



Editorial

Pira F.¹ , Mento C.² 

¹ Department of Ancient and Modern Civilizations, University of Messina, Italy

² Department of Biomedical and Dental Sciences and Morphofunctional Imaging, University of Messina, Psychiatric Unit, Policlinico Hospital, Messina, Italy

With renewed impetus, we present the new issue of *Addiction & Social Media Communication*, the result of the University of Messina's commitment to promoting rigorous and interdisciplinary scientific reflection on the dynamics linking clinical psychology, sociology of communication, neuroscience and digital technologies. This issue aims to serve as a space for advanced comparisons to investigate how technological innovation is reshaping cognitive processes, interpersonal relationships, media fruition patterns and educational practices, as well as the implications of these changes for individual and collective health. The picture that emerges from the studies collected here is articulated and complex: technology is not configured as a uniquely beneficial or harmful factor, but as an ambivalent element, capable of generating opportunities for cognitive and social growth as well as risks of impairment and vulnerability. The scientific-and societal-challenge is to understand and govern this ambivalence by developing critical, inclusive and sustainable approaches.

In the *Techno-Addiction* section, the paper "Techno-mediated cognitive processes" analyzes in depth the neurocognitive changes induced by the use of digital media, with a focus on adolescence. Through a review of empirical studies, meta-analyses and neuroimaging research, the authors outline a landscape in which brain plasticity is affected both in an enhancing sense-through targeted interventions such as playful digital training-and in a dysfunctional sense, when use is excessive and unregulated. Attention deficits, reduced working memory and difficulties in multitasking emerge as critical effects in vulnerable populations, paving the way for urgent reflection on educational and health policies aimed at promoting informed use of technology.

The *Health Psychology* section offers two contributions of great clinical and social relevance. The first, "An innovative combined approach of Transgenerational model and Telerehabilitation to promote healthy aging in elderly," describes a case study integrating distance cognitive rehabilitation and intergenerational interaction. The approach, conducted with the support of a young caregiver, not only resulted in measurable improvements in the reaction time and visual memory in a case with cognitive decline, but also highlighted the value of intergenerational solidarity as a digital inclusion tool and motivational stimulus. This work represents a concrete example of how technologies, when mediated by meaningful relationships, can overcome barriers to access and contribute to active and participatory aging. The second contribution in the section addresses an emerging phenomenon: "Sleep texting." The systematic review conducted offers the first scientific definition of a sleep behavior in which the subject, while asleep, interacts with mobile devices to send messages.



The analyzed studies reveal correlations with sleep disorders, physical symptoms, impact on school performance and alterations in psychological well-being. The work opens unresolved questions—particularly on the classification of the phenomenon as parasomnia or dysfunctional behavior induced by technological abuse—and lays the groundwork for further multidisciplinary investigations.

The *Social Media Communication* section broadens the perspective, questioning the social and communicative implications of the digital ecosystem. The article "From scandal to news: how a Hybrid Media System refunctionalizes the Press — The Boccia-Sangiuliano case" investigates the phenomenon of *politainment*, in which the logics of gossip and infotainment are intertwined with political communication, reshaping the media agenda and changing the relationship between citizens and information. The proposed case study highlights how entertainment can progressively supplant pure information, with significant effects on the process of forming public opinion.

Finally, "Educational opportunities and risks of social media use for individuals with intellectual disabilities" addresses an area often overlooked in scholarly debate: the use of social media by people with intellectual disabilities. The analysis highlights how such platforms can foster social inclusion, self-expression and informal learning, but also how they can amplify risks of exclusion, cyberbullying and privacy violations. The work emphasizes the need to ensure customized digital literacy programs and ongoing support systems, especially for people with more severe disabilities, so that access to the benefits of digital is truly equitable. The set of contributions in this issue invites us to consider technology as a totalizing phenomenon, capable of simultaneously affecting the cognitive, relational, communicative and political dimensions of human experience. The comparative analysis of the research presented reveals a crucial point: digitally induced transformations are never neutral, but an expression of cultural, design and regulatory choices that must be guided by criteria of responsibility, inclusion and sustainability.

As editors, we reiterate our commitment to provide a platform for scientific discussion that does not simply record the changes taking place, but helps explain the social and psychological implications of online phenomena, integrating the scientific perspective with the ethical dimension and social responsibility. We invite readers to approach the pages that follow with a critical spirit and interdisciplinary openness, contributing to a cross-disciplinary and participatory debate.

Editor in Chief

Francesco Pira & Carmela Mento

University of Messina, Italy

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