NRFC
WEBINAR

Tips for Fathers: Helping Children Manage Screen Time and the Online World

1:00pm EDT | September 25th, 2019

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HHS/ACF
Office of Family Assistance

provides funds to support fathers and families through this Clearinghouse.

Resources are available for dads, fatherhood programs, researchers, and policy makers.

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Today's Webinar

- An overview of recent research on screen time and the use of digital media by children and parents, with discussion of resources and tips for practitioners and fathers.
- Presentations from:
  - **David Miller**
    Social Media Lead, National Responsible Fatherhood Clearinghouse
  - **Rebecca Parlakian**
    Senior Director of Programs, Zero to Three
  - **Eric Rasmussen**
    Associate Professor, Texas Tech University
- Presenter handouts and a list of helpful resources will be available for download during the webinar.
- "Question and Answer" session with the presenters at the end of the webinar.

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Tips for Fathers

Helping Children Manage Screen Time and the Online World

Rebecca Parlakian, M.A., Ed.

Senior Director of Programs

Zero to Three

September 25, 2019

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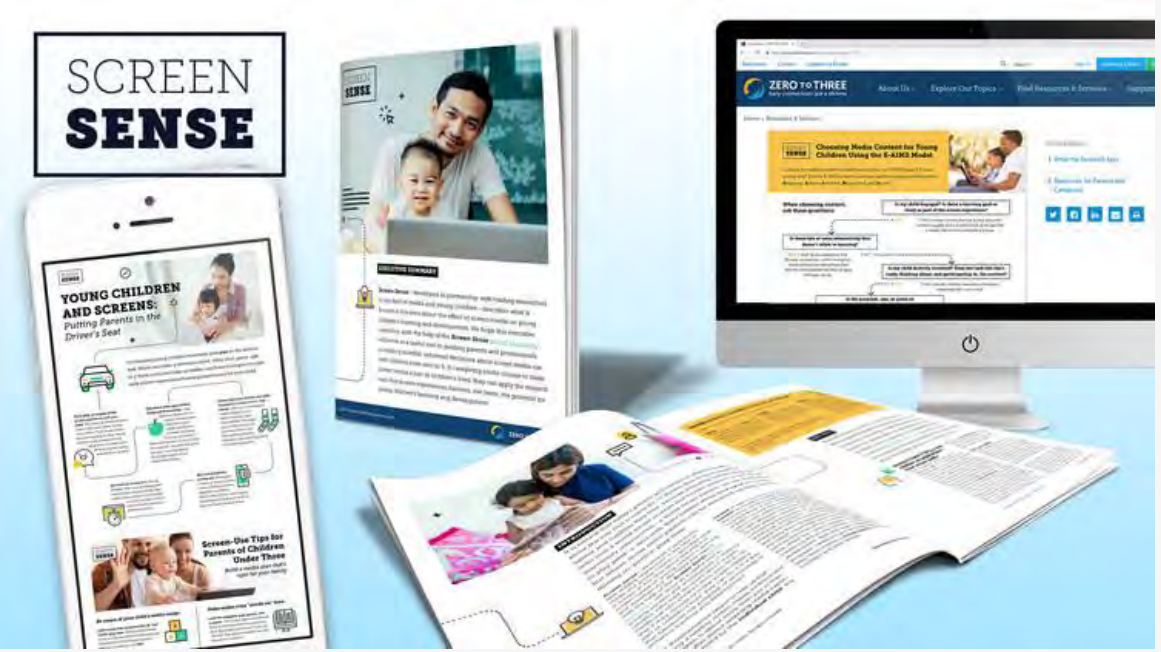
Screen Sense

What the research says about the impact of media on children under 3 years old.



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Children Are Born Into a World of Screens

How Can Parents Manage “Screens from the Start”?

- Is it possible for young children to learn from screen experiences?
- Do early screen experiences have a negative impact on children?
- How can parents select appropriate screen experiences for young children?

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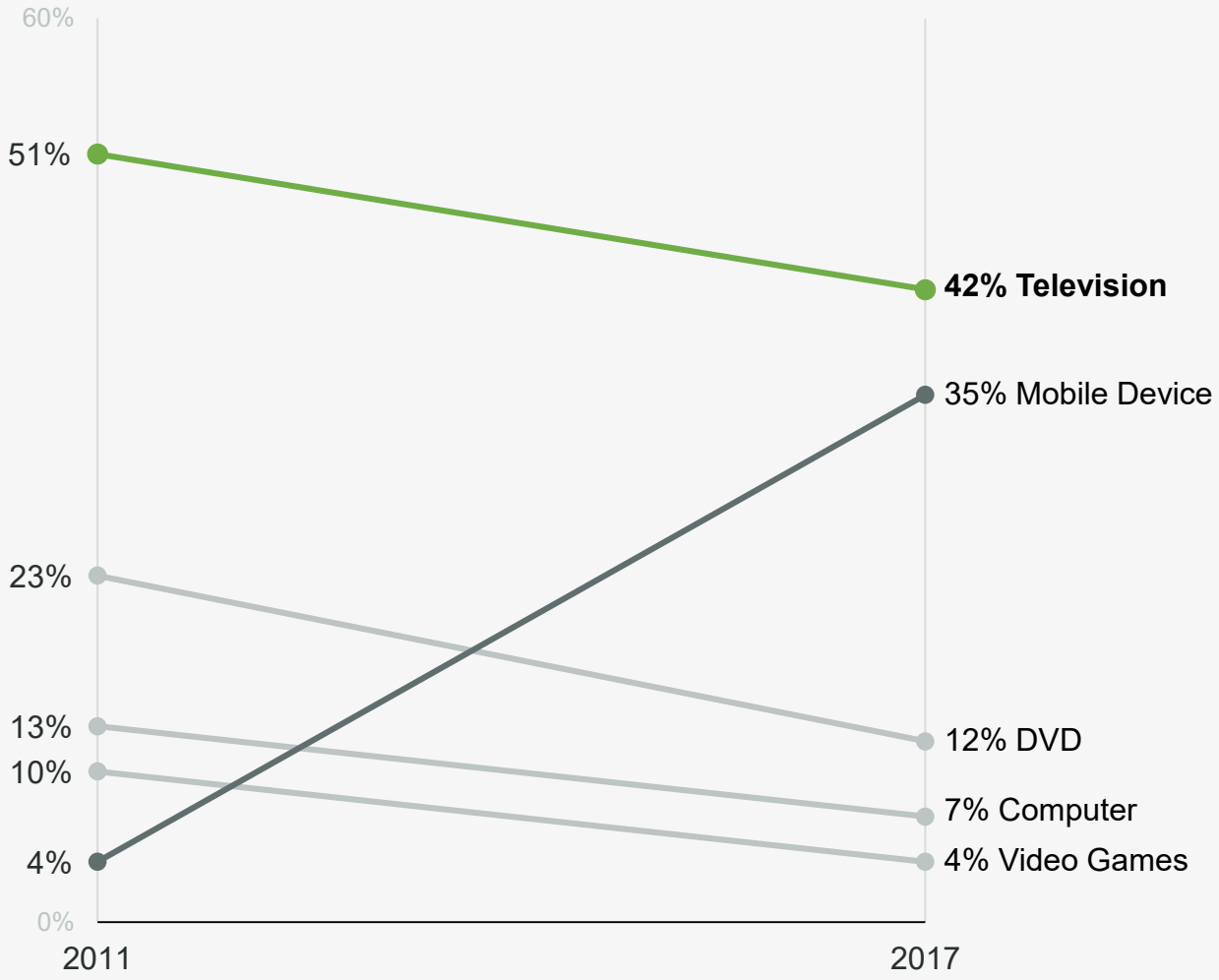
Screen Media Use
by device (2011 – 2017)*

Television remains king, but mobile devices close behind

Proportion of screen time spent with each device among 0- to 8-year olds.



*Common Sense Media (2017)

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Recommendation:
Consider the 3 Cs

The 3 Cs*

1. Child
2. Content
3. Context

* Guernsey, 2012.

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Child Development and the Transfer Deficit*

- Young children can learn from media.
- But they learn less from TV and touchscreens than from a live demonstration.
- It is more difficult to apply information from the screen to the real world.
  - This is the transfer deficit.

* Barr, 2013; Barnett & Ceci, 2002; Hayne, 2006; Anderson & Pempek, 2005; Barr, 2010, 2013

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The Context
Parent Involvement

- 84% of parents report they sometimes co-view **TV and videos** with infants and toddlers.
  - **But** only 63% report sometimes co-using apps.*

- More Parental Engagement = more learning + more attention from child.**

* Rideout, 2013; Connell et al., 2015
** Barr et al., 2008; Fidler et al., 2010); Zack & Barr. 2016

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Context
Parent "Technoference"

- Parents report using screens (phones, computers, tablets, TV) for average of 9 hours, 22 minutes per day.
  - Although 78% say they model good media habits for their children.
- Technoference can result in an increase in negative child behaviors and angry, punitive responses from parents.*
- About half of parents (2017 survey) said technology interrupted their parent/child time 3 or more times a day.**

* Radesky et al., 2014
** McDaniel & Radesky, 2017

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Context
Background Media is Not Benign

- Background Media:
  - Typically not child-directed or high-quality.
  - Interferes in children's play and learning.
  - Associated with poorer parent–child interaction.
- Television is on almost all the time in 42% of homes.

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The Context
TV and Sleep Problems

- Amount of TV watched per day
- Having a TV in the bedroom
- Amount of time spent viewing media in the evening before bedtime
- Exposure to violent content on TV
- The blue light from screens disrupts melatonin onset rise, postponing feelings of sleepiness in the evening.

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Recommendation #2
Apply the E-AIMS*

Engaging
- Screen content is interesting and fun for children.
- Focus on learning a particular idea or skill.

Actively Involved
- “Minds-on” and designed to activate child’s involvement.
- Asks child to respond to something new, do something mentally challenging.

Meaningful
- Screen content is relevant to child’s life (e.g., familiar settings, situations).
- Introducing new information in a familiar setting helps children learn.

Social
- Parents play/explore/talk about media experiences with their children.
- School-age child plays in a building game along with other players.

* Hirsh-Pasek et al., 2015

Evidence-informed implications
for family routines

Limit screen time use (for children and parents).

- Make sure children have a balanced "media diet" and plenty of real-world play time.

Select engaging, high-quality media.

- Talk about what is happening on the screen and what the child is learning.

Turn off the TV in the background.

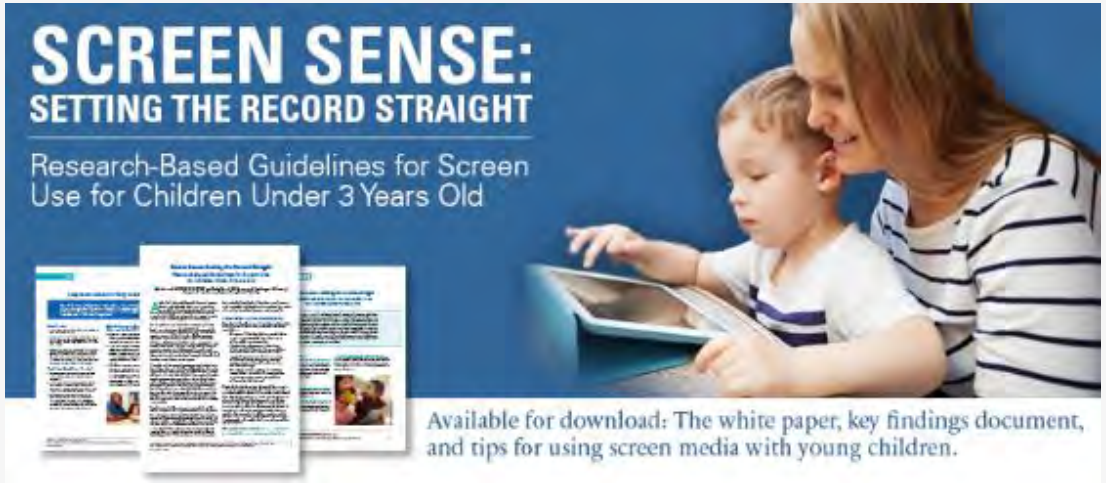
Avoid keeping screens in child's bedroom.

- Or using them at bedtime.

Develop a family media plan to address screen use of children and parents.

- Consider use of do not disturb options when spending time with children.

Resources
for Parents and Professionals



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ARTICLE

Screen-Use Tips for Parents of Children Under Three

INFOGRAPHIC

Young Children and Screens: Putting Parents in the Driver's Seat

TOOL

Choosing Media Content for Young Children Using the E-AIMS Model

ARTICLE

Five Tips to Make the Most of Video Chats

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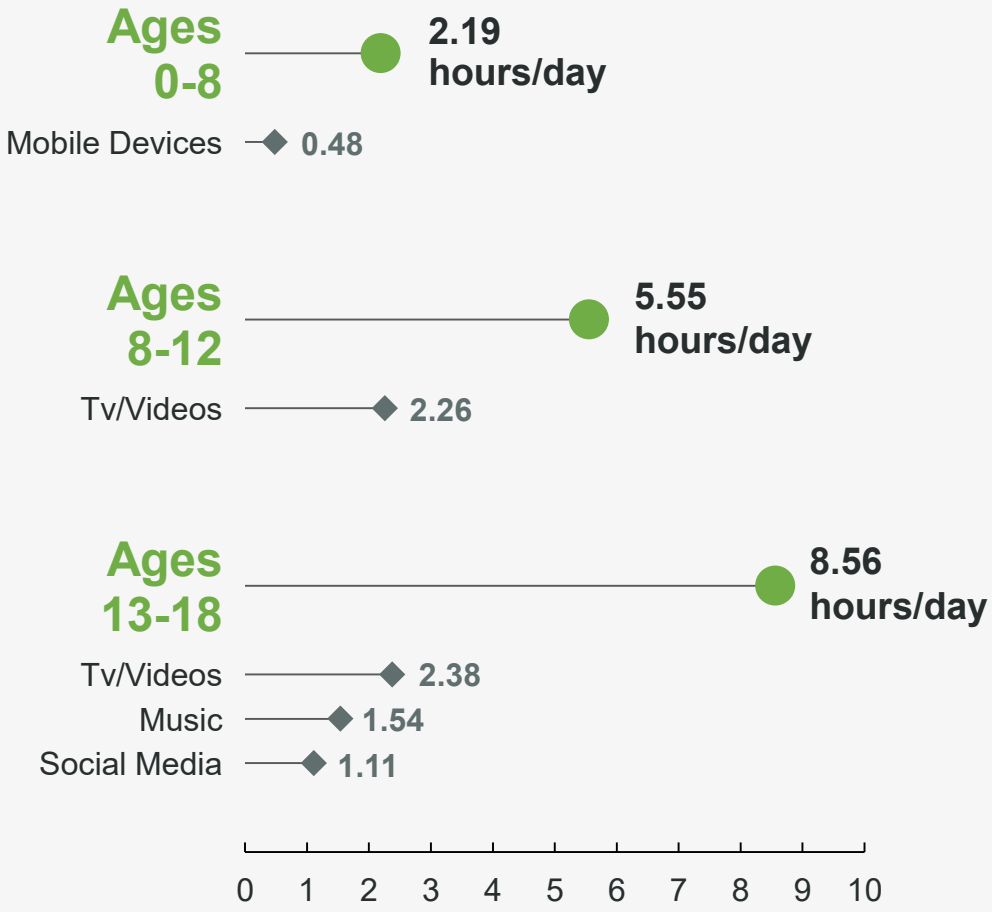
U.S. Children's Media Exposure

Time and Content



*Rideout, V. (2015). *The Common Sense Census: Media use by tweens and teens*.
Rideout, V. (2017). *The Common Sense Census: Media use by kids age zero to eight*.

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Types of Content Parents Think About

- Educational programming
- Violence
- Sexual Content
- Advertising
- Internet/social media

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Effects of Media on Kids

The Good*

- Reading and early literacy skills
  - *Sesame Street*
- Early math skills
  - *PBS KIDS' series Peg + Cat*
- Empathy, self-confidence, emotion recognition & regulation
  - *Daniel Tiger's Neighborhood*
- Perspective taking, advanced moral reasoning
  - *Arthur*

* See Helpful Resources (available for download during today's webinar) for source information

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Effects of Media on Kids

The Bad*

Violence
aggression, less willing to help those in need

Sexual Content
early initiation of sexual activity, sexual health issues

Substance Use
youth smoking and drinking uptake

Advertising
obesity
materialism

Internet/Social Media
victimization, problems with mental well-being

Other
fear, anxiety, beliefs about the world, attitudes toward women, sexual harassment

* See Helpful Resources (available for download during today's webinar) for source information.

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Now What?

- Media isn’t going anywhere—kids will see things no matter the level of parent/adult protection.
- Default parenting vs. empowerment parenting.
- Protecting our kids is good. Empowering them is great.

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Tips for Fathers*

1. **Change your own media habits.**
   - Parents' media use is the strongest predictor of children's media use.

2. **Talk with your children about media content.**
   - Leave no doubt where you stand and why

3. **Set media rules the right way.**
   - "Because I said so" no longer works

4. **Use media together purposefully.**
   - Also referred to as co-viewing, co-use, and joint media engagement.

*See Helpful Resources (available for download during today's webinar) for source information on tips 1, 3, and 4

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Tip One

Change your own media habits

- Children as modelers
- No mealtime media
- Phones down until kids go to bed
- No phones in bedroom at night (even adults!)
- Watch educational TV more, cable TV less

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Tip Two

TALK WITH KIDS ABOUT MEDIA CONTENT

- Sex talk vs. Santa talk
- Providing facts vs. providing opinions
- Today's discussions provide tomorrow's empowerment
- Helps kids get the most from the good, and least from the bad
- Formal and informal—both are needed

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Tip Three

Set media rules the right way

- Kids need to know the reasons ‘why.’
- Rules work well for younger kids, but can backfire for older kids.
- Explain rules in ways that support child’s autonomy.
- See Common Sense Media
  - Commonsensemedia.org

- Rules in the Rasmussen home:
  - No TVs in bedroom.
  - No phones in bedroom after bedtime.
  - No social media until 13, then selective.
  - Parents get access.
  - Video games: problem-solving and sports.
  - Time limits.

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Tip Four

Use media together purposefully

- Enhances both good and bad effects.
- Changes kids' brain-body connection.
- Builds parent-child connectedness.
- To do's:
  - Devices in shared spaces.
  - Let child choose the content.
  - Media-related family traditions.
  - Supplement co-viewing with talking.
  - Invite kids to share your media experiences.
  - Be in same room together when/ if using TV to babysit.

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Social Media Manager

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Monitor Your Child's Technology

- Set ground rules.
- Don't enter personal information such as name and address.
- Create usernames that don't reveal your true identity.
- Do NOT agree to meet a stranger you meet online in person.

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Monitor Your Child's Technology

- Tell a parent or trusted adult if you encounter bullying or suspicious behavior.
- Understand the technology they're using.
  - Become familiar with all social media applications
  - Dad: do your research!
- Set the parental controls.
- Investigate parental controls on your computer.

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Set Up Systems
To Keep Your Child Safe

Check Privacy Settings.

- Check that your privacy settings for the Internet and Facebook are set to the strictest levels.

Create Ground Rules.

- If your kids are old enough to be using the computer on their own, they are old enough to understand there are rules they need to abide by.

Keep the Computer in a Central Place in the Home.

- Computer should be in a high-traffic zone.
- Don’t allow computer use in the privacy of their own room!

Talk to Kids about Online Dangers.

- You may feel like you’re scaring your kids, but it’s better for them to be scared than to be unaware.

The Role of TV

- Think about what your kids are watching.
- Watch programs with them and talk about what they are seeing.
  - For example:
    - Explain how commercials are trying to sell them things.
    - Ask how they feel about something that a character did or said.
- Don’t use TV as a babysitter.
- Look for how we might limit our own TV watching and cell phone usage.
  - Be more present for our kids, better role models.

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Cyberbullying

Tips to share with children

Talk About it

- Let parents or other responsible adults (schoolteacher or counselor) know if you receive anything via social media platforms or text messages that makes you feel uncomfortable.

Never Respond

- Do not reply to anything that has been said or retaliate by doing the same thing back.

Block & Report

- All social media platforms have this function, make sure you block and report the offending users to the appropriate social media platform.

Contact Information

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Q&A

Please submit your questions in the Q&A box at the bottom-right of your screen.

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- Comments, questions, suggestions for future webinar topics, information or resources that you recommend.

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