

# Poznámky/odkazy/bibliografie

## Úvod

1. Tento digitální restart je určen rodinám s dětmi od kojeneckého věku do čtrnácti let a byl jimi testován. Základní principy fungují i pro osoby starší, i když s nutnými úpravami. Příklady restartu dospělých najdete ve dvanácté kapitole a tipy na digitální restart dětí starších čtrnácti let v části Nejčastější otázky a odpovědi (FAQ).

## 1. Problém rodičovských výzev pro novou generaci

1. CROUCH, Andy. *The Tech-Wise Family: Everyday Steps for Putting Technology in Its Proper Place*. Grand Rapids, MI: Baker Books, 2017, s. 22–23. ISBN 9780801018664.
2. ALGAR, Selim. *Screen Time for Kids Explodes During Coronavirus Crisis, Study Says*. Online. New York Post. 23. 4. 2020. Dostupné z: <https://nypost.com/2020/04/23/screen-time-for-kids-explodes-during-coronavirus-crisis-study/>. [cit. 2022-04-19]
3. DUNCKLEY, Victoria. *Reset Your Child's Brain: A Four-Week Plan to End Meltdowns, Raise Grades, and Boost Social Skills by Reversing the Effects of Electronic Screen-Time*. Novato, CA: New World Library, 2017, s. 57. ISBN 9781608682843.
4. OSHIMA, Norihito a kol. *The Suicidal Feelings, Self-Injury, and Mobile Phone Use after Lights Out in Adolescents*. *Journal of Pediatric Psychology*. 2012, roč. 37, č. 9, s. 1023–1030.
5. OSHIMA a kol., s. 1023–1030.
6. NEUROHEALTH ASSOCIATES. *Screen Dependency Disorder: The Effects of 'Screen Time' Addiction*. Online. NHA Health. 11. 2. 2020. Dostupné z: <https://nhahealth.com/screen-dependency-disorder-the-effects-of-screen-time-addiction/>. [cit. 2022-04-19]
7. RIDEOUT, Victoria; ROBB, Michael B. *The Common Sense Census: Media Use by Kids Age Zero to Eight*. PDF. Online. San Francisco: Common Sense Media, 2020, s. 4. Dostupné z: [https://www.commonsensemedia.org/sites/default/files/uploads/research/2020\\_zero\\_to\\_eight\\_census\\_final\\_web.pdf](https://www.commonsensemedia.org/sites/default/files/uploads/research/2020_zero_to_eight_census_final_web.pdf). [cit. 2022-04-19]

8. RIDEOUT a ROBB. *The Common Sense Census: Media Use by Kids Age Zero to Eight*, s. 3.
9. NAGATA, Jason a kol. *Screen Time Use among US Adolescents During the COVID-19 Pandemic: Findings from the Adolescent Brain Cognitive Development (ABCD) Study*. Online. JAMA Pediatrics, 1. 11. 2021. Dostupné z: <https://jamanetwork.com/journals/jamapediatrics/fullarticle/2785686>. [cit. 2022-04-19]
10. RIDEOUT, Vicky. *Common Sense Census: Media Use by Tweens and Teens*. PDF. Online. San Francisco: Common Sense Media, 2015, s. 13. Dostupné z: [https://www.commonsensemedia.org/sites/default/files/uploads/research/census\\_researchreport.pdf](https://www.commonsensemedia.org/sites/default/files/uploads/research/census_researchreport.pdf). [cit. 2022-04-19]
11. WOLF, Maryanne. *Reader, Come Home: The Reading Brain in a Digital World*. New York: Harper, 2018, s.110. ISBN 9780062388780.
12. LISSAK, Gadi, *Adverse Physiological and Psychological Effects of Screen Time on Children and Adolescents: Literature Review and Case Study*. Online. Environmental Research 164, č. 1, červen 2018, s. 149–157. Dostupné z: <https://doi.org/10.1016/j.envres.2018.01.015>.
13. PINE, Michelle. *Screentime and Toddlers, with Occupational Therapist*. *The Collin Kartchner Podcast*. Podcast. 28. srpna 2020, 12:30. Dostupné z: <https://podcasts.apple.com/> nebo jiný odkaz, pokud je znám. [cit. 2022-04-19].
14. HERMAWATI, Donna, et al. *Early Electronic Screen Exposure and Autistic-Like Symptoms*. *Intractable & Rare Diseases Research*. Online. 2018, roč. 7, č. 1 (19. února), s. 69–71. Dostupné z: <https://dx.doi.org/10.5582/irdr.2018.01007>. [cit. 2022-04-19]
15. DUNCKLEY, Victoria. *Reset Your Child's Brain: A Four-Week Plan to End Meltdowns, Raise Grades, and Boost Social Skills by Reversing the Effects of Electronic Screen-Time*. Novato: New World Library, 2015, s. 17. ISBN 9781608689682.
16. PETERSEN, George. E-mailová zpráva autorce 2. února 2021.
17. KORTE, Martin. *The Impact of the Digital Revolution on Human Brain and Behavior: Where Do We Stand? Dialogues in Clinical Neuroscience*. Online. 2020, roč. 22, č. 2 (červen), s. 101–111. Dostupné z: <https://dx.doi.org/10.31887/DCNS.2020.22.2/mkorte>. [cit. 2022-04-19]
18. TURKLE, Sherry. *Reclaiming Conversation: The Power of Talk in a Digital Age*. New York: Penguin, 2015, s. 28. ISBN 9780143109792.

## 2. Odpojte se okamžitě!

1. TURKLE, Sherry. *Reclaiming Conversation: The Power of Talk in a Digital Age*. New York: Penguin, 2015, s. 322.
2. SCHMIDT, Marie Evans, a kol. *The Effects of Background Television on the Toy Play Behavior of Very Young Children*. *Child Development*. 2008, roč. 79, č. 4, s. 1137–1151.
3. TURKLE, Sherry. *Reclaiming Conversation*, 2015, s. 213.

## 3. Sledujte u svých dětí talenty, zájmy a další příležitosti k růstu

1. KIDNER, Derek. *Proverbs: An Introduction and Commentary*. Downers Grove: IVP Academic, 2009, s. 139. ISBN 9780830842674.
2. HARDING, Kip a Mona Lisa. *The Brainy Bunch: The Harding Family's Method to College Ready by Age Twelve*. New York: Gallery, 2014, s. 22. ISBN 9781476759340.
3. SHIPP, Josh. *Your Child's Most Annoying Trait May Just Reveal Their Greatest Strengths*. TEDx Talks. Online. 18. října 2017. Dostupné z: <https://youtu.be/mU5WO93Kw4E>. [cit. 2022-04-19]

## 4. Vytvořte seznam společné zábavy bez technologií

1. KARDARAS, Nicholas. *Glow Kids: How Screen Addiction Is Hijacking Our Kids—and How to Break the Trance*. New York: St. Martin's Press, 2016, s. 124. ISBN 9781250097996.
2. CROUCH, Andy. *The Tech-Wise Family: Everyday Steps for Putting Technology in Its Proper Place*. Grand Rapids: Baker Books, 2017, s. 139. ISBN 9780801018664.
3. LYONS, Gabe a Rebekah. *Two Callings under One Roof*. Hlavní projev, EDGE|X 2020. Online. 2. října 2020. Dostupné z: <https://www.edgumentoring.org/gabe-rebekah-lyons>. [cit. 2022-04-19]

## 5. Otevřete knihy!

1. TRELEASE, Jim. *The Read-Aloud Handbook*. 8. vyd. Ed. a rev. Cyndi Giorgis. New York: Penguin, 2019, s. 4. ISBN 0143133799.
2. TRELEASE, Jim. *The Read-Aloud Handbook*. 8. vyd. Ed. a rev. Cyndi Giorgis. New York: Penguin, 2019, s. 69.
3. TRELEASE, Jim. *The Read-Aloud Handbook*. 8. vyd. Ed. a rev. Cyndi Giorgis. New York: Penguin, 2019, s. 69.

4. TRELEASE, Jim. *The Read-Aloud Handbook*. 8. vyd. Ed. a rev. Cyndi Giorgis. New York: Penguin, 2019, s. 69.
5. KNUTSON, Sarah. *Statistics on the Scores of Middle School Students Who Read. Classroom*. Online. 26. září 2017. Dostupné z: <https://classroom.synonym.com/statistics-scores-middle-school-students-read-15916.html>. [cit. 2022-04-19].
6. KELLER, Timothy A. a Marcel Adam JUST. *Altering Cortical Connectivity: Remediation-Induced Changes in the White Matter of Poor Readers*. *Neuron*. 2009, roč. 64, č. 5, s. 624–631. Dostupné z: <https://doi.org/10.1016/j.neuron.2009.10.018>
7. MACKENZIE, Sarah. Books for Teens, and Why YA Is a Genre (Not a Reading Level). *Read-Aloud Revival*. Podcast. 8. července 2019, 32:52. Dostupné z: <https://readaloudrevival.com/132>. [cit. 2022-04-19]

#### 6. Hlasité čtení: Kouzelná vstupenka

1. DUURSMA, Anna E. *The Effects of Fathers' and Mothers' Reading to Their Children on Language Outcomes of Children Participating in Early Head Start in the United States*. *Fathering: a Journal of Theory and Research about Men as Parents*. 2014, roč. 12, č. 3, s. 283–302. Dostupné z: <https://ro.uow.edu.au/cgi/viewcontent.cgi?article=2345&context=sspapers>
2. GRAY, Janelle M. *Reading Achievement and Autonomy as a Function of Father-to-Son Reading*. Diplomová práce. California State University, 1991.
3. TRELEASE, Jim. *The Read-Aloud Handbook*. 8. vyd. Ed. a rev. Cyndi Giorgis. New York: Penguin, 2019, s. 87–98. ISBN 0143133799.
4. FOX, Mem. *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*. Rev. vyd. Orlando: Harcourt, 2008, s. 17. ISBN 9780151006243.
5. TRELEASE, Jim. *The Read-Aloud Handbook*. 7. vyd. New York: Penguin, 2013, s. 19–20. ISBN 9780141001616.
6. MACKENZIE, Sarah. *The Read-Aloud Family: Making Meaningful and Lasting Connections with Your Kids*, Zondervan, 2018, s. 27. ISBN 9780310350323.
7. SUSKIND, Dana. *Thirty Million Words: Building a Child's Brain*. New York: Dutton, 2015, s. 22. ISBN 9781101984178.
8. TRELEASE, Jim. *The Read-Aloud Handbook*. 7. vyd. New York: Penguin, 2013, s. 41. ISBN 9780141001616.
9. SUSKIND, Dana. *Thirty Million Words: Building a Child's Brain*. New York: Dutton, 2015, s. 73. ISBN 9781101984178.

#### 7. Vytvoření dlouhodobého plánu pro mladší děti

1. CHAPMAN, Gary a PELLICANE, Arlene. *Growing Up Social: Raising Relational Kids in a Screen-Driven World*. Chicago: Northfield, 2014, s. 124. ISBN 9780802411235.
2. McKEE, Jonathan. *The Teen's Guide to Social Media and Mobile Devices: 21 Tips to Wise Posting in an Insecure World*. Uhrichsville, OH: Shiloh Run, 2017, s. 11. ISBN 9781683223191.
3. CHAPMAN, Gary a PELLICANE, Arlene. *Growing Up Social*, 2014. s. 107.
4. TURKLE, Sherry. *Reclaiming Conversation: The Power of Talk in a Digital Age*. New York: Penguin, 2015, s. 108. ISBN 9780143109792.
5. CROUCH, Andy. *The Tech-Wise Family: Everyday Steps for Putting Technology in Its Proper Place*. Grand Rapids: Baker Books, 2017, s. 108. ISBN 9780801018664.
6. Frequently Asked Questions. *Wait Until 8th*. Online. Zpřístupněno 25. října 2021. Dostupné z: <https://www.waituntil8th.org/faqs>. [cit. 2022-04-19].
7. KARTCHNER, Collin. *Whatever age you're OK with them to start looking at porn*. Instagram highlight. 27. září 2020. Dostupné z: <https://www.instagram.com/stories/highlights/18123720223136355/>
8. The Crisis. *Culture Reframed*. Online. Dostupné z: <https://www.culturereframed.org/the-porn-crisis/>. [cit. 2022-04-19]

#### 8. Vytvoření dlouhodobého plánu pro starší děti

1. SAX, Leonard. *The Collapse of Parenting: How We Hurt Our Kids When We Treat Them Like Grown-Ups*. New York: Basic, 2017. ISBN 9780465048977.
2. NEUFELD, Gordon a MATÉ, Gabor. *Hold On to Your Kids: Why Parents Need to Matter More Than Peers*. (česky vyšlo *Držte si své děti: Proč jsou rodiče důležitější než kamarádi*) Rev. vyd. New York: Ballantine Books, 2014, s. 7.
3. CIALDINI, Robert B. *Influence: The Psychology of Persuasion*. Exp. vyd. New York: Harper Business, 2021, s. 114.
4. TWENGE, Jean M. *iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy—and Completely Unprepared for Adulthood—and What That Means for the Rest of Us*. New York: Atria, 2018, s. 77–78.
5. TWENGE, Jean M. *iGen*, s. 74.
6. TWENGE, Jean M. *iGen*, s. 291–292.

7. *Understanding the Teen's Brain*. Stanford Children's Health. Dostupné z: <https://www.stanfordchildrens.org/en/topic/default?id=understanding-the-teen-brain-1-3051>. [cit. 2025-04-19]

### 9. Skvělé využití obrazovek: Technologie a volný čas

1. TWENGE, Jean M. *iGen*, s. 71–72.
2. AUXIER, Brooke, et al. *Parenting Children in the Age of Screens*. Online. Pew Research Center, 28. července 2020. Dostupné z: <https://www.pewresearch.org/internet/2020/07/28/parenting-children-in-the-age-of-screens/>. [cit. 2025-04-19]
3. AUXIER, Brooke. Viz citace výše.
4. RAPAPORT, Lisa. *Parents Think Teens Spend Too Much Time Playing Video Games*. Online. Reuters, 20. ledna 2020. Dostupné z: <https://www.reuters.com/article/us-health-teens-gaming/parents-think-teens-spend-too-much-time-playing-video-games-idUSKBN1ZJ25M>. [cit. 2025-04-19]
5. TURKLE, Sherry. *Reclaiming Conversation*, s. 7.
6. CUMMINGS, Hope M. a Elizabeth A. VANDEWATER. *Relation of Adolescent Video Game Play to Time Spent in Other Activities*. Archives of Pediatric & Adolescent Medicine. 2007, roč. 161, č. 7, s. 684–689. Dostupné z: <https://doi.org/10.1001/archpedi.161.7.684>
7. SAPIEHA, Chad. *Grand Theft Auto V Game Review*. Online. Common Sense Media. Dostupné z: <https://www.commonsensemedia.org/game-reviews/grand-theft-auto-v>. [cit. 2025-04-19]
8. FELDHAHN, Shaunti. *2 Things to Do If You Want Your Teen to Talk to You*. Online. Shaunti Feldhahn. 29. června 2016. Dostupné z: <https://shaunti.com/2016/06/2-things-to-do-if-you-want-your-teen-to-talk-to-you/>. [cit. 2025-04-19]
9. SALES, Nancy Jo. *American Girls: Social Media and the Secret Lives of Teenagers*. New York: Penguin, 2016, s. 18.
10. TASK FORCE ON THE SEXUALIZATION OF GIRLS. Report of the APA Task Force on the Sexualization of Girls. Washington, DC: American Psychological Association, 2007, s. 21. Dostupné z: <http://www.apa.org/pi/women/programs/girls/report-full.pdf>
11. U.S. DEPARTMENT OF EDUCATION. *Adult Literacy in the United States*. National Center for Education Statistics. Červenec 2019. Dostupné z: <https://nces.ed.gov/pubs2019/2019179/index.asp>

12. POLLAN, Michael. *Unhappy Meals*. Online. *New York Times Magazine*, 28. ledna 2007. Dostupné z: <https://www.nytimes.com/2007/01/28/magazine/28nutritionism.t.html>. [cit. 2025-04-19]

### 10. Technologie a vzdělávání

1. CARMODY, Tim. 'What's Wrong With Education Cannot Be Fixed with Technology'—*The Other Steve Jobs*. Online. 17. ledna 2012. Dostupné z: <https://www.wired.com/2012/01/apple-education-jobs/>. [cit. 2025-04-19]
2. KARDARAS, Nicholas. *Glow Kids*, s. 31.
3. TURKLE, Sherry. *Reclaiming Conversation*, s. 225–226.
4. PROODAY, Victoria. *Why Are Our Children So Bored at School, Cannot Wait, Get Easily Frustrated and Have No Real Friends?* Online. YourOT.com, květen 2016. Dostupné z: <https://yourot.com/parenting-club/2016/5/16/why-our-children-are-so-bored-at-school-cant-wait-and-get-so-easily-frustrated>. [cit. 2025-04-19]
5. GOMEZ, Monica. Rozhovor s autorem. [bez data]
6. RADESKY, Jenny a Dimitri CHRISTAKIS. *Media and Young Minds*. Pediatrics. 2016, roč. 138, č. 5, e20162591. Dostupné z: <https://doi.org/10.1542/peds.2016-2591>
7. MADIGAN, Sheri et al. *Association Between Screen Time and Children's Performance on a Developmental Screening Test*. JAMA Pediatrics. 2019, roč. 173, č. 3, s. 244–250. Dostupné z: <http://dx.doi.org/10.1001/jamapediatrics.2018.5056>
8. STEINER-ADAIR, Catherine. *The Big Disconnect*. New York: Harper, 2013, s. 80.
9. CLEMENT, Joe. Rozhovor s autorkou. 18. února 2021.
10. TWENGE, Jean M. *iGen*, s. 31, 33.
11. MILES, Matt. Rozhovor s autorkou. 18. února 2021.
12. NASS, Clifford. Rozhovor s Ira Flatow. *The Myth of Multitasking*. Talk of the Nation, NPR. 10. května 2013. Dostupné z: <https://www.npr.org/2013/05/10/182861382/the-myth-of-multitasking>
13. KARDARAS, Nicholas. *Glow Kids*, s. 32.
14. RIDEOUT, Victoria. *Media Use by Tweens and Teens*, s. 16.
15. TWENGE, Jean M. *iGen*, s. 188–190.
16. WESTERA, Wim. *Games Are Motivating, Aren't They? Disputing the Arguments for Digital Game-Based Learning*. International Journal of Serious Games. 2015, roč. 2, č. 2, s. 3–17. Dostupné z: <http://dx.doi.org/10.17083/ijsg.v2i2.58>

17. WESTERA, Wim. *Games Are Motivating, Aren't They?*, s. 5.
18. CLEMENT, Joe a Matt MILES. *Screen Schooled: Two Veteran Teachers Expose How Technology Overuse Is Making Our Kids Dumber*. Chicago: Chicago Review Press, 2018, s. 35–36.
19. HUANG, Connie. *Too Much Screen Time? University Child Development School*. Blog. 11. července 2020. Dostupné z: <https://www.ucds.org/too-much-screen-time/>
20. MANN, Sandi a CADMAN, Rebekah. *Does Being Bored Make Us More Creative?* *Creativity Research Journal*. 2014, roč. 26, č. 2, s. 165–173. Dostupné z: <https://doi.org/10.1080/10400419.2014.901073>
21. LAUREN [příjmení nevedeno]. Rozhovor s autorkou této knihy. Březen 2021.
22. EYAL, Nir. Stanford Psychology Expert: *This Is the No. 1 Skill Parents Need to Teach Their Kids—But Most Don't*. Online. CNBC, 10. září 2019. Dostupné z: <https://www.cnbc.com/2019/09/10/stanford-psychology-expert-biggest-parenting-mistake-is-not-teaching-kids-this-important-skill.html>. [cit. 2025-04-19]
23. SAX, Leonard. E-mailová zpráva autorce 9. února 2021.
24. PETERSEN, George. E-mail.

### 11. Restart a dlouhodobý plán pro každý typ rodiny

1. TWENGE, Jean M. *iGen*, s. 84.
2. DUNCKLEY, Victoria. *Reset Your Child's Brain*, s. 93.

### 12. Technologie pro mámu a tátu

1. COLE, Jeffrey I. et al. *Surveying the Digital Future: The 16th Annual Study on the Impact of Digital Technology on Americans*. PDF. Online. Los Angeles: Center for the Digital Future at USC Annenberg, 2018, s. 87. Dostupné z: <https://www.digitalcenter.org/wp-content/uploads/2018/12/2018-Digital-Future-Report.pdf>.
2. ZANDAN, Noah. *Eye Contact—A Declining Communications Tool?* Online. Quantified Communications Blog. Dostupné z: <https://www.quantified.ai/blog/eye-contact-a-declining-communications-tool/>. [cit. 2025-04-19].
3. HAALAND, Marie. *Parents Only Spend 24 More Minutes with Their Kids Than Their Phones*. Online. *New York Post*. 21. října 2019. Dostupné z: <https://nypost.com/2019/10/21/parents-only-spend-24-more-minutes-with-their-kids-than-their-phones/>. [cit. 2025-04-19]

4. ROSE, Ellen. *Continuous Partial Attention: Reconsidering the Role of Online Learning in the Age of Interruption*. *Educational Technology*, 2010, roč. 50, č. 4, s. 41–46. Dostupné z: <http://www.jstor.org/stable/44429840>
5. NIELSEN. *Time Flies: U.S. Adults Now Spend Nearly Half a Day Interacting with Media*. Online. Nielsen Insights, 31. července 2018. Dostupné z: <https://www.nielsen.com/us/en/insights/article/2018/time-flies-us-adults-now-spend-nearly-half-a-day-interacting-with-media/>. [cit. 2025-04-19]
6. HAALAND, Marie. Viz citace výše.
7. CROUCH, Andy. *Tech-Wise Family*, s. 104.
8. HAALAND, Marie. Viz citace výše.
9. CORDES, Colleen a Edward MILLER, (eds). *Fool's Gold: A Critical Look at Computers in Childhood*. College Park, MD: Alliance for Childhood, 2000, s. 28.
10. GOMEZ, Monica. Rozhovor.
11. CLEMENT, Joe a MILES, Matt *Screen Schooled*, s. 81.
12. TURKLE, Sherry. *Reclaiming Conversation*, s. 213.
13. CLEMENT, Joe a MILES, Matt. *Screen Schooled*. s. 142.
14. STEINER-ADAIR, Catherine. *The Big Disconnect*, s. 269.
15. SIEGEL, Daniel J. a BRYSON, Tina Payne. *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. New York: Bantam, 2012, s. 7. (česky vyšlo *Rozvíjejte naplno mozek svého dítěte*, přel. Eva Pourová Kadlecová. Portál, 2023.)