**Evaluation of the Virtual Family Education Program with Parents whose Children Have Attention Deficit and Excessive Technology Use: An Intervention from Turkey**

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This study is the implementation of a family education program, and will be carried out in order for parents with children in adolescence to be aware of their children's attention deficit and excessive use of technology, to gain knowledge and skills to help them control their children's use of technology in healthy ways and prevent excessive use. It is known that impulsivity, an emerging feature of adolescence, predicts technology addiction. Attention deficit, especially in adolescence, is also an important factor that increases the use of technology. On the other hand, parents' attitudes towards their children are also determining factors in technology use. By reaching parents through a virtual education program and removing time and space limitations, it is aimed to see positive experiences in the parents' knowledge, attitudes and children's well-being. In this study, it is planned to provide an 8-week family education program in a virtual environment (Zoom) to a group of 18-20 parents whose children are in adolescence, have attention deficit and excessive use of technology. The sessions of the training program include topics based on the nature of adolescence, attention deficit, technology use and addiction, parental attitudes, and healthy home practices that can be implemented regarding children's attention deficit and excessive technology use. The study will be carried out by the researcher between May and July 2024. A questionnaire will be administered to parents before and after the study and the effectiveness of the program will be evaluated. The questionnaire consists of socio-demographic information questionnaire, children's technology usage information questionnaire, Barkley Child Attention Survey (Firat et al, 2018) and Parental Technology Attitude Scale (Gür, 2017). At the end of this study, it is planned that parents will be able to evaluate their children's technology use correctly, approach attention deficit and technology use with an appropriate attitude, and reduce excessive technology use in children.

Firat, S., Bolat, G. U., Gul, H., Baytunca, M. B., Kardas, B., Aysev, A., & Ercan, E. S. (2018). Barkley child attention scale validity and reliability study. *Dusunen Adam Journal of Psychiatry and Neurological Sciences*, *31*(3), 284.

Gür, D. (2017). *Ortaokul öğrencilerinin bilişim teknolojileri kullanımlarına yönelik ebeveynlerin denetimleri ve tutumlarının çeşitli değişkenler açısından incelenmesi* (Master's thesis, Eğitim Bilimleri Enstitüsü).