## Case study

**Title: Recognizing and coping with technostress in young people**

**The Müller family: Insights into the everyday life of Tim (15 years old)**

**The Müller family consists of father Martin, mother Lisa, and their 15-year-old son Tim. Tim is in tenth grade and has been struggling with increasing symptoms of stress for some time. Martin and Lisa realize this may be related to Tim's intensive use of digital technologies.**

**Recognizing technostress:**

**1. altered sleep behavior: Tim has difficulty falling asleep and is often online late at night.**

**2. concentration problems: Tim's concentration has deteriorated at school, and he seems to be easily distracted.**

**3. changes in social interaction: Tim's social interactions outside of the internet are decreasing. He spends more time alone in his room.**

**4. irritability and mood swings: Tim is more sensitive to requests from his parents and shows more frequent mood swings.**

**Measures for coping with technostress:**

**1. open communication: Martin and Lisa initiate an honest conversation with Tim. They ask about his online activities, interests, and whether he feels stressed or overloaded.**

**2. time together: The family consciously plans activities together where digital devices are put aside. They walk together, play board games, or cook together.**

**3. setting screen time: Martin and Lisa set clear boundaries for Tim's screen time. Together, they draw up a weekly schedule considering schoolwork and leisure activities.**

**4. introduce digital time-outs: The family plans regular "digital detox" days where all members refrain from using digital devices and enjoy alternative activities instead.**

**5. managing stress together: The family inquires about stress-reducing activities they can do together. Tim discovers an interest in yoga, and they attend yoga classes as a family.**

**6. Parents as role models: Martin and Lisa demonstrate using technology consciously through their behavior. They take time for themselves without constantly looking at their smartphones and show how important it is to be present offline, too.**

**7. conversations with the school: Martin and Lisa talk to Tim's teachers about their observations and enquire about possible strategies to minimize technological stress at school.**