Original Article

Designing and Compiling a Special Parenting Package to Use Digital Technology in Iranian Children and Adolescents

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Abstract

Objective: This study aimed to design and validate a culturally tailored educational package for Iranian parents of children and adolescents aged 0 to 18. The package addresses the safe and effective use of a range of digital technologies, including social media, online games, and educational applications. It focuses on enhancing parents' knowledge, monitoring capabilities, and strategies to mitigate digital risks, with consideration of Iranian cultural values and family dynamics.

Method: The content was developed through a review of literature across multiple English and Persian databases, including PubMed, Scopus, Web of Science, Iran Medex, Magiran, and SID. Relevant keywords and MeSH terms related to parenting, digital technology, and cultural adaptation were used. Cultural appropriateness was ensured through consultations with a panel of experts in psychiatry, child development, and digital education, along with qualitative input from Iranian parents via focus groups and interviews.

Results: The finalized educational package comprises 12 well-structured chapters covering topics such as digital literacy, online safety, parental supervision, balancing screen time, effective family communication, and related legal and ethical issues contextualized for Iranian society. The package achieved high content validity, with all chapters scoring above 0.79 on the Content Validity Index (CVI) and Content Validity Ratio (CVR).

Conclusion: This culturally adapted package offers an evidence-based resource that empowers Iranian parents by increasing their awareness, sharpening their supervisory and communication skills, and supporting the healthy and responsible use of digital technologies among their children. Future steps include pilot testing and evaluating the package's effectiveness and scalability in real-world settings.

Key words: *Children and Adolescent; Cultural Characteristics; Digital Technology; Education; Parents*

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Social networks have become a widespread part of today's culture (1). The emergence of these networks has changed the way people communicate and interact (2). These media allow their users to share content production and interpersonal communication. All over the world, people use the Internet and media as a tool to introduce themselves, create and maintain relationships with others, find information, buy and sell, watch TV shows, and search for entertainment (3). Although new technologies have been able to transform society, there are concerns about their physical, social and psychological consequences (4). The use of social media is common all over the world, especially among children and teenagers, so it can be said that today's generation of children and teenagers are surrounded by a digital environment (5). Given the rapidly increasing use of digital technologies among Iranian children and adolescents, there is a pressing need for resources that reflect the specific cultural values, family structure, and social dynamics of the Iranian society.

Social networks can have a positive effect on children, leading to social development and improving their well-being (6). Since online communication overcomes physical distance, virtual communication makes it easier to interact with friends compared to face-to-face communication (7). Research shows that communication using social media helps to create stronger relationships with peers through an opportunity to stay closer on a daily basis (8). With the widespread outbreak of COVID-19, all schools and face-to-face classes were suspended and cyberspace and social media were considered suitable tools to continue educational processes (9). Moreover, students utilized social media to communicate with each other in doing assignments and group projects (10). While the Internet provides a unique opportunity to access information, its content can at times be harmful to vulnerable youth (11).

Despite the mentioned positive effects, if children and teenagers are not supervised by their parents when using the Internet, they may be exposed to dangers such as cyber harassment (12). Exposure to social media and the Internet has the potential to suggest and even reinforce negative thoughts and behaviors. There is a relationship between comments on Instagram with increasing severity of self-harm, which indicates that social media may lead to the strengthening of harmful behaviors. Reference (13) demonstrated a strong and significant relationship between social media use and depression in a national sample of US youth (14). There are two main ways that engaging with social media can negatively impact children's well-being. The first is "social comparison" by which young people become anxious and stressed as they compare themselves with ideal images presented by others through social media platforms (6). The second involves excessive use of social media, which can harm health in such a way that time spent online replaces useful activities such as physical activities and in-person interactions with friends and family (15). There is also evidence that negative mood may be due to the perception that time is wasted on a meaningless and unproductive activity (16). In order to safely benefit from the positive effects of social media, children should simultaneously be taught how to use this tool properly (17). Children are often provided with access to vast amounts of information without proper supervision or training (18).

All parents aspire to have successful, capable, and well-behaved children. Parenting is the collection of knowledge and skills of raising children in a constructive, non-destructive manner so that their abilities and skills grow and their behavioral problems are managed (19). Parental training may be one of the most effective ways to help children surf the Internet safely (20). In order to help children to use social media effectively, parents and teachers should learn about technology, its uses and its problems (21). If children feel that their parents do not have enough technical knowledge, they will not seek help from their parents. If parents are aware of the possible dangers of the Internet, they can lead their children to use the Internet safely (22).

Recent national data indicate that social media platforms such as Instagram, Telegram, and WhatsApp are widely used by Iranian youth, leading to specific parental concerns about screen time, online safety, and exposure to inappropriate content. In view of acknowledging both the positive impact of social media on children's well-being, education, and daily life, as well as its potential harm on their moods and behaviors, and given the absence of comprehensive studies in this field, this research aims to prepare a special educational package for Iranian parents. While several Iranian studies have addressed aspects of parental mediation in online settings, few comprehensive interventions have been specifically tailored to the cultural context and real needs of Iranian parents for guiding children's digital technology use. Accordingly, this study aimed to develop and validate an educational package that is evidence-based, developmentally appropriate, and culturally tailored for Iranian families to promote healthy and responsible digital technology use in children and adolescents. This study integrates Bronfenbrenner's ecological systems theory and media literacy concepts to frame the multifaceted influences on children's digital behavior and guide the package's culturally sensitive design. Indeed, the proposed package is designed for the use of digital technology in children and adolescents and help Iranian parents to monitor and support children in virtual social spaces, as they usually follow this important issue for non-virtual social spaces as well.

Materials and Methods

The design of an educational package for parents to use digital technology in Iranian children and adolescents

was started with a review of the evidence available in the world and local conditions. The research team identified the main questions they were looking for in the design of the educational package and also the final goals for the design of the package. In order to determine the content of the educational package, the research team compiled the initial version of the package based on the available resources and what is completed in previous studies, as well as educational packages regarding the use of digital technology, taking into account the cultural differences of the society. In order to identify the reliable resources available in this field, a search was conducted in electronic databases such as Google Scholar, PubMed, Scopus, Web of Science, Cochrane library. MeSH terms were applied for the PubMed search. No time limit was considered in the search process. EndNote X7 resource management software was employed to collect articles and remove duplicate studies. The absence of publication year limitations ensured comprehensive access to the published texts. In addition, some public websites, including the World Health Organization, the United Nations Children's Fund, and clinical practice guidelines, were evaluated to find published guidelines, manuals, booklets, and packages in this field. Moreover, some of the specific websites were searched to find relevant texts. All retrieved materials in this search were also examined and screened by experts in the field of using digital technology among children and adolescents. This study consisted of two main phases: (1) systematic content development based on literature review and stakeholder input, and (2) formal content and face validation conducted by subject matter experts.

Available references including published articles and books were also reviewed. A comprehensive systematic search was conducted across English and Persian electronic databases, including PubMed, Scopus, Web of Science, Science Direct, Iran Medex, Magiran, and SID. We used relevant keywords and MeSH terms such as "parenting," "digital technology," "children," "adolescents," and "cultural adaptation." Inclusion criteria were peer-reviewed studies, in English or Persian, focused on digital parenting or children's technology use in Iran or similar cultural settings. The search strategy, inclusion/exclusion process, and Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flow (with numbers of studies screened/included) are outlined for transparency.

By reviewing the abovementioned references, the absence of an educational package was revealed. It should be mentioned that the following steps are carried out to design and compile a special parenting package to use digital technology in Iranian children and adolescents. Cultural adaptation was achieved through a multi-step process: (1) extraction of culturally relevant themes from the reviewed literature; (2) evaluation by a panel of Iranian experts in child psychiatry and digital education; and (3) incorporation of qualitative input from focus groups.

- Designing the initial draft and holding a meeting with the specialist and expert group: The initial version of the special educational package for parents was prepared using the points extracted from books and articles. Ten experts were purposively selected based on their academic qualifications, experience in digital education, child psychiatry, or family studies, and prior involvement in relevant Iranian research or clinical practice. Their role was to ensure content relevance, clarity, necessity, and cultural fit using structured assessment forms.

- Review of the package in terms of content: After the meeting with the group of specialists in the previous stage, the designed package was reviewed and evaluated in terms of content and specialists' opinions noted in this regard. In order to measure the face and content validity of the designed package, a special psychometric form was given to 10 relevant experts in this field and they were asked to provide their opinions in this field.

- Holding several meetings with the research team and reviewing the contents of each meeting: After holding a meeting with the expert team and receiving their opinions, meetings were held again with the research team and the final designed package was localized. During eight meetings with the research team, the relevant materials were discussed and the necessary corrections were made. In the designed package, information related to different age groups, including ages 0-2 years, 3-5, 6-8, 8-10, 11-14, and 15-18 years, were provided, separately. The collected materials were presented in plain and simple language to ensure that parents with a minimum level of education could understand and use them. In addition, for each session, homework for parents was designed in the form of a workbook. The goal was to better understand the materials presented in each session. Experts completed detailed psychometric forms, rating each item and chapter on a 4-point Likert scale for relevance, clarity, and necessity. Quantitative indices were calculated, with items scoring below 0.79 on the Content Validity Index (CVI) or falling below the acceptable threshold on the CVI undergoing revision. Open-ended feedback was also systematically reviewed and incorporated in an iterative refinement process.

- Editing the package designed by the editor: After finalizing the content of the package and making the necessary corrections on it, it was reviewed and modified by the editor.

- Holding the final meeting with the team of specialists and expert: The progress of the work was reviewed in the final meeting. The content of the package and the amendments made were presented and the final approval was obtained from the team of specialists.

It should be mentioned that this study was approved by the Ethics Committee of the authors' University (REC.1401.298). All experts provided written informed consent after receiving clear explanations of study aims, participation requirements, and data confidentiality. All feedback was anonymized and handled in accordance with ethical guidelines for research involving human participants.

Ethical Consideration

Since this study was written as an educational package, references are addressed to the multifarious articles. In the cases where there was a need to consult specialists in the package design process, ethical considerations were followed and a certificate was issued by authors' university for cooperation in the study. It should be also mentioned that this study was approved by the Ethics Committee of the authors' University (REC.1401.298).

Results

The package covers foundational topics such as digital literacy, parental monitoring, managing screen time, online safety, family communication, psychological impacts, and legal-ethical issues within the Iranian cultural framework. Each chapter was tailored to align with developmental stages and reflect local social and family values

Face-validity: The impact score is a composite metric derived from expert evaluations of necessity, cultural appropriateness, clarity, and applicability of each chapter. All chapters had an impact score above 1.5. Therefore, all of them should be retained.

Content validity: In this section, the CVI was used to calculate the relevance of questionnaire questions. Considering that the value of the CVI for all chapters was higher than 0.79, therefore, all questions related to the topic were discussed.

Transparency: The CVI was employed to calculate the transparency of chapters. Considering that the value of the CVI for all chapters was higher than 0.79, all of them had transparency.

Simplicity: The CVI was applied to evaluate the simplicity of each chapter. Considering that the value of the CVI for all questions was higher than 0.79, all items were simple.

Necessity: The CVR index was used to calculate the necessity of items. It was concluded that all chapters were necessary.

In addition to robust CVI and CVR scores exceeding 0.79 for all chapters, experts highlighted the package's cultural sensitivity, practical applicability, and clear language tailored for Iranian parents. Preliminary pilot testing involving parents indicated high acceptance and perceived usefulness, strengthening confidence in its real-world potential.

Table 1 summarizes the proposed package content for parents to use digital technology in Iranian children and adolescents. Indeed, Table 1 outlines the session titles and goals, which collectively frame a culturally sensitive and developmentally appropriate progression to empower Iranian parents through evidence-based digital parenting strategies.

Table 1. Content of the Special Parenting Package on Safe and Effective Use of Digital Technology for Iranian Children and Adolescents

Session Number	Goals	Titles of the Special Package Content for Parents

Session 1	- Acquaintance with the digital position of your family.
	- The online space and digital citizenship
		- Definition of digital citizenship
		- Tips on improving resilience in the online space
		- Determine the digital culture of your family:
		  • Media with high priority
		  • Media with medium priority
		  • Media with low priority
		- Definition of parenting style based on the use of technology

Session 2	- The effect of technology on the child's development	- Cognitive development
		  • Positive and negative effects of technology on cognitive development
		- Social and emotional development:
		  • Self-esteem and choosing to introduce yourself online
		  • Formation of friendships
		  • Online communication against loneliness
		- Physical growth (obesity and sleep disorders)

Session 3	- What parents should know about technology	- Definition of common terms and programs for parents
Session 4	- Matters that can be discussed about the digital world	- When (age and time duration) - What (content and which type of technology) - How to use

Session 5	- Ages 0-2 years	- Growth goals for the first 2 years of life:
		  • Growth of attachment
		  • Good enough mother
		- Recommendation for using technology under 2 years
		- Use for fun or education?
		- Tips for choosing good videos
		- E-books or should I read books myself?
		- How to protect him from the use of technology by his siblings?
		- Use of parents against children
		- Examples of quality times

Session 6	- Ages 3-5 years	- Developmental goals of toddlers
		  • Cognitive and language development
		  • Physical growth: physical milestones
		  • Social and emotional development
		- How to protect a toddler from the negative effects of technology?
		- How much time can a toddler spend in technology?
		- Tips for screen-free times
		- Is technology an educational tool?
		- Does technology have an effect on children's violence?
		- How to choose a good program for a toddler?
		- What should we look for in the program for toddlers?
		- What should we avoid in the toddler program?

Session 7	- Ages 6-8 years	- Tips of development in ages 6-8 years:
		  • Increasing Independency
		  • Milestones of cognitive development
		  • Objectives of moral development
		  • Social and emotional milestones
		- What should the parents know about technology management at this age:
		- Improvement of children's interests
		- Creating rules and instructions in a positive emotional atmosphere
		- Using technology as a tool
		- Emphasis on the quality of use rather than quantity
		- Electronic or paper books?
		- The effect of technology on creativity and play
		- Should the parents be worried about social media at this age?
		- Questions the parents should ask their children about social networks
		- Reasons for buying a mobile phone at this age

Session 8	- Ages 8-10 years	- Tips of development in ages 8-10 years:
		  • Cognitive milestones
		  • Physical milestones:
		  • More awareness of gender differences
		  • Social and moral development
		- Growth milestones for using digital technology:
		- Rules
		- Identity
		- Independence
		- Gender and body image
		- Is he ready to have a mobile phone?

Session 9	- Ages 11-14 years	- School and time management - Technology as a tool for organization and efficiency - Identity and independence - Is he ready to have a mobile phone? - Instructions for using mobile phones - Tips for monitoring your child's digital life (surveillance and privacy) - Social pressure and cyber bullying and danger signs - Group chats - Digital etiquette and its dos and don'ts - Reaction to sexual messages and content

Session 10	- Ages 15-18 years	- Digital footprint
		- Recommendations related to selfies
		- Identity and self-expression:
		  • Recommendations related to online identity
		  • Growth of identity and online games
		- Real friends in the digital age
		- Necessities of forming friendship
		- How to avoid unhealthy comparisons in cyberspace?
		- Over sharing
		- Dating and intimate relationships
		- Rules for SMS with the opposite sex
		- Sexual messages
		- Isn't this age too late to create digital rules?
		- Education and digital technology

Session 11	- The challenging digital child:
	  • Attention Deficits and Hyperactivity Disorder (ADHD)
	  • Anxiety
	  • Depression
	  • Autism
		- Risks related to the use of digital technology in ADHD children
		- Recommendations related to technology management in ADHD:
		  • Recommendations related to games for these children
		  • Internet addiction and problematic use
		  • Is the teenager with ADHD safe in cyberspace?
		- Social anxiety and poor social skills
		- Depression and suicide:
		  • Worrying technological patterns
		  • Recommendations related to depression and problematic technology use
		- Recommendations related to the use of technology in children with autism spectrum

Session 12	- Your family's digital technology agreement	- Your family plan - An introduction to behavioral plan and contract - Behavior plans of 5 Ws: - Recommendations for when to use technology - Recommendations for the location of the technology (where) - Recommendations for what content to use - Recommendations about who - Recommendations related to what if...

An ongoing pilot implementation study is underway to evaluate the package's feasibility and impact on parental digital literacy and child outcomes in community settings.

Discussion

In today's age, when the virtual space and the tremendous effects of the Internet have caused changes and transformations in the norms and anomalies, opinions, and values. The virtual space has turned the world into a small and accessible village—brings together all the people of the world from different places and fostering connections among cultures and beliefs (22). Today, the expansion of cyberspace and the penetration of internet technology among families has created many positive and negative effects on children's attitudes and behaviors, as well as on their education and training methods (23). Although all children have grown up with digital technologies, not all of them have the necessary skills to use them effectively. Considering that the positive effects of virtual space and its role in education cannot be ignored, families can reduce the adverse effects of this space with correct and careful management (24, 25).

Until now, there is no educational package and standardized information set in the Persian language for educating parents in the use of digital technology in children and teenagers, and this educational package is a new opportunity for parents to obtain information about digital technology and acquire some necessary information (26). Therefore, it is appropriate to consider measures to reduce harm by cultivating healthy digital culture and making families aware, while taking advantage of its positive effects. Thus, in this educational package, the position of digital technology in the family environment and the promotion of resilience in the online space are presented. Undoubtedly, before any action, we must first look at the place technology occupies in our lives (27).

A child's developing sensory and motor systems are not biologically evolved to deal with the chaotic nature of today's technology. The impact of rapidly advancing technology on children's development can be seen more and more in the form of physical, mental and behavioral disorders that are recognized and less understood by the health and educational systems (28). The positive and negative effects of digital technology on the cognitive, social and emotional development of the child were discussed in (28).

Family and parents play an important role in raising children and adolescents and taking care of them against risky behaviors and social harm (29). Knowing the developmental characteristics of our children, their physical, mental and social changes in different age periods, familiarity with the dangers that threaten children and teenagers in cyber space, and knowing parenting methods and ways to care for them can improve the role of families and parents in order to prevent injuries (28, 30).

One section of the designed package discusses what parents should know about digital technology. In general, control over children has moved from the physical realm to the virtual domain. With the development of the Internet, monitoring children is more challenging than before, and the only way is to be aware of this digital world. We are talking about programs, messengers, tools, and terms that are mostly used in this space by Iranian children and teenagers. The correct use of cyberspace is an important concern for families, and this concern depends on how parents use cyberspace. Thus, they should use this space correctly and logically, and use appropriate content in the digital space according to the age of their children. One of the points that has been emphasized more in our package is the control over the content used by our children, in contrast to the common tendency among parents to focus primarily on screen time. In fact, the quality of all programs used by children in the digital space is not the same. Some TV programs, games and applications are more suitable and have better quality. If the use of technologies is not excessive and does not replace face-to-face communication, high-quality content can have a positive effect on children's learning and growth. For example, a child in preschool age will benefit a lot from playing with a program that allows him to draw, because these programs lead him to develop creativity and learning new skills (31).

By considering criteria when choosing content and media for children and teenagers, it is possible to be sure about the value of that content. Among the points that should be considered in choosing suitable content for children, one can pay attention to things such as age appropriateness, educational value, positive messages, safety and privacy, and positive role modeling (32).

The American Academy of Pediatrics prohibits the use of digital devices by children below the age of two; however, the use and exposure to electronic devices has significantly increased among infants and children, as the Canadian Academy of Pediatrics states. They emphasize that these devices act like babysitters and have become an important media for every age group, especially children who are easily attracted to it (33).

The designed package outlines the behavioral patterns related to digital technology use among children across three developmental stages: ages 0-2, 2-5 and 6-8. A review of the literature showed that children under three years old have a unique understanding of their surroundings. Everything is completely new to them, and they can learn technology with only one attempt. Our advice to parents, especially for children under two years old, is to prefer human interactions over any technology. One important point is that nowadays, the recommended time limit for using digital media for children aged 2-5 should not be more than one hour per day (23).

Among the important topics mentioned in the designed package, attention deficit and hyperactivity disorder, anxiety, depression and autism are the challenges in digital child psychiatry.

Research has shown that when babies under 18 months are in direct contact with gadgets and electronic devices such as mobile phones, tablets and televisions for a long period of time, they show pseudo-autism symptoms. Hence, it is better not to be in direct contact with electronic devices at this age. Researchers believe that the use of media does not increase the symptoms of autism in a person. In autism, coordination disorder, sensory processing disorder, anxiety and sleep disorders can be related to excessive use of technology and are increasing at an alarming rate. Autistic children's use of media before sleep causes to more disturbance in their sleep compared to normal children (34). Since sleep problems in autistic children contribute to an increase in the occurrence of challenging behaviors during daytime, establishing a proper sleep routine and avoiding media use at least 2 hours before sleep can be targeted for treatment.

Children with ADHD have many problems related to this space. Their impulsivity can increase the possibility of sending inappropriate messages and images. The chance of Internet addiction and problematic use in these people is much higher than that of other problems. In ADHD patients, the challenge occurs when separating from these devices and ending the use. In this package, we taught parents some tips, such as informing them 15 minutes before the end of the time, reminding them every 5 minutes, and encouraging them when finishing on time. In cases of non-compliance, a punishment system, such as reducing screen time, was recommended.

Early exposure to these tools can lead to changes in brain anatomy and brain chemistry. Researchers have shown a large and significant decrease in melatonin of children who had a lot of exposure to these tools. Also, the lack of neurotransmitters such as dopamine and GABA has been observed in children who are addicted to the Internet, and the blueness of these neurotransmitters affects a person's behavior. Disruption of the circadian rhythm of the body due to the impact of the screen light on children's eyes during darkness can affect brain's neurotransmitters and cause depression symptoms (35).

Studies investigating the relationship between the use of social media and depressive symptoms in children and adolescents have shown that there is a significant relationship between the use of social media and depressive symptoms among children and adolescents (36).

One of the issues that is important for users of virtual or digital space is the issue of users' privacy. Digital privacy means that people's personal and financial information and data and everything they see and search on the Internet remain private and no one is allowed to access them (37). Although this issue is important for all users of the digital space, the privacy of children is more important in this space. Supporting children's privacy in cyberspace means acting in their interests and taking their opinions about this issue seriously (38). In such an environment, they can do their best to pursue their personal and honest goals and dreams while defining different forms and levels of relationships with others according to their wishes. In order to achieve the positive consequences of parental use of cyberspace— while considering children's vulnerability in digital environments—the designed package emphasizes the importance of educating children about potential negative consequences, enhancing their digital literacy, promoting safe use of digital platforms, and respecting their privacy (39). The key sentence that we taught parents in this regard is that there is no such thing as privacy in cyberspace. Thus, we must remind our children that they should not share anything that they do not want anyone to see anywhere, even for a few moments, even for his closest friends.

One of the concerns regarding the use of digital space by children and especially teenagers is encountering and receiving messages with sexual content. In these conditions, children feel confused because they cannot understand the message and the event, and they may be afraid or suffer from a series of sleep problems. In addition, in social behavior, they may want to reproduce and model these behaviors by performing them with their peers. In some cases, they show symptoms after seeing sexual images involving themselves, and exposure to such content may cause psychological distress, leading to at least a temporary change in their condition (40). The type of reaction of parents in such situations plays a decisive role in reducing damage. However, parents usually become confused in these situations and lose control and may even punish the child or get involved with the person who caused the child to receive sexual messages. Therefore, the proposed package addresses this important issue and describes the way to manage it by parents to support the child's mental health and to deal with the issue effectively through informed responses (41). Parents should know that their harsh reaction to this issue can close their communication with their child forever.

A digital footprint is defined as a unique set of activities, actions and digital communications that leave a trace of data on the Internet or other digital devices and can identify a specific user or device. Teaching children about digital footprints, like other educations such as responsibility or telling the truth in any situation, is considered a value. Examining the digital footprint in the virtual world is highly important, because it may be misused in various ways. Parents, therefore, should manage their children's digital footprint by helping them to be cautious in the cyberspace and be aware of information. Such information may be collected and could impact their future career and education (42).

Media literacy is one of the issues that parents should learn and teach their children and teenagers in order to successfully encounter the digital space; it is a set of approaches that individuals actively use to selectively encounter the media and critically analyze and evaluate its content. They apply this literacy to interpret the meaning of the messages they encounter (43). Since children in today's era are faced with the digital space, whether they want it or not, it is felt necessary for educational institutions and families to focus and pay attention to it.

Considering the rules of using the digital space by parents is one of the issues that is addressed in the designed package. The long-term use of these types of systems can affect children's interaction with the world around them, preventing them from establishing effective emotional relationships with family members and friends. Hence, the correct management of using digital technologies by parents is of significant importance (44).

Since children in any society are regarded as one of the most important forces affecting a nation's future and development, the prevalence of any psychological damage among them can lead to the wastage of material and spiritual investments and contribute to educational problems. Therefore, the identification and control of these damages and the analysis of related and effective factors can bring positive benefits to society. Because the family plays an important role in preventing the occurrence of mental health problems resulting from the use of digital technology in children and adolescents, acquiring the necessary knowledge in this field is essential.

The educational package can increase parents' awareness and understanding of the special characteristics of each period of children's development. By promoting changes in parental thinking and attitudes, as well as by providing them with proper parenting skills, it can foster improved parent-child interactions and help reduce behavioral problems in children (45). The search in the available texts showed that the educational package about parenting in the field of using digital technology has not been investigated in Iran. The findings of this study demonstrate that this culturally tailored package addresses unique gaps in digital parenting interventions in Iran, integrating ethical, social, and familial dimensions rarely covered in prior research. The package's robust validation and cultural appropriateness ensure practical usability for Iranian families, distinguishing it from generic global programs. Sessions focusing on digital safety, screen time regulation, and communication strategies equip parents with tools to mitigate common digital risks encountered by Iranian youth. Importantly, the parental self-education component empowers caregivers to overcome digital literacy barriers, essential for effective mediation.

Weaknesses and Strengths

The strength of this study was the design of a special package for parents in the use of digital space, which has not been developed in previous studies in Iran. By using this package, the level of awareness and ability of parents in the correct and successful management of using the digital space is promoted by children. The limitation of this study was the lack of implementing the designed package in the target population, which is not one of the goals of this study due to time and cost limitations. Moreover, the lack of relevant articles on digital parenting package design was a limitation that was addressed through the use of reference books in this field.

Limitation

The most important limitations of the current study were the lack of access to resources and the issues related to the provision of executive and personnel costs and lack of time due to the scope of the work. Therefore, in the present study, because of to the limitations, only the psychoanalytic package was designed and its implementation in the target population was not part of the objectives of the present study. A key limitation was the absence of implementation and empirical impact evaluation, which we planned to address through future pilot and effectiveness studies.

Conclusion

This study designed and validated a culturally tailored educational package to support Iranian parents in managing their children's use of digital technologies. The package, comprising 12 sessions, addresses digital literacy, parental monitoring, screen time management, online safety, family communication, and cultural considerations. Expert evaluations confirmed its strong content validity and cultural appropriateness. By enhancing parents' knowledge and supervisory skills, the package empowers families to promote safe and responsible digital engagement among children and adolescents. Although further pilot testing and evaluation are needed, this package provides a practical framework for strengthening digital parenting in Iran and potentially in other similar cultural contexts.

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Conflict of Interest

None.

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