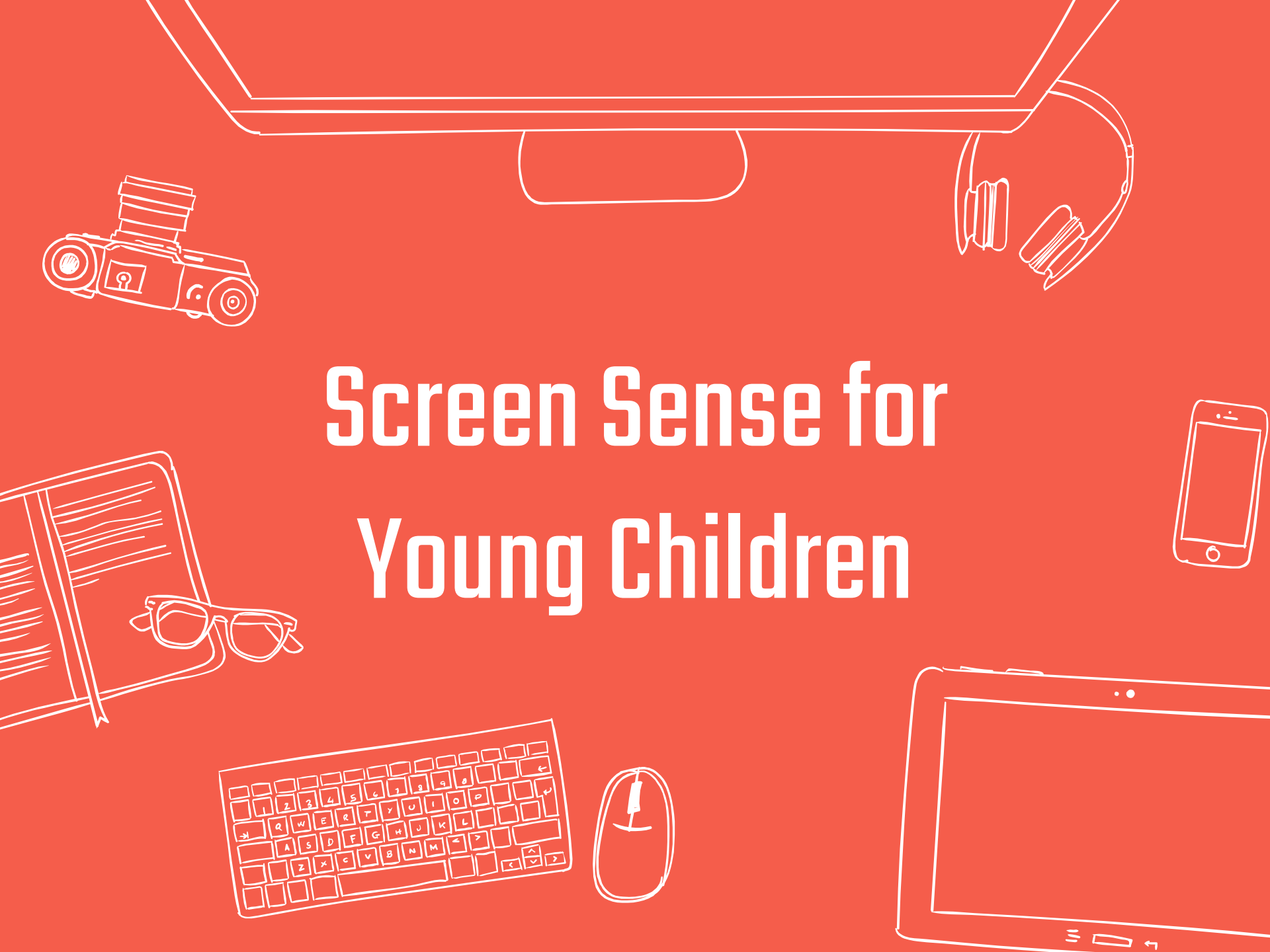


Screen Sense for Young Children



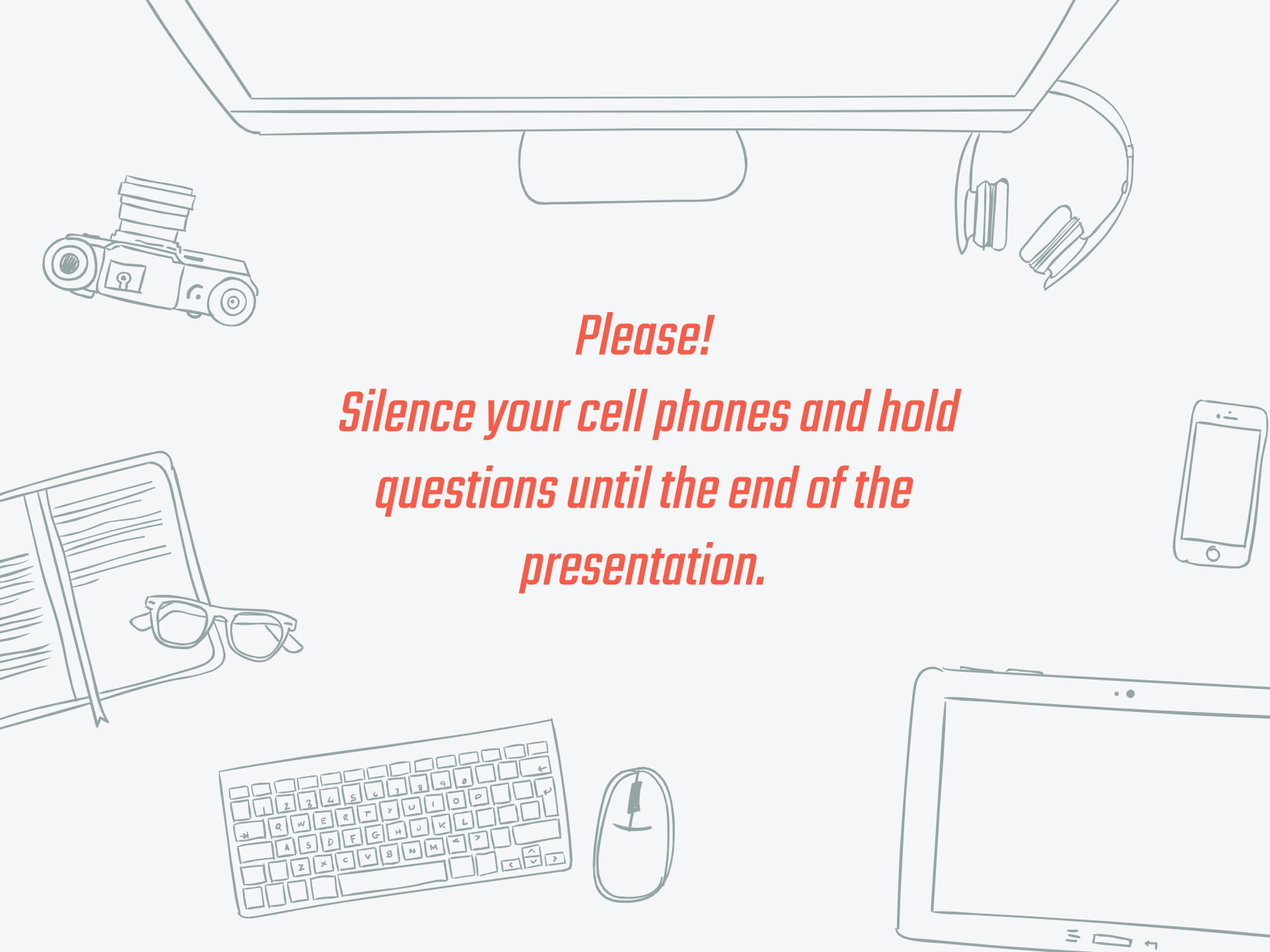


Presenters:

Karen Donberger M.Ed.

Barbara Madgwick M.S.Ed., CCC-SLP

Loudoun County Public Schools
Child Find Center



Please!
Silence your cell phones and hold
questions until the end of the
presentation.



Presentation Objectives

Participants will:

- ❖ Learn about the types of screen and media platforms
- ❖ Understand the effects of parent screen use
- ❖ Understand the effects of screen use on childhood development, play and behavior
- ❖ Learn about appropriate screen use guidelines and healthy digital diet
- ❖ Discover activities to do instead of screens



“Do you know when relationships happen?”

“Relationships are built in all that in-between time.”

-Simon Sinek



THINKSTOCK





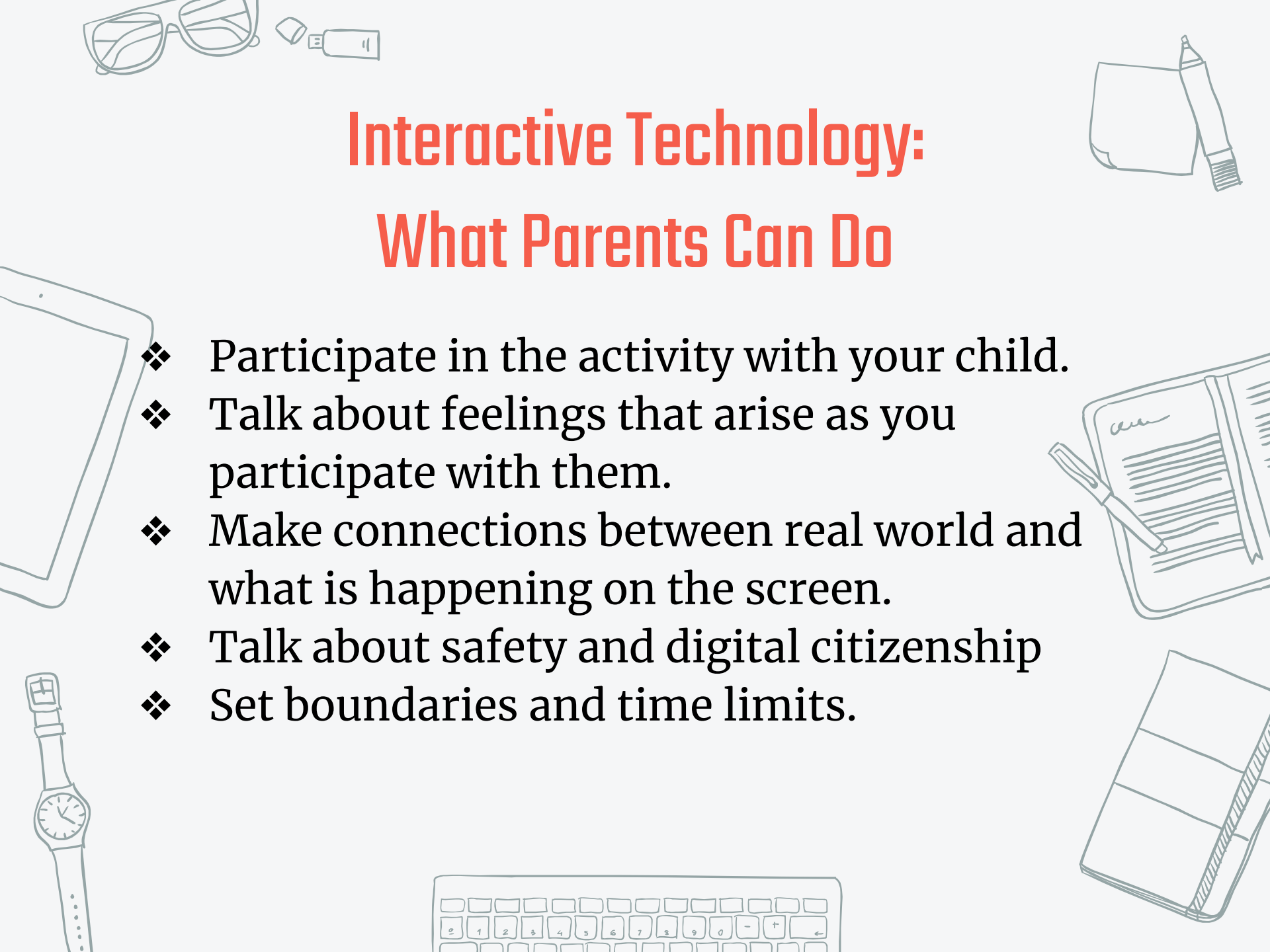
Screen Time
isn't just TV
anymore...



Interactive

Requires more than one person and has an interactive communication component.

- ❖ Video Games
- ❖ Skype
- ❖ FaceTime
- ❖ Videography
- ❖ Texting or phone calls
- ❖ Assistive Technology



Interactive Technology: What Parents Can Do

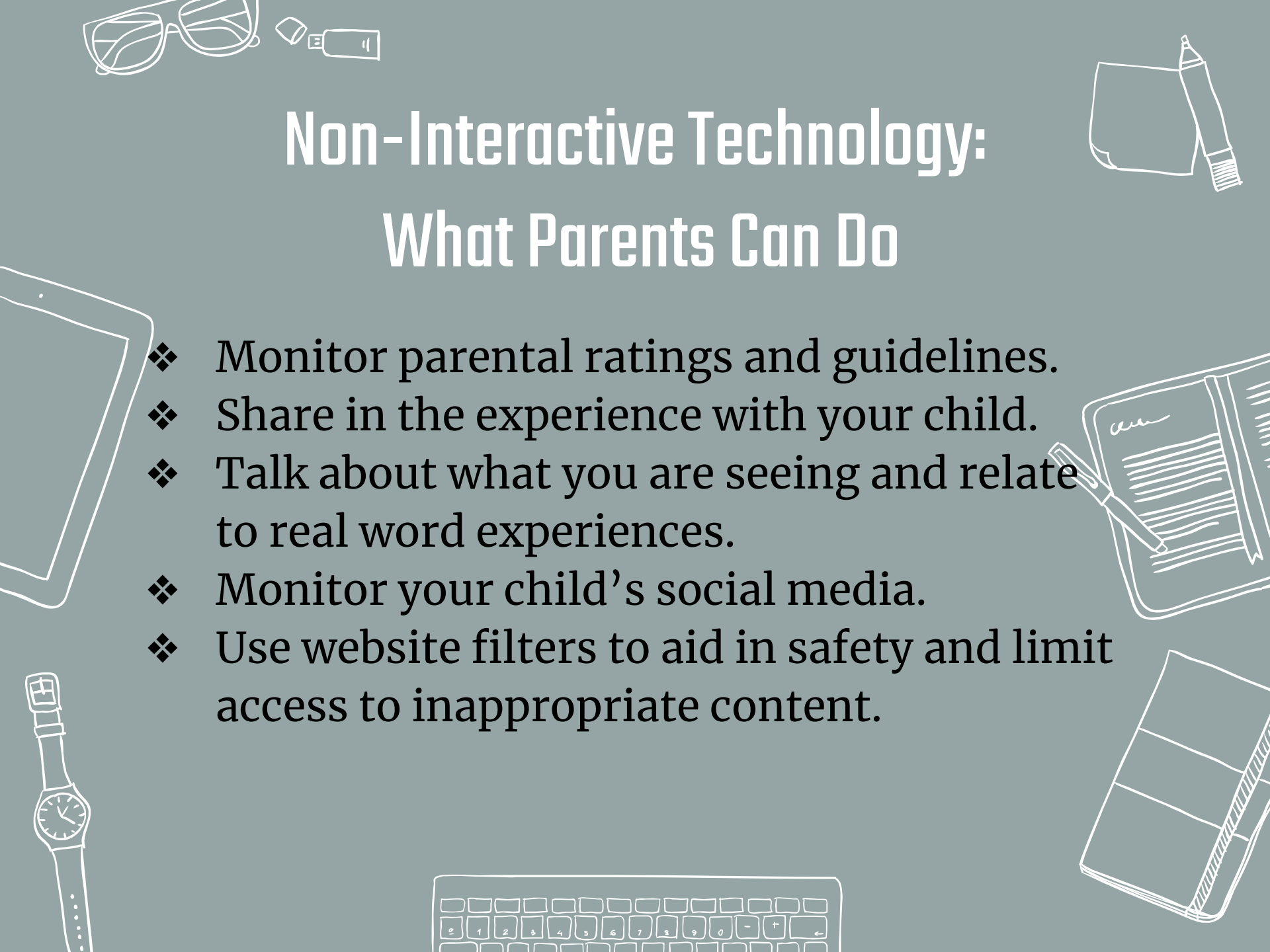
- ❖ Participate in the activity with your child.
- ❖ Talk about feelings that arise as you participate with them.
- ❖ Make connections between real world and what is happening on the screen.
- ❖ Talk about safety and digital citizenship
- ❖ Set boundaries and time limits.



Non-Interactive

A passive activity that does not encourage reciprocal communication and does not involve input or responses from the user.

- ❖ Movie Viewing
- ❖ Television Viewing
- ❖ YouTube Viewing
- ❖ Social Media



Non-Interactive Technology: What Parents Can Do

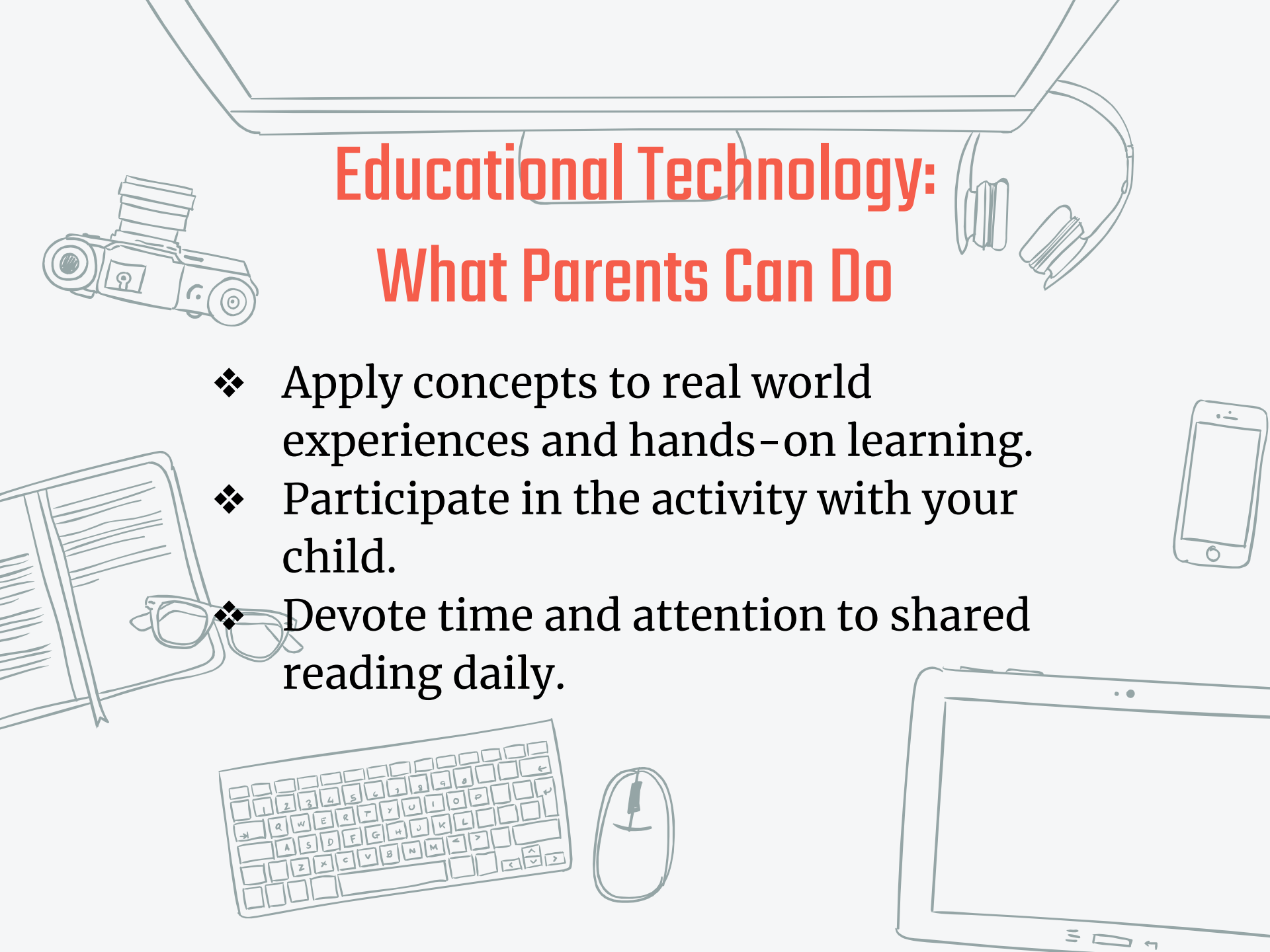
- ❖ Monitor parental ratings and guidelines.
- ❖ Share in the experience with your child.
- ❖ Talk about what you are seeing and relate to real word experiences.
- ❖ Monitor your child's social media.
- ❖ Use website filters to aid in safety and limit access to inappropriate content.



Educational

Any form of teaching and learning that involves technology.

- ❖ Drill and Practice Programs
- ❖ Academic/Pre-academic Learning Programs
- ❖ Online Educational Programs
- ❖ Assistive Technology
- ❖ E-books/E-readers



Educational Technology: What Parents Can Do

- ❖ Apply concepts to real world experiences and hands-on learning.
- ❖ Participate in the activity with your child.
- ❖ Devote time and attention to shared reading daily.



New Technology

Cutting edge technologies that are just becoming part of children's lives and have the potential to shape their development.

- ❖ Virtual Reality
- ❖ Virtual Assistants
- ❖ Smart toys




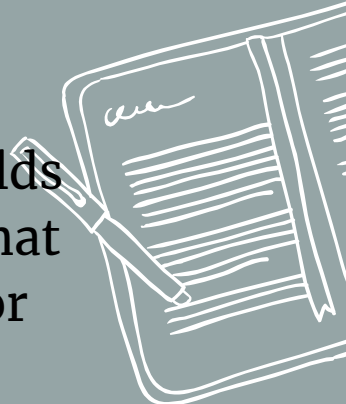

-Common Sense Media, 2017



New Technology:

What Parents Can Do



- ❖ Explore age ratings and experience the technology yourself before handing it over to your child.
 - ❖ Check safety: the physical environment and the security of online environment.
 - ❖ New technology has the ability to make virtual worlds appear real and intense. Talk to your child about what he or she sees, hears and feels during and after he or she uses the technology.
 - ❖ Check your privacy settings: Connected toys, virtual reality and virtual assistants can track movement, location and conversations.
 - ❖ Reinforce your rules for digital citizenship and limit time on technology.
- 
- 
- 
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Current Research

Commonsense Media Census for Zero to Eight, 2017



Research

Media Accessibility
(the percentage of screen ownership)

2011	2013	2017
52%	75%	98%

Types of Mobile Devices
(the percentage of ownership by type)

	2011	2013	2017
Smartphone	41%	63%	95%
Tablet (in the home)	8%	40%	78%
Tablet (their own)	<1%	7%	42%



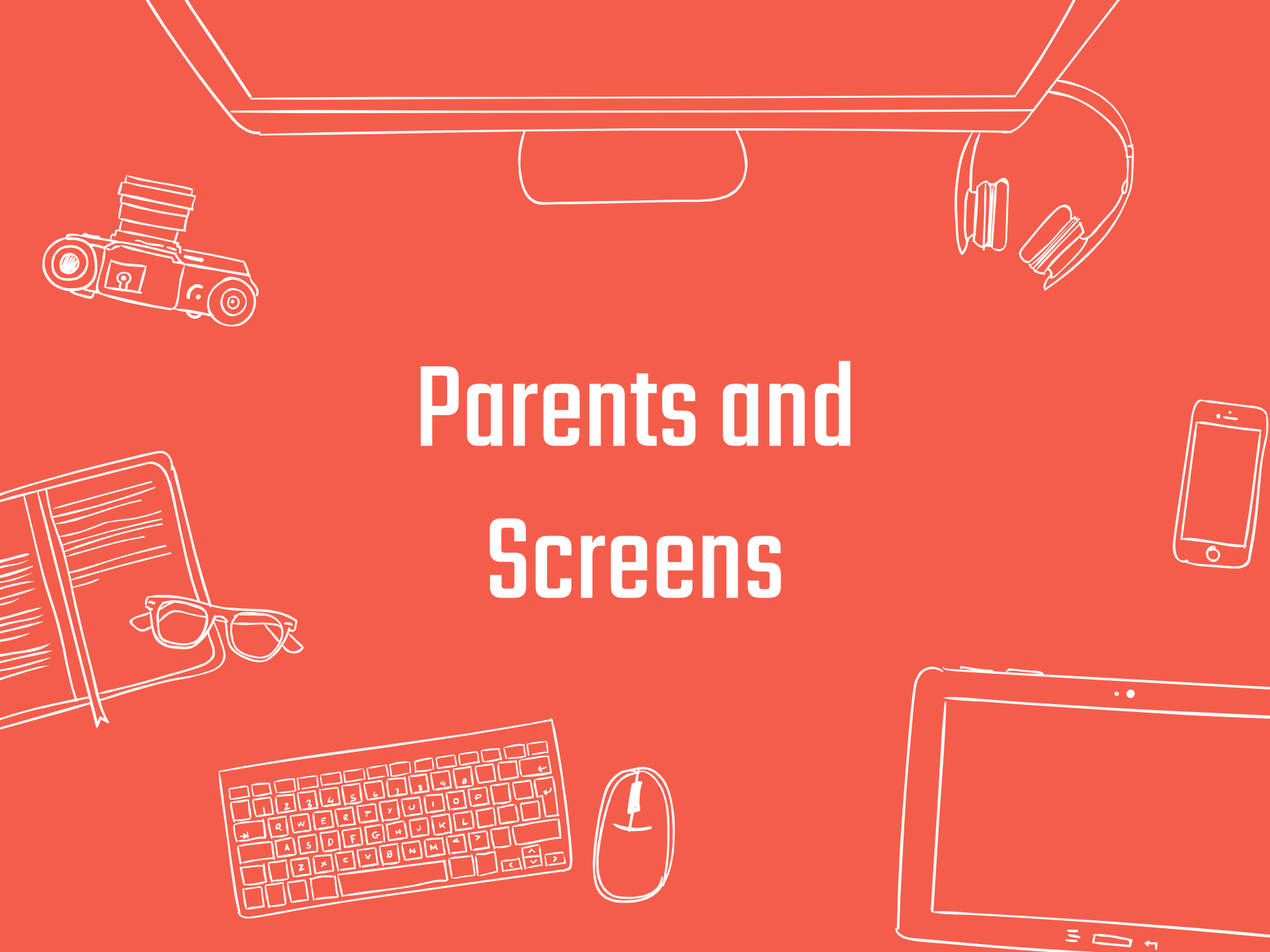
Research

Total Screen Time

2011	2013	2017
3 hours, 14 minutes	2 hours, 43 minutes	3 hours, 6 minutes

The time spent on screens and the types of activities hasn't changed much over the past 6 years ~ the devices or platforms used have changed.

Parents and Screens



Parents and smartphone use: Too much tech time means too little talk time



Distracted Parents




Parent Screen Use

- ❖ Parents distracted by screens can lead to negative, attention-seeking behaviors by their child and increase parent-child conflict. Children feel less important than the screen device. – *The Washington Post, 2014*
- ❖ Screens negatively impact the development of responsive parent-child communication, which is the basis of human learning. – *The Atlantic, 2018*
- ❖ Parents must be the example of healthy screen use and set clear limits for themselves. – *Zero to Three, 2014*
- ❖ Turn off screens when not in use.
Even background media results in fewer verbal and nonverbal interactions between parent and child. – *Healthychildren.org*
- ❖ Keep bedrooms and mealtimes screen free. – *Zero to Three, 2014*

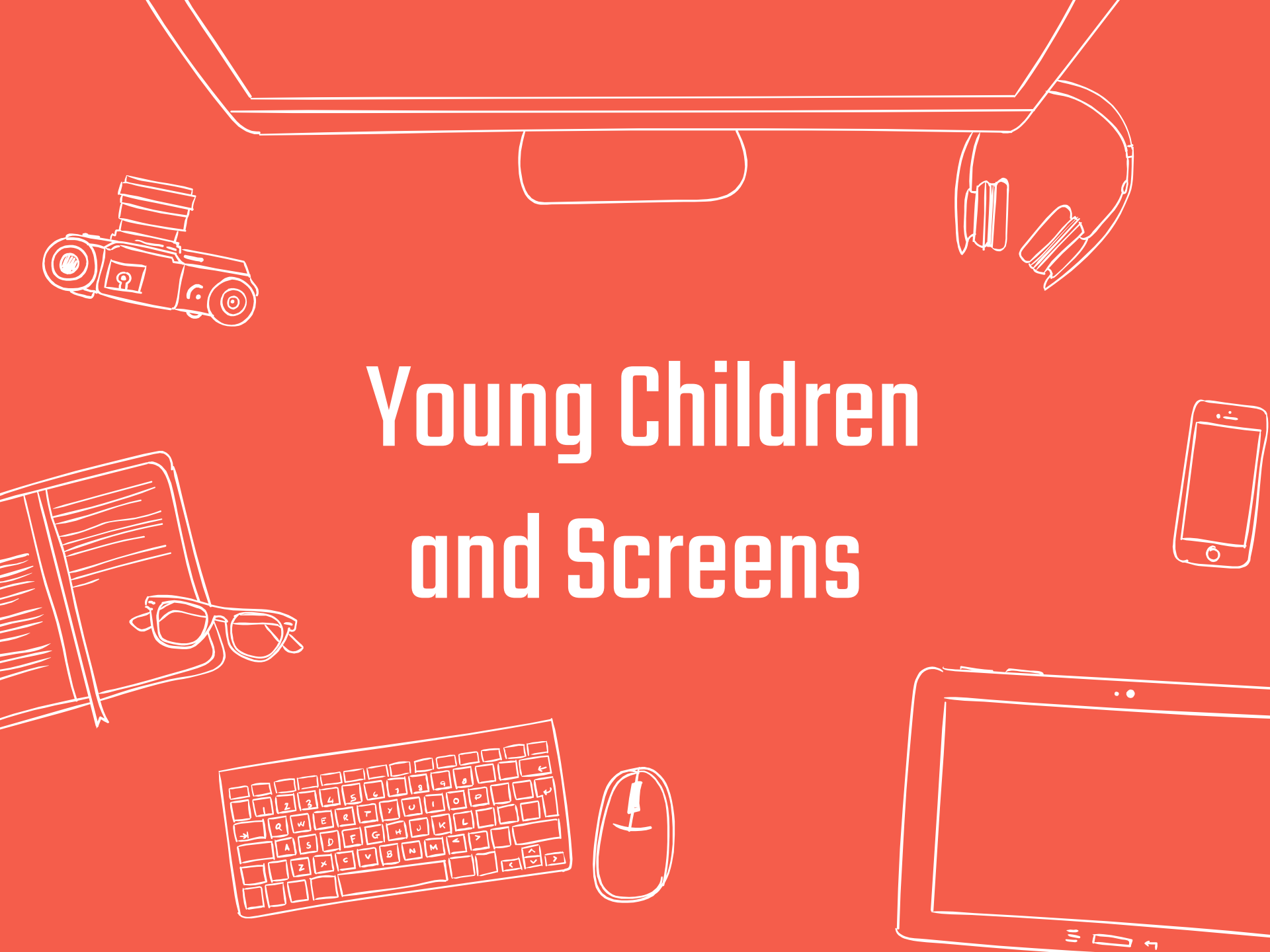


[#DeviceFreeDinner](#)

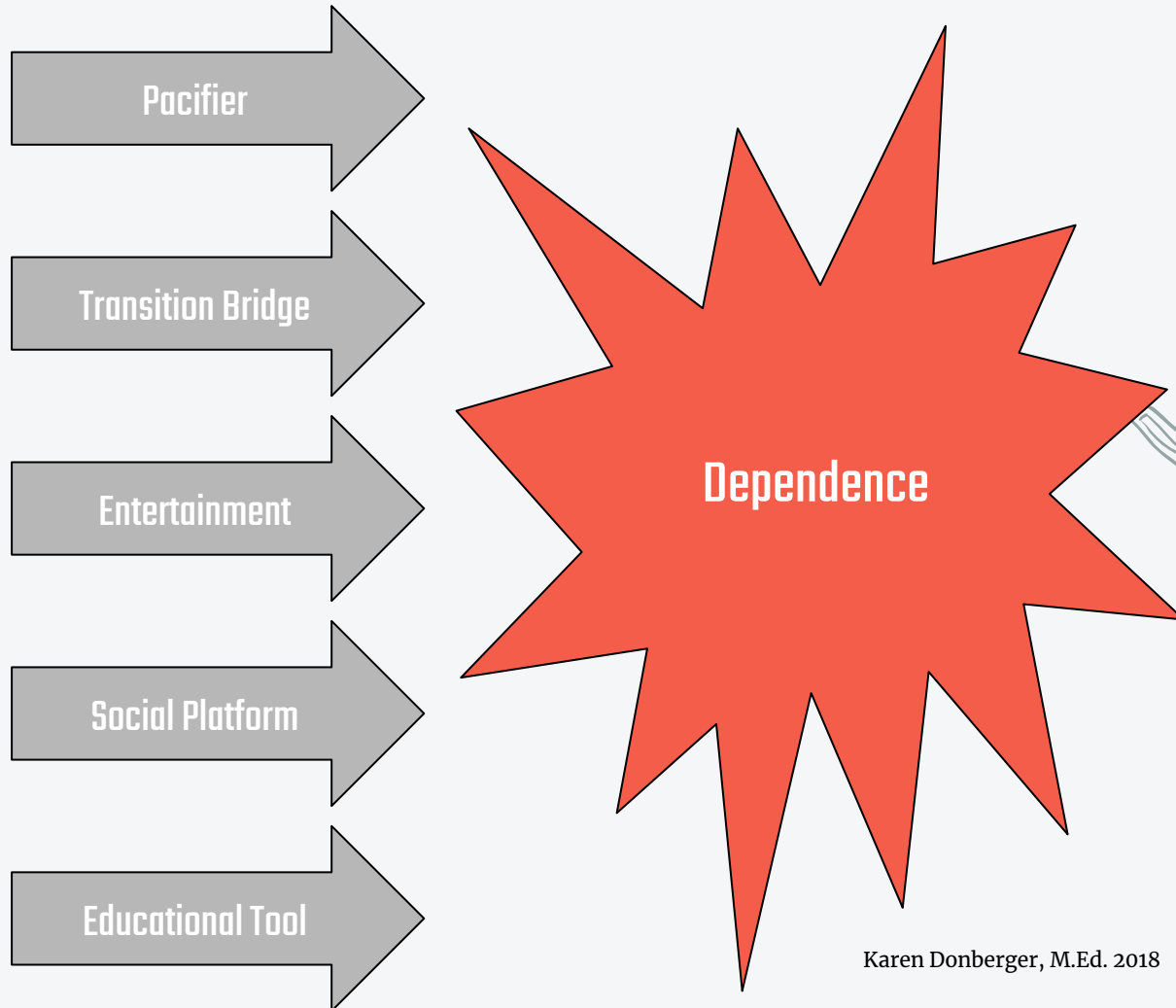


“Media in all forms, including TV, computers, and smartphones can affect how children feel, learn, think, and behave. However, parents (you) are still the most important influence” ...American Academy of Pediatrics (AAP)

Young Children and Screens



What Screen Time Has Become



Karen Donberger, M.Ed. 2018



“Time spent on devices is time NOT spent actively exploring the world and relating to human beings.”

www.theatlantic.com/magazine/archive/2018/07/the-dangers-of-distracted-parenting/561752



Screen Time and Early Language Development



Increasingly, children are using devices before they begin to talk!

- ❖ Can teach vocabulary and some early pre-literacy concepts (after 2 years of age) - Zero to Three
- ❖ Can allow for face to face time with family and friends who live afar
- ❖ Background TV and adult screen time reduce development of language starting from infancy
- ❖ Exploring the real world with real people interactions is important to language learning
- ❖ Screens do not model or offer opportunities for conversational turn taking
- ❖ Face to face interaction is crucial in developing language understanding, purpose and use
- ❖ Some children use devices before they begin speaking - research shows that children do not learn from screens until the age of 20 months without the aid of a live person - Zero to Three
- ❖ Research states that for every 30-minute use of handheld screen time, there is a 49% increased risk of delays in expressive language - AAP Publications



Mealtimes and Screens

Research has associated family mealtimes with nutrition, development, and academic performance of children

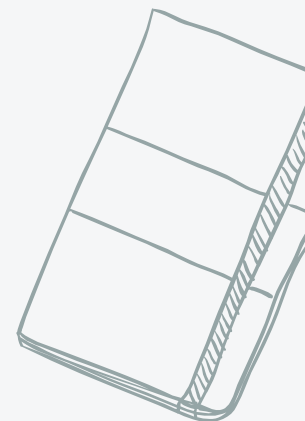
Using Screens at Meals

- ❖ Decreases awareness of
 - Taste of food
 - Interest of food
 - Attention to chewing
- ❖ Decreases awareness and interaction with family/people



Mealtimes.... Then & Now







How Do Children Learn Best?

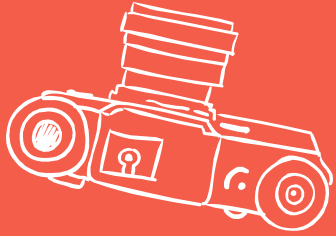
- ❖ Children learn best through exploring their world with their whole bodies and all their senses. – *Commercial Free Childhood*
- ❖ Children thrive on face-to-face interactions with caregivers. – *Zero to Three*
- ❖ Children learn through creative, interactive, and physical experiences. – *Psychology Today*
- ❖ Children learn best through active engagement which fosters their ability to retain new information and integrate it into what they already know.
- ❖ Children develop their cognitive, language, imagination and social skills through play.



PLAY
is the work of childhood
Mr. Rogers

No Screens!?

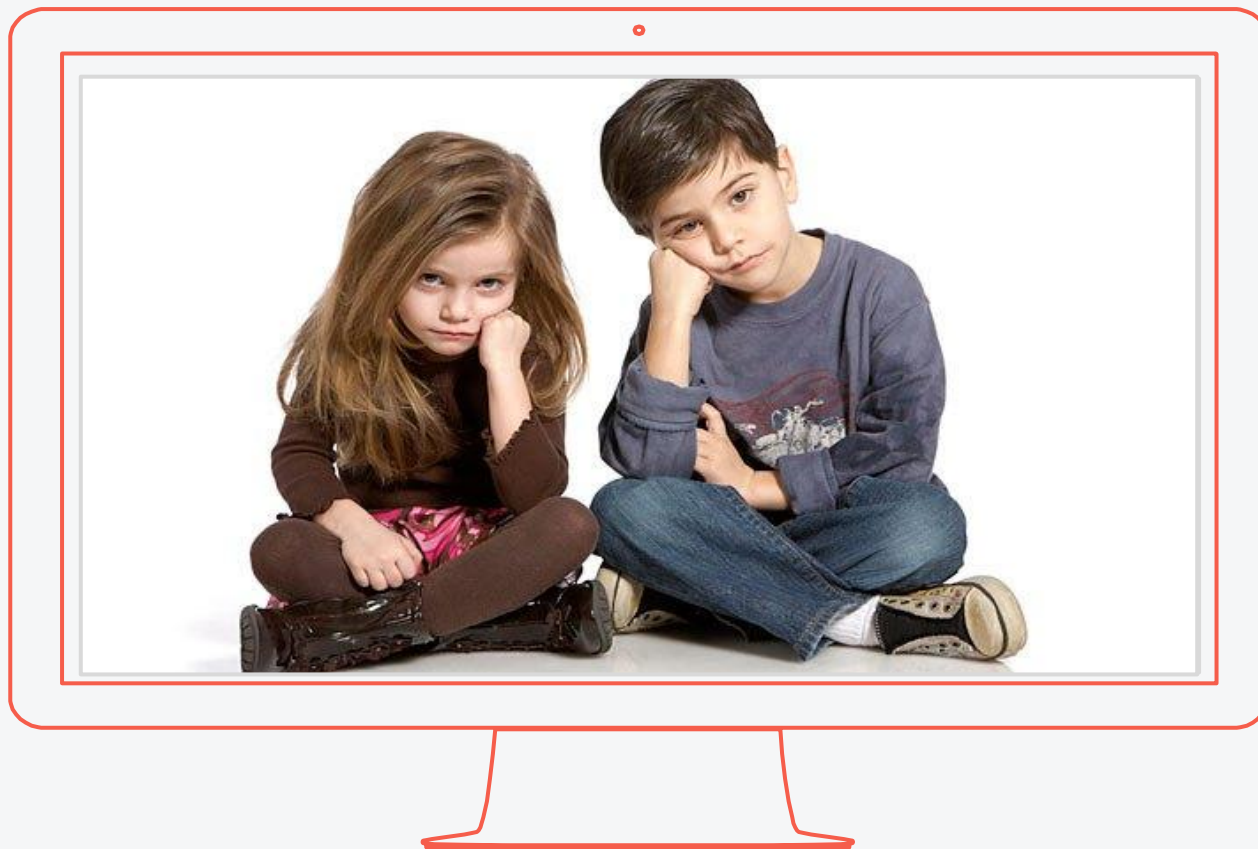
Now What?





My child has a tantrum when I limit screen time!

- ❖ Children must learn that they cannot have everything they want and learn to cope with this disappointment. They need and expect limits. Coping with disappointment is an important life skill! – Zero to Three
- ❖ The skills children need to learn for success in school like impulse control, creativity, managing emotions are best learned through social, active play! – Helthychildren.org
- ❖ Children WILL find other ways to entertain themselves and must be given the opportunity to play! Dealing with boredom promotes self-soothing, inner thought and creativity. – Zero to Three



I'm Bored



Screen-Free Activities

- ❖ Read books together
- ❖ Get on the floor and play with non-electronic toys
- ❖ Do chores around the house together (i.e., cooking, cleaning, laundry)
- ❖ Sing and dance
- ❖ Finger plays
- ❖ Go on a walk and talk about what you see
- ❖ Arts and Crafts
- ❖ Listen to music
- ❖ Play with friends



Celebrate Screen Free Week!

April 29-May 5, 2019

For more information:

www.screen.org

Healthy Digital Diet





Media Use Guidelines:

For Children under 18 months:

- ❖ Avoid screen media altogether, other than video-chatting.



For Children 18-24 months:

- ❖ Strictly limit screen media.
- ❖ Any programming should be viewed with the child and shared in an interactive fashion.



For Children 2 to 5 years:

- ❖ Limit screen use to no more than 1 hour per day.
- ❖ Choose media that is interactive, non-violent and educational.
- ❖ Avoid solo media use.





CAUTION! SCREEN TIME:

- ❖ **IMPACTS QUALITY OF SLEEP**
- ❖ **INCREASES RISKS FOR CHILDHOOD OBESITY**
- ❖ **CAN LEAD TO DEVELOPMENTAL AND SPEECH DELAYS**
- ❖ **LINKED TO BEHAVIOR PROBLEMS, EFFECTS ON SOCIAL DEVELOPMENT, AND ACADEMIC ACHIEVEMENT**
- ❖ **REDUCES THE AMOUNT OF TIME A CHILD HAS TO PLAY, STUDY, TALK OR SLEEP**
- ❖ **MAY INCREASE PARENT/CHILD CONFLICTS**
- ❖ **IS ASSOCIATED WITH LOWER EMOTIONAL WELL BEING: POOR EMOTIONAL REGULATION, DIFFICULTY FINISHING TASKS, LOWER CURIOSITY AND DIFFICULTY MAKING FRIENDS (Preventive Medicine, 2018)**



BENEFITS OF SCREEN TIME:

- ❖ Some encourage family interactions with shared screen activities
- ❖ Sharing and co-viewing allows relating content to the real world
- ❖ Some aid with organization (planners, calendars, alarms)
- ❖ Some aid with wellness training (meditation, exercise, breathing)
- ❖ Some aid with education (Sesame Street, PBS, online dictionaries and online access to research)
- ❖ Some aid with creativity and artistic expression
- ❖ Encouraging creators vs consumers
- ❖ Provides learning, communication and entertainment supports for people with disabilities



Smart Screen Sense

- ❖ Limit screen time
- ❖ Participate in the screen time with your child
- ❖ Choose content carefully
- ❖ Make connections between screen and real world
- ❖ Create screen-free zones
- ❖ Avoid screen time before bedtime
- ❖ Avoid screen time during meals

— American Academy of Pediatrics



Healthy Media Use



Media Plan Resources

- www.healthychildren.org/English/family-life/Media/Pages/How-to-Make-a-Family-Media-Use-Plan.aspx
- www.common sense media.org/blog/5-simple-steps-to-a-healthy-family-media-diet
- <https://www.apple.com/ios/ios-12>
- <https://techcrunch.com/2018/05/08/android-rolls-out-a-suite-of-time-management-controls-to-promote-more-healthy-app-usage/>



Resources:

Commonsensemedia.org

npr.org

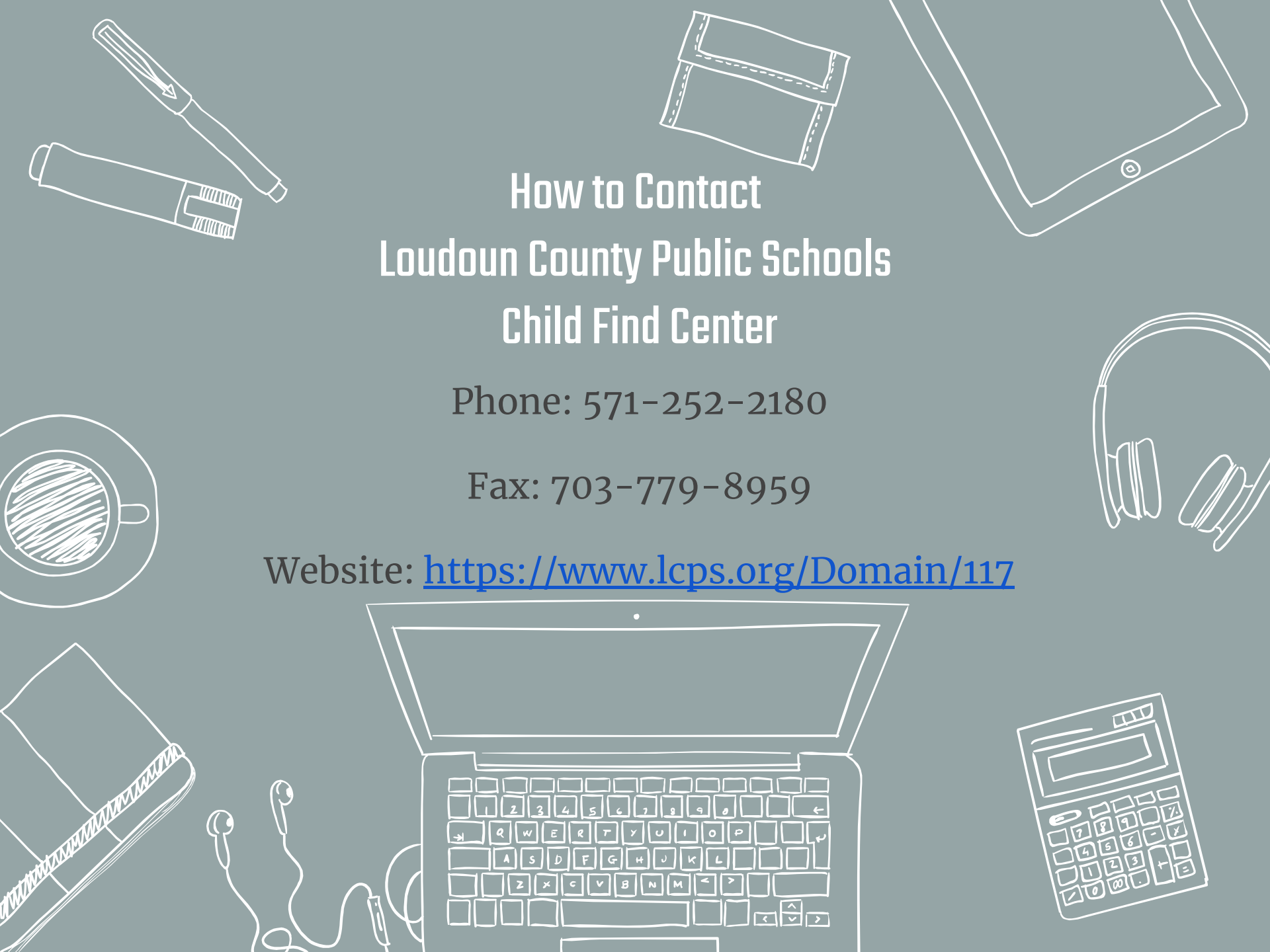
Zerothreeto.org

Healthychildren.org

Commercialfreechildhood.org

Excellence-earlychildhood.ca

screenfree.org



How to Contact Loudoun County Public Schools Child Find Center

Phone: 571-252-2180

Fax: 703-779-8959

Website: <https://www.lcps.org/Domain/117>