IQ, EQ, and now DQ: The Digital Intelligence Quotient

The digital era is upon us, and we must empower our children to be smart and responsible users of technology while avoiding risky and harmful online activities. To address this urgent need, the DQ World™ online education program is pioneering efforts to promote youth digital citizenship.

Our online education program has been proven to boost children’s DQ scores, on average, from 93 to 106 – a 14% increase. Moreover, higher DQ levels had a significant and positive impact on children’s development across several important areas:

- Safe and responsible behaviors and attitudes online
- Balanced screen time and improved self-control
- Enhanced media and information literacy
- Higher empathy and global citizenship
- Better understanding of online presence, privacy, and data protection
- More active parental mediation and school intervention
- Stronger social, emotional, and physical well-being
- Improved academic performance and future opportunity

Now, your child’s participation in this program has been summarized in this report. We hope you will find the insights useful, and use them to initiate an open and constructive dialogue, one that will encourage all children on their ways to becoming our digital leaders of tomorrow.
The DQ Report should serve as a starting point for conversation with your child about his or her digital life. By guiding your child’s digital life skills, you can help your child build empathy in relationships, a strong mind and body, and resilience to significant cyber threats. Device use impacts sleep, focus, and physical wellness, so it is never too early to improve the way we use, interact, and respond to our digital devices. Get started today!

- **Remember: our parents never taught us how to teach DQ skills.** We are the first generation of parents that must learn for ourselves how to guide and encourage our children’s digital intelligence.
- **Be a trusted and supportive listener.** You will gain valuable insights into your children’s experiences and be able to guide them when they are most in need.
- **Set boundaries with care and respect.** Include time limits and monitor device use so that your child learns how to maintain healthy habits. Importantly, show that you do this because you care.
- **Teach and practice coping skills.** Prepare your child to respond calmly and responsibly to unhealthy content or hurtful situations that will inevitably arise online.

The DQ Report must not serve as a judgment against your child. The use of punishment (grounding from internet use, complete blocking of internet access, etc.) is not an effective reaction to the information presented here, and can have negative unintended consequences.

- **Many children grow more techy-savvy than their parents.** Children eventually find a way around restrictions, but this should not make parents feel undermined or become a point of conflict.
- **Avoid harsh punishments that may discourage your child from coming to you for help.** If children fear judgment from this report, they may decide not to seek adult guidance in difficult situations, and be at enhanced risk of cyber victimization. Children often suffer in silence when being victimized and experiencing serious abuse because they fear the reaction from adults.
- **Take time to collect yourself** and avoid reacting negatively or with heightened emotion when you discover your child has interacted with harmful content.
- **Everything you do online, including what you post about your child, leaves a digital footprint.** This will be accessed by future employers, college entrance boards. Make choices that will help your child long-term.

**Disclaimer**

**Limitations of Accuracy:** This report presents a detailed snapshot of the digital intelligence and safety of your child, who completed the DQ World™ online education program. A large part of this report is based on self-reporting, i.e., how your child answered questions about his or her self. Its accuracy is limited by the accuracy of those answers. If your child did not provide accurate information or answer questions truthfully, the accuracy of the report will be limited. This report does not provide any legal or medical advice.

**Confidentiality:** This report contains sensitive personal information and is therefore only to be viewed by the parents of the child participant, as well as certified educational professionals who have the parent’s legal permission to care for the child participant.

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The **DQ Individual Report** provides a comprehensive summary of your child’s digital life including digital competency, personal strengths, usage of technology and media, exposure to cyber risks, and parental mediation. Your child’s achievement is referenced to that of other children at his or her school as well as with other children around the nation. The five key areas of assessment are as follows:

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DQ Skills</strong></td>
<td>This area assesses your child’s mastery of the 8 Key Skills of Digital Citizenship that are taught in the internationally-recognized DQ World™ online education curriculum: Digital Citizen Identity, Screen Time Management, Cyber Bullying Management, Cyber Security Management, Digital Empathy, Digital Footprint Management, Critical Thinking, and Privacy Management.</td>
</tr>
<tr>
<td><strong>Personal Strengths</strong></td>
<td>This area assesses your child’s personal strengths across the categories of global citizenship, social relationships, self efficacy, self regulation, emotional regulation, and balance of offline and online reality.</td>
</tr>
<tr>
<td><strong>Balanced Use of Technology and Media</strong></td>
<td>This area shows how appropriately, and in what ways, your child uses digital devices and media, and provides useful information regarding your child’s weekly screen time, internet connectivity, mobile device ownership, digital media activity, and social media usage.</td>
</tr>
<tr>
<td><strong>Exposure to Cyber Risks</strong></td>
<td>This area indicates your child’s exposure to cyber risks including online strangers, game addiction, cyber bullying, cyber victimization, online sexual behavior, and exposure to violent content.</td>
</tr>
<tr>
<td><strong>Parental Mediation</strong></td>
<td>This area indicates how much guidance your child receives with regards to the 8 aspects of parental mediation: setting a family media rule, knowing about the child’s online friends, co-viewing the screen, talking about false info, talking about personal info, talking about cyber violence, talking about risky content, and being consistent between parents.</td>
</tr>
</tbody>
</table>

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# DQ Performance Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
<th>DQ Summary</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Your Child</td>
<td>School</td>
</tr>
<tr>
<td>DQ</td>
<td>B</td>
<td>109</td>
<td>100</td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DQ Improvement</td>
<td>A</td>
<td>+15%</td>
<td>+11%</td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DQ Percentile Rank</td>
<td>-</td>
<td>-</td>
<td>Top 25%</td>
</tr>
</tbody>
</table>

- Your child’s DQ is the average of your child’s 8 DQ Skills scores across all 8 Key Areas of Digital Citizenship.
- Your child’s DQ grade is “B.”
- Your child’s achievement is considered satisfactory!
- The DQ Improvement is the percentage difference between your child’s DQ before and after completion of the DQ World online program.
- Your child’s DQ increased by 14 points, which corresponds to a 15% DQ Improvement.
  - Your child’s DQ before the completion of the DQ World program was 95.
  - Your child’s DQ after the completion of the DQ World program is 109.
- Congratulations! Your child experienced a powerful DQ Improvement: A 10% DQ Improvement results in a 30% reduction in risky online behaviors in addition to a positive impact on student development across several important areas including digital literacy, privacy protection, self-control, empathy, and critical thinking!
- The DQ Percentile Rank is the percentage of DQs in your nation that are equal to or lower than your child’s DQ.
- Compared to school: Your child’s DQ is in the top 25%. If there were 100 competing DQ’s, your child would rank #25.
- Compared to nation: Your child’s DQ is in the top 30%. If there were 100 competing DQ’s, your child would rank #30.
- Congratulations on giving your best effort!
The 8 Key Skills of Digital Citizenship form the framework for your child’s DQ education and the basis for DQ Skills score evaluation. We assessed your child’s mastery of these skills, which are taught in the internationally-recognized DQ World™ online education curriculum.

**Digital Citizen Identity**
Ability to build and manage a healthy identity online and offline with integrity

**Screen Time Management**
Ability to manage one’s screen time, multitasking, and engagement online with self-control

**Cyberbullying Management**
Ability to detect cyberbullying situations and handle them wisely

**Cyber Security Management**
Ability to protect one’s data by creating strong passwords and to manage various cyber attacks

**Digital Empathy**
Ability to be empathetic towards one’s own and others’ needs and feelings online

**Digital Footprint Management**
Ability to understand the nature of digital footprints and their real-life consequences, and to manage them responsibly

**Critical Thinking**
Ability to distinguish between true and false info, good and harmful content, and trustworthy and questionable contacts online

**Privacy Management**
Ability to handle with discretion all personal information shared online to protect one’s and other’s privacy

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<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
<th>DQ Skills Score</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Your Child</td>
<td>School</td>
</tr>
</tbody>
</table>
| 1. Digital Citizen Identity  | A          | 125         | 107    | 103    | • Digital Citizen Identity measures your child's ability to build and manage a healthy identity online and offline with integrity.  
• Your child's grade for Digital Citizen Identity is “A.”  
• Your child's achievement is considered excellent! |
| 2. Screen Time Management     | B          | 108         | 105    | 103    | • Screen Time Management measures your child’s ability to manage screen time, multitasking, and engagement in various digital media activities with self-control.  
• Your child's grade for Screen Time Management is “B.”  
• Your child's achievement is considered satisfactory! |
| 3. Cyber Bullying Management  | C          | 93          | 93     | 103    | • Cyber Bullying Management measures your child's ability to detect cyber bullying situations and handle them wisely.  
• Your child's grade for Cyber Bullying Management is “C.”  
• Your child's achievement is considered less than satisfactory. |
| 4. Cyber Security Management  | C          | 94          | 82     | 94     | • Cyber Security Management measures your child's ability to protect personal data by creating strong passwords and to manage various cyber attacks i.e. SPAM/SCAMS/Phishing.  
• Your child's grade for Cyber Security Management is “C.”  
• Your child's achievement is considered less than satisfactory. |
## DQ Scores: Grades

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
<th>DQ Skills Score</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Digital Empathy</td>
<td>D</td>
<td><strong>84</strong></td>
<td>- <strong>Digital Empathy</strong> measures your child's ability to be empathetic towards one's own and others' needs and feelings online.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Your child's grade for Digital Empathy “D.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Your child's lack of achievement requires attention. Please see suggestions for improvement at the end of the report.</td>
</tr>
<tr>
<td>6. Digital Footprint</td>
<td>A</td>
<td><strong>121</strong></td>
<td>- <strong>Digital Footprint Management</strong> measures your child's ability to manage screen time, multitasking, and engagement in various digital media activities with self-control.</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
<td>- Your child's grade for Screen Time Management is “B.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Your child's achievement is considered satisfactory!</td>
</tr>
<tr>
<td>7. Critical Thinking</td>
<td>A</td>
<td><strong>120</strong></td>
<td>- <strong>Critical Thinking</strong> measures your child's ability to detect cyber bullying situations and handle them wisely.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Your child's grade for Cyber Bullying Management is “C.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Your child's achievement is considered less than satisfactory.</td>
</tr>
<tr>
<td>8. Privacy Management</td>
<td>A</td>
<td><strong>119</strong></td>
<td>- <strong>Privacy Management</strong> measures your child's ability to handle with discretion all personal information and shared online to protect one's and others' privacy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Your child's grade for Privacy Management is “A.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Your child's achievement is considered excellent!</td>
</tr>
</tbody>
</table>
We assessed your child’s personal strengths across the areas of global citizenship, social relationships, self efficacy, self regulation, emotional regulation, and balance of offline and online reality.

- **Global citizenship**: Valuing diversity and challenging injustice with meaningful action
- **Social relationships**: Forming meaningful and trustworthy connections with others
- **Self-efficacy**: Possessing the confidence that one can properly respond to difficult situations
- **Self-regulation**: Organizing one’s time online to maximize productivity
- **Emotional regulation**: Controlling one’s reactions to unexpected or unpleasant events
- **Balance of Offline and Online Reality**: Growing confidence and earning respect in the real world
<table>
<thead>
<tr>
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<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Your Child</td>
<td>School</td>
</tr>
</tbody>
</table>
| 9. Global Citizenship | C           | 2.4         | 3.1     | 2.8     | - **Global Citizenship** means to understand interconnectedness, to value diversity, and to challenge injustice by taking action in personally meaningful ways. A child with a high global citizenship tends to:
|                       | Less than Satisfactory |            |         |         | - Respect his or her self, as well as others
|                       |             |            |         |         | - Welcome differences
|                       |             |            |         |         | - Reject hatred and prejudice
|                       |             |            |         |         | - Your child’s grade for global citizenship is “C”
|                       |             |            |         |         | - Your child’s achievement is considered less than satisfactory. |
| 10. Social Relationships | C           | 2.4         | 2.7     | 3.1     | - **Social Relationships** are essential to a functioning community and to healthy, engaged individuals. A child with a high social relationship score tends to:
|                       | Less than Satisfactory |            |         |         | - Enjoy the company of friends and family
|                       |             |            |         |         | - Feel close and care for surrounding people
|                       |             |            |         |         | - Feels sufficiently supported at home and at school
|                       |             |            |         |         | - Your child’s grade for social relationships is “C”
|                       |             |            |         |         | - Your child’s achievement is considered less than satisfactory. |
| 11. Self-Efficacy     | D           | 1.4         | 3.2     | 3.1     | - **Self-Efficacy** means to strongly believe in one’s own ability to respond positively to challenges and to accomplish personal goals. A child with a high self-efficacy score tends to:
|                       | Requires Attention |            |         |         | - Express confidence in his or her ability to overcome challenges.
|                       |             |            |         |         | - Believe that hard work and ingenuity can help accomplish goals.
|                       |             |            |         |         | - Face everyday problems with effort and positivity.
|                       |             |            |         |         | - Your child’s grade for self-efficacy is “D”
|                       |             |            |         |         | - Your child’s lack of achievement requires attention. See suggestions for improvement at the end of the report.
# Personal Strengths: Grades

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
<th>DQ Skills Score</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Your Child</td>
<td>School</td>
</tr>
<tr>
<td>12. Self-Regulation</td>
<td>B Satisfactory</td>
<td>3.0</td>
<td>3.2</td>
</tr>
<tr>
<td>13. Emotional Regulation</td>
<td>D Requires Attention</td>
<td>1.3</td>
<td>2.5</td>
</tr>
<tr>
<td>14. Balance of Offline and Online Reality</td>
<td>A Excellent</td>
<td>4.0</td>
<td>3.5</td>
</tr>
</tbody>
</table>

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Balanced Use of Technology and Media

We assessed how appropriately, and in what ways, your child uses digital devices and media, and provide useful information regarding your child’s weekly screen time for entertainment use, mobile device ownership, internet connectivity, mobile device ownership, digital media activity, and social media usage.

**Weekly Screen Time**
Weekly screen time is the amount of hours your child spends on the digital media per week for entertainment.

**Internet Connectivity**
Internet Connectivity shows if, and where, your child has internet access. (at home, at school, or at both).

**Mobile Device Ownership**
Mobile Device Ownership indicates whether your child owns a personal mobile device (such as a smart phone or tablet). Mobile device ownership at a young age often leads to early digital media overuse.

**Digital Media Activity**
Digital Media Activity measures how actively your child uses online digital media with social functions, such as posting comments and videos, sending chat messages, engaging in e-commerce, and more.

**Social Media Usage**
Social media usage describes if, and to what extent, your child engages in social media activity using social media sites. Most social media sites have a minimum user age of 13 years old.
<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
<th>Use of Technology and Media</th>
<th>Details</th>
</tr>
</thead>
</table>
| 15. Weekly Screen Time   | D     | **41 Hours**               | - **Weekly Screen Time** is the time your child spends on digital media per week for entertainment. The weekly screen time rating measures how well your child adheres to the recommended limits for weekly screen time: less than 14 hours per week for children age 8-12.  
- Your child's grade is “D” because your child spends, on average, 41 hours per week on digital media for entertainment.  
- Your child's weekly screen time is far beyond the recommended limit of 14 hours, and this requires attention. We recommend that children's weekly screen time not exceed 14 hours. Please see suggestions for improvement at the end of the report. |
| 16. Internet Connectivity| C     | At school only             | - **Internet Connectivity** shows if, and where, your child has access to the internet. Ideally, your child should have internet access both at home and at school.  
- Your child's grade is “C”, due to having internet connectivity only at school.  
- Your child's limited access to internet (at school only) might limit the opportunities in which you can educate your child about the internet. Try to find opportunities to be present with your child when |
| 17. Mobile Device Ownership| C     | **1 Device(s)**           | - **Mobile Device Ownership** indicates whether your students own a personal mobile device (such as a smart phone or tablet). Mobile device ownership at a young age often leads to early digital media overuse and abuse. For this reason, mobile device ownership is graded negatively.  
- Your child's grade is “C”, due to owning (1) personal mobile device:  
  - “My mobile phone / smartphone”  
  - Be careful. Although mobile device access offers learning and socializing opportunities, it also can expose your child to cyber risks that negatively affect physical, emotional, and social development. Set clear mobile usage rules (what, when, and how the device can be used) that you and your child will respect, to prevent misuse and maximize learning benefits.  
- Altogether, your child regularly uses the following digital devices:  
  - My mobile phone / smartphone  
  - School computers  
  - Family iPad / tablet  
  - My personal computer / laptop |

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## Balanced Use of Technology and Media: Grades

<table>
<thead>
<tr>
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<th>Grade</th>
<th>Use of Technology and Media</th>
<th>Details</th>
</tr>
</thead>
</table>
| 18. Digital Media Activity | A        | Rarely Active | Active | Very Active | - **Digital Media Activity** measures how actively your child uses online digital media with social functions, such as posting comments and videos, sending chat messages, engaging in e-commerce, and more. While children should learn to use different digital media, activities with social functions pose higher potential for cyber risk exposure such as online strangers, cyber bullying, and hate speech. This is why children with higher activity in media with social functions receive lower grades, as a caution to parents.  
- Your child's grade is "A", due to being rarely active with social-function containing digital media.  
- Your child's digital media activity is healthy and balanced, with low potential exposure to cyber risks. This is considered excellent!  
- Altogether, your child uses digital media in a variety of ways, including:  
  - Using a search engine  
  - Watching videos online  
  - Listening to music online  
  - Making and sending videos or pictures to friends online |
| 19. Social Media Usage       | D        | Very Active | Rarely Active | Active | - **Social Media Usage** describes if, and to what extent, your child uses social media sites. Most social media sites, which have a minimum user age of 13 years old, are not recommended for your child. Higher activity with social media therefore results in lower grading.  
- Your child's grade is "D", due to excessive social media usage.  
- Your child has high social media activity, potentially exposing him or her to greatly elevated cyber risk. This requires attention. Please be vigilant of your child's online friends and activity, and see suggestions for improvement at the end of the report.  
- Altogether, your child uses the following social media accounts:  
  - Facebook  
  - Instagram  
  - WhatsApp |
Exposure to Cyber Risks

We assessed your child’s exposure to cyber risks, including online strangers, game addiction, cyber bullying, cyber victimization, online sexual behavior, and exposure to violent content.

Online Strangers
A child’s exposure to online strangers through a combination of online contact and in-person meeting.

Game Addiction
A child’s excessive use of video games.

Cyber Bullying
A child’s use of digital-communication (such as the internet or cell phones) to intentionally make another person feel angry, sad, or scared.

Cyber Victimization
A child’s experience as a victim of cyber bullying behavior.

Online Sexual Behavior
A child’s engagement in proactive sexual behaviors online via visiting or downloading sexual content, or receiving or sending sexual content with others.

Exposure to Violent Content
A child’s exposure to violent content through playing violent games or watching violent videos.
# Exposure to Cyber Risks: Grades

<table>
<thead>
<tr>
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<th>Grade</th>
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</thead>
</table>
| 20. Online Strangers | D     | 21% / 30%        | - **Online Strangers** are people who your child may meet online without ever having met in person. Some strangers present the risk of online grooming, a technique perpetrators use to physically or emotionally entrap their victims.  
- **At high risk**: chatting and meeting with online strangers alone, without notifying others before or after the meeting.  
- **At moderate risk**: chatting and meeting with online strangers, but also informing trusted people and/or bringing them to the meeting.  
- **At low risk**: possibly chatting with strangers online, but have not met with them offline  
- **Safe**: neither chatting with nor meeting offline with strangers they met online  
- Your child’s grade is “D”, due to being at high risk to exposure to online strangers.  
- **This requires attention. Please be vigilant of your child’s online friends and activity, and see suggestions for improvement at the end of the report.** |
| 21. Game Addiction     | A     | 44% / 53%        | - **Game Addiction** results from excessive and uncontrolled use of games especially when gaming is not moderated or supervised. This impacts sleep, focus, and physical wellness.  
- **At high risk**: has pathological game use with excessive and uncontrolled use which severely disrupts their lives.  
- **At moderate risk**: has less than 3 symptoms of pathological game use but reported some negative effects in daily life  
- **At low risk**: has less than 3 symptoms of pathological game use.  
- **Safe**: has few symptoms of pathological game use.  
- Your child’s grade is “A” due to being safe from exposure to game addiction.  
- **This is considered excellent!** |
| 22. Cyber Bullying      | B     | 69% / 77%        | - **Cyber Bullying** is the use of digital media to intentionally harm another person. Cyberbullying can start innocently, as a joke or gossip, and quickly escalate into a confrontational and damaging situation.  
- **At high risk**: has frequently engaged in cyber bullying acts during the past year  
- **At moderate risk**: has engaged in cyber bullying acts more than once a month during the past year  
- **At low risk**: has engaged in cyber bullying acts at least once to a few times during the past year.  
- **Safe**: has not engaged in cyber bullying acts.  
- Your child’s grade is “B” due to being at low risk to exposure to cyber bullying.  
- **This is considered satisfactory.** |
# Exposure to Cyber Risks: Grades

<table>
<thead>
<tr>
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<th>School / National</th>
<th>Details</th>
</tr>
</thead>
</table>
| 23. Cyber Victimization          | C Moderate  | 45% 15%          | • **Cyber Victimization** is the experience of being targeted by digital media that has the intention to harm, and includes unkind rumors, embarrassing photos, or direct intimidation through messages, among other things. It can occur over a variety of platforms including email, social media sites, and text messaging.  
  • At high risk: has frequently experienced cyber victimization during the past year.  
  • At moderate risk: has experienced cyber victimization more than once a month during the past year.  
  • At low risk: has experienced cyber victimization once or a few times during the past year.  
  • Safe: has not experienced any cyber victimization.  
  • Your child’s grade is “C” due to being at moderate risk for cyber victimization.  
  • This is not recommended. Please talk to your child about any harmful or mean behaviors experienced from other users online. |
| 24. Online Sexual Behavior      | A Safe      | 62% 11%          | • **Online Sexual Behavior** includes the proactive searching, viewing, or downloading of inappropriate sexual content (photos, videos, music, or texts); the receipt of such inappropriate sexual content from friends or strangers online; and the act of creating or sending such content to others online.  
  • At high risk: has come across online sexual content and/or been actively involved online sexual behavior in the past year.  
  • At moderate risk: has come across online sexual content and/or been often involved in some online sexual behavior in the past year.  
  • At low risk: has come across online sexual content and/or been occasionally involved in online sexual behavior in the past year.  
  • Safe: has neither come across any online sexual content nor been involved in any online sexual behavior in the past year.  
  • Your child’s grade is “A” due to being safe from online sexual behavior!  
  • This is considered excellent! |
| 25. Exposure to Violent Content  | B Low Risk  | 21% 14%          | • **Exposure to Violent Content** occurs when children consume inappropriately violent pictures, videos, or games that were intended for mature audiences.  
  • At high risk: has high exposure to violent content.  
  • At moderate risk: has elevated exposure to violent content.  
  • At low risk: has some exposure to violence.  
  • Safe: has low exposure to violence.  
  • Your child’s grade is “B” due to being at low risk for exposure to violent content.  
  • This is considered satisfactory. |
Parental Mediation

We assessed the level of guidance your child feels he or she receives with regards to the 8 areas of parental mediation:

1. **Setting a Family Media Rule**
   - Establishing clear expectations for acceptable use and behavior with digital technology and media

2. **Knowing About Online Friends**
   - Knowing who your child is communicating with online, and encouraging your child to keep you informed

3. **Co-Viewing the Screen**
   - Enjoying digital media together and showing your child you are aware of, and care about, what he or she experiences online

4. **Talking About False Info**
   - Having thoughtful and detailed conversations with your child to help discern between useful and useless information

5. **Talking about Personal Info**
   - Having thoughtful and detailed conversations with your child about what personal information should and should not be shared

6. **Talking Cyber Violence**
   - Having frank and honest conversations with your child about online cyber bullying, to help your child approach it calmly and with wisdom

7. **Co-Viewing the Screen**
   - Having honest and frank conversations with your child about appropriately violent or sexual content to encourage proper choices

8. **Consistency Between Parents**
   - Maintaining similar rules, views, and trust between parents so that your child has maximal support
## Parental Mediation: Grades

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
<th>Parental Mediation Frequency</th>
<th>Details</th>
</tr>
</thead>
</table>
| 26. Setting a Family Media Rule | A     | Frequently                  | - Setting a family media rule means letting your while know when, where, and how they can access the internet. This helps set necessary boundaries and clear expectations of your child's behavior and media activities online.  
- Your child’s grade with respect to this is “A,” due to you and your child frequently setting a family media rule.  
- Good Job! Setting a family media rule, and enforcing this frequently, is an important part of parental mediation. |
| 27. Knowing Online Friends      | C     | Rarely                       | - Demanding to know about online friends means talking to your child about whom they associate with online. This allows you to know who your child’s friends are, and can help you guide their safe interactions and stay aware of online strangers.  
- Your child’s grade with respect to this is “C,” due to you and your child rarely talking together about online friends.  
- Be careful. You should know about your child’s online friends, and talk to your child about this frequently. |
| 28. Co-viewing the Screen      | A     | Frequently                  | - Co-viewing the screen means to watch digital media content together with your child. This is an effective way to monitor what activities your child engages in online. It can also strengthen your communication with your child, as experiences on digital media are shared and this provides the basis for conversation.  
- Your child's grade with respect to this is “A,” due to you and your child frequently co-viewing the screen together.  
- Good Job! Co-viewing the screen with your child shows that you care and are interested in what your child is experiencing online. When you discuss the media that your child plays or views, you can encourage the child to critique that content and build critical thinking skills. Try to do this often! |
| 29. Talking about False Info    | B     | Sometimes                   | - Talking about false info means to help your child distinguish between misleading and trustworthy information. Doing so protects your child from “junk” information and builds helps develop their critical thinking skills.  
- Your child’s grade with respect to this is “B,” due to you and your child sometimes talking together about false info.  
- Not bad! Be sure to talk to your child about false info regularly that your child can discern between true and false information. |
## Parental Mediation: Grades

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
<th>Parental Mediation Frequency</th>
<th>Details</th>
<th></th>
</tr>
</thead>
</table>
| 30. Talking about Personal Info | D     | Never | Sometimes | Sometimes | **Talking about personal info** means to let your child know how to keep their passwords and identity safe while online. It is an important part of ensuring your child remains safe from hacking or identity theft.  
- Your child's grade with respect to this is “D”.  
- This requires attention. Try to frequently talk to your child about personal info to help your child understand what information not to share, and how to stay safe from various online scams. **Please see suggestions for improvement at the end of the report.** |
| 31. Talking about Cyber Violence | D     | Never | Sometimes | Sometimes | **Talking about cyber violence** means encouraging your child to come to you if they ever experience cyber bullying or other hurtful actions online.  
- Your child's grade with respect to this is “D”.  
- This requires attention. Make an effort to talk to your child about cyber violence, and encourage appropriate responses to violent behavior online. **Please see suggestions for improvement at the end of the report.** |
| 32. Talking about Risky Content | D     | Never | Rarely    | Rarely    | **Talking about risky content** means encouraging your child to come to you if they ever experience inappropriate content, such as pornography or online sexual behavior (requests to send inappropriate material).  
- Your child's grade with respect to this is “D”.  
- This requires attention. Talking to your child about risky content is important, and can encourage him or her to stay on guard against the negative psychological impacts of such harmful material. **Please see suggestions for improvement at the end of the report.** |
| 33. Consistency Between Parents | C     | Rarely | Frequently | Sometimes | **Consistency between parents** means that both parents are upholding the same rules and expectations for their child's digital media behavior. This way, the child does not behave differently around either parent, and benefits from uniform rules and expectations.  
- Your child's grade with respect to this is “C”.  
- Be careful. Ensuring that both parents are consistently supporting your child's digital life, is important for encouraging good digital citizenship. |

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**DQ Scores: Suggestions for Improvement**

*Your child could use extra practice! Here’s how you can help:*
1. Have your child review the missions that correspond to areas in need of improvement on www.DQWorld.net as you as you watch the screen and participate together.
2. Examine the mission titles below, and start a conversation with your child on these topics. If you have the DQ World Workbook, encourage your child to review the corresponding missions. You can find other supplementary materials, as well as many more ideas for DQ improvement, at www.DQInstitute.org.

<table>
<thead>
<tr>
<th>Digital Citizen Identity</th>
<th>Screen Time Management</th>
<th>Cyber Bullying Management</th>
<th>Cyber Security Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zone 1</strong></td>
<td><strong>Zone 1</strong></td>
<td><strong>Zone 2</strong></td>
<td><strong>Zone 6</strong></td>
</tr>
<tr>
<td><strong>Zone 4</strong></td>
<td><strong>Zone 11</strong></td>
<td><strong>Zone 27</strong></td>
<td><strong>Zone 57</strong></td>
</tr>
<tr>
<td>Mission 39: Being a Global Citizen</td>
<td>Mission 13: Balancing Screen Time</td>
<td><strong>Zone 3</strong></td>
<td></td>
</tr>
<tr>
<td>Mission 43: Congruent Online and Offline Identities</td>
<td>Mission 16: Managing Time and Priorities</td>
<td>Mission 31: Dealing With Cyberbullying</td>
<td></td>
</tr>
<tr>
<td>Mission 44: Integrity of Online Persona</td>
<td><strong>Zone 5</strong></td>
<td>Mission 32: Who are My Trusted Adults?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mission 57: Digital Footprint Management</td>
<td>Mission 33: When to Seek Help</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Digital Empathy</th>
<th>Digital Footprint Management</th>
<th>Critical Thinking</th>
<th>Privacy Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zone 8</strong></td>
<td><strong>Zone 5</strong></td>
<td><strong>Zone 7</strong></td>
<td><strong>Zone 2</strong></td>
</tr>
<tr>
<td>Mission 80: Don’t Be Judgmental Online</td>
<td>Mission 52: Stop, Think, Connect</td>
<td>Mission 67: How to Critique Content</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Mission 68: True vs. False Info</td>
<td></td>
</tr>
</tbody>
</table>
Personal Strengths: Suggestions for Improvement

Your child could use help in developing personal strengths! Here’s how you can help:
1. Examine the personal strengths topics below, and start a conversation with your child on these topics. You can find other supplementary materials, as well as many more ideas for DQ improvement, at www.DQInstitute.org.

- **Global Citizenship** – Low Average Scores
  - Respect his or her self, and others
  - Welcome differences of appearance, culture, and opinion
  - Reject hatred and prejudice such as name calling and selfishness

- **Self-Regulation** – Low Average Score
  - Prioritize schoolwork, health, relationships over online activities
  - Recognize and limits distraction from digital devices
  - Discuss, create, and respect sensible digital usage rules

- **Social Relationships** – Low Average Scores
  - Spend enjoyable activities with friends and family
  - Cultivate a sense of responsibility and care for friends
  - Feel supported and secure

- **Emotional Regulation** – Low Average Scores
  - Control his or her initial reaction to unpleasant events
  - Deal with stress productively, such as by writing, sports, or music
  - Calm his or her self down when upset or disappointed

- **Self-Efficacy** – Low Average Scores
  - Respect his or her self, and others
  - Welcome differences of appearance, culture, and opinion
  - Reject hatred and prejudice such as name calling and selfishness

- **Balance of Offline and Online Reality** – Low Average Scores
  - Accomplish important real-world tasks that yield confidence
  - Invest more effort into real world relationships than in online ones
  - Learn to balance real-world expectations with online ones
## Balanced Use of Technology and Media: Suggestions for Improvement

**Your child’s performance differs from experts’ recommendations in this area. Here’s how you can help:**

### Weekly Screen Time
- We recommend that weekly screen time not exceed **14** hours.
- Talk to your child about what he or she does online. You could ask: “What’s your favorite website, and why?” “Have you ever seen something online you didn’t want to see?” Keep an open dialogue.
- Provide your child with plenty of offline physical, artistic, and social activity as alternatives to recreational screen time.

### Mobile Device Ownership
- We urge children ages 8-12 to first learn digital citizenship before gaining unlimited access to the internet through personal mobile ownership. Mobile device ownership, therefore, is to be done cautiously and with close parental supervision.
- Establish a family media rule that encourages your child to use all digital devices, especially mobile device(s), safely and responsibly. Ensure your child knows when he or she is allowed to use a mobile, what websites can be visited, and what apps can be downloaded.
- Remind your child that anything sent from a phone can easily be forwarded or shared.
- Ask your mobile provider about security settings, location tracking, and content blockers.

### Digital Media Activity
- We recommend that families encourage digital media activities such as:
  - Using a search engine, sending an email
- We recommend that families discourage digital media activities such as:
  - Playing a video game that plays with other people, making and posting a video or photo to the public in a social media site
- This way, your child’s potential of safe and productive internet use is maximized, and cyber risks including online strangers and exposure to inappropriate content is minimized.

### Social Media Use
- Despite most social media sites having a minimum age of 13 years old, **53%** of 8 year olds in Singapore actively use social media and chatting apps. By age 12, this climbs to **76%**.
- Children under 13 years of age should not be using social media, as it is difficult to control who contacts your child and what content people share online.
- Encourage your child to check their “friends” list to know who can see their profiles. Friends who aren’t trusted should be removed or blocked.
- Talk to your child about what he or she is doing on these sites. Know your child’s postings. Discourage the sharing of personal information or inappropriate images.
- Encourage an open and honest discussion about friends, online strangers, and personal privacy.
- Have your child revisit these sections on DQWorld.net, as you co-view the screen, and discuss the lesson’s main ideas.
  - Mission 20: Keeping Privacy on Social Media
  - Mission 22: Internet Privacy Rights
  - Mission 47: What is a Digital Footprint?

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Exposure to Cyber Risks: Suggestions for Online Strangers

Your child is at high risk of exposure to the following cyber risks! Here’s how you can help:
1. Examine the recommendations below, and start a conversation with your child on these topics. You can find other supplementary materials, as well as many more ideas for DQ improvement, at www.DQInstitute.org.

Online Strangers – At High Risk

Your child may be at elevated risk with respect to online strangers. Online strangers are not all bad people, but the risks they can present certainly are. Staying on guard with your child against online strangers is of paramount importance.

1) Encourage your child to review the following missions on www.DQworld.net as you co-view the screen.

2) Start a conversation with your child. Use these topics, and be patient, caring, and persistent:
   - Who do you usually talk to online?
   - Do you trust people that you meet online? Why or why not?
   - Do you know of any friends who have met in person with someone they have only known online?
   - What could happen if you meet in person with someone you have only known online?
   - Have you ever been offered gifts by someone you met online, if you promised to meet with them in person?
   - Would you tell anyone before you decide to meet with an online stranger? Why or why not?
   - Would you feel comfortable talking to me about an online stranger you met? What can I do to make you feel more comfortable?

3) Encourage your child to come to you immediately if anyone makes him or her feel uncomfortable online or requests an in-person meeting.
   - Know that a predator may be connecting with your child if he or she becomes socially distant or isolated
   - Once in a while, scan your computer for inappropriate material. If possible, check your child’s browser history.
   - Check your child’s message logs and social media profile friends if you are suspicious for their safety
   - Review your phone bill for any unknown phone numbers. Be on guard for mail or gifts sent to your home from unknown people.
Parental Mediation: Suggestions for Improvement

Your child is in need of more active parental mediation! Parental digital media mediation is very important element of educating children about, and protecting them from, cyber-risks. Children were less likely to engage in risk activities online when their parents were more actively engaged across all areas of parental mediation. Try talking to your child more often about these categories, which your child indicated as “never” being done at home.

**Talk to your child about personal info**

Never talking about personal info can expose your child to increased risk of privacy invasion, online strangers, and hacking. While the internet can be very useful, it can also expose you to threats like scams, phishing, and even identity theft. Warn your child about these things before they go online; phishing, a trick to get personal information, normally by pretending to offer something for free; SPAM is an unwanted email or text sent as advertisements to a large number of addresses; and spyware, a “virus” that watches what you do on your computer and sends this information to others.

Preventative measures you can take include changing your passwords; installing antivirus software, and updating them frequently; and refusing to open emails from unknown senders to download files from an unknown source, or to enter any “free” contests from companies you don’t trust.

**Talk to your child about cyber violence**

Never talking about cyber violence can expose your child to increased risk of cyber bullying and cyber victimization. Cyber violence can include exposure to violent content, or even exposure to cyber bullying behavior. With smartphones, your child can access such inappropriate contents, or might even themselves be the victim of an unpleasant bully. Talk to your child about these risks.

To be proactive, establish clear guidelines with consequences for inappropriate behavior. At the same time, be open and approachable so your child will come to you if they have concerns. Also, check and approve apps before they are downloaded. Ensure that you understand what they do, and what content they provide.

**Talk to your child about risky content**

Never talking about risky content can expose your child to increased risk of exposure to online sexual content and sexual behavior. Children may be curious about sex, but it is important to establish clear guidelines for your child and explain why you set them.

To minimize risk, establish clear guidelines with consequences for inappropriate behavior. At the same time, be open and approachable so your child will come to you if they have concerns. Also, check and approve apps before they are downloaded. Ensure that you understand what they do, and what content they provide.

If you suspect that your child has been "sexting" - in which the internet is used to send, receive, or share revealing photos - have a conversation with them. Remain open with your child about the subject so they are not afraid to talk to you if need be. You can ask them: Have you ever received a naked or sexual picture on your mobile or your computer? What do you think about sending "sexy" messages or pictures? Is it okay? Why or why not? What could happen if the sexual image or message you send were shared with other people?

Have your child think about the consequences of taking, sending, or forwarding a sexual picture. A person could be humiliated, lose educational opportunities, and even be investigated by police! Never take images of yourself that they wouldn’t want your parents, classmates, or teachers to see. All it takes is one careless “share” for the content to end up on many people’s mobile phones. Encourage your child to talk to you if ever anyone tries to pressure him or her into sending a sexual picture.
Thank you.
If you have any questions on this report, please contact us at:
contact@DQinstitute.org

DQ INDIVIDUAL Report for
Sara Lee, AAA Primary School, Singapore