



O1 – A3: Personalised Withdrawal Plans

in SCREEN MODE

MODERation strategies of SCREEN abuse for Generation Y(outh)

Lead Organisation:

CCS

Contributions

INT, NTU, GCA, Emphasys, AD

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1 Executive summary

The project aims at empowering young people (16-25 years old) to deal effectively with situations concerning excessive preoccupation with Internet or screen abuse, equipping them with the skills and the methodological and engineering tools to modify maladaptive computer behaviour for healthy computer use. Internet addictive behaviour (IAB) or screen abuse is defined as a behavioural pattern characterized by loss of control over Internet use, which potentially leads to isolation and neglect of social, academic, occupational and recreational activities, and personal health.

In order to achieve its goal in SCREEN MODE will create a personal eLearning environment integrating easily use tools (i.e. an Internet Addiction or Problematic Internet Use Genie) that will offer personalized Internet withdrawal or screen reduction plans for each specific user. These plans will be based on personalized user models populated with demographics/situational (i.e. age, educational level, occupation, locality, etc.) and behavioural data (i.e. current Internet or screen use and other coexisting factors responsible for triggering binge behaviour over Internet).

2 Introduction

In this deliverable we define, based on the user models and the informal classification of young individuals identified under O1-A1 and the desirable situations based on the results of O1-A2, personalised withdrawal plans to help users achieve the desired situation. These plans will comprise actions, which are identified in the next sections. In addition, the assessment of users progress after the implementation of these actions is described.

More specifically in:

Section 3: The user models that will be identified by the Genie are described.

Section 4: The questions that will guide user profiling are provided.

Section 5: The categories of withdrawal strategies are explained and the list of the specific actions with their short descriptions are summarised.

Section 6: The assesement process of the user's performance is presented.

3 User models to be addressed by the withdrawal plans

Based on the results of the survey (O1-A2) and the deliverable O1-A1 (User Models Design) on the mainstream tools/instruments used in the relevant literature for Internet user models identification, the target groups to be addressed by the “in Screen MODE” withdrawal plans and offered support through the Internet Addiction or Problematic Internet Use Genie tool are:

1. **Frequent and excessive users** engaged with online activities with a higher and lower potential for addicted behaviours who are identified **with at least one of negative consequence in their academic/work and family context, as well as to their personal and social life due to Internet overuse** (i.e. loss of control, sacrificing other activities, neglect of daily obligations & of sport or recreational activities, persistence - Internet use despite the loss of an important friendship or relationship, impairment or distress [i.e. worried, nervous, panicky, tense), keyed up or anxious, bored, fatigued, low in energy, hard to get motivated]).
2. **Occasional users** engaged with online activities with a higher potential for addicted behaviours who are identified with **at least one of negative consequence in their academic/work and family context, as well as to their personal and social life due to Internet overuse** (i.e. loss of control, sacrificing other activities, neglect of daily obligations & of sport or recreational activities, persistence - Internet use despite the loss of an important friendship or relationship, impairment or distress [i.e. worried, nervous, panicky, tense), keyed up or anxious, bored, fatigued, low in energy, hard to get motivated].
3. **Both of the aboved mentioned users** who are identified that they experience **at least one of negative coexisting factors responsible for triggering binge behaviour over Internet**.

More specifically, the identification of these target groups and also more fine grained classification of users will be based on the calculation and measurement of users’ answers to a structured set of questions, presenting the following general categories of data:

- **Based on time spent on the Internet:** three groups identified:
 - **non-users** (who do not engage with any of the apps/activities identified)
 - **occasional users** (who engage with online activities less than two hours daily)
 - **frequent and excessive users** (who engage with online activities more than 2hours daily)
- **Online engagement with specific online activities:**

1. High risk activities:

- SNS, chatting
- Online Gaming
- Online Gambling
- Online Shopping
- Online Pornography

2. Low risk activities:

- Information search and administration,
- Emailing,
- Listening to music
- Video watching
- Online Dating

• **Groups based on the feelings & behaviours experienced due excessive Internet use:**

4. Loss of control
5. Sacrificing other activities - Neglect of daily obligations & of sport or recreational activities
6. Persistence - Internet use despite the loss of an important friendship or relationship
7. Impairment or distress (i.e. worried, nervous, panicky, tense), keyed up or anxious, bored, fatigued, low in energy, hard to get motivated)

• **Groups based on the negative coexisting factors negative coexisting factors responsible for triggering binge behaviour over Internet as identified in the mainstream literature:**

- Boredom
- Anxiety & stress
- Loneliness
- Sadness
- Lack of self-confidence
- Aggression

Based on the input of users and their profiles to be built by Genie, action plans (general strategies) comprising a number of certain withdrawal and moderation actions will address each individual user.

4 Questions for the identification of user models

4.1 Sociodemographic data

Age: a. 16-18 b. 19-21 c. 22-15
Occupational status: a. Student at school/university b. Employee c. Unemployed
Country of residence: a. UK b. Cyprus c. Greece d. Poland e. Romania f. Other: Please specify: _____

4.2 Time spent on specific online activities

<p>1. How much time on average do you regularly spend per day on social media pages for non-academic or non job-related purposes?</p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
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<p>2. How much time on average do you regularly spend per day on chatting (including instant messaging (i.e. Whatsapp) for non-academic or non job-related purposes?</p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p>3. How much time on average do you regularly spend per day on online gaming?</p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p>4. How much time on average do you regularly spend per day on online gambling?</p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p>5. How much time on average do you regularly spend per day on online shopping for non-academic or non job-related purposes?</p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p>6. How much time on average do you regularly spend per day on online pornography?</p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p>7. How much time on average do you regularly spend per day on accessing online general information and news (including sports and politics) & administration (e.g., banking, paying bills, booking, travel) for non-academic or non job-related purposes?</p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>

<p>8. How much time on average do you regularly spend per day on emailing for non-academic or non job-related purposes?</p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p>9. How much time on average do you regularly spend per day on online video watching or video streaming for non-academic or non job-related purposes?</p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p>10. How much time on average do you regularly spend per day on listening to online music for non-academic or non job-related purposes?</p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p>11. How much time on average do you regularly spend per day on online dating activities?</p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p>12. Please specify which of your devices you use more frequently when you are engaged with online activities.</p> <p>a. desktop or laptop b. smartphone or tablet c. both</p>

4.3 Negative urges for online use

13. How often do you experience anxiety before you are engaged with online activities?	0. Never	1. Sometimes	2. Almost always
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14. How often do you experience aggression before you are engaged with online activities?			
15. How often do you experience boredom before you are engaged with online activities?			
16. How often do you experience stress before you are engaged with online activities?			
17. How often do you experience lack of confidence before you are engaged with online activities?			
18. How often do you experience sadness before you are engaged with online activities?			
19. How often do you experience loneliness before you are engaged with online activities?			

4.4 Behaviours and feelings due to Internet use

	0.Never	1.Sometimes	2. Almost always
20. Have you had any serious conflict with your partner, friends, family because of your Internet use?			
21. Do you neglect your daily obligations (work, school, or family life) because you prefer to go on the Internet?			
22. Do you prefer to go on the Internet instead participating in sport or recreational activities?			
23. Do you continue to use the Internet despite serious performance problems experienced at school or at work as a result of spending too much			

time on Internet?			
24. Do you feel worried, nervous, panicky, tense, keyed up or anxious when you cannot use the Internet?			
25. Do you feel bored, fatigued, low in energy, hard to get motivated, or lie down a lot when you cannot use the Internet?			

5 Withdrawal Plans

The training approach and methodology of implementing the withdrawal plans will follow a **two stages process** which is line with concepts and strategies typically adopted by the Cognitive Behavioural (CB) approach. Cognitive behavioral therapy (CBT) emphasized the association of behaviors with thoughts and emotions, and impelled frequent and excessive users to pay more attention to these, and their thoughts and feelings, would make them identify addictive behavior triggers. In addition, the patients with IA spent large amounts of time on the Internet, which would reduce their attention, cause them brain fatigue, and degrade their physical function. Other studies showed sports could improve blood and oxygen supply in the cerebrum, enhance the excitability of the cerebral cortex, and strengthen the balance and flexibility of the nervous system, which would improve the human body function and psychological adaptability. Therefore, sports intervention have several potential benefits over IA treatment approaches. In diverse studies, sports intervention and embracing alternative offline activities improved sadness & depression, anxiousness, aggressiveness, lack of confidence, aggression, feelings of loneliness. In addition, except for improving interpersonal and health issues, time management skill were also improved after treatment (Young, 2011; Liu, 2017).

5.1 Time management strategy

The aim of this withdrawal strategy/plan is to support users to be able to manage and monitor the time spent on the Internet by recommending 3 different approaches. Depending on which approach is best suited to the needs of each individual user, one or a combination of these may be implemented by each individual.

The main target groups are:

1. **Frequent and excessive users** engaged with online activities with a higher and lower potential for addicted behaviours who are identified **with at least one of negative consequence in their academic/work and family context, as well as to their personal and social life due to Internet overuse** (i.e. loss of control, sacrificing other activities, neglect of daily obligations & of sport or recreational activities, persistence - Internet use despite the loss of an important friendship or relationship, impairment or distress [i.e. worried, nervous, panicky, tense), keyed up or anxious, bored, fatigued, low in energy, hard to get motivated]).

2. **Occasional users** engaged with online activities with a higher potential for addicted behaviours who are identified with **at least one of negative consequence in their academic/work and family context, as well as to their personal and social life due to Internet overuse** (i.e. loss of control, sacrificing other activities, neglect of daily obligations & of sport or recreational activities, persistence - Internet use despite the loss of an important friendship or relationship, impairment or distress [i.e. worried, nervous, panicky, tense), keyed up or anxious, bored, fatigued, low in energy, hard to get motivated].
- **Subgroups:**
 - Those engaged with different activities (i.e. SNS + chatting, online shopping, online gaming, online gambling, etc.).
 - Those who use desktop or smartphones.

5.1.1 List of sub-strategies and actions

Sub-strategy	Action Title	Abstract
Recognise your Internet use and set moderation goals	Track your actual time on Internet (for desktop and/or laptop users)	This action will help you understand why you need to track, in detail, the time that you spend online using your desktop or laptop. It also suggests a variety of automated tracking time tools and how to use them to improve your self-awareness about the actual time you spend on your computer.
	Track your actual time on Internet (for smartphone and/or tablet users)	This action will provide you with some guidance on how you can track the time you spend on the Internet using smartphones and tablets. These applications will help you to monitor the time you spend online on your smartphone or tablet. Long-term the applications can help you to manage your time better.
	Set up your personal goal on how much you would like to reduce the time spent online	This action will provide you some guidance on how to set up a personal goal on how much you would like to reduce the time spent on the Internet and identify what you really want and focus on what really matters, creating your Masterplan.
	Take short breaks away from the screen	This action will provide you with some guidance on how you can take your breaks without using your computer or any other kind of screen.

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	Play the “phone stack” game when meeting with others	This action will show you how simple and humorous tips and tricks, such as the “Phone stack” game, can help you take control not only over yours but also your friends’ frequent smartphone use.
Use external constraints to regulate online use	Use software to ban sites or applications that you frequently use (for desktop and/or laptop users)	This action will offer you guidance on how to use alarm bells and other tools to ban distracting websites and applications, thus helping you to limit up your time online.
	Limit your time online or ban applications and websites (for smartphone and tablet users)	This action will provide you with some guidance on how to limit the time you spend on the Internet, using smartphones and tablet applications. These applications will be presented to you in order to help you either limit the time you spend online and the time you spend on your smartphone/tablet. It will also help you to ban websites and other applications from your devices. Long-term the applications can help you to manage your time better.
	Use software to help you stay focused	This action will provide you with some guidance on how to prevent distractions from the task that you are working on. This is done by limiting the ways that your attention will shift, resulting in loss of focus.
	Turn off push notifications so that they don’t disturb you	This action will provide you guidance on how to organise the push notifications on your phone and thus help you avoid anxiousness and stress and allow you to focus on the things you need to do.

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	Delete doorways to online use (for desktop or laptop users)	This action will offer you guidance on how to remove the “doorways” to online use, such as bookmarks, passwords, applications or even websites, thus helping you to increase self-control and mindfulness. It will help you reduce your time spent online by reducing your temptation.
	Delete apps most frequently used (for smartphones or tablet users)	This action will provide you with guidance on how to reduce the use of the applications on your mobile or tablet that you are using too much.
	Remove/Unsubscribe from social media accounts most frequently used	Is social media having an impact on your life? Then maybe it’s time to say good bye to some of the social media channels you are using. This action will help you to do so.
	Give someone else control of your money (bank account or credit card) (for online gamblers)	This action will provide you with some guidance on how to give someone else control of your money (bank account or credit card).
Adopt alternative offline activities	Force yourself to spend equal screen time with active time	This action will provide you with some guidance on how to empower yourself in order to spend equal time on screen and off-screen (active time).
	Take a technology break and schedule an alternative activity	During your day you can plan breaks from the Internet. You can schedule an alternative event or activity that you like to do, that will force you to have a break from screen time.
	Practice a forgotten or a new skill	The action is about practicing a forgotten or a new skill instead of using a computer or being online. You can

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		develop skills in other parts/sectors of your life like creating art or doing physical activities. You can focus and have interests in something else than laptops or smart phones. It will help them to reduce online time.
	Plan a get-together on a standard day of the week	Sometimes you can dream about picnic with your friends or organising a nice day out, but it seems like too much hard work. But it's not. Let's do it!

5.2 Coping with negative urges

The aim of this strategy is to recommend actions that will support users to trace and identify antecedent (negative) feelings triggering binge on the Internet and help them to associate these feelings with the kind of online coping strategies they adopt (e.g. social media, online shopping, online gaming, online dating , etc.). **In addition, this strategy will empower users to build greater self-esteem, become stronger in dealing with negative feelings and problem-solving, improve social skills, reconstruct bad thoughts about self and embrace offline activities to cope with prior negative feelings instead of using the Internet.**

The main target groups are:

1. **Frequent and excessive users** engaged with online activities with a higher and lower potential for addicted behaviours who are identified **with at least one of negative consequence in their academic/work and family context, as well as to their personal and social life due to Internet overuse** (i.e. loss of control, sacrificing other activities, neglect of daily obligations & of sport or recreational activities, persistence - Internet use despite the loss of an important friendship or relationship, impairment or distress [i.e. worried, nervous, panicky, tense), keyed up or anxious, bored, fatigued, low in energy, hard to get motivated]).
 2. **Occasional users** engaged with online activities with a higher potential for addicted behaviours who are identified with **at least one of negative consequence in their academic/work and family context, as well as to their personal and social life due to Internet overuse** (i.e. loss of control, sacrificing other activities, neglect of daily obligations & of sport or recreational activities, persistence - Internet use despite the loss of an important friendship or relationship, impairment or distress [i.e. worried, nervous, panicky, tense), keyed up or anxious, bored, fatigued, low in energy, hard to get motivated]).
 3. **Both of the aboved mentioned users** who are identified that they experience **at least one of the following negative coexisting factors responsible for triggering binge behaviour over Internet:** boredom, anxiety & stress, loneliness, sadness, lack of self-confidence, aggression.
- **Subgroups:**
 - Those engaged with different activities (i.e. SNS + chatting, online shopping, online gaming, online gambling, etc.).

5.2.1 List of sub-strategies and actions

Sub-strategy	Action Title	Abstract
Cope with boredom	Play games, read books	Knowing a few games or finding a book based on your interests that do not require the use of a computer or a phone may be useful to fight boredom. They can be really catchy and later might replace your activity on the phone or on the computer.
	Practice your creativity	While playing games created by someone else, we can develop skills, maybe learn something new, but this does not always help us with creativity. So, why not create something yourself?
	Practice your hobby or learn something new	Sometimes we feel bored and don't have an idea of what to do with the time that we have or how to relax. Many times we start looking for solutions online and spend the day reading articles, scrolling through social media, or playing computer games. But there are other options that can be more valuable to our time.
	Invite your friends and family for a dinner	Have a good quality time with people that are close to you, instead of spending time with games, that is just a time killer.
	Join a youth organization	There are so many youth organisations, all you have to

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		do is join them. It will give you more interesting and valuable activities, new friends and hobbies.
Coping with anxiety and stress	Identify your patterns of anxiety and stress	This action will help you understand why and how to identify your patterns of anxiety and stress that may trigger frequent or excessive Internet use. By nurturing that self-awareness, in the upcoming actions you take concrete steps towards reducing your stress and increasing your happiness without resorting to online activities.
	Identify negative thinking and change it into positive	This action will offer you information on how to identify patterns of negative thinking and it will suggest ways of identifying, challenging and changing this thinking into a positive and realistic one. Being able to start thinking positively, will help you to lower anxiety and, finally, moderate the time that you spend on the Internet as a faulty relaxation technique.
	Try relaxation exercises that reduce anxiety	This action will show you how to do relaxation exercises such as breathing, visualisation, and meditation that will help you to reduce anxiety and stress and, accordingly, the increased amount of time that you spend on the Internet as a relaxation response.
	Try physical exercises to	This action will help you to practice a physical activity

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	reduce anxiety	plan to boost your energy level, to release tension and manage anxiety, thus increasing your happiness without resorting to online activities.
	Identify your dietary patterns and change food habits to reduce anxiety	This action will give you guidance on how to identify your dietary patterns and change your food habits in order to be able to lower your anxiety and stress that may urge you to use the Internet.
	Talk it out: Share your anxiety feelings with others	This action will provide information on why you need to share your anxiety feelings with others, thus convincing you that talking your worries out can help you lower your anxiety level and therefore your time spent online.
Coping with loneliness	Understanding your feelings and thoughts of loneliness	This action will provide you with some information on to understand your feelings and thoughts of loneliness. This knowledge will help you cope better in any situation and show you how to record your thoughts, observations and progress.
	Cut down on social media use when you are lonely	This action will help you understand why frequent preoccupation with social media when you are vulnerable and isolated won't help you to fight the negative and undesired feeling of loneliness. In contrast, mindful and moderate use of social media at specific times of the day will help you feel more comforted and less isolated.

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	Comfort yourself being alone	It is normal, that when we feel overwhelmed we need some time to ourselves. That does not mean we should not make an effort to spend time with people, but we shouldn't feel guilty when we want to be spend some time alone.
	Direct compassion and tenderness toward yourself	This action will provide you with information on how to feel direct compassion and tenderness towards yourself. This knowledge will help you cope better in any situation and to be more kind to yourself.
	Getting back to real life connections	When we are having a good time with friends or family, we won't even notice a buzzing phone. So, why not try to spend more of that quality time with them and enjoy real conversations instead of sitting at home, scrolling or texting?
Coping with sadness	Recognise symptoms of sadness	In this action you can find some crucial symptoms for recognising feeling of sadness.
	Set goals for daily activity and set positive goals for yourself	It is not easy to manage our time or task, but it is crucial to complete our goals. There are some techniques and methods which may help you to do that.
	Accept bad experiences as learning opportunities and	Bad experiences in our lives may not always be something that you do not like. You can easily take an

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	practice the activities that make you feel better	advantage of it and draw some conclusions for future.
	Make small events into appreciated experiences and practice gratitude	This action will show you some tips about how to appreciate even “small” things or events in your life.
	Show self-compassion	From time to time we might upset someone, and not understand how much it has affected that person. It is crucial to be in control of our emotions, body language, gestures and words. This action is about how to manage our behavior.
	Put care into your health and appearance and take exercise regularly	This action will show you how to take care of your health and how regular exercise will make you feel better. Here you can find some tips how to do this.
Build self-confidence	Identify your talents, your weaknesses and your insecurities. Measures to cope with and address your perceived areas of improvement	This action will provide you some information on how you can identify your talents, your weaknesses, and insecurities. This knowledge will help you cope better in any situation and improve the way you react into conditions.
	Set manageable objectives and learn from your mistakes	This action will provide some information on how you can set manageable goals. You will also learn that making mistakes in your life isn't as bad as you might believe.
	Be comfortable with fear and	This action will provide some information on how you

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	find ways to feel fearless	can be comfortable with fear. You will also find ways to make yourself feel fearless.
	Accept compliments	This action will provide some guidelines on how to accept a compliment and how this will boost your confidence.
	Avoid perfectionism	This action will provide you with some information on how to avoid perfectionism. We will also explore why being a perfectionist is bad for you psychologically.
	Make new friends outside the web and discover the fun to be a volunteer	This action will give you some information on how you can make new friends while you are offline. Also, you will find out the advantages to help others and of becoming a volunteer.
	Exercise regularly and take care of your health	This action will provide information about the importance of regular exercise for your body and your health.
Coping with aggression	Recognize and avoid triggers of aggression	This action will provide you some information on how you can recognise and avoid triggers of aggression. It is most important to identify triggering threats, thoughts and feelings to help you to become aware, to build awareness and understanding. This knowledge will help you to cope better in any situation and improve the way you react.

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Make a plan to cope with aggression	This action will provide some information on how you make a plan to cope with aggression. Also, you will learn finding some effective ways to deal with it.
Adopt an assertive style for interaction	This action will provide some information on how you can adopt an assertive style for interaction.
Develop empathetic understanding	This action will provide some guidelines on how to develop empathetic understanding. Empathy is a condition of functional interpersonal relationships.
Assume the positive intention of other people	This action will provide you with some information on how you assume the positive intentions of other people, learning about benefits from assuming positive intent.
Wait before react	This action will give you some information on how you can wait before react. Also, you will find out the advantages to responsible responding, to make things better and not worse.
Accept reality and forgive. Choose happiness instead of anger	This action will provide information about the importance of accepting reality and forgive, choosing happiness instead of anger. Let's learn about Key to Happiness: Let Go of Anger and Resentment and Choose Forgiveness.
Practice exercises helping you	This action will provide information about the

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	to relax and ask for help from professionals	importance of regular exercises to reduce stress. Asking help from professionals to have practice exercises keeps you healthy and combat/ reduce stress.
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6 Assessment of user's performance

Assessment of user's performance will be carried out in two phases:

6.1 After having implemented the actions under the withdrawal strategy "Time management"

The users are asked to answer the following questions:

1. How much did you reduce the time that you spend per day on each of the activities you are engaged with after consultation of the above actions?
 - a. less than half an hour
 - b. more than half an hour
 - c. more than one hour
 - d. more than two hours
 - e. no reduction at all

In order to achieve more personalization on these questions, we need to provide the user with only the activities that was engaged with as extracted from the answers given in the initial questions (as described in [Section 4.2](#)).

2. Are you satisfied with the time you are spending online now?
 - a. Yes
 - b. Somehow
 3. No

If answer is "YES" in question 2, users will be suggested to skip next strategy "Coping with negative urges if they want and if they are eligible for this strategy, since the moderation goals were fulfilled, and are asked to reflect:

3. What actions helped you the most to reduce your online time on each of the activities you are engaged with?
[the user will be provided with the list of actions completed to choose]
 1. ... (How:

2. ... (How:)
3. ... (How:.....)
4. ... (How:.....)

If answer is “somehow” in question 2, they will be suggested to try again some actions of “Time management (those that have been chosen as helpful for a little progress based on their answers in the Question 4) and then they can move on to the strategy “Coping with negative urges for online use”.

4. What actions helped you to make at least a little progress on each of the activities you are engaged with and what was missing?

[the user will be provided with the list of actions completed to choose]

1. ... (What is missing:.....)
2. ... (What is missing:.....)
3. ... (What is missing:.....)
4. ... (What is missing:.....)

If answer is “NO” in question 2, they will be suggested to move on the strategy “Coping with negative urges” and try the suggested actions. Also, they will be asked to reflect on the reasons that did not allow them to reduce their time being online.

5. Please, reflect for yourself on the main reasons that did not allow you to reduce your time of being online on the activities you are engaged with?

[the user will be provided with the list of actions completed to choose]

1. ... (Provide short comments about the reasons):.....)
2. ... (Provide short comments about the reasons):.....)
3. ... (Provide short comments about the reasons):.....)
4. ... (Provide short comments about the reasons):.....)

6.2 After having implemented the actions under the withdrawal strategy “Coping with negative urges for online use”

The users are asked to answer the following questions:

1. How much did you reduce the time that you spend per day on each of the activities you are engaged with after consultation of the above actions?
 - a. less than half an hour
 - b. more than half an hour
 - c. more than one hour
 - d. more than two hours
 - e. no reduction at all

In order to achieve more personalization on these questions, we need to provide the user with only the actions per sub-group of actions (e.g. Cope with aggression - Action1 :, Action 2..... that was engaged with as extracted from the answers given in the initial questions (as described in Section [4.3](#)).

2. Are you satisfied with the time you are spending online now?
 - a. Yes
 - b. Somehow
 3. No

If answer is “YES” in question 2, users will be suggested to keep implementing the actions helped them to reduce their online time.

3. What actions helped you the most to reduce your online time on each of the activities you are engaged with?
[the user will be provided with the list of actions completed to choose]
 1. ... (How:.....)
 2. ... (How:.....)
 3. ... (How:.....)
 4. ... (How:.....)

If answer is “somehow” in question 2, they will be suggested to try again some actions of thiw Strategy (those that have been chosen as helpful for a little progress based on their answers in the Question 4).

Suggestion-statement: “In any case, you may ask help from experts in your country”.

A list of help centers will be provided based on the info of the country of residence of the user.

4. What actions helped you to make at least a little progress on each of the activities you are engaged with and what was missing?

[the user will be provided with the list of actions completed to choose]

1. ... (What is missing:.....)
2. ... (What is missing:.....)
3. ... (What is missing:.....)
4. ... (What is missing:.....)

If answer is “NO” in question 2, they will be asked to reflect on the reasons that did not allow them to reduce their time of being online.

“You may ask help from experts in your country”. [A list of help centers will be provided based on the info of the country of residence of the user].

5. Please, reflect for yourself on the main reasons that did not allow you to reduce your time of being online on the activities you are engaged with?

[the user will be provided with the list of actions that has completed to choose]

1. ... (Provide short comments about the reasons):.....)
2. ... (Provide short comments about the reasons):.....)
3. ... (Provide short comments about the reasons):.....)
4. ... (Provide short comments about the reasons):.....)

References

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