



The Slippery Slope of Screen Time: It's a Balancing Act for Young Children

Common uses of “screen time”

Viewing anything with a screen outside of video chatting	Hill, D. (as cited in Apatoff, 2019)
<i>“Time spent watching television, playing a video game, or using an electronic device with a screen (such as a smartphone or tablet)”.</i>	<i>Merriam-Webster Online, n.d.</i>
<i>“The time spent using electronic media like watching TV or movies, playing on computers, laptops, smart phones or other handheld electronic devices and video game consoles. These devices are often used while sitting or lying down and contribute heavily to the amount of time people of all ages spend being sedentary.”</i>	Western Australia Department of Health, n.d.
No definition provided. Rather, they state, “focus on the consequences of “prolonged restrained or sedentary screen time.”	World Health Organization (WHO), 2019



Common uses of “screen time” (continued)

<p><i>NOTE:</i> Beware of sensational headlines and/or obvious opinion pieces.</p> <p>Ask yourself:</p> <ul style="list-style-type: none">· Are the authors providing an objective analysis of the situation or “cherry-picking” facts and figures?· If it is a research study (or referencing one or more) have findings been peer-reviewed or vetted in some manner? Are the independent (e.g., screen time) and dependent (e.g., ADHD) variables clearly defined or are they inconsistent, making for difficulty in coming to an objective conclusion? For example, if we don’t know how to define X, Y, and/or Z, we won’t be able to draw a reliable conclusion.· Is the piece attempting to cause fear or panic? Does it offer solutions?	<p>Examples of headlines that require more digging and discussion before conclusions can be drawn:</p> <p>ABC 13 Eyewitness News - ‘ScreenTime: Diane Sawyer Reporting’: 2-hour ABC News special, challenges families to rethink technology consumption</p> <p>Rosenblatt, 2019 - More screen time linked to higher risk of ADHD in preschool-aged children: Study</p> <p>Citroner, 2019- Excessive Screen Time for Kids Can Cause Developmental Delays by Kindergarten</p> <p>Glaser, 2018 - Children are tech addicts – and schools are the pushers</p> <p>Kardaras, 2016 - Screens In Schools Are a \$60 Billion Hoax</p>
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Facts and Figures about “screen time”

<p><i>“Higher-order thinking skills and executive functions essential for school success, such as task persistence, impulse control, emotion regulation, and creative, flexible thinking, are best taught through unstructured and social (not digital) play, as well as responsive parent–child interactions.” (p.2)</i></p>	<p>American Academy of Pediatrics, Council on Communication and Media, 2016</p>
<p><i>“The intentional or deliberate use of media with children could be beneficial. Letting children access media on their own was not, and having constant noise on in the background wasn't either.” (para. 13)</i></p>	<p>Cross, 2017</p>
<p><i>“Children are spending an average of 23 hours a week on smartphones and other gadgets - twice as much time as they spend conversing with their parents, polling suggests.” (para. 1)</i></p>	<p>Donnelly, 2019</p>
<p>57% of families feel that technology has improved family communication, while 56% of families would like to have more control over the content their children consume</p>	<p>Family Online Safety Institute, 2018</p>



Facts and Figures about “screen time” (continued)

<p>It is “<i>recommended that we find balance between screen and non-screen time—a balance that is dependent on the nature of the child (temperament), the child’s age, and the content in question...nonetheless, “more screen time does likely reduce other activities children need to participate in to learn and grow.”</i> (para. 4 & 5)</p>	<p>Hirsh-Pasek, Evans, and Golinkoff (2019)</p>
<p>There does not appear to be a strong link between screen time and well-being among preschoolers</p>	<p>Przybylski & Weinstein, 2017</p>
<p>“<i>4% of children in 2011 spend the majority of their screen time in front of a mobile device. By 2017, that figure rose to 35%.</i>” (para. 3)</p>	<p>Regoli, 2018</p>
<p>“<i>In the end, technology can amplify great teaching, <u>but great technology cannot replace poor teaching.</u></i>” (p. 17)</p>	<p>Schleicher, A. (as cited in the Organization for Economic Co-operation and Development [OECD], 2015)</p>
<p>Children and teens who spend more time on screens score lower in well-being across 95% of indicators (though the effect is much larger for adolescents and teens)</p>	<p>Twenge & Campbell, 2018</p>
<p>“<i>[U]nstructured playtime is more important for brain development in young children than any type of media use.</i>” (p.6)</p>	<p>U.S. Departments of Education and Health and Human Services, 2016</p>



Go-to-Resources on Screen Time

<p><u>Are Some Types of Screens Better than Others?</u></p> <p>A quick guide with basic questions to ask yourself when making decisions about screen use with young children.</p>	<p>CommonSense Media, n.d.</p>
<p><u>Early Intervention Clearinghouse Spring 2019</u></p> <p>In this issue, discussions and suggestions for using technology with young children are provided.</p>	<p>Early Intervention Clearinghouse, 2019</p>
<p><u>Early Learning and Educational Technology Policy Brief:</u></p> <p><i>“This brief focuses mainly on age-appropriate guidance for children ages 2-8...The Departments’ guiding principles presented in this brief for using technology with young children can help families make informed decisions about their child’s interaction with technology, including watching television, playing digital games, using video chats or apps to communicate, or using digital tools to create content. They can guide early educators on how to introduce and use technology in the classroom, community, or home as a tool to support learning”. (p.5)</i></p>	<p>U.S. Departments of Education and Health and Human Services, 2016</p>



Go-to-Resources on Screen Time (continued)

<p><u>Equity Matters 2016</u></p> <p><i>“This publication focuses on promising practices for addressing the needs of students with disabilities in full-time virtual, blended, and supplemental online settings. The publication summarizes state and territorial policies related to students with disabilities, research on students with disabilities in online settings, the shifting roles of parents and teachers in K-12 virtual education, and state educational agency responsibilities”. (p. 8)</i></p>	<p>Center on Online Learning and Students with Disabilities, 2016</p>
<p><u>Media and Young Minds</u> (and other useful tools, including family media use plans and other resources):</p> <p><i>“This policy statement reviews the existing literature on television, videos, and mobile/interactive technologies; their potential for educational benefit; and related health concerns for young children (0 to 5 years of age)”. (abstract)</i></p> <p>While much of the statement is geared toward supporting pediatricians in developing strategies for supporting families, the information provided makes clear the recommendations for families.</p>	<p>American Academy of Pediatrics, Council on Communication and Media, 2016</p>



Go-to-Resources on Screen Time (continued)

<p><u>Kids and screen time: What does the research say?</u></p> <p>This online article discusses several studies examining the effects of young children's screen use.</p>	<p>Summers, 2014</p>
<p><u>Partnership for 21st Century Learning Skills:</u></p> <p><i>"21st century curriculum and lesson design are essential to create educational experiences that lead to deeper learning that prepares students to navigate a complex, rapidly changing world. Deeper learning occurs through the purposeful integration of rigorous academic content with experiences that intentionally cultivate skills, mindsets, and literacies essential for students to become lifelong learners and contributors in our rapidly changing world." (Learning and Assessment Design page).</i></p>	<p>Battelle for Kids, n.d.</p>



Go-to-Resources on Screen Time (continued)

<p><u>Students, computers, and learning: Making the connection.</u></p> <p><i>“This report provides a first-of-its-kind internationally comparative analysis of the digital skills that students have acquired, and of the learning environments designed to develop these skills. This analysis shows that the reality in our schools lags considerably behind the promise of technology”.</i> (p.3)</p>	<p>Organization for Economic Co-operation and Development [OECD], 2015</p>
<p><u>Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8</u></p> <p>While this position statement is intended to primarily offer guidance to those working in early childhood programs, information about the selection and use of interactive media and technology may help to inform familial decision-making.</p>	<p>National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College (2012)</p>



Go-to-Resources on Screen Time (continued)

<p><u>Technology in the Lives of Educators and Early Childhood Programs</u></p> <p><i>"This report draws on data from the 2012 cohort of 1,365 early childhood educators and new data from a 2014 cohort of 945 early childhood educators to understand trends and changes to the current early childhood technology environment that have occurred since the release of the NAEYC/Fred Rogers Center position statement". (p.1)</i></p>	<p>Northwestern School of Communication, 2015</p>
<p><u>Why Technology Alone Won't Fix Schools:</u></p> <p>This article describes how a phenomenon known as the "law of amplification" may apply. The author argues that technology's primary effect is to amplify human forces, so that in education, technologies amplify existing teaching practices (whether good or bad).</p>	<p>Toyama, 2015</p>
<p><u>Zero to Three resources on screen time</u></p> <p>An array of articles, resources, podcasts, and more with research and tips on the use of screens with young children</p>	<p>Zero to Three, n.d.</p>



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