

# Youth Well-being

June 14, 2023 Onsite  
Research Presentation

PLTF EX

**PLTF EX-01487**

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- (1) History of Well-being at Meta
- (2) Youth Well-being
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- (4) SSI and ED
- (5) Anti-bullying
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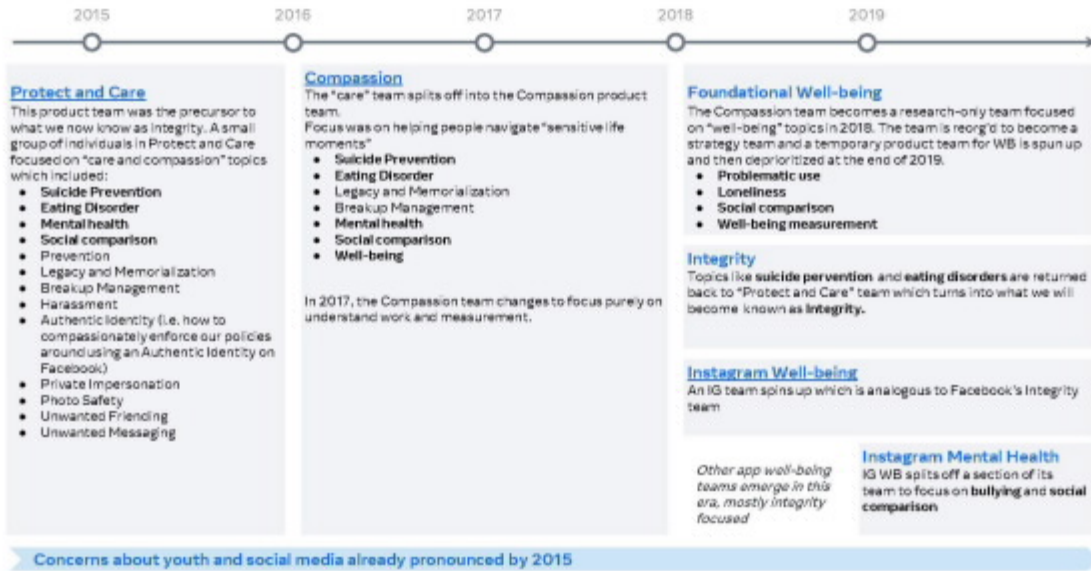
Judy

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## History of Well-being at Meta

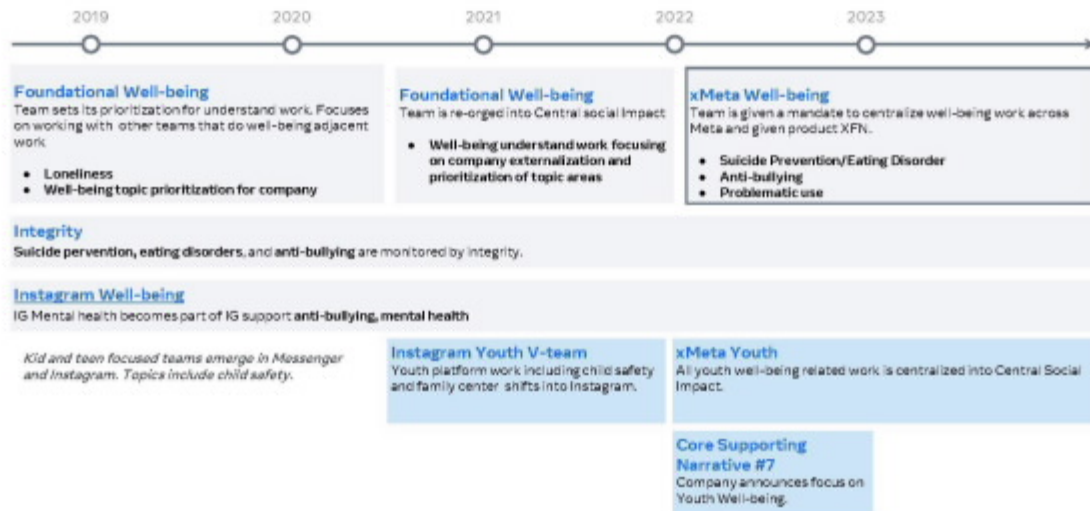
Judy

## HISTORY OF WELL-BEING AT META



Judy

## HISTORY OF WELL-BEING AT META



Judy

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## Youth Well-being

## External critiques from the media and academics say “social media harms teen mental health”

Narrative Review | Published: 01 September 2018

### How Does Social Media Use Relate to Adolescents' Internalizing Symptoms? Conclusions from a Systematic Narrative Review

Irene G. Sarmiento , Chelsea Olsen, Geck-hong Yeo, Y. Anthony Chen, Catalina L. Tena, B. Bradford Brown, Amy Belmore & Marie-Louise Mars

Adolescent Research Review 5, 381–404 (2020) | [Cite this article](#)

1595 Accesses | 7 Citations | 5 Altmetrics | [Metrics](#)

### Increased use of social media takes mental health toll on teens

On Parenting

### Instagram is even worse than we thought for kids. What do we do about it?

#### Clinical Psychological Science

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#### Increases in Depressive Symptoms, Suicide-Related Outcomes, and Suicide Rates Among U.S. Adolescents After 2010 and Links to Increased New Media Screen Time

Jean M. Twenge, Thomas E. Joiner, Megan L. Rogers, more...

First Published November 14, 2017 | Research Article | [View comments](#)

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 2727 

### Social media damages teenagers' mental health, report says

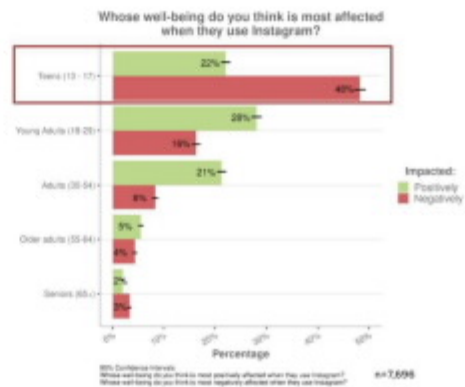
#### Any

By now you are all probably intimately familiar with the narrative that's out there related to teens and mental health and social media. At its core, the critiques accuse social media of damaging teen mental health, causing teens to develop problems with depression, anxiety, body image, self-esteem, suicide, and more.

Although this narrative has recently been catapulted into the spotlight, this critique is not new. Often times whenever there is a new technology, society worries about its impact, especially on youth.

## The impact of social media on teens is top of mind for many of Meta's critics

- 1) There is a common external critique and concern among many different stakeholders about the impacts of social media on mental health; also described in the Surgeon General's [recent advisory](#).
- 1) This figure highlights the current emphasis of the concern around negative impacts on youth, where the perception is that teens are more negatively affected. The positive effects were emphasized for later age groups.



[CSN review sheet](#)

Anya

### What do we know about teens, well-being, and social media?

- 1) Adolescence is a time of elevated [risk](#) for well-being in general, due to all the important [physical, psychological, and social changes](#) teens experience during the transition to adulthood. Some teen mental health problems have increased in certain parts of the world in the last 10 years (see data from the [US](#) and the [UK](#)), highlighting the importance of understanding what may be contributing.
- 1) [Evidence to date](#) suggests that the role of social media in impacting teen mental health and well-being is mixed, with many small effects. There is a need for more nuanced research and focus on specific pathways and vulnerable cohorts ([review](#)).
- 1) Narrative research has pointed to the importance of mitigating risks and improving positive perceptions for this key user group ([CSN7](#)).

Any

### Teen development primer

- 1) Adolescence is a time of rapid social, cognitive, and biological changes.
  - a) There are differences across age segments, but not clear lines between them (e.g., not much different between 17 and 18 year old, a lot of individual variability)
- 2) Major goals of adolescence:
  - a) Relationship-building (including romantic)
  - b) Exploring your interests
  - c) Establishing and understanding your independent identity
- 3) Significant cross-cultural variation in expectations of adolescence – levels of responsibility, expectations around differentiation from family (e.g., western societies emphasize more differentiation and less responsibility).
- 4) Key characteristics of adolescence are:
  - a) The increasing importance/salience of peer relationships
  - b) Biological changes that affect reward sensitivity, impulsivity, and emotion regulation
  - c) More black and white thinking; quick and extreme changes in emotions
  - d) Common timing for mental health challenges (e.g., depression and anxiety) to begin

Elena  
Individual differences

## Teen development

|                                  | Tweens (10-12)                                                                                                    | Early Teens (13-15)                                                                                       | Late Teens (16-17)                                                                                 |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Biological</b>                | Mostly prepubescent<br>(puberty M = girls 11, boys 12)                                                            | Pubescence, rapid biological changes<br>Brain changes mean increased sensitivity to rewards               | Slowing physical growth (esp. girls)<br>Continued sensitivity to rewards                           |
| <b>Socioemotional</b>            | Straddle both child and teen worlds<br>(e.g., teen aspirational but some child interests)<br>Same-sex friendships | Exploration of identity<br>Emerging interest in romantic/sexual relationships<br>Heavy influence of peers | Stabilizing of identity<br>Increased individualization<br>More intimate, egalitarian relationships |
| <b>Cognitive</b>                 | Black-white, concrete thinking                                                                                    | Emerging abstract/hypothetical thought                                                                    | Future thinking/planning                                                                           |
| <b>Parent/Child Relationship</b> | More accepting of parental oversight and rules                                                                    | Increased desire for independence (with more family conflict)                                             | Parent more as advisor (reduced family conflict)<br>More independence                              |

[Kramer \(2021\)](#). Chart compiled from various 3rd party child development resources such as CDC, WHO and textbooks (e.g., Grusec & Lytton; Siegler). Exact ages of bands may vary slightly by source. Full chart: <https://docs.google.com/document/d/1pewC8uLsc8P3aYb8RaN8KddHtLVRSimsA8-JdIP974/edit>. See more [data](#). Neurobiological development re: reward [here](#).

Elena  
Individual differences

### What is well-being, mental health, and how did we prioritize what to focus on?

- 1) There is no one definition for "mental health" or "well-being." Academics have [>150 definitions](#) of these concepts.
  - a) They range from clinical framings (e.g., depression) to feelings (e.g., happiness), and other life areas like economic security.
- 1) Our approach to understand priority topical areas in this space involved an intensive six-month understand & prioritization processes in 2020-2021, which included a [synthesis of inputs](#) from academic research, company leadership, policy insiders, and the general population about what are the most important topics for us to focus on.
  - a) One of the priority areas was around understanding the emotional impacts of our platforms, which is a research focus to identify relevant product levers.
- 1) In Q2 2023, we conducted a refresh of this prioritization process to include more recent data inputs. As part of this effort, we identified people problems first within each priority topical areas, then organized by themes that extended across topics (e.g., experiencing crisis, lack of control, content exposure). Finally we prioritized the people problems against criteria: reach, severity, and alignment with industry practices.

Elena

Note- we provide additional context on this prioritization refresh process later in the presentation

#### Additional context on 2020 prioritization process

**Defined well-being:** Exploring a wide set of potential definitions and measures of well-being, we aligned with leadership on a definition for well-being: Facebook's impact on individuals' lives; well-being is a set of topics that cover the individual level impacts Facebook has socially, emotionally, informationally, and beyond. We ultimately selected this definition as it allows us to consider the widest set of critiques and praises about Facebook.

**Conceptualized well-being:** We then systematically reviewed all the impacts we could find associated with Facebook, Instagram, and WhatsApp. We reviewed 400+ academic articles, 900+ media articles, 150+ internal research articles, which resulted in the identification of more than 1000 potential well-being topics.

**Prioritized Well-being Topics:** We presented the 28 most commonly referenced topics via a MaxDiff exercise to 91 leaders at Facebook, 402 policy insiders, and 12,002 people from the general population in the US, UK, and Australia and they ranked the importance of Facebook focusing on each topic (see here for more details on the MaxDiff survey).

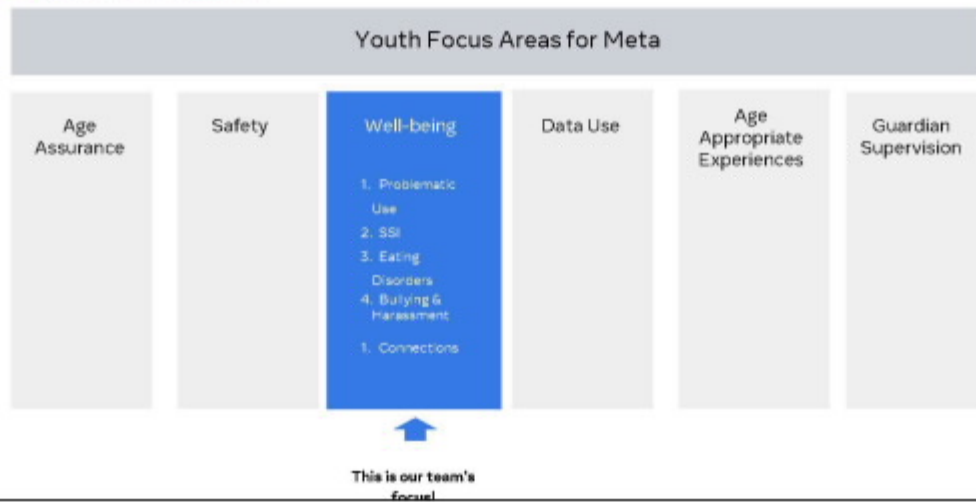
**Investment to date (teen-specific; significant platform variation) [WIP perspective]**

| Topic                 | Foundational understanding of the topic and what we should do        | Product investment |
|-----------------------|----------------------------------------------------------------------|--------------------|
| Problematic Use       | High                                                                 | Mid-Low            |
| SSI                   | Low-Mid (emerging)                                                   | Low-Mid (emerging) |
| ED                    | Low. The current research we have is based on Appearance Comparison. | Low                |
| Bullying & Harassment | Mid-High on IG; More work needed on teen-specific B&H Understand     | High; IG-focused   |
| Connections           | High; distributed                                                    | High; distributed  |

Elena

-brief – snapshot of eating disorders

Well-being is currently one of six youth focus areas Meta identified for supporting Youth. There are five topical areas within it.



Elena

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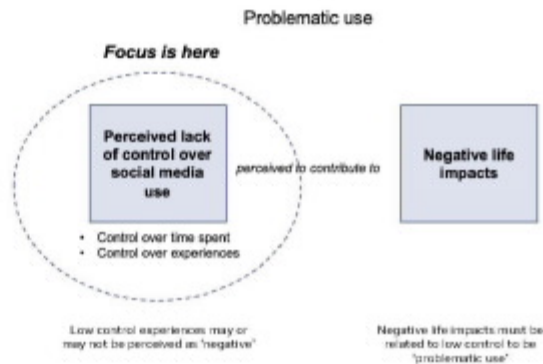
**Questions so far?**

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## Problematic Use

### Problematic Use Definition

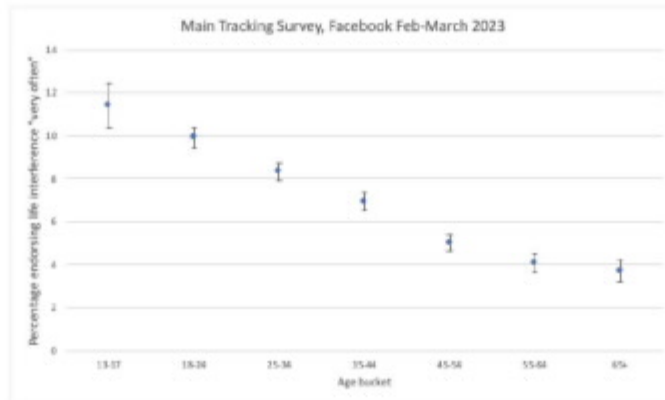
1. A perceived lack of control over usage of a technology or social media platform *and*
1. This lack of control is perceived to lead to negative life impacts (e.g., in domains such as relationships, work/school, sleep, etc)



See [1-paper here](#)

Life impacts are more distal from the actual on-platform experience, and the role social media plays in a user's life overall is person- and context-dependent; thus it is outside the scope of what products can directly focus on.

Perceived life interference from app use is highest for younger users, and tracks with age



[Main Tracking Survey](#) and specific [question](#): Does your use of Meta's apps and products prevent you from fulfilling your responsibilities in other areas of your life (for example, work, school, or relationships)?

### Problematic use primer

- 1) Our strategic approach to addressing this space is focusing on understanding and addressing areas of the platform or patterns of usage that are associated with perceived low control.
  - a) Success is: **"People have the tools that they need and are empowered to control their time and experiences on our platforms."**
- 1) We measure perceived low control in two ways:
  - a) Perceived low attentiveness around platform use (i.e., spending more time than wanted, checking, and consuming content without realizing it)
  - b) Perceived low capability to change platform use (i.e., low confidence in ability to reduce time, checking, or interactions)
- 1) Youth (<18) and adults (18+) report perceived low control (of both types) at generally similar rates; overall rates are highest for youth and young adults (international [survey data](#) from 30K youth and 30K adults on each of FB and IG)
- 1) The behavioral signals (e.g., late night use) and product usage patterns (e.g., video chaining) associated with perceived low control can be used to prioritize when and where to offer control features, or to change underlying platform mechanics.
  - a) It is nuanced how to use behavioral signals for goaling - how to mitigate potential low control behaviors when platform use, especially in a given context for a given user, might also be bringing value?

Both perceived low control and negative life impacts are associated with app deletions

### How can we increase use control, through products?

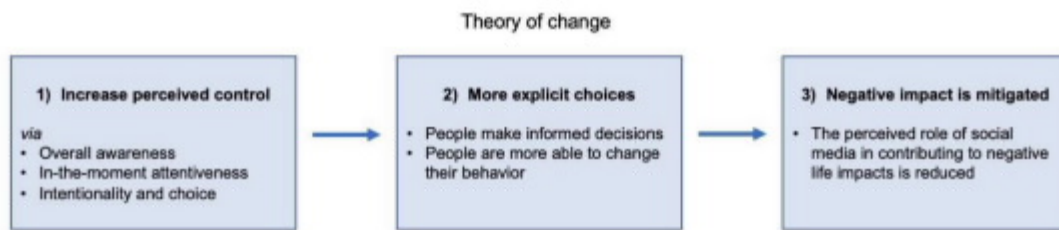
| Control Levers:           | Awareness<br><i>Learn about and reflect on own behavior</i>                               | Attentiveness<br><i>Notice behavior in the moment</i>                                                            | Intentionality & Choice<br><i>Make explicit decisions about platform use</i> |
|---------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| What this might look like | Products that give people feedback about their own behavior and experiences on platform.  | Products that give information in context - tied to specific behavior.                                           | Products that enable behavior change or make change easier.                  |
| How it works              | Information enables reflection about behavior and informed choices about desired changes. | Interrupts and draws attention to automatic behavior, slowing people down, and enabling more deliberate choices. | Helps people set goals, create limits, set explicit preferences.             |
| Examples                  | Your Time on Facebook/Instagram                                                           | Feed Pause (FB)<br>Take a Break (IG)                                                                             | Personalized daily time limit                                                |

## Product investments for Youth Industry Practices (example from Facebook)

| Youth Industry Practice for Well-being (YWBIP)                                                                                              | Product Translation<br>→ Translation of how this Industry Practice applies to Facebook's products                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| PU-1. Provide tools that control teens' total time spent on our platforms.                                                                  | → Provide tools that enable teens to set a daily limit for total time spent on Facebook and receive a reminder when they have reached that limit. |
| PU-2. Surface insights on usage patterns and durations to teens.                                                                            | → Surface insights to teens on daily time spent on Facebook and how long time was spent.                                                          |
| PU-3. Offer age-appropriate information to teens on how to manage their time online.                                                        | → Provide teens with information about how to use the tools to manage their screen time, within time spent tools flow.                            |
| PU-4. Provide options to mute notifications specific to nighttime*                                                                          | → Provide settings that mute notifications with a night-time specific range of time.                                                              |
| PU-5. Interrupt long periods of watch time with reminders to take a break and stop scrolling, defaulted to on, and/or move to other topics. | → Provide teens with a nudge to take a break, triggered by long usage.                                                                            |
| PU-6. Send notifications to teens before their bedtime to remind them to wind down                                                          | → Provide teens with a reminders to wind down before bedtime, triggered by late night usage                                                       |

[YIP deck](#)

By focusing upstream, we can enable shifts in user behavior that can lead to downstream impacts for some people



*"It was really about, let's figure out how to help him **take control** of his Facebook, his Instagram, what he does, who he talks to, why he's really on it. So he can get the most out of it, the good stuff - all that support. And not have it feel like it's a thing that's happening **to** him, or **in control of** him. We tried to put him back in charge."*

[Qualitative study with mental health clinicians, 2021](#)

I'll leave you with a quote from a psychiatrist in the US, talking about how he treated a young adult male patient with anxiety that was exacerbated by Instagram and TikTok use, and that really exemplifies the findings we're presenting here. He said:  
[read quote]

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**SSI & ED**

### SSI Primer

- Suicide describes "taking your own life".<sup>1</sup> Self-injury (also referred to as self-harm) describes "the act of deliberately harming your own body, such as cutting or burning yourself".
- Attempts at suicide, thoughts about suicide, and self-injury are often considered symptoms of larger mental health issues, but can also occur in the absence of known mental health issues, during periods of acute emotional distress.
- Little robust evidence of global increases in SSI rates, and a dearth of any causal evidence of social media's role in trends.<sup>2</sup> [Evidence](#) suggests that online bullying and content exposure are mechanisms by which social media in general, including Meta apps, may play a role in SSI, highlighting the interdependence of these two topical areas and the importance of continuing to make progress on both in parallel.
- SSI content -and user behavior associated with that content- is potentially problematic because it:
  - May signal that a user is, or someone they know, is in distress
  - Displays unhealthy behavior that we do not in any way want to unintentionally normalize, promote, or suggest

**SSI Content Definitions**

| Content                  | Definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Policy-Violating Content | <ul style="list-style-type: none"><li>- Any content that encourages, promotes, coordinates or provides instructions for suicide or self-injury, including fictional content such as memes or illustrations and any self-injury content which is graphic, regardless of context.</li><li>- Content that identifies and negatively targets victims or survivors of suicide or self-injury seriously, humorously or rhetorically, as well as real time depictions of suicide or self-injury.</li><li>- Content about recovery of suicide or self-harm that is allowed, but may contain imagery that could be upsetting, such as a healed scar, is placed behind a sensitivity screen.</li></ul> |
| Borderline Content       | <p>SSI-related content that doesn't rise to the level described above, including:</p> <ul style="list-style-type: none"><li>- Written/verbal admissions of self-injury</li><li>- Vague, potentially suicidal statements or references (including memes or stock imagery about sad mood or depression) in a suicide or self-injury context.</li></ul>                                                                                                                                                                                                                                                                                                                                         |

## Approach to SSI Across Meta

### 1. SSI Resources

We currently surface resources across FOA in the following use-cases:

**Self-help:**

1. User search for or SSI related content (6000+ search terms)
2. User's post or profile was reported for SSI but content is not policy violating
3. We've taken down user's post (policy violating) or
4. When a user expresses suicide intent on Live

**Help a friend:**

Someone who reported SSI content or profile

### 2. Adding Friction

\* Part of the [Remove, Reduce, Inform](#) strategy to manage problematic content

**Product examples:** Currently, we are adding friction in the form of search interventions, [sensitivity](#) screens, MAS (mark as sensitive), demoting and removing (policy violating) content.

### 3. Reporting & Moderation

SSI is a category users can select when they report content or an actor. The reporting flow is owned by Integrity and is mostly consistent across products / surfaces.

Reporting SSI will also surface resources on how to help a friend.

**Approach to SSI Across Meta**

| User Signal            | Surface Resources | Add Friction | Remove Content | Reduce Content Reach | Age Gating |
|------------------------|-------------------|--------------|----------------|----------------------|------------|
| Post SSI content       | X                 | X            | X              | X                    | X          |
| Report SSI content     | X                 | X            | X              | X                    | X          |
| Search for SSI content | X                 | X            |                |                      | X          |
| View SSI content       |                   | X            | X              | X                    | X          |

xMWB SSI Mission

We proactively detect and appropriately address problematic SSI content, and provide access to supportive SSI-related tools and resources when people signal they may be relevant.

**H1 Deep Dive: Resources/Tools/Contexts** [WIP [Key User Needs](#)]

| Workstream                        | Goal*                                                                                                                |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <a href="#">Product Audit</a>     | Review and compare SSI resources against key competitors and product principles.                                     |
| <a href="#">Funnel Analysis</a>   | Understand current reach of SSI resources relative to appropriate contexts.                                          |
| <a href="#">Expert Engagement</a> | Solicit feedback from external frontline experts on potential context gaps and recommended changes to SSI resources. |
| <a href="#">Literature Review</a> | Understand what we already know about SSI resources.                                                                 |
| Ecosystem Analysis (interim)      | Identify new opportunities to address teen exposure to SSI content and/or to surface resources/tools.                |

*\*All workstreams prioritize understanding teens specifically, while being inclusive of gen pop*

## What did we learn about SSI &amp; Teens?

| Learning                                                                                                                           | Implication                                                                                                                                                                           | Product Work Underway? |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Significant gaps, complexity, and inconsistency in usability, access and content of the resources we offer to users.               | <ul style="list-style-type: none"> <li>Address key usability gaps, drive consistency across platforms, and remove barriers to access</li> </ul>                                       | In progress (MVP)      |
|                                                                                                                                    | <ul style="list-style-type: none"> <li>Ensure resource content resonates with teens</li> </ul>                                                                                        | Not roadmapped         |
| There are significant differences between resources flow and logging on FB and IG, and key gaps in search inform keyword list.     | <ul style="list-style-type: none"> <li>Fix logging issues so we can learn about who accesses resources and when</li> <li>Improve/automate our search term process</li> </ul>          | In progress            |
| Teens see more SSI content than adults.                                                                                            | <ul style="list-style-type: none"> <li>Determine drivers and implement solutions to drive exposure down</li> </ul>                                                                    | Roadmapped for H2      |
| There are emerging behavioral signals that suggest new opportunities to provide resources/tools (emerging theme: "intentionality") | <ul style="list-style-type: none"> <li>Determine and ship best resources/tools to surface to teens when they send those signals (e.g. saving, repeatedly viewing content).</li> </ul> | Not roadmapped         |
| There are additional levers we could pull to address problematic SSI content exposure (e.g., content dilution)                     | <ul style="list-style-type: none"> <li>Explore feasibility and ship experiments that try to prevent individual users from seeing &gt;threshold of SSI content</li> </ul>              | Not roadmapped         |

**Constraints/Limitations**

| Do                                                                                                                                                | Don't                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Use on-platform signals (content, behavior, content x behavior) as signals that resources/tools may be relevant                                   | Make inferences or assumptions about people's emotional state                                                |
| Proactively offer resources/tools when we think they may be relevant                                                                              | Over-pathologize behavior around content (posting or consuming) <i>exception:</i> Credible Intent of Suicide |
| Lean on internal data and external researchers and clinicians to provide insight into the user journey, key places and ways to show up for users. | Do typical UXR with people who have lived experience with SSI (lots of sensitivities)                        |

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## **Bullying & Harassment**

## BULLYING & HARASSMENT

"Sometimes the comments are really devastating. And even sometimes they'll be like, 'What do you think you are doing?' They'll just be making bad comments, making me feel bad sometimes, and it hurts."

16 year old

"There was one time where my whole school-- it was a troll thing where it's like you report and you hate on other people's accounts that you don't like, just people you don't like, and you just do that. And it would get toxic. And one of my accounts got banned because these group of girls didn't like me."

13 year old



[Source](#)

## Bullying and Harassment Primer

### Definition

Internally, (on Meta platforms), we define bullying and harassment (B&H) as any unwelcomed interaction that causes emotional or reputation harm to someone, a behavior that takes many different forms from making threats and releasing personally identifiable information to sending threatening messages and making unwanted malicious contact.

### Types of B&H:

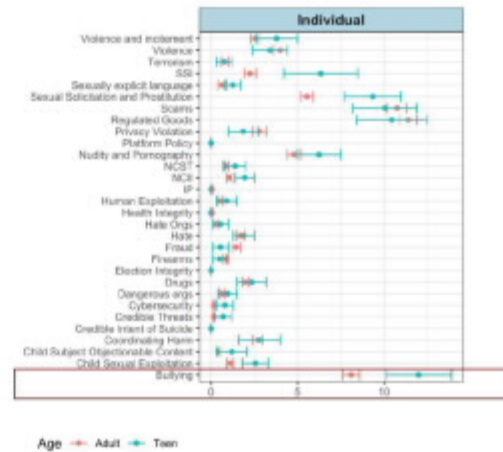
1. One-to-one Harassment
2. Many-to-one (m21h) Harassment
3. Many to Many Harassment

### Measurement

Teens experience much more bullying on platform than adults. Despite critiques, studies from the CDC show that cyberbullying has not increased in the last 20 years. It is also not any more prevalent than it is in-person. Still, we should support teens who are being bullied.

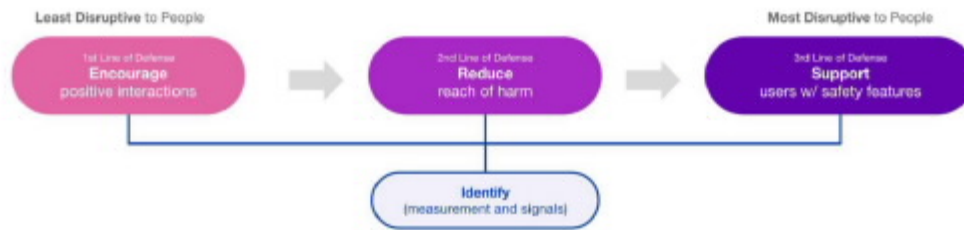
Various metrics being used to measure B&H

- Post-Interaction Behaviors
- M21H prevalence
- Holistic Prevalence
- Negative user interactions



## Bullying and Harassment Primer

Anti-bullying strategies from Instagram Support and Well-being teams



Examples of anti-bullying features

- Default privacy settings for teens
- Block and report
- Comment warnings and nudging to increase empathy
- Hidden words

[See all B&H tools available at Meta](#)

## BULLYING & HARASSMENT

"Some of the comments that I'll get, if I don't really like it, I'll take a keyword out of that comment and put into the filter thingy and then just hoping that it'll filter enough so I don't get those comments"

14 year old

"And then if there was someone that followed me that didn't like a video of mine, I will remove them from my follow list."

17 year old



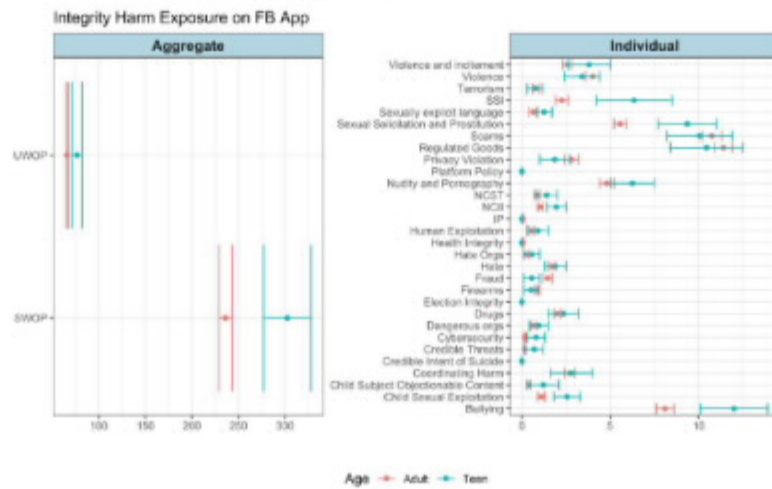
[Source](#)

### Considerations and next steps

- **Teen B&H is highly contextual.** Content often isn't mean on its own (e.g., sarcasm) but is perceived as such based on their individual situation. This means that our usual automated interventions (classifiers, downrank, filter, etc.) are not effective and result in false positives and over-enforcement.
- **Teens B&H can often happen in atypical formats.** Consider the example of Tea Accounts (internal discussion) or Exclusionary Bullying (eg. people will tag someone in a picture of a party they weren't invited to).
- **Teen B&H is from people teens know in real life.** This presents a unique challenge in that B&H can be quite fluid across on and offline scenarios. This is different from the creators who often face harassment mostly from people they don't know and largely online.
- **Our safety tools (block, restrict, limit, mute) may not be effective.** These are built to protect people against B&H from people they don't know so may not be effective for teens. These are indexed on solving bulk harassment so may not work for 1:1 or small group bullying that teens face. Social dynamics may mean that teens don't use these e.g. a teen is unlikely to block their classmate who's being mean to them.
- xMeta Well-being had to deprioritize owning active product development in B&H in 2023 H1. Teams working on anti-bullying (Instagram Support, xMeta Integrity, Oculus) have been doing so for years and we should focus on where we can provide a value-add to these efforts. **xMeta Well-being should provide guidance**, specifically for ensuring YIPs are met and measurement approaches are consolidated.

**Teen ecosystem work from SI-X**

## Teens have worse integrity experiences than adults



## Feed Relevance has consistently exacerbated this SWOP $\Delta$

### 9457: H2 2022 Feed Pillar Backtest

35911 / 35000 - experiment and query information

95% CI

PB Critical Metrics Query Results (100%)

Order By Filter By Text severity weighted

187 warnings

|                                                                    |  | -1% | 0% | 1% | Data %      |
|--------------------------------------------------------------------|--|-----|----|----|-------------|
| Integrity - Severity weighted prevalence content (viewer side), by |  |     |    |    |             |
| 1 15-15                                                            |  |     |    |    | 0.73x0.48   |
| 2 16-17                                                            |  |     |    |    | 0.41x0.38   |
| 3 18-24                                                            |  |     |    |    | 0.82x0.19   |
| 4 25-29                                                            |  |     |    |    | 0.49x0.19   |
| 5 30-34                                                            |  |     |    |    | 0.24x0.29   |
| 6 35-39                                                            |  |     |    |    | 0.26x0.22   |
| 7 40-44                                                            |  |     |    |    | 0.06x0.23   |
| 8 45-49                                                            |  |     |    |    | 0.40x0.27   |
| 9 50-54                                                            |  |     |    |    | 0.23x0.29   |
| 10 55-59                                                           |  |     |    |    | 0.19x0.31   |
| 11 60-64                                                           |  |     |    |    | 0.0670x0.38 |
| 12 65-69                                                           |  |     |    |    | -0.18x0.43  |
| 13 70-74                                                           |  |     |    |    | -0.09x0.53  |
| 14 75-79                                                           |  |     |    |    | -0.15x0.75  |
| 15 80+                                                             |  |     |    |    | 0.43x1.0    |
| 16 Other                                                           |  |     |    |    | -0.3x0.9    |
| 17 NULL                                                            |  |     |    |    | 0.87x0.62   |

### 9469: H1 2023 Feed Pillar Backtest

35947 / 35945 - experiment and query information

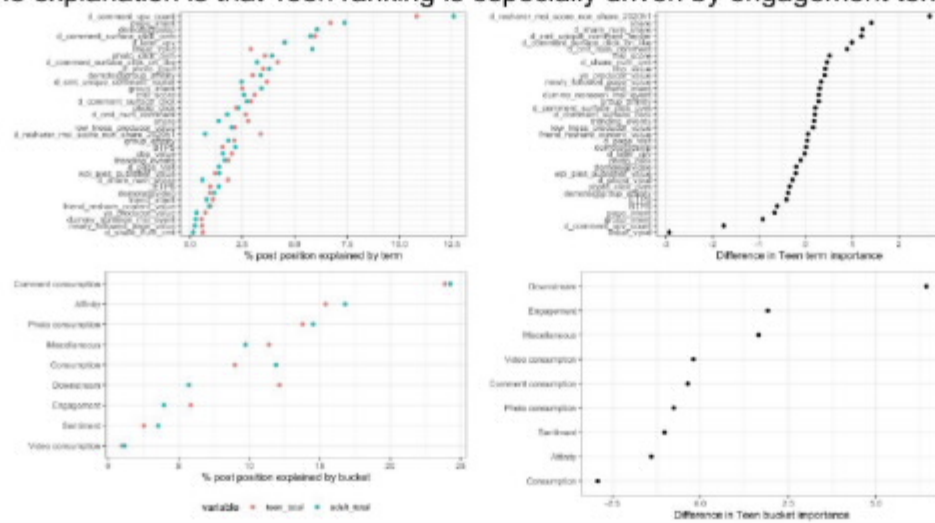
95% CI

PB Critical Metrics Query Results (100%)

Order By display\_name Filter By Text Type to filter by text string

18 warnings

|                                                                    |  | -1% | 0% | 1% | Data %     |
|--------------------------------------------------------------------|--|-----|----|----|------------|
| Integrity - Severity weighted prevalence content (viewer side), by |  |     |    |    |            |
| 1 15-15                                                            |  |     |    |    | 0.72x0.28  |
| 2 16-17                                                            |  |     |    |    | 0.48x0.29  |
| 3 18-24                                                            |  |     |    |    | 0.57x0.10  |
| 4 25-29                                                            |  |     |    |    | 0.40x0.18  |
| 5 30-34                                                            |  |     |    |    | 0.47x0.12  |
| 6 35-39                                                            |  |     |    |    | 0.48x0.12  |
| 7 40-44                                                            |  |     |    |    | 0.41x0.14  |
| 8 45-49                                                            |  |     |    |    | 0.38x0.17  |
| 9 50-54                                                            |  |     |    |    | 0.43x0.18  |
| 10 55-59                                                           |  |     |    |    | 0.47x0.19  |
| 11 60-64                                                           |  |     |    |    | 0.27x0.21  |
| 12 65-69                                                           |  |     |    |    | 0.30x0.26  |
| 13 70-74                                                           |  |     |    |    | 0.22x0.33  |
| 14 75-79                                                           |  |     |    |    | -0.20x0.80 |
| 15 80+                                                             |  |     |    |    | 0.15x0.49  |
| 16 NULL                                                            |  |     |    |    | 0.43x0.28  |

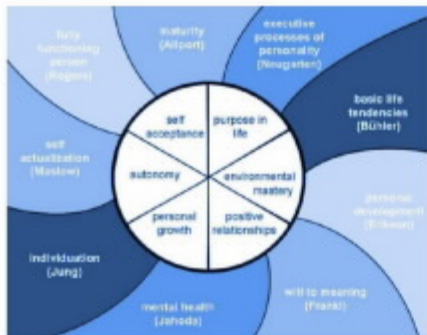


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## Connections

## Connections Primer

CAROL D. RYFF AND BURTON H. SINGER



"[A person with positive relationships] has warm, satisfying, trusting relationships with others; is concerned about the welfare of other others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships"

## CONNECTIONS

13-17 year olds place a higher value on connecting with friends, family, and their communities than all other age groups.

71% of internal studies mentioned how Facebook positively impacted the relationships they have with others.

External studies find that connecting with family, and with friends and acquaintances are two major reasons for using Facebook (35% and 14%, respectively).

90% of clinicians identify that "interpersonal relationships" is often/always playing a role in mental health. With respect to social media, in the US, 15% of clinicians agree/strongly agree that "social media encourages meaningful connections with others" compared to 41% of clinicians in the UK.



designed by freepik

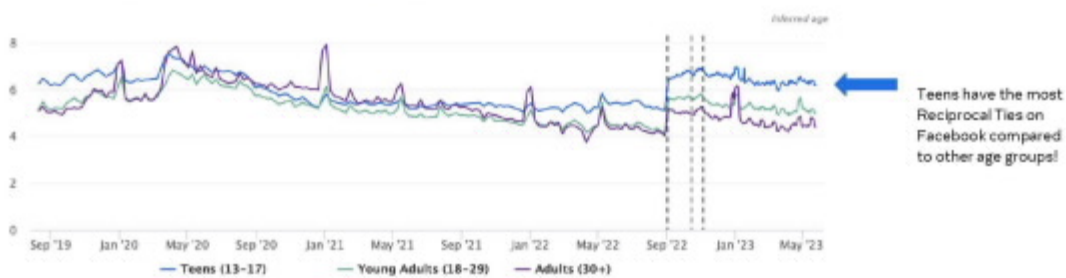
## How we measure connections at Meta

[Reciprocal Ties](#) (RT) are a metric created by the Computational Social Science (CSS) team in CSI. It was created to measure Meta's mission "Giving people the power to build community and **bring the world closer together**". An RT exists between two people if they have interacted in the last 7 days (commenting, messaging, tagging, reacting, etc).

RTs are associated with positive well-being measures like higher social support and lower loneliness, as well as higher interpersonal empathy & trust.



## Facebook products are facilitating reciprocal ties between teens



Comment bumping of posts in Feed increases RTs by up to 4% overall (2% impact on teens)



Having Integrity-related products increases RTs by ~0.3% for teens

### Limitations of current measurement

- Reciprocal Ties metric currently available on Facebook, Messenger, and Instagram (soon!). It requires extensive validation work to stand up this metric across our platforms. RTs measure interactions between "connected" (friends, followers) individuals.
- Messaging data is one of the critical components of calculating RTs but EPD and E2E makes it very difficult to use data on platforms like WhatsApp to calculate RTs. It may never be possible.
- Ideally we'd like to look at inter-platform measures of connection but linking accounts is not simple.
- Measuring an analogous metric to RT in Metaverse will be labor intense.
- Future work includes looking at **community** connections (unconnected individuals) and connections to **creators**.

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**What's next?**

## WHAT'S NEXT

### Leveraging prioritized issues and clusters from April's strategy sprint

#### Prioritization exercise: Highest priority issues

|                                                                                                               | VIP | Prevalence | Severity |
|---------------------------------------------------------------------------------------------------------------|-----|------------|----------|
| I see or hear things about eating disorders that are upsetting to me.                                         | Yes | High       | High     |
| I see or hear things about suicide or self-harm that are upsetting to me.                                     | Yes | High       | High     |
| I find it hard to change settings on social media to avoid negative content.                                  | No  | High       | High     |
| Using social media before bed or late at night is getting in the way of my sleep.                             | Yes | High       | Medium   |
| I can't get to bed when I want to because I'm checking social media because it's hard for me to not check it. | Yes | High       | Low      |
| I feel like I can't control the time I spend because I get caught up and spend more time than I want to.      | Yes | High       | Low      |
| I am experiencing a crisis related to an eating disorder. I would really use some support.                    | Yes | Low        | High     |
| I am experiencing a crisis related to SSI (suicidal thoughts). I would really use some support.               | Yes | Low        | High     |

#### Observations & problem clusters

**Problematic content exposure:** Youth users are frequently viewing problematic content.

- "Problematic content" can be SSI, ED or (witnessing) B&H.
  - Exposure can be either "pushed" to users (eg. in-feed recommendations) or "pulled" by user engagement (eg. search).

**PU [time]:** Youth users perceive a lack of control over how much time & what times of day they use our products.

**SSI crisis support & resources:** Youth users are not consistently accessing crisis support resources when they are experiencing an acute mental health crisis (while on one of our platforms)

[Deck](#)

### Methodology: Process for Prioritization

The subtopics were derived from the following sources:

1. Youth Industry Practices in 2023
2. Literature reviews
3. SME across functions review

For each of the following subtopics a lead SME went through past literature reviews and seminal studies, as well as the youth industry practices, and listed out the people problems/sub problems/areas/issues (aka "subtopics") that had been identified. Once they were all entered, the researcher then went through and clustered them, and identified top-level themes. Additional SMEs across research, policy, product, design, and engineering reviewed the top list of subtopics to make sure no major themes were missing, and the wording was directionally appropriate. With the top themes, the lead SMEs then wrote up descriptions of these subtopics based on the literature review information. The main themes were extracted, and then brought onto the next phase of evaluating in terms of prevalence, severity, etc.

For the full list of subtopics identified, and sources, see [here](#).

[Deck](#)

## Methodology: Process for Prioritization

| Coding Criteria                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YIP                                                                                                                                                                                                                                                                                                            | Reach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Intensity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>To evaluate the criteria for this, two subject matter experts read through all of the youth industry practices, and aligned on the following criteria:</p> <p><b>Yes:</b> This subtopic is related to an already defined YIP.</p> <p><b>No:</b> This subtopic is not related to an already defined YIP.</p> | <p>To evaluate the criteria for reach, we pulled as many surveys or log data reports we could find that were demographically or nationally representative of teen or teen girl populations in the United States (e.g., Pew, Common Sense Media) or large-scale global surveys internally (e.g., Hard Life Moments). The data we relied on may contain a directional skew towards US, girls, and Instagram users/experiences.</p> <p><b>High:</b> Data input(s) directionally suggest that at least roughly a quarter of teens experience this subtopic monthly on a Meta platform.</p> <p><b>Medium:</b> Data input(s) directionally suggest between 10-25% of teens experience this subtopic monthly on a Meta platform.</p> <p><b>Low:</b> Data input(s) directionally suggest less than a 10% of teens experience this subtopic monthly on a Meta platform.</p> <p>If there were multiple data inputs and one suggested high, and the other suggested low, it was scored as medium (unless there was log data available). There were 6 subtopics we could not locate any data. In such instances, three subject matter experts aligned on a theoretical rationale for the coding in contrast to the other categories where we did have data.</p> <p>The goal here was not to provide absolute prevalence, but to try and give an understanding of the relative prevalence among the subtopics.</p> <p>For a deep dive into the data inputs, see <a href="#">here</a>.</p> | <p>To evaluate the criteria for severity, three subject matter experts aligned evaluated each subtopic through the following lens:</p> <p><b>High:</b> This subtopic is explicitly related to a mental health condition.</p> <p><b>Medium:</b> This subtopic is not related to an explicit mental health condition, but it is either a subtopic that is inherently linked with something involving a frequency/higher volume (e.g., a lot of content), tied with a direct interaction (e.g., bullying), or tied with a critical life activity (e.g., sleep).</p> <p><b>Low:</b> All other subtopics.</p> |

## Leveraging or repositioning product levers to apply across youth priorities

### Problematic use

#### Product lever (P1 only)

- 1a. In-context nudges
- 1b. Centralized Controls

2. Education

3. Guardrails around mechanics

### Crisis (SSI)

#### Product lever

1. Easier accessed resources

2. Improved resources and content

### Potentially problematic content (specific topics)

#### Product lever

1. Central settings & controls

2. In-context interventions
  - A. "Show less"
  - B. Alternative topic nudge

3. Ranking & recommendations
  - A. Global youth/policy thresholds for SSI, ED & B&H
  - B. Experimental incremental thresholds

4. Measurement infra (targeting/ trigger logic)

[Deck](#)

**Emerging/potential levers for underlying platform mechanics across topics**

**Content diversification:** changing ranking and recommendations systems so that youth see a broader slate of content with overall more variability

- Relevant for preventing platform-driven over-exposure of any specific topic; injecting variability within content consumption patterns
- Relevant for promoting more breadth of information exposure and enabling exploration (important for teen development)
- Preventing over-indexing recommendations based on past behavior, which may be based on temporary emotions or interests; give teens more ability to reset

*"Can we reduce the signal to noise ratio here? If that's [SSI-related content] all people are seeing, it becomes really salient. You could try using the dilution effect here using something neutral/positive." - Dr. Craig Bryan*

**Guardrails:** ensuring that experiments that impact engagement are not only driving the high usage end of the spectrum (for time, content exposure, etc.)

- Relevant for shifting experiments to evaluate user impact and potential user value across a range of usage, not only impacting relatively 'excessive' behaviors
- More youth-specific and well-being-related content monitoring for whether engagement experiments are inadvertently impacting content exposure

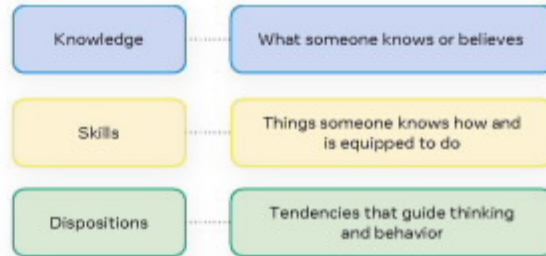
See example

### What do we mean by “education”?

Digital education is about acquiring knowledge, skills, and dispositions to navigate the online world safely and healthily.

In our products, we need to support teens moving from awareness to knowledge to skill development to mindful reflection.

This approach to product education should make teens feel empowered and confident, not afraid or defensive.



Adapted from [Common Sense Education and Project Zero's frameworks](#)

Elena



We heard yesterday about many personal experiences, connection to the work - this can fuel us and bring a lot of passion and motivation to the space. This is like the fire behind the rocket ship. Let's work to steer the rocket ship in the direction of what our learning and the available evidence points us to.  
This is a sensitive space and can affect us personally at times - something to be mindful of. Reminder to take care of yourself

---

## Group Discussion

DISCUSSION

What's something surprising you learned today?

See example

DISCUSSION

What more do you want to learn about?

See example