

The US Child Psychiatrist, Charles Zeanah, described that the range of factors that could influence a child's development, and their life chances, extended from 'neurons to neighbourhoods'. Given the many hours young people will now spend each day on-screen, using digital media etc, the online world is also now a part of their 'neighbourhood' and will have some influence on development, though research is limited to inferences of harm rather than evidence of the impact on well-being. There is a scarcity of research on children's well-being, including no accepted, standardised scale to measure it, not least below the age of 8 years (see Public Health England

report:<https://www.gov.uk/government/publications/measuring-the-mental-wellbeing-of-children-and-young-people>). Despite this, the shift from being protected, and sharing much as a young child to the greater independence and healthy risk taking of adolescence can be mapped onto the online world, as evidenced in the Digital Childhood Report, and two MindEd modules on young people's Digital Lives

(<https://www.minded.org.uk/Component/Details/447025>; <https://www.minded.org.uk/Component/Details/448024>). A further perspective relates less to developmental stages than to how mental skills can be promoted that improve resilience and well-being. A capacity for self-control, critical thinking and reflection and a sense of having some control over areas of your life all build resilience and enhance well-being. (See attached review by Michael Rutter on resilience). The online world, through persuasive design, can hijack attempts at self-control and related reflective thinking. Not least, uncertainty about the impact of reporting risks can further increase feelings of helplessness, a feeling core to both mental health problems and poor self-esteem. It is strongly suggested that the research on resilience, and thus well-being, can be helpfully applied to the digital lives of young people, though more research is needed.