthy Internet use. Consider 20 minutes of cardiac aerobic activities every other day (be sure to check with your primary care first). Physical exercise, healthy diet, and setting limits for work are key elements of anxiety management.

Anger: If anger is a problem, be sure to take active steps to deal with it in a proactive manner. This helps to "keep short accounts" and avoid fueling your drive towards the internet.

Lonely: This is a difficult feeling for the sexual compulsive to handle. Have an action plan available. Some suggestions:

1. Go to a public place such as a mall, restaurant, etc.
2. Call someone.
3. Plan ahead to avoid alone time gaps such as weekends or when the partner may be out of town.
4. Exercise
5. Help someone else with a project.
6. Go to a meeting, church or other social gathering.
7. Pray
8. Ask others what they do.

Tired: Living at "the speed of life" creates fatigue. Tiredness can lower resistance to the point of "who cares." Going online is a default that becomes fully activated when fatigued. To prevent tiredness, eat right, exercise, and get regular sleep and consider working "power naps" into your day.

Helpful Medications

". . .the ability to diminish sexual appetitive behavior can be a 'therapeutic' effect for a subject afflicted with sexual appetitive disinhibition or hypersexuality. There are now over 200 case examples of the positive prescriptive use of serotonin-enhancing 'antidepressants,' primarily serotonin reuptake inhibitors . . . for the treatment of paraphilias or paraphilia-related disorders." Kafka, 2003

Bupropion (Wellbutrin) has been used in the treatment of patients with substance dependence based on its weak inhibition of dopamine and norepinephrine reuptake. Researchers in one study gave bupropion sustained release (SR) treatment to decrease craving for Internet game play as well as video game cue-induced brain activity in patients with Internet video game addiction. After a 6 week period of bupropion SR, craving for Internet video game play, total game play time, and cue-induced brain activity in dorsolateral prefrontal cortex were decreased. The researchers suggest that bupropion SR may change craving and brain activity in ways that are similar to those observed in individuals with substance abuse or dependence. (Han, 2010)

Methylphenidate (Ritalin): A number of studies about attention-deficit/hyperactivity disorder (ADHD) and Internet video game play have examined the prefrontal cortex and dopaminergic system. Stimulants such as methylphenidate (MPH), given to treat ADHD, and video game play have been found to increase synaptic dopamine. One study hypothesized that MPH treatment would reduce Internet use in subjects with co-occurring ADHD and Internet video game addictions. After 8 weeks of treatment, the Internet usage times were significantly reduced. (Han, 2009)

Lexapro: At Mount Sinai School of Medicine in New York, researchers tested the use of the antidepressant escitalopram (Lexapro, from Forest Pharmaceuticals) in 19 adult subjects who had impulsive-compulsive Internet usage disorder . . . Addicts had a very healthy response to the drug; on average, the number of hours spent online went from 36 hours to 16 hours. (Young & Nabuco de Abreu, 2011, p.10-11)

Treatment of compulsive sexual behaviour with *naltrexone* and serotonin reuptake inhibitors: Two case studies. Raymond, Nancy C., Grant, J. E., Kim, S. W., and Coleman, E., International Clinical Psychopharmacology, Vol 17(4), Jul 2002. pp. 201-205. Abstract: Compulsive Sexual Behavior (CSB) is generally used to indicate excessive sexual behavior or sexual cognitions that lead to subjective distress, social or occupational impairment, or legal and financial consequences. Similar to impulse control disorders, CSB is characterized by a failure to resist the impulse for sex. Opioid antagonists have been effective in treating urge-driven disorders, such as pathological gambling disorder, alcoholism, borderline personality disorder with self-injurious behavior, cocaine abuse, mental retardation with self-injurious behaviour and eating disorders. Based upon the efficacy of opioid antagonists in treating disorders associated with urges, the authors hypothesized that ***naltrexone*** would reduce both the urges associated with CSB and therefore reduce the sexual behaviour. Case reports of a 42 yr old woman and 62 yr old man with CSB who were treated successfully with ***naltrexone*** are presented. In both cases, symptoms dramatically decreased and psychosocial functioning improved with the use of ***naltrexone***.

Internet Sex Addiction Treated With Naltrexone Bostwick, Michael; Bucci, Jeffrey (Feb. 2008). *Mayo Clinic Proceedings*, 83(2): 226-230. **Abstract:** Malfunctioning of the brain's reward center is increasingly understood to underlie all addictive behavior. Composed of mesolimbic incentive salience circuitry, the reward center governs all behavior in which motivation has a central role, including acquiring food, nurturing young, and having **sex**. To the detriment of normal functioning, basic survival activities can pale in importance when challenged by the allure of addictive substances or

behaviors. Dopamine is the neurotransmitter driving both normal and addictive behavior. Other neurotransmitters modulate the amount of dopamine released in response to a stimulus, with the salience determined by the intensity of the dopamine pulse. Opiates (either endogenous or exogenous) exemplify such modulators. Prescribed for treating alcoholism, naltrexone blocks opiates' capacity to augment dopamine release. This article reviews naltrexone's mechanism of action in the reward center and describes a novel use for naltrexone in suppressing a euphorically compulsive and interpersonally devastating **addiction** to **Internet** pornography.

Naltrexone* in the Treatment of Adolescent Sexual Offenders.** Ryback, Ralph S., Journal of Clinical Psychiatry, Vol 65(7), Jul 2004. pp. 982-986. Background: ***Naltrexone is a long-acting opioid used clinically in alcoholism, drug abuse, bulimia nervosa, obsessive-compulsive disorder, and impulse-control disorders. This study investigated whether ***naltrexone*** can decrease sexual arousal in legally adjudicated adolescent sexual offenders. Method: In an open-ended prospective study, ***naltrexone*** was given to 21 adolescents participating in an inpatient adolescent sexual offenders program who met any of the self-reported criteria of (1) masturbating 3 or more times per day, (2) feeling unable to control arousal, (3) spending more than 30% of awake time in sexual fantasies, or (4) having sexual fantasies or behavior that regularly intruded into and interfered with their functioning in the treatment program. After having been treated for more than 2 months, 13 patients had their ***naltrexone*** administratively stopped, thus providing a before, during, after, and resumption-of-treatment design. Behavioral changes were monitored daily with a fantasy-tracking log and a masturbation log. A positive result was recorded if there was more than a 30% decrease in any self-reported criterion that was applicable to each specific patient and this benefit lasted at least 4 months. Data were collected from July 2000 to December 2002. Leuprolide was given if ***naltrexone*** was not sufficiently helpful in controlling sexual impulses and arousal. Results: Fifteen of 21 patients were considered to have a positive result and continued to respond for at least 4 months to an average dose of 160 mg per day with decreased sexual fantasies and masturbation. Dosages above 200 mg per day were not more helpful. Administrative discontinuation of ***naltrexone*** in a subset of 13 patients resulted in reoccurrence of symptoms that began when the dose taper reached 50 mg per day. There were no changes in clinical chemistries. Five of 6 patients who did not benefit from ***naltrexone*** responded favorably to leuprolide. Conclusions: ***Naltrexone*** at dosages of 100 to 200 mg per day provides a safe first step in treating adolescent sexual offenders. It is possible that the benefits observed here will generalize to the larger population of non-socially deviant hypersexual patients or "sexual addicts."

Opioid antagonists in the treatment of impulse-control disorders. Kim, Suck Won, Journal of Clinical Psychiatry, Vol 59(4), Apr 1998. pp. 159-164. Abstract: Discusses the rationale for and the potential utility of the opioid antagonists in the treatment of impulse-control disorders. Work by preclinical and clinical investigators on the subject of motivation and its contextually relevant behavior is reviewed. On the basis of these reviews, the author prescribed ***naltrexone*** for up to 9 mo to 15 patients who had impulse-control disorder. Of these 15 cases 3 select cases of a 55-yr-old man with severe pathological gambling and compulsive shopping symptoms, a 46-yr-old woman with a 7-yr history of bulimia nervosa symptoms and a 5-yr history of compulsive shopping, and a 38-yr-old woman with severe washing and hoarding symptoms are reported. Results show that ***naltrexone*** was generally well tolerated. ***Naltrexone*** appears to reduce urge-related symptoms and decreases the problematic behaviors. The effect appears to be sustained. In general, most patients required higher doses than 50 mg/day of ***naltrexone***. Results were similar in the 12 other cases not reported here.

ARTICLES on Medication Interventions for Compulsive Behaviors

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Thought-Stopping: Retraining the Brain

Doug Weiss, *101 Freedom Exercises: Guide for Sex Addiction Recovery* (modified)

Your brain has been conditioned neurologically to your Internet behaviors. Every time you go online, your brain receives a rush of feel good chemicals to your brain that include Dopamine, Norepinephrine, Serotonin, Endorphins, Adrenaline, Oxytocin, and/or Vasopressin The brain, as an organ of the body, has no morality. It just knows that when it gets a rush of what I call "brain cookies," (or chemicals) it feels good. The rush could be from heroin, sky diving, sex or cocaine, but whatever has caused the rush, the brain as an organ would not have moral dilemma on how it got this rush.

After chronic Internet use, the compulsive begins to develop neurological pathways in the brain while online. The brain as an organ, adjusts to getting it's neurological need met by the cycle of going into a fantasy state and receiving a rush of "brain cookies".

As part of recovery from Internet compulsions, you must retrain your brain to not connect the Internet with these so called "brain cookies." To stop this you will need a biological reconditioning cycle.

Place a rubber band on either wrist and when you start to obsess or fantasize about going online, snap the rubber band on the inside of your wrist. If you're alone at the time, say "STOP" out loud. If you're in public, say "STOP" in your mind. These steps set up a cycle in your brain that says "fantasy = pain" instead of "fantasy = pleasure." The body is designed to avoid pain, and so this will reduce the amount of obessions that you are having and eventually lessen the thoughts so you can focus on your recovery.

The average person who is very consistent with this reconditioning exercise of the brain finds about 80% of the obsession subsides within the first thirty days and if continued throughout the first 90 days. This is a great exercise to truly "take your thoughts captive." You deserve a clean thought life and a retrained brain, and with consistency, you can have it.

If someone asks you why you have the rubber band on, tell them you are stopping some negative self-talk. This exercise is very effective tool in early recovery. Aspirin, Vitamin B6 and B12 can also be used as thought-stopping techniques.

Interventions for the Escape Motivator

The Card

(Doug Weiss, *101 Freedom Exercises: Guide for Sex Addiction Recovery,* modified)

The Calling Card. Write out the phone numbers of at least 5 to 10 people who can support your sobriety. When feeling tempted, pull out your phone card and call someone. Keep phone numbers in your wallet, house & office so you can call anytime.

The Cost Card. On the backside of a business card-size paper write at the top the word "COST" and list out some of your most significant past and future losses. Write yourself some notes that only you would understand and place this in your billfold. When you start to feel the compulsion try to talk you into acting-out online, pull out your card and talk back. Having the facts puts truth on your side and you can escape from relapse.

The Reward Card. On the other side of the "Cost Card" write some of the rewards you see for your family, health, spiritual life, and career if you maintain healthy online behaviors. Be as specific as possible in your rewards (staying married, seeing your children grow up, better sex).

Letter to Yourself

Modified from Patrick Carnes, Facing the Shadow

Imagine you were your own sponsor writing a letter to yourself just at the time you want to act out online. What would you say? By writing the letter and carrying it with you, you have a significant resource to pull out at the last minute. Take it to your group. Have sponsors and group members write notes on the letter itself. Then when you read it, you will have their support as well.

Instructions:
Address it from you to you. Include the following:
1. What are the probable circumstances under which it is being read?
2. What are the consequences if you ignore the letter?
3. What would you really need at the time of a slip?
4. Give criteria for behavior that is real clear for yourself.
5. What is the hope if you don't act out?
6. What is at stake if you do -what is the plea you need to hear at this moment?

Here's an example:

Dear Chris,
When you feel the urge, pull out this letter. Chances are if you are reading it, there is a pleasurable thrill of the thought of doing something online. Please read to the end because if the thought is about acting out, chances are you are alone in contemplating it. So please read. Each time is the same. There is the thought, the pleasure. There is the anger, the loneliness, the feelings of entitlement. But remember, every time it is the same; you will regret terribly what you now want to do.

- You will have to worry about being caught.
- You will despair over your broken commitments.
- You will feel pain at the people you use.
- You will have to tell lies to cover up - always there are lies.
- You will have suicidal feelings.
- You will place all your career success in jeopardy.
- You are always disappointed.
- You will lose yourself for hours.

Right now your addict is seducing you with promises that won't work. So figure out what you need:

- Are you hungry or tired?
- Are you angry,
- Are you overextended?
- Are you needing care?

Find whatever you need and get it. Do not do the one thing that will make all of the above worse. The question is, if everybody could see what you are about to do, would you still do it? You are lovable and worthwhile. You deserve getting your needs met in a way that respects you. Imagine spirituality that is peaceful, graceful, vibrant, and growing - not what you are about now.

Please listen to yourself. You know that it won't happen for you by acting out. Think of all the faces of those in the past. Do not kid yourself. Instead, love yourself enough to let it pass - let go. Call someone.
Love,
Chris

First Aid Kit

Modified from Patrick Carnes, *Facing the Shadows*

Make yourself a psychological emergency first-aid kit. Place in a small box things that provide your life with meaning. Suggestions include:

- symbols of recovery, including medallions, tokens, and other items that remind you of significant moments in your recovery
- pictures and mementos of loved ones
- scripture and spiritual items
- copies of pages out of a recovery book
- letter to yourself
- favorite affirmations, meditations, quotes
- phone numbers of peers and sponsors
- any items that represent personal meaning to you
- tapes of special music
- aspirin, vitamin B6, B12

Keep this kit beside your computer. If you feel you are about to relapse or already have slipped, pull out the kit to get support for what you need to do. (Carnes, 2002)

Interventions for Affirmation and Belonging

THE FIVE LOVE LANGUAGES

A summary of Dr. Gary Chapman's principles

The First Love Language: *Words of Affirmation*

Verbal compliments, or words of appreciation, are powerful communicators of love. They are best expressed as straightforward statements of affirmation. The object of love is not getting something you want but doing something for the well-being of the one you love. But when we receive affirming words we are far more likely to be motivated to reciprocate.

Encouraging words means *"to inspire courage."* All of us have areas in which we feel insecure. We often lack courage, and that lack of courage can hinder us from accomplishing the positive things that we would like to do. The latent potential within your partner in his or her areas of insecurity await your encouraging words. Encouragement requires empathy and seeing the world from your mate's perspective. We must first learn what is important to our partner. Only then can we give encouragement.

Kind words. If we are to communicate love verbally, we must use kind words. Sometimes our voices are saying one thing, but our tone of voice is saying another. Your partner will usually interpret your message based on tone of voice, not the words you use.

Words of forgiveness. Love doesn't keep a score of wrongs. Love doesn't bring up past failures. None of us is perfect. In a relationship we do not always do the best or right thing. We have sometimes done and said hurtful things to our partner. We cannot erase the past. We can only confess it and agree that it was wrong. We can ask forgiveness and try to act differently in the future. If you have been wronged by your partner and s/he has confessed and requested forgiveness, then you have a choice. You can extend justice or forgiveness. If you choose forgiveness, intimacy can be restored. Forgiveness is the way of love. We can choose to live today free from the failures of yesterday. Forgiveness is not a feeling; it is a commitment. It is a choice to show mercy, not to hold the offense up against the offender.

Humble words. Love makes requests, not demands. While dating or in marriage, you and your mate are equal adult partners. We are not perfect to be sure. If we are to develop an intimate relationship, we need to know each other's desires. The way we express those desires, however, is all-important. If they come across as demands, we have erased the possibility of intimacy and will drive our partner away. If, however, we make known our needs and desires as requests, we are giving guidance, not ultimatums. When you make a request of your partner, you are affirming his or her worth and abilities. A request introduces the element of choice. Your mate may choose to respond to your request or to deny it, because love is always a choice. Your partner may comply with a demand, but it is not an expression of love. A request creates the possibility for an expression of love, whereas a demand suffocates that possibility.

The Second Love Language: *Quality Time*

Togetherness. Togetherness has to do with focus, giving your mate your undivided attention (not sitting on the couch watching TV together). It means that we are doing something together and that we are giving our full attention to the other person. The activity in which we are both engaged is incidental, it is simply a vehicle that creates the sense of *togetherness*.

Quality Conversation. Sympathetic dialogue involves shared experiences, thoughts, feelings, and desires in a friendly, uninterrupted context. Quality conversation focuses on what we are hearing - drawing out your partner's thoughts, listening sympathetically, asking questions (*who, what, how, where, gentle why*) with a genuine desire to understand.

Quality Activities. These can include anything in which one or both of you has an interest. The emphasis is not on <u>what</u> you are doing but on <u>why</u> you are doing it. The purpose is to experience something together, to walk away from it feeling *"My partner cares for me. S/he was willing to do something with me that I enjoy, and did it with a positive attitude."*

The Third Love Language: *Receiving Gifts*

Gift giving. Gift giving is a universal part of the love relationship, it is a fundamental expression of love that transcends cultural barriers. You must be thinking of someone to give them a gift, and the gift itself is a symbol of that thought. It doesn't matter whether it costs money, gifts may be purchased, found, or made. What is important is that you thought of your partner. And it is not just the thought implanted in the mind that counts, but the thought expressed in actually securing the gift and giving it as an expression of love.

The Gift of Self. The gift of self (or presence) is an intangible gift that can speak more loudly than a gift that can be held in one's hand. Being there when your partner needs you is a priceless gift, your body becomes the symbol of your love.

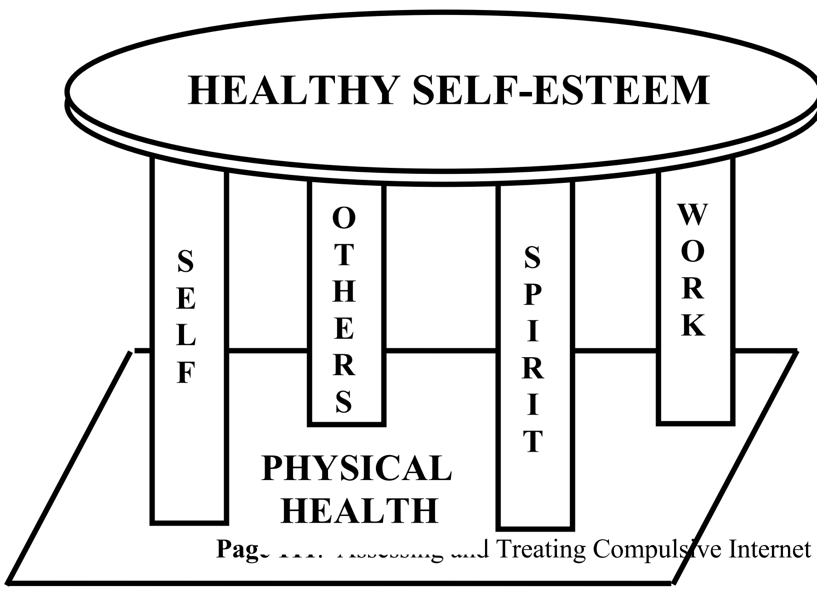
The Fourth Love Language: *Acts of Service*

Acts of Service means doing things you know your partner would like you to do. You seek to please them by serving, which requires thought, planning, time, effort, and energy. But requests for service cannot be demands, manipulation by guilt or coercion by fear. Love is a choice and cannot be coerced. Each of us must decide daily to love or not to love our partners. If we choose to love, then expressing it in the way in which our partner requests will make our love most effective emotionally.

The Fifth Love Language: *Physical Touch*

Physical touch is a fundamental expression of love and meets an essential biological need within each of us. Holding hands, kissing, embracing, back rubs and sexual intimacy are all ways of communicating emotional love to your partner. Since touch receptors are located throughout the body, lovingly touching your mate just about anywhere can be an expression of love. But remember your touch does not always need to be sexual in nature or intent.

The Four Life Challenges



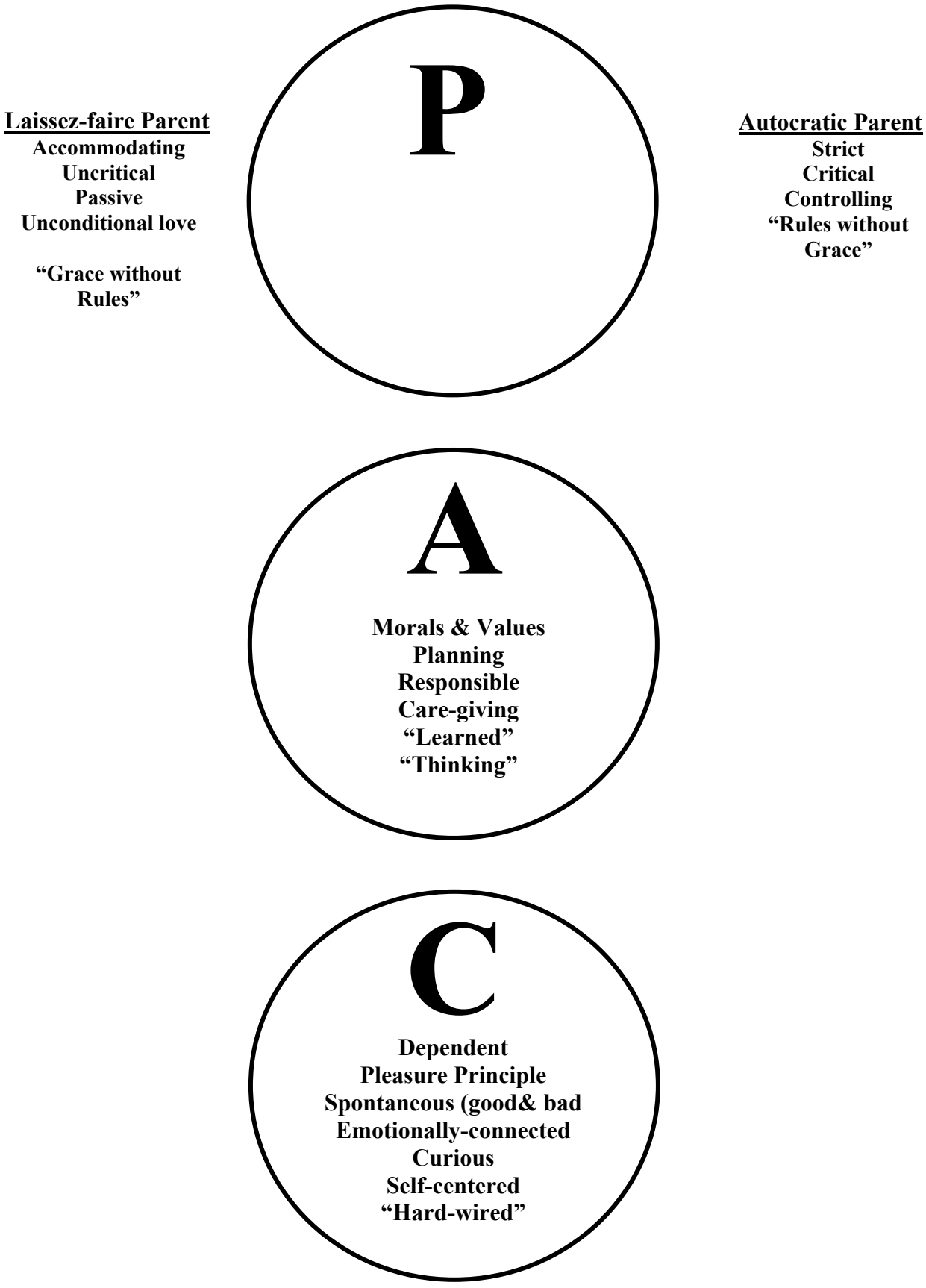
Relationship with Self . . . - practical self-care & nurture - a balanced voice of grace and authority - congruency of stated values & actions. - finding oneself in the right priority	**Relationship to Spirituality:** A sense of . . . - being at peace with God / Higher Power - feeling a higher purpose / plan in your life - Someone who is a priority above yourself - Someone who has the events of life under control
Relationship with Others . . . - healthy relationship with a significant other - healthy relationships with family (past and current) - healthy relationships with support network - an identity within the world	**Relationship to Work:** A sense of . . . - special purpose & calling - valuable contribution and appreciation - inner passion - developed mastery

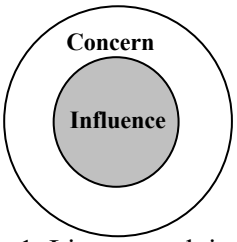
Interventions for Power and Helplessness

"Finding Your *True Voice*"

Situation: _____

	Passive	Aggressive	Passive-Aggressive	Active
Thoughts				
Action or Inaction				
Probable Results				


P
Laissez-faire Parent
Accommodating
Uncritical
Passive
Unconditional love
"Grace without Rules"
Autocratic Parent
Strict
Critical
Controlling
"Rules without Grace"
A
Morals & Values
Planning
Responsible
Care-giving
"Learned"
"Thinking"
C
Dependent
Pleasure Principle
Spontaneous (good& bad
Emotionally-connected
Curious
Self-centered
"Hard-wired"



Influence versus Concern

God grant me the serenity
to accept the things I cannot change,
Courage to change the things I can,
and the wisdom to know the difference
Reinhold Niebuhr

Step 1: List out each issue that is troubling you at this time. Try to make the issues specific.
Step 2: Figure out what <u>percent</u> of the issue is within your Circle of ***Influence***, versus Circle of ***Concern***.
Step 3: Under each heading, write which ***aspects*** of the issue go under that heading.
Step 4: Under each heading, write specific ***thoughts*** and ***actions*** that would help. Be creative!

Circle of Influence (%)	**Issue**	**Circle of Concern (%)**
Aspects:		Aspects:
Thoughts/actions:		Thoughts/actions:

Circle of Influence (%)	**Issue**	**Circle of Concern (%)**
Aspects:		Aspects:
Thoughts/actions:		Thoughts/actions:

Circle of Influence (%)	**Issue**	**Circle of Concern (%)**
Aspects:		Aspects:
Thoughts/actions:		Thoughts/actions:

Interventions for Revenge

Your Wounds History

The purpose of the Wounds History is to help you overcome significant painful events that have resulted in loneliness, depression, anger, shyness, guilt, frustration, worry, and fear. The events do not have to be in any particular order (you may want to do them chronologically, by significance, etc.). There are three basic steps:

Step One: Describe the Upsetting Event: At the top of the section, write a brief description of the situation or event that was hurtful. If this negative event happened many times over a period of years, write down a specific example that stands out most clearly in your mind.

Step Two: Record Your Negative Feelings: Identify your negative emotions then and now.

Step Three: Life Impact: Write down how you believe this event has impacted your life (thoughts, self-esteem, relationships with the person or others, etc.).

Hurtful Event

Step One: Describe the Upsetting Event: Your age ( )

Step Two: Record Your Negative Feelings (then and now)

Emotion	Then	Now	Emotion	Then	Now	Emotion	Then	Now
Sad, depressed, down			**Guilty**, bad, ashamed			**Lonely**, unloved,		
Anxious, nervous			**Inferior**, defective,			**Other**:		
Hopeless, discouraged			**Frustrated**, defeated			**Other**:		
Embarrassed, foolish			**Angry**, annoyed			**Other**:		

Step Three: Life Impact: How has this event shaped who you are and how you relate to others?

Resolution Letter

I. These are the things you did which hurt or angered me.
II. These are some of the emotions I felt at the time.
III. These are some of the emotion I feel in the here-and-now.
IV. These are the things that I am declaring for the future.

= =

Forgiveness Exercise

Forgiveness is <u>not</u> . . .

- Minimization
- License
- Trust
- Reconciliation

Forgiveness <u>is</u> . . .

. . . the letting go of debt.

APPENDIX A: Internet Basics

Delmonico & Griffin. www.internetbehavior.com

In order to appropriately address the issue of cybersex, clinicians must have a basic working knowledge of technology and how it is used for Internet sexual activities.

This basic knowledge will help clinicians ask the right questions, and appropriately interpret client responses. Quayle and Taylor (2002) interviewed nine practitioners regarding their knowledge of the Internet and technologies used for Internet sexual activity. All nine reported feeling a general lack of knowledge and understanding of the Internet, as well as how to manage a caseload of sexual offenders who may now have access to the Internet.

One common misconception is the Internet and World Wide Web are synonymous. However, the World Wide Web is one small part of the Internet. In fact, the most explicit and illicit materials are typically found in areas other than the World Wide Web.

World Wide Web. The most common method for accessing the Internet is through the World Wide Web (WWW). Internet browsers (e.g., Internet Explorer, Mozilla Firefox, Opera, etc.) interpret and display text, graphics, and multimedia on a user's monitor. By pointing and clicking, the user has the ability to explore the Internet in a user friendly environment. Web pages can display various forms of multimedia (e.g., photos, videos, music, etc.) and facilitate the exchange of files between computers.

Social Networking Venues. The newest and most popular Internet areas are called social networking venues. These are web-based sites that allow users to chat, send and receive email, chat, send instant messages, post bulletins, photos, information about themselves and others, and file share. One of the hottest "combo places" is MySpace.com (and facebook.com). MySpace allows individuals to post information (including photos and videos) about themselves and create lists of 'friends' that they can then communicate with via the website – all for free. MySpace and similar social networking sites earn their revenue through advertising on the pages that are produced by members.

Newsgroups. This area serves as an electronic bulletin board system where individuals post and read text or multimedia (pictures, sounds, and video) messages. There are tens of thousands of newsgroups dedicated to specific topic areas, thousands of which are used to exchange messages with sexual content each day.

Email. Email is used for direct communication with other individuals or groups of individuals. In the case of cybersex, the message may be a sexual conversation, story, picture, sound, or video. Often individuals meet in other areas of the Internet and then begin communicating via email as a way to add more privacy and security to their sexual exchanges.

Enhanced Internet Chat. Casual users are familiar with chat programs such as Yahoo Messenger, ICQ, America Online's Instant Messenger (AIM), and MSN Chat. The evolution of standard text-based chatting was transformed by software programs that allow for the exchange of files (images, sounds, and programs), simultaneous web browsing, voice chat, and videoconferencing. These chat services might be termed Enhanced Internet Chat area of the Internet.

Internet Relay Chat. Internet Relay Chat (IRC) is the largest and oldest chat area on the Internet. It is largely unfamiliar to most casual users, and typically draws in the more tech savvy. In addition

to standard text-based chatting, IRC includes a number of chat rooms that act as "file servers" to exchange various types of media, including pornography. These file servers allow users to access one another's hard drives and trade images, music, videos, etc. There are a host of file server rooms dedicated specifically to child pornography exchange.

Videoconferencing / Voice Chatting. Over the past five years technology enhancements and the widespread availability of high speed Internet connections have increased the demand for voice and videoconferencing hardware and software. When combined with sexual behavior, a high-tech, interactive peep show results. These technologies have also been used to broadcast live sexual abuse of children, and other exploitive behaviors.

Blog or Bloging. An online web site/service where anyone can post a journal of their thoughts on any subject. . Basically, it is an open forum or communication tool that anyone, organization, or company can use to convey facts about themselves, their thoughts or opinions. Many Blogs have developed a daily following and are routinely used by corporations and political and social organizations to promote and inform on their products or cause. These can have an mature or erotic theme to them.

Virtual Social Networks. A new and lucrative area of the Internet are virtual worlds such as My Second Life, and the Habbo Hotel allow individuals to create their own persona and interact with others online in a virtual 3-d world. Members can purchase virtual property and services and earn virtual money through a variety of online acts. This type of social networking has caught the eye of corporate America and companies are now purchasing space in My Second Life and advertising and selling their products there. The Geek Squad, owned by Best Buy, Inc. is one such company.

The Red Light Center (Utherverse) is the adult MySpace and encourages members to upload explicit images and video's to their profiles. This site combines the search for live partners with a virtual world to give members an unique experience that can lead from a fantasy world to a real world meeting.

Peer to Peer File Sharing. Software packages such as Kazaa®, Bearshare®, and Limewire®, have made file sharing a popular hobby. Casual users of this software often exchange music files, but any file can be "shared" on the network. Many of the files on these networks are pornographic in nature. These pornographic files are numerous, easily found, and can contain illegal child pornography. In fact, one study reported that 42% of all Kazaa requests were for pornography (Brown, 2003).

Skype. Free software, with a more robust pay version, which is noted for its broad range of features, including instant messaging, file transfer (peer to peer), short message service, voice and video conferencing. Through its ability to use peer to peer technology to redirect Internet traffic away from servers and its strong encryption capabilities its usage continues to grow as people look for ways to communicate from any Internet access point with speed, reliability and the perception of being anonymous.

Winamp. Is freeware (software you can use for free) that plays all types of digital movies, video clips, and music files. It also has a peer to peer capability to search for files on the Internet that are available to share from others. Winamp like other peer to peer programs give users the ability to share any type of file with another user. Since the sharing of the file is direct from one computer to another it is difficult if not impossible for law enforcement to investigate illegal images such as child pornography being traded via the software.

Online Gaming. Online destinations such as Multi-User Dungeons (MUDs) encourage participants to take on various characteristics and play out their roles in a game-like setting. A portion of these game areas are sexually charged and offer places for participants to engage in sexual conversations. Some individuals become compulsive with the fantasy, role-playing aspect of these games, whether sexualized or not. A new breed of online gaming has also taken over the market, where individuals can play on teams against others on the Internet. Although not necessarily sexual, they can create compulsivity problems of their own.

Other Areas. Other methods used to engage in cybersex or offense behavior include: Bulletin Board Systems (BBS), file transfer protocol (FTP), and telnet. These represent some of the more archaic areas of the Internet and dialup technologies, but remain problematic nonetheless. BBS systems require a user to directly dial the phone number (or telnet address) of a specific computer that allows access to chat areas and file transfers. These BBS' can be dangerous since it is difficult for law enforcement to locate and monitor them. FTP is a method of transferring files over the Internet and makes a direct connection between two computers, again, making it difficult to monitor or infiltrate. Telnet is another method of directly connecting two computers, which can then exchange files, chat or execute software programs over the Internet.

Online Terms

To learn about terms and acronyms used online, go to www.netlingo.com or www.noslang.com.

Active	refers to sexual activity, are you/they "active"
a/s/l	a common question in chat rooms which means age / sex / location?
Avatar	image representation of oneself which can be used in real time chat rooms such as Yahoo, AIM, PalTalk and most services that provide chat capability
Avi	file extension referring to video clips
Chat	real time communication taking place on the Internet (synchronous communication) through your personal computer or cell phone with Internet access
Cookie	hidden message that is placed in a file to record when you visited a website
CuSeeMe	See You See Me; videoconferencing software that allows for live audio and video conferencing
Cyber	to engage in cybersex while online; typically talking sexually and masturbating while online; "Want to cyber with me?"
Cyberdildonics or bluedildonics	refers to the use of the sex toys whose operation is controlled from a distance over the Internet using Bluetooth technology
digital camera	camera which allows you to take pictures that are directly transferred to your personal computer or placed on the Internet. Most cell phones come with a digital camera
download	bring files (images, etc.) from the Internet to a personal computer or personal data assistant (PDA)
Emoticon	combination of typewriter characters that communicate emotion :-)
Erotica	common term used to refer to sexual content on the Internet
family fun	used in chat rooms or instant messaging to refer to having sexual relations with children
f2f – ftf	face to face; real life encounter while not online; "I met with Ray f2f on Saturday."
FAQ	Frequently Asked Questions; typically a file that answers common questions about a particular topic
Filter	option set up on certain software packages that allow you to filter out certain email messages and webpages
Flame	mean spirited message either in email or chat room
Fservers	file servers; areas of chat rooms that allow for the downloading of sexual images
FTP	File Transfer Protocol; a common way of uploading / downloading files from the Internet

gif / jpg	common file extension which refer to graphic images - not necessarily pornographic in nature
HTML	Hypertext Markup Language; set of instructions used to create and display webpages on your personal computer
IM's	Instant Message; one to one conversations in real time via computer on the Internet or cell phones through the Internet or the cell phone company network
IRC	Internet Relay Chat; area of Internet that allows for real time conversation and file sharing
ISP	Internet Service Provider; a company that allows access to the Internet
Leetspeak	is a type of jargon that is used online and in text messaging by teens and regular people who chat and IM. It is made up by phonetically or graphically changing words using many different ways of creating the term. 143 for example means I love you d00d means dude, the list is endless and unknown terms can be found on web sites such as www.netlingo.com
Lurking	being present in a chat room or email discussion group without participating
mail list or list serve	group of individuals that can exchange email on a designated topic; not necessarily pornographic; does not take place in real time
MORF	a common question in chat rooms which means Male or Female?
MOTOS	Member of the Opposite Sex
MOTSS	Member of the Same Sex
MPEG	Motion Picture Expert Group; file type in which motion video is stored
MUD - MOO	Multi-User Dungeon; live chat area with certain themes; similar to a dungeon and dragon type game where you have certain powers while you navigate through virtual rooms
My Second Life	an online virtual world where people can create their own look, persona and interact with others in the virtual world
netiquette	Online etiquette; the unwritten rules of how to behave online
Newbie	someone who is new to the Internet or certain aspect of the Internet and is just learning how to use it
Nick	nickname, handle, username, screename; name used online in email or chat rooms
Red light center	an online, live, 3d Internet site for sexual role play
Scanner	allows you to digitize images (photographs, etc.) and save them to your computer and placed on the Internet
Signature	text which is automatically attached to the end of an email; usually contains a person's name, address, phone number and other identifying information
Spam	sending / receiving unwanted email messages typically used to sell a product or service
Upload	send files (images, etc.) from personal computer, PDA or cell phone to the Internet
URL	Uniform Resource Locator; the official name for a webpage address
virtual Sex	another name for Cybersex but usually refers to sex via the Internet involving a web cam and instant messaging
virtual community	an online site that members interact in a virtual environment, many have adult themes such as My Second Life, Red Light Center, and Habbo Hotel
Wav	wave file; type of file which stores audio clips
web cam	a digital camera that is used for real time transmissions of video or still images via the Internet

APPENDIX B: Filtering and Monitoring Internet Content: A Primer for Helping Professionals

Richard Joseph Behun, Valerie Sweeney, David L. Delmonico, And Elizabeth J. Griffin. *Sexual Addiction & Compulsivity*, 19:140–155, 2012 Copyright © Taylor & Francis Group, LLC ISSN: 1072-0162 print / 1532-5318 online DOI: 10.1080/10720162.2012.666425

Helping professionals are often in the position to offer guidance on how best to protect individuals, couples, and families from dangerous and/or inappropriate content on the Internet and other technological devices. However, they often do not have current data on blocking, filtering, and monitoring methods available to offer such protection. The purpose of this article is twofold. First, it is designed to educate helping professionals on how many of the latest blocking, filtering, and monitoring technologies operate. As new products become available, the helping professional should easily be able to understand how the product works, and then make judgment about its appropriateness for their respective client. Second, specific sample products are named to give the helping professional an immediate list of possible options for clients, keeping in mind that the list of products is constantly evolving. At the completion of reading this article, the helping professional should be equipped to help clients understand their options when considering blocking, filtering, and/or monitoring software

INTRODUCTION

The worldwide Internet population grew 380% from 2008 to 2009. It is estimated that nearly 75% of the entire North American continent has access to the Internet. Commercial producers of cybersex activities see the potential to profit from this segment with practically no overhead costs. In 2006, Internet pornography accounted for nearly $3 billion (23%) of the total market share of pornography in the United States (Family Safe Media, 2010). As a result, more and more individuals are experiencing significant problems with cybersex related addictions. These include both the use of computers and other technologies that access the Internet

No one is exempt from developing online problems. One of every three visitors to adult pornography web sites is likely to be female, and nearly 60% of those who use the search term *adult sex* on Internet search engines are female (Family Safe Media, 2010). The average annual income for consumers of Internet pornography is a reported $75,000 plus. Not to mention the measured increase in adolescent use of online sexual materials and behaviors. Use of the Internet among teens in the United States continues to rise, with an observed 24% increase of teen use between 2001 and 2005 (Lenhart, Hiltlin, & Madden, 2005). In 2007, an estimated 93% of children ages 12 to 17 accessed the Internet on a regular basis in the United States (Macgill, 2007). Wolak, Mitchell, and Finkelhor (2007) found 34% of teens indicated they were exposed to unwanted online sexual material, a figure that rose 9% over the past 5 years. This continued growth and exposure of teens to inappropriate online sexual material increases the likelihood that such issues will need to be addressed in clinical settings. Delmonico and Griffin (2010) outline ideas for clinicians in order to better prepare them to discuss a broad range of issues related to this topic including information on blocking, filtering, monitoring, etc

Clinicians working with individuals, teens, and families often recommend the use of blocking, filtering, and/or monitoring software. The recommendation may be made to a client who is struggling with pornography use, compulsive gambling, compulsive gaming, or who is simply struggling with excessive time spent online

It is important for helping professionals to understand the methods of protecting clients and their families from inappropriate or dangerous online content/conversations. For professionals who assist individuals with problematic sexual behavior, this responsibility is even more salient. However, even armed with all the information, no technology is 100% failsafe. The technologies discussed in this article proportionally relate to a client's motivation. The more motivated a client is to take personal responsibility for protecting themselves or their family, the more effective the protection technologies. As in every clinical situation, the clinician can only be accountable for providing the best information to help a client make an informed decision and follow through with that decision on his/her own. The purpose of this article is to provide clinicians with the knowledge and tools necessary to assist clients and their families in understanding their options for blocking, filtering, and monitoring Internet content.

There are hundreds of software products available for blocking, filtering, and monitoring Internet content, and new products are added to this list each day. The purpose of this article is not to review specific software packages, but rather to help clinicians understand the basic anatomy of how a particular type of software functions. The article will assist clinicians in recommending a course of action to clients whose technology-based behaviors are concerning. While the main goal is not to provide reviews of specific products, Table 1 contains names of specific software titles that provide blocking, filtering, and monitoring capabilities. It is hoped that by both explaining the general anatomy of how blocking, filtering, and monitoring software works, combined with examples of products, the clinician will be well-equipped to assist clients for whom problematic online behavior is a concern

It is recommended this article be read from start to finish in order to gain a comprehensive understanding of what options are available for blocking, filtering, and monitoring on all types of devices. Reading only the section that appears applicable to a specific situation may limit options covered in the latter part of the article

OPERATING SYSTEMS AND PLATFORMS

In order to understand blocking, filtering, and monitoring, it is important to understand the various "operating systems" or "platforms. These terms refer to the underlying software used to make a specific device work properly. The most common platforms are Windows and Macintosh (Mac). Software written for one platform does not work on the other—platforms are not interchangeable—this is often referred to as "compatibility." Other platforms referred to throughout this article include "iOS" and "Android" (Droid). These operating systems were designed specifically for mobile devices. Any device running iOS is an Apple built device (e.g., iPad, iPod, iPhone, etc.). The Android platform is supported by Google and was designed to be a direct competitor to Apple devices. Many different mobile devices use the Android platform (e.g., cell phones, tablet computers, etc.). It is important to know which platform your client uses (Windows, Macintosh, Droid, iOS, etc.), since not all products are available for all platforms. There are also other platforms not specifically addressed in this article, which may be discovered while learning more about blocking, filtering, and monitoring software. These include Windows Mobile, Windows Phone (WP), Blackberry, Linux, Opera, and others. Windows, Mac, iOS, and Droid are the most common operating systems for which blocking, filtering, and monitoring software is developed and therefore this article is primarily limited to discussing these platforms.

ANATOMY OF BLOCKING/FILTERING

The following sections address several types of product that can be used to assist in the blocking and filtering of various technologies including computers and mobile/portable devices

Blocking and Filtering on Personal Computers

The purpose of blocking/filtering software is to restrict inappropriate or dangerous content from being delivered to a home or office computer. The filtering process is based on "rules" that the filtering software establishes. These rules differ for each software package, and are the "proprietary secret" for each company since it determines the effectiveness of the software.

Essentially, all software uses two basic methods for filtering content. The first is based on a "blacklist" of known inappropriate sites that are either blocked completely or "graded" (E = Everyone, 9+ = ages nine and older, M = Mature, etc.).

In addition, some software packages use the Entertainment Software Rating Board (ESRB) and Motion Picture Association of America (MPAA) ratings to assist in filtering content. Computer users who have the software's security password can add their own websites to the "blacklist" or override the blacklist and allow access to certain sites. This level of customization is common on most software packages and can assist in adapting the software to individualized needs.

The second method of filtering can be referred to as "on-the-fly" content analysis. If a site is not on the black or white list, the software does a quick review of the text on the site and matches it to a list of known words that would render the site inappropriate and inaccessible. For example, if the site had the word "porn" listed anywhere on the page, the software would detect this and block the site based on the keyword match. In addition, most software packages also can be configured electronically to notify (e.g., e-mail, text message, etc.) the administrator of the computer that a website has been blocked and provide the URL of that page.

Another feature includes the ability to customize the software for a level of filtering "strictness" depending on the computer users' ages and/or specific needs. This allows for multiple users of the computer to have different levels of content filtering. For example, a family who has a 6-year-old, a 15-year-old, and an adult user could all be set up for different levels of filtering. Content "strictness" can range from child pornography, adult/fetish pornography, graphic language, gang or cult sites, travel sites (to prevent kids from arranging their own travel), chatting sites, references to alcohol or tobacco, etc. It is critical to have multiple user accounts established for each household user in order to take advantage of this feature.

Most, if not all, blocking and filtering software utilizes both a preestablished database (blacklist) and on-the-fly filtering and blocking. The combination of these two methods provides an efficient and effective method of blocking and filtering inappropriate websites.

Finally, many software packages also offer "time management" features that allow the computer administrator to limit the number of hours per day the user may be on the Internet and/or the time of day that the user has access to the Internet. For example, the administrator could configure the software to allow access 3 hours per day, but restrict any use between 10:00 p.m. and 7:00 a.m.

Some key features to look for in blocking and filtering software include the ability to:

- Override filters with password entry
- Manage the amount of time a person spends online each day
- Manage the hours of the day the Internet can be accessed
- Send electronic notifications when a site is blocked
- Send electronic notification when the software is tampered with
- Set up for multiple users with differing levels of filtering
- Be installed and licensed on multiple computers/devices
- Be remotely managed via the Internet

Blocking and filtering software for personal computers (both Windows and Macintosh based) has been under constant development for many years. It provides an effective tool in assisting clients and families from accidentally discovering inappropriate web-based content. The software can also be effective for adults who are struggling with their own online behavior with both the filtering and time management options. The main disadvantage includes the ease of which blocking/filtering software can be tampered with or disabled

Blocking and Filtering for Apple and Droid Devices

The previous section discussed blocking and filtering software developed specifically for Windows or Macintosh personal computers. The long history of these platforms has yielded many user-friendly and efficient software packages for the blocking and filtering of Internet based content. However, newer platforms, such as iOS (Apple's mobile platform for iPhones, iPads, etc.) and Android OS (Droid) are still in their infancy of determining the best ways to filter/block Internet content

One consideration on mobile devices is blocking/filtering of the World Wide Web. Devices that utilize the iOS and Droid operating systems employ built in web browsers to access the Internet. Most commonly these browsers are Google Mobile for Droid devices and Safari for Apple devices. In order to filter web-based content on these devices, the user must install a specially developed filtering browser that will *replace* Google Mobile or Safari. This differs from the personal computer software, since it was designed to work WITH the existing browser. The most common filtering browsers for these platforms include *MobiCIP, Mobile Watchdog,* and *Ranger Pro*. These browsers can be purchased through the device's application store. Once the application is successfully installed, the device must be configured to disable or delete the default browser. The goal is to only allow web browsing to occur through the newly installed filtering application

The second related consideration is configuring the "restrictions" on the mobile device to prevent users from downloading inappropriate applications or using web browsers that will bypass the filtered browser. The first step is to secure the restriction settings by establishing an administrator password or PIN to prevent settings from being changed. The next step is to configure the device so the native web-browser (Google Mobile, Safari) will be hidden or disabled. Other possible device restrictions include blocking access to certain applications (e.g., YouTube, e-mail, Facebook, etc.), setting up e-mail notifications of suspicious downloading (e.g., attempting to download a non-filtered web browser), and filtering movie/music/app content based on content ratings (e.g., PG, PG-13, M, etc.). Although this process of

configuring restrictions sounds complicated, it is not. However, it does involve a number of steps. While it is beyond the scope of this article to guide on how to perform these configuration settings, the mobile filtering products have step by step instructions (with photographs) on configuring your device. For example, *MobiCIP* has 27 tutorials with step-by-step instructions on configuring their specific device. (http://content.mobicip.com/faq). Other mobile filtering products have similar assistance available

The advantage of these applications is that they extend filtering capabilities beyond the computer and address many of the concerns associated with portable devices. The disadvantage is this software can be somewhat complicated to install and does not adequately filter applications installed on the mobile device

Blocking and Filtering for Other Internet Capable Devices

Other devices can also access the Internet. These include Xbox 360, PlayStation Portable, Wii, and Kindle Fire, just to name a few. These devices have proprietary operating systems that only allow the manufacturer of the device develop software capable of blocking, filtering, or otherwise managing Internet content. Some of these devices have built in "parental controls" allowing the device to be configured to limit the Internet connection. However, these restrictions are extremely limited and do little to control the overall content of the device (e.g., games, books, etc.). Therefore, these built in parental controls are extremely limited in their functioning and effectiveness. If blocking or filtering is desired on such devices, it is best to visit the website associated with the specific device to learn about the potential for parental controls; however, it will be disappointing to learn that little is available for these devices even though the dangerousness and problematic use is just as great as on other devices. For this reason, additional supervision regarding the use of these devices is highly recommended

Internet Service Provider Filtering

An Internet Service Provider (ISP) is a company that provides access to the Internet. This is commonly a cable or phone company, but there are also a number of independent ISPs across the country. Since the Internet connection is made through their high-capacity network computers (also called servers), the ISP has the ability to block or filter content *prior* to its arrival on your computer. Most ISPs allow full and open access to all aspects of the Internet, leaving it to the consumer on how best to manage the content once it is delivered. However, there are a number of ISPs that specialize in blocking/filtering content before its delivery. The main advantage of this method is it requires less knowledge and maintenance by the computer user. In addition, there is a decreased likelihood of tampering with the filter since the filtering takes place at an inaccessible ISP point rather than on the computer itself. The disadvantage of this method of filtering is the user relies on the ISP to determine the content that is filtered or permitted. Many individual users find this method of blocking/filtering far too limiting, since the ISP tends to err on the side of filtering too much rather than not enough. There is also no way to allow for instant overrides with a password. Finally, most filtering ISPs provide Internet access via dial-up service which is extremely slow for today's multimedia content—although some filtering ISPs have faster DSL services in certain geographic locations. Even with its disadvantages, some people enjoy the convenience of such filtering, and are willing to forfeit aspects of their Internet content for the safety and security of ISP filtering

In order to locate a filtered ISP, use a search engine such as Google and search for the words "filtered internet service provider." Many of these ISPs charge a monthly fee that includes both access to the Internet and the filtering service. The majority of these ISPs are Christian based, but some are not. Depending on your particular needs, it is important to research the services offered by each, and weigh the advantages and disadvantages to determine if ISP filtering is a viable option. Common providers include: *integrity.com; truevine.net; pkfamily.com; familyfellowship.com*

Domain Name System Filtering

A completely different type filtering is called Domain Name System (DNS) filtering. This may also be referred to as "cloud-based filtering." Essentially this is software that makes a small change to the Internet-hub (router) in a home. The router is a device that delivers Internet access to a home or business, including both computers and wireless networks (if installed). DNS filtering works in tandem with the Internet Service Provider. The change made to the router sends all requests for webpage content through a company other than your Internet Service Provider. That third-party then filters the content before it is delivered. For example, when a web address such as www.google.com is typed into the browser, the router would typically communicate with the ISP to retrieve and display the page, but the DNS filter adds another company to the transmission and the Google page is first sent to that company for review, then content is delivered if deemed appropriate. This additional step takes only milliseconds to occur. The advantage of this method is twofold. First, it is difficult to tamper with the filtering since a third company is responsible for the filtering. Second, since the filtering takes place before the router, the DNS filtering method filters content to all devices that connect to the home network—including iPods, cell phones (using wireless), laptops, etc. The disadvantage is that it is only useful for blocking webpage content and does not work for other Internet technologies. In addition, devices that use cellular data (i.e., cell phones, Kindles, other portable devices) would not be filtered since they typically do not use the home's Internet connection (unless configured to do so). This emerging technology may be useful, especially if a safer web-browsing network for all devices is the goal. Currently, the only reliable provider of this service to date is http://www.opendns.com

ANATOMY OF MONITORING INTERNET CONTENT

Monitoring on Personal Computers

The primary purpose of "monitoring" software is to record all Internet and/or computer activity that occurs on a device where it is installed. Monitoring software is available for both Windows and Mac based computers. Essentially, the software becomes a "digital recorder" of an individual's computer activity. There are two main aspects to monitoring software

First, the software can be configured to take a photograph of the contents of the screen at specified intervals (e.g., every 5 minutes, every hour, etc.) These are known as "screen captures." The image captured is stored on the computer in a secure folder to be reviewed by the "monitor" (individual conducting the monitoring) at a later time or date. The advantage of this type of monitoring is the monitor can see exactly what was on the screen at the time of the digital screen capture. The screen capture may contain snapshots of a chat conversation, web browsing, or a non–Internet related activity (e.g., watching a movie, typing a document, etc.). The disadvantages of this method include needing a relatively large hard drive to store the images, and an excessive amount of time required to review the stored images

A second feature of monitoring software is its ability to be configured to record every keystroke from the keyboard. Every time a key is pressed it is recorded and strung together in a file stored on the computer's hard drive. This feature allows for the recording of e-mails, chat conversations, password entries, etc. Similar to the screen captures, the file can be opened at a later time/date and reviewed.

More sophisticated monitoring software can detect the initiation of certain programs (e.g, email, chat, instant messenger, etc.) and monitor/record aspects of that program. For example, when an instant messenger program such as AOL Instant Messenger, or MSN Messenger is launched the program records both sides of the private messaging and stores the conversation on the hard drive of the computer.

Finally, most monitoring software can detect if another device was connected to the computer and what files were exchanged with that device. For example, an individual may be attempting to store inappropriate files on a portable hard drive or USB flash drive. The monitoring software detects the use of such a device and records the names of files that were transferred to or from that device. This information can be viewed at a later time or date.

There are more sophisticated monitoring products, such as Internet Probation and Parole Control (IPPC), but this sophisticated software is typically only used by the judicial system to monitor an individual's computer use. This section provides the basic anatomy of monitoring software. Depending on the product itself, other functions may be available that are not discussed here.

Monitoring on Apple and Droid Devices

Monitoring software / applications (apps) for mobile devices are still in their infancy, but the several products available claim to log/record nearly every feature of the portable device's functions. For example, *MobileSpy* is an application that can be installed on phones of various platforms (e.g., Droid, iOS, Blackberry, etc.). Once installed, it records all call logs, text messages (both incoming and outgoing), GPS locations, additions or deletions to the contact list, task lists, memos created, cell phone tower information, emails, calendar events, websites visited, and photo/video clips stored. In addition, this particular app has a personal computer counterpart that allows the monitoring individual to access all the information remotely—never having to physically possess the phone other than to conduct the initial installation of the software. The remote access "control panel" also provides a "live view" of the phone's screen, so the monitoring individual can view events on the phone in real time. In addition, the remote software allows for setting adjustments to the phone via the Internet, or the phone may simply be shut down altogether. Once installed, the application runs in the background unbeknownst to the phone user. It should be cautioned that only the legal owner of the cell phone is permitted to install such monitoring software. Installing such software may be in violation of federal, state, and/or local laws.

The widespread use of mobile devices accessing the Internet is certain to lead to more products such as *MobileSpy*. To date, there are no monitoring packages available for other portable devices that connect to the Internet (e.g., Xbox 360, PlayStation Portable, Wii, and Kindle Fire, etc.)

Other Monitoring Devices

In addition to software used to monitor Internet/computer/mobile devices, there is another unique device called *iBot*. The *iBot* is a device that plugs directly into a device's Universal Serial Bus (USB) port. The *iBot* looks like a simple flash storage drive, but in fact, it is a monitoring device that has pre-installed software to record all screen and keyboard activity. The types of information gathered by this device are similar to those discussed previously; however, the advantage to such a device is the ease of use. There is no software to install or settings to be configured. The monitoring individual simply plugs the *iBot* into the device he/she wishes to monitor, and unplugs it to stop the monitoring. The *iBot* is then reviewed at a later date/time for screen captures and keyboard strokes. The main limitation of this device is that it must be plugged into an open USB drive, and many portable devices do not have such ports.

ANATOMY OF ACCOUNTABILITY SOFTWARE

Accountability on Personal Computers

Accountability software assumes a certain amount of personal responsibility by the computer user. The computer user chooses an accountability partner (typically a parent, friend, pastor or counselor, sponsor, etc.) to which the installed accountability software sends Internet usage reports at designated periods of time (daily, weekly, etc.). The reports contain a list of all websites visited by the computer user. If the accountability partner notices any inappropriate websites or usage, they would confront the computer user with the information received.

Some accountability software also has built in blocking/filtering capabilities, while others simply generate a report of all websites visited. The advantage of accountability software lies in its personal responsibility training in helping individuals make better decisions regarding their online behavior. Rather than rely on the computer to block/filter websites, the premise of the accountability software is to encourage internal policing of decisions and behaviors. These choices and behaviors can then be examined in a therapeutic or personal growth setting.

Accountability software can be set to monitor the entire computer, or only specific users on the computer. These tools are especially popular with religious groups and families. The most popular and oldest type of accountability software is *Covenant Eyes.* Several other products exist as well. Some products cover a wide range of monitoring, while other are marketed towards monitoring particular issues, such as gambling or pornography. The features of each these of products are similar, but be certain to research the features of each to make the best determination for specific monitoring needs.

The main disadvantage is that clients must be highly motivated and willing to address their behavior with their accountability partner, especially if such accountability software is not paired with blocking and filtering software

Accountability on Apple and Droid Devices

Presently, there are limited options for accountability software on iOS and Android OS devices. *Covenant Eyes* does have a mobile edition of their software. However, similar to the blocking and filtering for mobile devices, the native web browser on the device must be replaced and disabled in order to use the monitoring features. See the *Blocking and Filtering for Apple and Droid Devices* section for more explanation about this. Again, as mobile platforms such as iOS and Droid become the norm for accessing the Internet, more solutions will develop to help individuals become more accountable for their online use on such devices.

MULTI-FUNCTION PRODUCTS

The previous sections differentiated a number of technologies (e.g., blocking, monitoring, accountability, etc.) to ensure healthy and safe use of the Internet. Although the sections are divided into distinct categories, most products perform more than one function. For example, it is not unusual to discover monitoring software that also provides blocking/filtering capabilities; or accountability software that also monitors and filters content. Most software has a primary function for which it was originally designed, and secondary functions which enhance the appeal of the product. The only way to know which product is best is to try the product (many have free trial periods), read online independent reviews, and talk to others who may have used the same or similar products. Independent reviews can be difficult to find since many companies pay other companies to "review" their product, but the review is nothing more than an advertising scheme. The best reviews are from those who use the product. Start with a site like Amazon.com and read reviews of customers who are using the products. Similar to shopping for other products, consumers should use comparison shopping techniques to compare features and prices of various products. The information contained within this article will be a good starting point to determining what type of product would be a good match for particular needs. Table 1 summarizes several of the most popular products in each category. This table is not a comprehensive listing, nor does inclusion of a product in the table suggest endorsement

SPECIAL CONSIDERATION

When employing the use of blocking, filtering, or monitoring strategies, it is important to note that it is strongly discouraged to use the client's partner as the technology "police." When one partner is the "holder of the password" or the "accountability partner" a problematic dynamic is created and the situation can be extremely unhealthy for the individuals and the relationship. Such an arrangement should be avoided.

On the other hand, in families the parents have a right and responsibility to block, filter, and/or monitor their child's computer and Internet use. The parent needs to assume their role as the one responsible for keeping family members healthy and safe when using technology. The technologies discussed in this article should be used to empower individuals to engage in healthy and safe online behavior and communication. Balancing this involvement is also the dynamic where the parent becomes so "over-involved" in their children's lives that it develops a level of unhealthy enmeshment and can interfere with the child's development and exploration of the world

BEYOND BLOCKING, FILTERING, AND MONITORING

It is important to recognize there are significant limitations to all the options presented in this article. As was mentioned, effectiveness of these options is correlated with client motivation. The biggest concern with the blocking, filtering, and monitoring options is the false sense of security they offer to clinicians, clients, and families. While many of the products are highly effective, they are only one tool among many that should be employed in helping individuals and families stay healthy and safe with their technology use. Discussing viable software related solutions with your clients should be the start of a number of clinical conversations that examine deeper implications of problematic online behavior. Good clinical skills, combined with increased technology knowledge, are part of an entire package to ensure being helpful in situations where problematic online sexual behavior is involved. In addition, even under the best circumstances, technology solutions are not failsafe. Inappropriate and dangerous content will slip through even the best software packages. Conversations with clients about managing such content are critical. Delmonico, Griffin and Edger (2008) authored an article on establishing Acceptable Use Policies (AUPs) with clients and their families. A review of that article may be useful in helping clients establish clear boundaries and rules about one's computer use. Although it was primarily written for establishing rules within the family, the concepts can be easily adapted for individuals and couples. Ongoing discussions

regarding technology use, expectations, online decision making, and problem solving are what will ultimately be the most helpful for clients. Such discussions allow for generalization to a variety of online situations, and do not rely on electronic software as the solution.

CONCLUSIONS

The purpose of this article was to provide the clinician with basic information on understanding how blocking, filtering, and monitoring software works. Through understanding these technologies better, it is hoped clinicians will be able to provide informed guidance to individuals and families on how to keep themselves and their families health and safe when using technology. The included table will help identify more popular products in all of the categories of blocking/filtering, monitoring, and accountability software. The table will also help determine which technology can be used with various platforms.

It is our responsibility as helping professionals not only to stay current on the ways individuals develop online problematic behavior, but also to offer information and guide clients to the best possible solutions. This article was written with that intent in mind.

It is not necessary for clinicians to become computer scientists to assist clients in their healthy and safe use of Internet technologies. However, a minimal amount of knowledge is necessary to fully comprehend the issues involved, and to conduct appropriate assessments of potentially problematic situations. It is strongly recommended that clinicians stay current on various technologies and how such technologies may be unhealthy or unsafe. This article provides basic information on how best to block, filter, and monitor Internet activity with the primary goal of establishing healthier patterns of technology use; however, this article is a primer and not a replacement for understanding technology in general. One option is to hire a college–age student who can consult and educate about current technologies that may be causing problems for your clients. A parallel metaphor is multi-cultural counseling. Most clinicians understand it is unethical to provide therapy to an individual from a different culture (e.g., immigrant from China) without first understanding the basics of that culture. Technology and the Internet has created a sub-culture that warrants increasing one's knowledge and understanding prior to undertaking clinical interventions.

The blocking, filtering, and monitoring options presented in this article offer clinicians one set of tools that can be used to assist clients and families addressing inappropriate content and unhealthy use of the Internet. However, these are one tool that is most effective when combined with dialogue and conversations about good decision making when using all technologies that allow access to the Internet. The clinician is often seen as a resource for guiding and providing options to clients. This article presented information that will allow helping professionals to serve as that guide when it comes to health and safe technological use.

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TABLE 1 Sampling of Blocking, Filtering, and Monitoring Products

Product	Mac	Windows	iOS	Android	Windows\Mobile	Block\Filtering	Accountability	Monitoring	Website
AT&T Wireless			X		X	X			www.att.net/smartcontrols
BrowseControl	X	X	X			X		X	http://browsecontrol.com
ClearOS	X	X	X			X			www.clearfoundation.com
Covenant Eyes	X	X	X		X		X		www.covenanteyes.com
Cyclope-Series		X				X		X	www.cyclope-series.com
Dansguardian	X					X		X	http://dansguardian.org
Finjan SecureBrowser		X				X			www.m86security.com
iBot	X	X						X	www.brickhousesecurity.com
iSheriff	X	X	X	X		X		X	www.isheriff.com
K9 Web Protection	X	X	X			X		X	www.k9webprotection.com
Lightspeed Rocket	X	X	X	X		X		X	www.lightspeedsystems.com
Mobicip			X	X		X		X	www.mobicip.com
MobileSpy			X	X	X	X			www.retinax.com
Mobizim				X	X			X	www.mobizim.com
My Mobile WatchDog			X	X	X	X		X	www.mymobilewatchdog.com
MyFone				X				X	http://us.myfone.mobi
Naomi Internet Filter		X				X		X	http://naomi-internet-filter.softpedia.com
NetNanny	X	X	X	X	X	X		X	www.netnanny.com
NetSentron		X				X			www.netsentron.com
Nintendo DSi & DSi XL						X		X	www.nintendo.com/consumer/systems/dsi/en_na/settingsParentalControls.jsp
OnlineFamily.Norton	X	X				X		X	https://onlinefamily.norton.com
OpenChoice						X			www.ischool.utexas.edu/~choice
OpenDNS	X	X	X	X		X		X	www.opendns.com
Phone Sheriff			X	X	X	X	X	X	http://www.retinax.com
Playstation (PS3)						X		X	http://manuals.playstation.net/document/en/ps3/current/basicoperations/parentallock.html
ProblemPoker		X				X	X	X	www.problempoker.com
PSP (PlayStation Porta)						X		X	http://us.playstation.com/psp/features/ps_psp_other_features.html
RangerPro				X		X			www.mobsafety.com
SafeSquid		X				X		X	www.safesquid.com/html/portal.php?page=107
Secure Web SmartFilter EDU (Bess)		X				X			www.mcafee.com/us/products/smartfilter.aspx
Sentry Parental Controls		X				X		X	www.sentryparentalcontrols.com
SmartWeb			X			X		X	www.tigerme.com
Surf Balance			X			X		X	www.surfbalance.com
T-Mobile Web Guard				X	X	X			www.t-mobile.com
True Vine Online						X	X	X	www.christianbroadband.com
Verizon Wireless			X	X		X		X	www.verizonwireless.com
Wii parental controls						X		X	www/nintendo.com/consumer/systems/wii/en_na/ht_settings.jsp?menu=pc
Windows Live Family Safety		X				X		X	http://explore.live.com/windows-live-essentials-other-programs?T1=t5
X3Watch	X	X	X	X			X		www.x3watch.com
Xbox 360 console parental controls						X		X	http://support.xbox.com/en-US/billing-and-subscriptions/parental-controls/xbox-live-parental-control
Xbox 360 Kinect family settings						X		X	www.xbox.com/en-US/Kinect/PrivacyandOnlineSafety#FamilySafety1
Xbox Live						X		X	http://support.xbox.com/en-US/xbox-live/online-privacy-and-safety/online-safety

APPENDIX C:
Setting Limits in the Virtual World: Helping Families Develop Acceptable Use Policies

by David Delimonico, Ph.D., Elizabeth Grffin, M.A., L.M.F.T. and Kailla Edger, M.Ed., C.C.D.P.

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Introduction

An estimated 93 percent of children ages 12 to 17 regularly access the Internet (Macgill, 2007) and the trends indicate that this number will continue to rise, while the child's age at first access to the Internet will continue to decrease. Wolak, Mitchell and Finkelhor (2007) reported 34 percent of children have been exposed to unwanted online sexual material. Most of these reports were made by children ages 13 – 17, but a sizable number of reports was also made by children ages 10 – 11. In addition to the sexual issues children face online, there are other issues such as cyber-bullying. An estimated 42 percent of children say they have been bullied via technology; many report multiple abuses (iSafe, 2008). All of these numbers are staggering, but even more problematic is how best to protect children in the online world.

Adults tend to believe sensationalized media reports that the biggest threat to our children on the Internet is the online sexual predator. While this threat cannot be dismissed, issues such as cyber-bullying, online gambling, pornography, compulsive spending, compulsive gaming, illegal downloading, etc., place children and their families in a significant amount of trouble and risk for developing emotional, social, and legal problems.

Over the past several years, an increasing amount of attention has been paid to keeping children safe on the Internet. Numerous curriculums have been developed for schools; many law enforcement agencies offer free seminars on the topic, and parents are raising their own awareness about the problems associated with children online. However, even with all the efforts being made, there still is much to teach adults and children about the pitfalls of the Internet. For example, many families believe that installing blocking/filtering software provides a failsafe way of protecting their children while online. This software is not 100 percent effective, nor is home the only place where children are using the Internet. The best prevention strategy is based on a foundation of honest and open discussions, including clear limits and rules about technology use. This is where the helping professional can assist families in opening the dialogue and establishing clearly communicated rules and consequences.

Purpose

The purpose of this article is to educate helping professionals (e.g., psychologists, counselors, family therapists, etc) on how best to assist families in the process of creating acceptable use policies to guide technology use in the home. Regardless of the presenting issues in treatment, there are a number of reasons the creation of an acceptable use policy (AUP) should be discussed with a family. *These include the following:*

- Increasing numbers of children are developing addictions to the Internet and computer. The AUP becomes a first defense by establishing boundaries early in the child's life. Prevention is always better and easier than intervention.
- Families need to set clear rules and boundaries for their children around technology use. Our culture has not done a good job of establishing such rules for adults and the helping professional can be on the front line of preventing future problematic behaviors by working to establish an AUP in the family.
- Parents often can sense the digital divide and spend a great deal of time either trying to understand or avoid this divide. The AUP puts the issue on the table and forces dialogue in the context of a healthy, mediated environment.
- Children enjoy feeling they know more about something than adults. The development of the AUP gives children a chance to "teach" their parents and the helping professional about technology. This process also provides a great deal of data about children's thoughts, feelings, attitudes, and behaviors while online.
- The Internet is such an integral part of a child's lifestyle that a child's presenting problem in therapy may have an Internet related component that would not have been discovered had it not been for the open dialogue regarding the AUP.

- The development of an AUP becomes an assessment technique for the helping professional to assess both the role of technology in each family member's life as well as the effectiveness of the family's ability to work together towards a common goal.

Acceptable Use Policy Components

It is impossible to outline "the" single AUP that will serve all purposes. Hodges and Worona (1996) proposed the AUP should have six basic components: (1) *a statement to explain the reason for the policy*, (2) *a statement about what the policy covers*, (3) *a list of the family members covered by the policy*, (4) *specific examples of inappropriate behavior*, (5) *instructions on how to report a violation*, and (6) *information regarding potential consequences for violations*. The following section will explore the common components of an AUP. These components can then provide discussion points for the helping professional and family as they begin to establish rules regarding the use of technology.

Preamble

Developing an AUP preamble includes working with the family to develop several sentences that answers the question, "Why do we need an agreement about using the Internet?" Their answer should be developed into the first paragraph of the AUP to outline and remind everyone of the spirit of the document. If behaviors occur in the family that are not explicitly detailed in the AUP, this first paragraph can be consulted to illustrate how the behavior violated the spirit of the agreement, even if there was no specific rule about the behavior.

Time and Place

There are two aspects of "time" the family should address. The first is what will be the acceptable times of day that computer/Internet use will be permitted. Families may want to separate computer use from Internet use, but specific times should be established and enforced for both. The second aspect of time is related to how many minutes/hours per day should a family member be permitted to use the computer/Internet. These time parameters may differ by user, and there are no absolute right and wrong times. This is where your facilitation as a helping professional can assist the family in exploring the needs of each family member and negotiate the times, knowing they can be revised in a future meeting.

The other issue is the location of the computer. Many AUPs forbid the use of the Internet in a child's bedroom. While this may be appropriate for younger children, it becomes more difficult as children get older. Many families also own laptop computers and so the specific location varies depending on the day or time of use. Each family needs to negotiate their "place of use" for the AUP. For example, some families incorporate general rules such as, "The Internet can only be accessed when someone else is in the same room as the computer being used." This may not work for every family.

Privacy

Most AUPs will have some direction about providing personal information to others online. As a helping professional you will need to verify that each family member understands what "personal information" is to prevent them from inadvertently breaking the rule. For example, would the parent consider what city their child lives in to be personal information? What would the eight-year-old or the 16-year-old family member think? Helping the family define the terminology used in the AUP is part of the process to ensure that everyone is working from the same understanding.

The AUP should also have rules in regard to other's online privacy. This may be defined in terms of not requesting personal information from others while online, or related to the privacy of the family members themselves. For example, is it acceptable for siblings in the family to log on to each other's accounts? These are all issues for the family to consider and discuss with the helping professional as mediator.

Meeting Others Online and Offline
A child arranging to meet people offline through the Internet is a critical item in the AUP. Part of developing the AUP with the family is to allow the parents to express their concerns regarding their children's online use. The fear that a child will arrange to meet a stranger they only know from the Internet is usually at the top of the list. Giving the family the time and place to discuss this rule will help clarify the fears and potential consequences associated with meeting unknown people from the Internet. As with other components, the family needs to develop an AUP rule that clearly communicates their concerns and wishes for each member. Some families have an absolute rule to never meet anyone in the real world that you have only met online, while others establish parameters around meeting people. The role of the helping professional will be to help the family decide what is in the family's best interest.

Respectful Communication
"Netiquette" is a term for the way you are supposed to communicate and behave on the Internet. The AUP should include "netiquette" behavior. Online bullying and harassment is on the rise, and the family should clearly indicate their attitudes, values, beliefs, and expectations of its members while online. It is easy to say and do things online that you would not say or do offline. The family needs to clarify that the manners and respect given to others in the offline world are also expectations in the online world. Communicating these things to younger children will help prevent inappropriate behaviors as they grow older and use the Internet as a teenager.

Blocking/Filtering/Monitoring
If the family plans to use blocking or monitoring software, it is important to disclose this in the AUP. As the mediator, the helping professional may need to process this decision through with older children in the family, since they may find this rule intrusive or childish. Regardless of the outcome, if blocking/monitoring will occur, all family members should be aware of it ahead of time.

Blocking/monitoring does help prevent curious behaviors that would otherwise have gone unchecked. Blocking software works best with younger children, but each family must decide if, how, and when they will use such software. At a minimum, the AUP should give the parents the right to check the browsing history and other information on any family member's account at any time. Blocking and monitoring software works best when each family member has their own separate account, since users can customize the software.

Usernames, Passwords and Buddy Lists
A typical AUP rule is that all usernames and passwords must be disclosed to the parents. This would allow the parents to login to accounts owned by any family member. This item would also include communicating any username/password changes to the parents immediately. The family should also discuss whether prior permission is needed to create such new online accounts.

Unacceptable Activities
There may be specific areas of the Internet or other uses of technology the family wishes to designate as unacceptable. Examples may include restricted use of social networking sites such as MySpace or Facebook, the use of YouTube, text/photo messaging on cell phones, downloading and installing programs without permission, buying or selling items online, etc. Again it is the helping professional's job to assist the family in deciding what online behaviors are considered unacceptable.

What to do if...
An important section of the AUP should address how family members should respond if the AUP is violated accidentally. For example, if pornography would appear in a popup window, the family member should know what the expectation is for reporting such an event to the parents. The helping professional can help the family anticipate such events and determine the best way to handle the situation when it occurs. Preparing parents not to overreact when the child does the "right thing" when faced with a violation is an important part of the AUP. Parents should convey they are open to discuss various encounters online, even if it is something that makes the child or adult uncomfortable.

Consequences
Even with the best of intentions, family members will violate the AUP, and the helping professional can help parents determine appropriate consequences. It should be clear in the AUP that consequences will be given if the AUP is violated and that they will become increasingly more significant if repetitive violations occur.

In determining the consequence, it is important to consider: (a) *the developmental level of the child*, (b) *which AUP rule was violated*, and (c) *what would be a natural consequence that would help the child understand the seriousness of the violation*. Most children report they do not tell their parents about things that happen online because they fear losing their Internet access. Taking the computer/Internet access away for extended periods of time should be reserved for serious infractions and/or repetitive violations.

Concluding Statements
As the family concludes the AUP, several important things should be incorporated and written directly into the AUP. First, the AUP should not just be about accessing the Internet through a home computer but can be expanded to include other technologies, such as a cell phone, iPod, or other mobile device. Second, the family should be reminded that this is the AUP for the individual and the household. If they are at a friend's house, the AUP applies to them, and if a friend is in the family home, the AUP applies to the friend. The use of technology in a family should be presented as a privilege, not an expectation. Privileges can and should be removed if they are not handled responsibly. Finally, the family should remember that the AUP is an evolving document and may need to be revisited often, especially early on, as the family learns more about one another's technology use and behavior.

Signature
Once the AUP is developed and agreed on, the respective parties should sign it so that everyone makes it official. The helping professional may even want to sign as a witness to the document. Multiple copies should be made for each party of the agreement. The family should also post the AUP near the computer, and have extra copies available in case it needs to be reviewed.

Other Considerations
When helping a family create their Acceptable Use Policy, it is important to give each member equal time discussing what they like about the Internet and what rules should be included in the AUP. The more everyone is involved, the more invested they will be at following the AUP. A family may also need more than one AUP depending on the developmental levels of the children. No one is too young to be included. The Internet is often introduced to preschoolers. Large developmental differences may necessitate separate family meetings.

For families with older children, helping professionals should highlight that some behaviors online are not just family rules, but are also illegal. Downloading copyrighted songs, harassment/bullying, or sending sexual photos can all be grounds for legal action. Children need to understand the consequences they may face if they were to engage in such behavior.

Finally, adults in the family need to lead by example. An AUP should be developed specifically for the adults. For example, if the adults in the family check email during dinner or family time, perhaps one rule should be to not allow such behavior. It is an opportunity for the adult in the family to demonstrate how setting limits with technology is necessary and applies to all family members.

Conclusions
Technology use among children requires clinicians to approach families from a new paradigm — one that acknowledges how technologies can create, escalate, and exacerbate difficulties in the family. Typically, technology related issues are not addressed in treatment unless they are part of the family's presenting problem. However, given the omnipresence of technology in families, a more proactive and preventive approach, even for families who do not present with technology related issues, is a necessity.

Resources for developing AUPs

• SafeFamilies: http://www.safefamilies.techmission.org — A Christian based website with good information for all groups on developing an AUP and other information relevant to keeping kids safe online.
• Childnet International: http://www.childnet-int.org/kia/parents/ cd — Includes a link to allow parents to create and customize an AUP step by step by answering a series of questions.
• Family Online Safety Institute: http://www.fosi.org/resources/ parents — A directory of resources related to online pornography, bullying, online addiction, and other problems facing families who are online.
• SafeKids: http://www.safekids.com/kidsrules.htm — A variety of kid safety tips, including a sample AUP to print out.
• Connect Safely: http://www.connectsafely.org — Information on general technology uses, including the cell phone, Internet, etc. and how to help kids connect safely.
• CyberSMART: http://www.cybersmart.org — A full curriculum for educators and parents to help educate kids about Safety, Manners, Advertising, Research, and Technology. Free and includes case vignettes and downloadable worksheets.
• FilterReview: http://www.filterreview.com — Information and user ratings for many of the popular Internet blocking and filtering software.

Dr. David L. Delmonico *is an Associate Professor of Counseling at Duquesne University in Pittsburgh, Pennsylvania. He is director of the Online Behavior Research and Education Center and co-owner of Internet Behavior Consulting. He may be reached by email at delmonic@duq.edu or by visiting http://www.internetbehavior.com.*

Elizabeth Griffin *is a licensed Marriage and Family Therapist who lectures and consults on the assessment and treatment of problematic online sexual behaviors, and works with organizations and parents on cybersafety issues for children and adolescents. She may be contacted by email at elizabeth@internetbehavior.com or by visiting http:// www.internetbehavior.com.*

Kailla Edger *is a doctoral student at Duquesne University in Pittsburgh, PA. She works as a clinical manager at Gateway North Hills and Gateway Baden. She has been working in the drug and alcohol field since 1999. Her research interests include sexual compulsivity and addiction, religion, and existential-phenomenological applications in both research and counseling. She may be contacted by email at Kailla.Edger@gatewayrehab.org.*

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