Media Aware Child Care Training II

Media Aware Child Care II:

What do we do about screens and media?

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Media Aware Child Care Training II

Course Overview

Welcome to the **Media Aware Child Care II** online training course, developed and maintained by the University of Washington Center for Public Health Nutrition. This course provides early learning professionals with information and ideas for promoting healthy and well-rounded growth and development of children with regards to digital media and screen use. This training is an updated version of our original Media Aware Child Care training created in 2011.

Course Objectives

By the end of this training you will be able to:

1. Explain to others the effects that screen time and media use have on young children.
2. Understand and know where to access evidence-based guidelines for screen time for children, both in child care settings and at home.
3. Apply new strategies to reduce screen time and use digital media wisely in your child care program.
4. Talk to parents about healthy media use for children at home.

Course Length

You will need about one hour to complete this training. Your responses are not submitted until the very end, so you will need to complete this online training in one sitting. If you end the training early, your information will not be saved for later use.

Technical Issues

If you would like to make the text bigger, press **Ctrl +** (control plus). To make the text smaller, press **Ctrl -** (control minus). Clicking on the **links** provided throughout the training will open a new browser window and will not disrupt your place in the training.

***At the end of the training, you will be able to download a copy of the training and a reference list containing the resources and links provided throughout the training.*

If you are ready to begin now, click NEXT (at the bottom of your screen).

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STARS (State Training and Registry System) Credits

You can earn one STARS continuing education hour in Health, Safety & Nutrition by completing this online training. **To receive STARS credit, you must:**

1. Provide your contact information and STARS number below.
2. Complete the Evaluation (survey) at the end of the training.
3. Click "submit responses" at the end of the training.

After you complete these 3 steps, **you will receive your STARS certificate by email within 30 days.**

If you have not received your STARS credit after 30 days, please send an email to ecetrain@uw.edu

First Name and Last Name (as you want them to appear on your certificate)

Required.

Address

Required.

City/State/Zip Code

Required.

STARS Number (If you do not yet have your number, type "pending" in the box below)

Required.

If you DO NOT have a STARs ID:

☐ Check here if you would like to receive a certificate of course completion.

If you have a STARS ID you will automatically receive a certificate of course completion.

E-mail (certificates are sent via email so double check for typos!)

Required.

Child Care Program Name: (if you work at a program that has multiple sites, please say which location; for example, *North Tacoma ABCD Child Care*)

Required.

Privacy Policy
We will use the information you provided above for issuing your STARS certificate and reporting your training to the Washington State Department of Early Learning. We will not share your personal information with any other parties or organizations.

This online training is freely available to early childhood professionals thanks to support from the Washington State Department of Health through Cooperative Agreement Number 1U58DP004830-01 from the Centers for Disease Control and Prevention (CDC).

To help us secure funding for similar projects, and learn ways our trainings are used and can be improved, we may send you an email in the future to invite you to participate in other child care projects. At the end of the training, we will ask if we may contact you in the future. If you do not want to receive email from us about other child care projects, select "No thanks" in response to this question and we will not contact you.

We will not use your contact information for any purposes other than those stated above.

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Screens are everywhere and probably here to stay!

Think about the number of screens you see and use every day. From smartphones, tablets and streaming websites, to screens in gas stations, airports and taxis, screens and media have become more portable and constant than ever. And it is unlikely that they are going away.

In the past few years, the number of screen-based apps, games, and educational materials created for young children has soared. But what does this mean for early care and education?

This training will share recent research and strategies to help early learning professionals address the following questions and concerns about screen and media use for young children:

- How much time are young children spending in front of screens?
- What effect does screen time have on child development?
- What benefits and problems come with using screens at an early age?
- How much screen time and media use is recommended for young children?
- What role can early learning professionals play in using screen time wisely?
- What can early learning professionals tell parents about screen time and media use in young children?

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Part 1: Why is it important to think about screens?

- Screen and media use among young children
- Screen time and brain development
- Effects of screen time on healthy child development

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What exactly do we mean by "screens"?

In this training, "screens," "screen time," "media," "digital media," and "digital technology" are all used interchangeably to describe electronic devices with screens.

Screens include:

- Tablets and e-readers
- Smartphones
- TV
- DVDs, Videos, and content streaming sites like Netflix and YouTube
- Video Games
- Computers and laptops

Screens are used in a variety of ways and for a variety of reasons.

Gone are the days when screen time meant watching TV and using a computer. Today, screens are hands-on and diverse. Digital technology can be used for both **education** and **entertainment**. Screen time can be **passive**, like streaming videos or movies, or **interactive**, like playing a computer game or connecting on social media. Some screen time even requires the user to be physically active. You can **consume** media, like reading or watching the news, or you can **create** with media, like with drawing and photo apps. Screen and media use happens at homes, at schools, at work and everywhere in between.

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]
Campaign for a Commercial-Free Childhood. Facing the Screen Dilemma: Young Children, Technology and Early Education. 2012

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What do you think?

Take a moment to think about how you use screens; record your thoughts below.

Here are some questions to get you thinking.

- Why do I use screen technology? Is it to get information, keep business records, learn something, to be entertained, or to connect with friends?
- How is media useful and helpful in my life? How could it be hurtful?

Required.

Now think about how the young children in your care use screens and record some of your thoughts below.

- How do children in my child care setting interact with media? Is their screen time passive or more interactive?
- When do they use screen media in my child care setting? How often and for how long?
- Do children use screens alone or with an adult?

Required.

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Why should we be concerned about too much screen time?

The experiences children have during their early years help develop skills they will use later on life. This means that the more we make and reinforce positive experiences with the children in our care, the greater chance they will have to grow into healthy, successful, and happy adults.

Unfortunately, children are spending more and more time in front of a variety of screens. For too many children, screen time has replaced time spent with parents or caregivers doing other activities that help with social, emotional, physical, and cognitive development - like reading, imaginative play, storytelling, or being physically active.

Like other lifestyle behaviors, habits for screen and media use begin early and continue into childhood and adolescence. Experiences and habits formed during a child's early years have a long-term impact.

In addition, screen technology is changing rapidly and the variety of screen devices is growing. Our ability to make and use screen devices has happened faster than our understanding of their educational, developmental, and social impacts. More research is needed on the impact that mobile devices and interactive tablets have on children. Most of what we know about the effects of screen time for children is based on studies about TV.

Did you know...

Children with access to some type of "smart" mobile device at home has increased from **52%** in 2011 to **75%** in 2013.

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]
Common Sense Media. Zero to Eight: Children's Media Use in America 2013.
Campaign for a Commercial-Free Childhood. Facing the Screen Dilemma: Young Children, Technology and Early Education. 2012
Moms & Digital Dads: A fact-not-fear approach to parenting in the digital age. 2015. Bibliomotion, Inc.
Radesky JS, Schumacher J, & Zuckerman B. 2015. Mobile and Interactive Media Use by Young Children: The Good, the Bad, and the Unknown. Pediatrics Perspectives 135(1).

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Try answering the questions throughout the training—take your best guess! (These will not be graded/scored. It is OK if you do not know the answer.)

What do you think?

How many hours per day do children spend on entertainment media, on average?

Required.

- ○ Less than 1 hour
- ○ About 2 hours
- ○ About 5 hours
- ○ About 7 hours

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The American Academy of Pediatrics estimates that **children spend an average of 7 hours a day on entertainment media.**

Screen media use among children is also changing fast. Common Sense Media performed two national surveys, one in 2011 and one in 2013, about screen media use in children age 8 and under.

In just two years:

- Children's access to mobile devices (smartphones and tablets) increased by 50%
- Children's time on mobile devices tripled
- Time with "traditional" screen media, such as TV, DVDs, video games and computers decreased by more than 30 minutes a day
- TV dominated children's media time during both years of the survey

Check out the full report or view the infographic for key study highlights:

Zero to Eight: Children's Media Use in America 2013 - Common Sense Media
Full report | Infographic

The following table shows the percentage of children **under two years old** who have ever watched TV or DVDs, used a mobile device or computer, or played video games:

	2011	**2013**
Watched TV	66%	66%
Watched DVDs	52%	46%

	2011	2013
Used a Mobile Device	10%	38%
Used a computer	4%	10%
Played video games (console)	3%	4%

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]

American Academy of Pediatrics, Media and Children, 2016.
Common Sense Media. Zero to Eight: Children's Media Use in America 2013.

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What do we know about brain development in young children?

- The first three years of life are the most important period of a child's brain development. During this time, the brain triples in size and forms many synapses (connections made in the brain).
- Connections made during this time become the permanent foundation for later brain development.
- The developing brain is very sensitive to a child's surroundings. What a baby or toddler sees and hears affects their brain growth and development.

The brains of babies and toddlers are not ready for TV or other screen time.

- The developing brain of children under three cannot make sense of the rapid sights and sounds of TV and other screens. The colors and sounds of a screen may keep their attention for short periods of time, but young children cannot understand how the images relate to each other or what the images represent.
- When a young child spends too much time in front of a screen, brain development is stunted.

- Too much screen time too early can lead to attention and sleep problems.
- Even background media - for example, television that a child can see or hear even though they are not actively watching - can negatively impact brain development.

The brains of babies and toddlers develop best with social interaction.

- Babies learn better from people than from pictures or video.
- Interactions with real human faces is critical for babies and young children. Eye contact, tone of voice, facial expressions, and talking helps them understand their surroundings and prepare the brain for future growth.
- This is why social interactions and activities like singing, playing and reading books with adults are very important during these years.

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]
Uhls. Media Moms & Digital Dads: A fact-not-fear approach to parenting in the digital age. 2015. Bibliomotion, Inc.
Brown & Jernigan. Brain Development During the Preschool Years. 2012. Neuropsychol Rev 22(4):313-333;
Johnson. State of the Art: How babies' brains work. 2000. The Psychologist 13:298-301.
Urban Child Institute. Infants, Toddlers and Television. 2016.

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Media Use and Brain Development

Check out this 16 minute video from Seattle pediatrician, parent and researcher Dimitri Christakis.

Dr. Christakis explains how screen time can over-stimulate the brains of babies and toddlers and why this can lead to attention problems in older children.

If the video does not play here, this link will open it in another tab: https://youtu.be/BoT7qH_uVNo

What new things did you learn from the video?

Take a moment to list them here:

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What are the risks of too much screen time in early childhood?

Some of the risks of too much screen time do not come from screens themselves, but from screen time replacing time spent on other activities like playing outdoors, being creative, and interacting with others.

Screen time takes away from active play

- Active play and physical movement are essential for strong and able bodies and minds. Habits for an active lifestyle begin during early childhood.
- Screen time is often sedentary time and is associated with less active and outdoor play time for young children.
- Not enough physical activity and too much sedentary time during early years has been shown to increase risk for obesity, diabetes, and other factors that lead to heart disease later in life.
- Fewer than 50% of preschool children meet the guidelines for daily physical activity: 30-60 minutes of adult-led or structured physical activity and 60 minutes of unstructured physical activity.
- Playing outdoors helps young children be more active and has other mental and physical health benefits.

Did you know...

A recent study in Washington State showed that child care programs that provided 90 minutes of outdoor time, regardless of weather, were more likely to meet guidelines for daily physical activity.

For more information about outdoor play environments and the health benefits for children from playing outside, check out the resources below:

- The Children & Nature Network
- The Natural Learning Institute

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]

Beets et al. 2011. Compliance with national guidelines for physical activity in US preschoolers: measurement and interpretation. Pediatrics 127(4): 658-664.

Hnatiuk et al. 2014. A review of preschool children's physical activity and sedentary tiem using objective measures. American Journal of Preventive Medicine 47(4): 487-97.

Ekelund et al (2012) Moderate to Vigorous Physical Activity and Sedentary Time and Cardiometabolic Risk Factors in Children and Adolescents JAMA 307(7):704-7112

Tandon et al. 2016. Physical Activity Practices, Policies and Environments in Washington State Child Care Settings: Results of a Statewide Survey. Maternal and Child Health Journal. Epub.

Pagani et al. 2010. Prospective Associations Between Early Childhood Television Exposure and Academic, Psychosocial, and Physical Well-being in Middle Childhood Arch Pediatr Adolesc Med 164(5):425-431

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What are the risks of too much screen time in early childhood?

Screen time is linked with unhealthy eating habits

- Children and adults who spend a lot of time with screens are likely to have unhealthy eating patterns.
- Research shows that eating in front of the TV or other screens distracts a person from realizing how much food they are eating and even the feeling of fullness. This is why it is easy to overeat while in front of a screen.
- Food advertisements on TV and online influence people's preferences and practices. Studies find that children ask for foods they see advertised and parents buy them. Almost all highly advertised foods are unhealthy food and drink choices (fast food, sugary cereals, sugary drinks, etc.)

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]
Pagani et al. 2010. Prospective Associations Between Early Childhood Television Exposure and Academic, Psychosocial, and Physical Well-being in Middle Childhood Arch Pediatr Adolesc Med 164(5):425-431
Marsh et al. 2013. The non-advertising effects of screen-based sedentary activities on acute eating behaviours in children, adolescents, and young adults. A systematic review. Appetite 71:259-273

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What are the risks of too much screen time in early childhood?

Advertising may expose children to inappropriate content

It's not just food advertising that can be an issue. When children watch TV, they can be exposed to alcohol, tobacco, and drug advertising, or advertising that uses sexual content to sell a product. In recent decades, children have seen more than 40,000 commercials per year on TV alone. What is alarming is that research has shown that children under 8 do not understand that advertising is used to sell a product. Rather, young children take advertising at face value. In addition, children 6 years and under are not able to tell the difference between a children's TV show and a commercial, especially if their favorite character is promoting the product.

Do you know?

Which of the following are linked to screen based marketing and advertising?

Select all that apply

Required.

- [ ] Childhood obesity
- [ ] Discontent with body image and eating disorders
- [ ] Sexualization
- [ ] Youth violence
- [ ] Family stress
- [ ] Underage drinking
- [ ] Underage tobacco use

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All are linked to screen-based advertising and marketing.

Advertising is now much more than TV commercials, billboards, and packaging. More than ever before, the lines between entertainment and advertisements are blurred. Advances in technology have expanded the ways children are exposed to advertising.

Newer methods include:

- Product placements in TV and movies
- "Advergaming" - games or apps intending to sell a product
- Viral marketing
- Mobile ads
- Social media marketing
- In app pop-up ads with characters or brands
- Precise behavioral and location targeting, such as earning points or coupons for checking in at specific store locations

Even though some of these approaches target older children, teens, and adults, being aware of these advertising methods is still important since younger children can be exposed to this content as well.

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]
Campaign for a Commercial-Free Childhood. Facing the Screen Dilemma: Young Children, Technology and Early Education. 2012
Common Sense Media. Advertising to Children and Teens: Current Practices. 2014;
American Academy of Pediatrics. Children, Adolescents, and Advertising. 2007;
Nemours Foundation. KidsHealth: How TV Affects Your Child. 2015.

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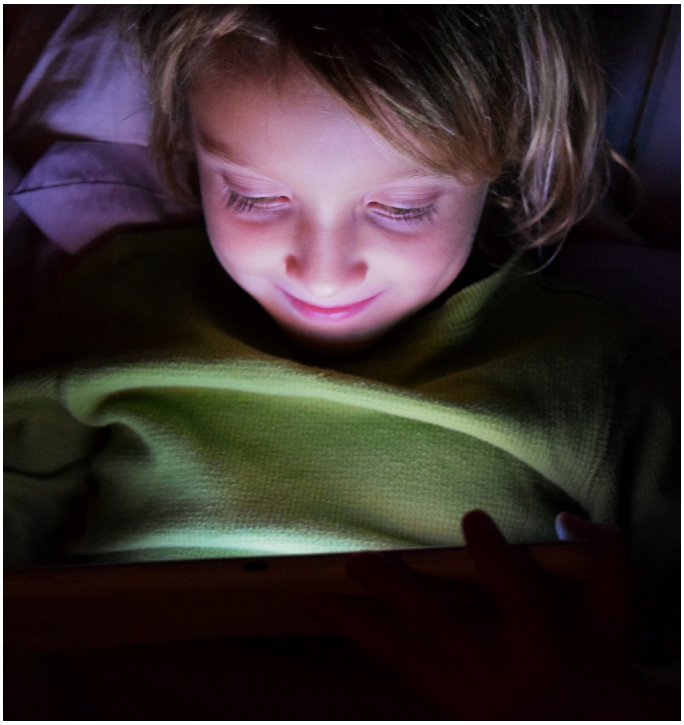
What are the risks of too much screen time in early childhood?

Too much screen time is linked with sleep problems

- Getting enough quality sleep is important for all aspects of child development. Children with good sleep patterns are better able to learn while they are awake.



- Children with high levels of screen use have more sleep problems across all developmental stages. Sleep problems include not being able to fall asleep, disrupted sleep overnight, more frequent nightmares, being tired during the day, and having a harder time waking in the morning.
- Young children exposed to more than 4-6 hours of screen time a day are at risk for experiencing more sleep disturbances and sleeping less.
- The timing and content of screen time also matters. Using screens before bed and watching disturbing or age-inappropriate content impacts children's sleep patterns.
- Viewing media in the evenings is also associated with children going to bed later, having more nightmares and being more tired during the day.

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]
Garrison et al. 2011. Media Use and Child Sleep: The Impact of Content, Timing, and Environment. Pediatrics 128(1):29-35.
Garrison and Christakis. 2012. The Impact of a Healthy Media Use Intervention on Sleep in Preschool Children. Pediatrics 130(3):492-499.
Parent et al. 2016. Youth Screen Time and Behavioral Health Problems: The Role of Sleep Duration and Disturbances. J Dev Behav Pediatr 37(4):277-84.

Zero to Three. 2014. Screen Sense: Setting the Record Straight> Research-Based Guidelines for Screen Use for Children Under 3 Years old.

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What are the risks of too much screen time in early childhood?

Screen time impacts children's executive function, self-control, and readiness to learn

- Executive functions are the mental skills we all use to plan and analyze tasks, break them into steps, and keep them in mind until we get things done. Self-control enables us to set priorities and respond to situations without acting impulsively.
- Executive function and self-control begin to develop in early childhood and are critical for learning and development. Children are not born with these skills, but they are born with the potential to develop them and need supportive adults and environments.
- Executive function thinking skills are best taught through unstructured and social play, along with responsive adult-child interactions.
- Using screens to distract and entertain young children could limit ways children learn how to calm themselves down and hinders the development of their executive function.
- Too much TV and other screen time at very young ages is linked with delayed language development and school readiness skills (following directions, keeping on task), attention disorders, and behavior problems (aggressive behavior, acting impulsively).
- Long-term negative effects on social development, classroom engagement, and academic achievement have been linked with TV use at age three.

Did you know...

Even background TV can hinder language and cognitive development of young children. When the TV is on, even if they are not watching it, young children are less able to focus on active, hands-on play, which is important for developing cognitive and motor skills. TV can also distract parents and caregivers. Research shows parents and caregivers talk and play with their infants less often when the TV is on.

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]

Harvard University Center on the Developing Child. 2016. Executive Function & Self-Regulation.

Zero to Three. 2014. Screen Sense: Setting the Record Straight> Research-Based Guidelines for Screen Use for Children Under 3 Years old.

Uhls. Media Moms & Digital Dads: A fact-not-fear approach to parenting in the digital age. 2015. Bibliomotion, Inc.

Mistry KB et al. 2007. Children's Television Exposure and Behavioral and Social Outcomes at 5.5 Years: Does Timing of Exposure Matter? Pediatrics 120(4)

Urban Child Institute. 2016. Infants, Toddlers and Television.

American Academy of Pediatrics. 2016. Media and Young Minds Policy Statement.

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Are there benefits to using screens in early childhood?

So far we have focused on the risks of screen time for children. What about potential benefits? More research is still needed to understand the potential benefits for children from using screen technology at early ages. Studies continue to show limited educational benefits of screen use for children younger than 2 years. For older children, there are some benefits from using screens when adults engage with and support children and when the media content is high-quality.

Adult interactions are critical for young children to learn from digital media. Research shows educational benefits increase when adults watch and participate in screen time with young children and re-teach the content.

High-quality and interactive programs, when used appropriately, have shown to improve cognitive, literacy, and social outcomes for children aged 3 to 5 years.

The next sections of this training will define what we mean by high-quality screen time experiences and provide strategies and resources for selecting and planning quality screen time.

Due to the risks from too much screen time, screens should always be used in moderation and should not replace other hands-on learning experiences.

What do you think?

What are some ways appropriate technology and screen media could help foster children's learning and build skills for later in life?

Write down some of your thoughts below:

Required.

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]

American Academy of Pediatrics. 2016. Children and Adolescents and Digital Media Technical Report.

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Below are some ways that technology and screens can help foster learning, when used appropriately, that you may not have thought of:

- Technology and media can extend learning by helping expose children to animals, objects, people, landscapes, activities, and places they are not able to experience in real life. Technology allows teachers to show pictures, videos, and sounds of things that cannot physically be in the classroom.
- Technology can help children record and revisit their real-life experiences through images, stories, and sounds.
- Appropriate experiences with technology can allow children some independent control over what is done, to explore how to use these tools, and pretend how items might be used in real life.
- Using technology is an interesting end in itself (discovering how it works), as well as a means to an end (extending role play, problem solving).
- Technology enables children to work with adults or other children and be social as they use the equipment and programs together, help one another, and share observations.

The next sections of this training present more information about quality screen time experiences and how to provide them in child care settings.

Think about it!

> "The overriding message is that computer and other electronic equipment should take a back seat to children's hands-on learning with manipulative and direct social interaction...That said, incorporating technology in the classroom can provide an important experience for all children, particularly those whose family income or other factors limit access."

-Ann S. Epstein, PhD
Senior Director, Curriculum Development
HighScope Educational Research Foundation

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]
AS Epstein. 2013. HighScope Educational Research Foundation. Using Technology Appropriately in the Preschool Classroom
National Association for the Education of Young Children and the Fred Rogers Center. 2012. Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8.
American Academy of Pediatrics. 2016. Children and Adolescents and Digital Media Technical Report.

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Memory Check!

Are the following statements about the effects of screen use in young children True or False?

Required.

	True	False
Not enough active play and physical activity during early childhood increases the risk for obesity, diabetes, and heart disease later in life.	◉	○
Screen and media use has been shown to have no effect on food choices and eating habits.	○	◉
Too much screen time, especially before bed time or in the bedroom, is associated with more sleep problems.	◉	○
All screen use has a negative effect on learning and development.	○	◉
Young children are able to tell the difference between a commercial and a TV show.	○	◉

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Check out the correct answers below

True	False
Not enough active play and physical activity during early childhood increases the risk for obesity, diabetes, and heart disease later in life.	Screen and media use has been shown to have no effect on food choices and eating habits.*
Too much screen time, especially before bed time or in the bedroom, is associated with more sleep problems.	All screen use has a negative effect on learning and development. **
	Young children are able to tell the difference between a commercial and a TV show.***

**Studies show that more time spent using screens and media is associated with overeating and less awareness of hunger and fullness.*

***Screens and technology, when used appropriately and with the guidance of an adult, can help foster children's learning and development. The next section will provide more information on how to use screens appropriately.*

****Children are not able to tell the difference between a commercial and TV show until they are around 6 years old. Advertisements of unhealthy foods are often targeted towards children.*

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IN REVIEW

Why it is important to think about screen time

Screens are everywhere

- Screens are now a part of daily life.
- Children are exposed to screens at younger ages and in more amounts.
- Technology is changing faster than researchers can study the effects of screen time on children.

Brain Development

- Early childhood is a key time for brain growth and development.
- Face-to-face interactions and hands-on experiences are key to brain development.
- The brains of babies and toddlers are not ready for TV or other screen time.

Effects of screen time

- Too much screen time is associated with not enough active play, obesity, poorer eating habits, sleep problems, and attention and behavior problems, which all can have lasting impacts on child health and development.
- More research is needed to determine the effects of exposure to screens beyond TV during early childhood.
- Digital media can help foster learning when it is high-quality and used appropriately with a parent or caregiver.

What are some new things you learned about screen use among children?

Required.

NOTE: there is no "right" answer, and your responses will be kept confidential

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Part 2: What are the guidelines for screen and media use by young children?

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What are the screen time guidelines for young children?

With screen technology expanding and constantly changing, guidance from expert organizations now goes beyond simple limits on screen time.

While limits on screen time may still be helpful, not all screen time is of equal quality and there is more to consider than just the amount of time children spend in front of the TV. Recent evidence suggests that certain types of devices, appropriately designed for children over age 2 and when used in moderation with adult guidance, can help foster learning and build skills for later in life.

Because of this, guidelines for screen use with children are complicated and not as straight forward as in the past. For many years, the guidelines were "*no screen use for children age 2 and under*," and "*no more than 2 hours of screen use for children over the age of 2.*" In the fall of 2016, the American Academy of Pediatrics updated these longstanding guidelines.

This training presents the latest guidelines, also called recommendations or best practices, from several different expert organizations and summarizes key ideas from others. This is done to provide you with ideas on how you can use screens wisely and appropriately in your program.

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Do you know?

According to the American Academy of Pediatrics, what are the recommended screen time limits for children younger than 18 to 24 months?

Required.

- Avoid digital media use
- Limit screen use to 30 minutes a day
- Limit screen use to 1 hour a day
- Limit screen use to 2 hours a day

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Avoid digital media use (except video-chatting) in children younger than 18 to 24 months.

Many families now use video-chat technology to connect socially with distant relatives. This practice does not need to be discouraged for infants and toddlers, however, they do need parental support to help understand what they are seeing.

For children ages 18 to 24 months of age, *if families want to introduce digital media*, choose high-quality programming and use media together with the child.

The American Academy of Pediatrics provides the following additional recommendations for 18 to 24 month olds:

- Avoid solo media use in this age group.
- Do not feel pressured to introduce technology early; interfaces are so intuitive that children will figure them out quickly once they start using them at home or in school.

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]

American Academy of Pediatrics. 2016. Media and Young Minds Policy Statement.

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What is high-quality programming?

High-quality programming...

- Is **educational** and promotes learning about the world. This includes hearing vocabulary words and their definitions, seeing visual representations of words, and labeling objects.
- Is **age-appropriate**, meaning it was specifically designed for young children.
- Is **pro-social** and reflects realistic social interactions. Programming may include onscreen characters speaking directly to the children, providing opportunities for children to respond and encouraging participation.
- Is **interactive** and **open-ended**. Screen-based activities should encourage children's creativity, problem solving skills, and discovery learning.
- Encourages interactions with those around them and the world.
- Is **visually appealing** and includes a **strong narrative**, almost like a storybook.

Examples of high-quality programs include *Sesame Street*, *Mister Rogers' Neighborhood*, and those found on the Public Broadcasting Service (PBS).

What features should be avoided?

- Avoid fast-paced programs as young children do not understand them as well.
- Avoid apps and e-books with lots of distracting content and extra features that do not add to the story-line or learning goal. Extra features on e-books can distract children and interfere with their understanding of the story.
- Avoid any violent content or content created for mature adult audiences.

Check out this resource!

Common Sense Media is an independent nonprofit organization that reviews and rates many different types of media, movies, TV shows, video games, and apps on things like age-appropriateness, educational content, violence and adult themes, and much more. Their website is an excellent resource for helping to determine the quality of screen based media.

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]
Zero to Three; Lerner C & Barr R. 2014. Screen Sense: Setting the Record Straight: Research-Based Guidelines for Screen Use for Children Under 3 Year Old.
American Academy of Pediatrics. 2016. Children and Adolescents and Digital Media Technical Report.
Radesky JS, Schumacher J, & Zuckerman B. 2015. Mobile and Interactive Media Use by Young Children: The Good, the Bad, and the Unknown. Pediatrics Perspectives 135(1).

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Do you know?

What are the recommended screen time limits for children 2 to 5 years of age?

- Avoid digital media use
- Limit screen use to 30 minutes a day
- Limit screen use to 1 hour a day
- Limit screen use to 2 hours a day

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Limit screen use to one hour per day of high-quality programming for children 2 to 5 years of age.

Since we know lots of screen use happens at home, it is important for child care programs to provide much less than one hour of screen time per day and communicate to families what screen time happens during child care. In fact, the recommendation is for child care programs to limit screen time for children ages 2-5 to one hour **a week** or never offer it.

In addition to choosing high-quality media for this age group, expert organizations provide further guidance on how to support healthy use of screens for young children:

- Provide experiences with technology that are playful and support exploration, pretend play, active play, and outdoor activities. Provide opportunities for children to control the media.
- Avoid using screens as a pacifier or baby-sitter. There is concern that using media as the only way to calm children could lead to problems with limit setting and their ability to develop their own emotion regulation.
- Screens should not be used during mealtimes or within one hour of bed time.
- Provide a variety and balance between screen-based and real-life activities.

Remember that children need social interaction and real-life activities to develop their cognitive, language, motor, and social-emotional skills.

- Adults should co-participate and engage with children and screen media. Adults should ask questions, help children understand what they are seeing and help make connections and apply what children are learning to the world around them.
- Adults should model appropriate use of screens.

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]
American Academy of Pediatrics. 2016. Media and Children.
Caring for our Children. National Health and Safety Performance Standards Guidelines for Early Care and Education Programs, 3rd Edition. Standard 2.2.0.3: Limiting Screen Time - Media, Computer Time
National Association for the Education of Young Children and the Fred Rogers Center. 2012. Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8.
Kaplan Early Learning. 2016. Technology in Early Childhood Education: Finding the Balance.
AS Epstien. HighScope Educational Research Foundation. 2013. Using Technology Appropriately in the Preschool Classroom.

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Washington State Survey of Nutrition & Physical Activity in Child Care

In 2013, we conducted a statewide survey of child care centers and family home providers. The survey asked providers about their practices related to nutrition, physical activity and screen time for children in their care.

Over the next few slides, take a guess at how many child care programs in Washington State are following the best practices related to screen time and media use. The answers may surprise you!

Check Out the Report!

The Washington State Survey of Nutrition and Physical Activity in Child Care was the first and is currently the only statewide survey of its kind for Washington State.

The Summary and Full Report can be found here.

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]
Go NAP SACC. 2014. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at

Chapel Hill.

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Media Aware Child Care Training II

What do you think?

What percentage of surveyed Child Care Centers limit screen time to one hour a week or never offer it?

Required.

- Almost 90%
- About 70%
- About 50%
- Less than 40%

What do you think?

What percentage of surveyed Family Home Child Care Providers limit screen time to one hour a week or never offer it?

Required.

- Almost 90%
- About 70%
- About 50%
- Less than 40%

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Best Practice: Screen time is limited to one hour per week or never offered

Almost 90% of Child Care Centers! 88% of surveyed center directors said they are doing this best practice.

Less than 40% of Family Home Providers! 35% of surveyed family home child care providers said they are doing this best practice.

What are you currently doing? Are you meeting this best practice in your child care program?

Required.

- Yes, fully meeting this best practice
- Making progress on meeting this best practice
- Ready to get started on meeting this best practice
- Unable to work on meeting this best practice right now

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What do you think?

What percentage of surveyed Child Care Centers rarely or never use screen time to encourage desired behavior, if screens are used at all?

Required.

- About 85%
- About 70%
- About 50%
- Less than 40%

What do you think?

What percentage of surveyed Family Home Child Care Providers rarely or never use screen time to encourage desired behavior, if screens are used at all?

Required.

- About 85%
- About 70%
- About 50%
- Less than 40%

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Best Practice: If screen time is provided, it is rarely used to encourage desired behavior

About 85% of Child Care Centers! 86% of surveyed center directors said they are doing this best practice.

About 70% of Family Home Providers! 71% of surveyed family home child care providers said they are doing this best practice.

What are you currently doing? Are you meeting this best practice in your child care program?

Required.

- Yes, fully meeting this best practice
- Making progress on meeting this best practice
- Ready to get started on meeting this best practice
- Unable to work on meeting this best practice right now

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Media Aware Child Care Training II

What do you think?

What percentage of surveyed Child Care Centers show TV or videos that are always free from commercials and advertising, if they are shown at all?

Required.

- About 85%
- About 70%
- About 50%
- Less than 40%

What do you think?

What percentage of surveyed Family Home Child Care Providers show TV or videos that are always free from commercials and advertising, if they are shown at all?

Required.

- About 85%
- About 70%
- About 50%
- Less than 40%

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Best Practice: If TV or videos are shown, they are always free from commercials and advertising

About 85% of Child Care Centers! 85% of surveyed center directors said they are doing this best practice.

Less than 40% of Family Home Providers! 35% of surveyed family home child care providers said they are doing this best practice.

What are you currently doing? Are you meeting this best practice in your child care program?

Required.

- ○ Yes, fully meeting this best practice
- ○ Making progress on meeting this best practice
- ○ Ready to get started on meeting this best practice
- ○ Unable to work on meeting this best practice right now

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Media Aware Child Care Training II

What do you think?

What percentage of surveyed Family Home Child Care Providers rarely or never have the TV on where children can see it or hear it, even if they are not watching it?

This question was only asked to Family Home Providers

Required.

- About 85%
- About 70%
- About 50%
- Less than 40%

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Best Practice: TV is rarely or never on where children can see it or hear it, even if they are not watching it

About 50% of Family Home Providers! 56% of surveyed family home child care providers said they are doing this best practice.

What are you currently doing? Are you meeting this best practice in your child care program?

Required.

- Yes, fully meeting this best practice
- Making progress on meeting this best practice
- Ready to get started on meeting this best practice
- Unable to work on meeting this best practice right now
- Not applicable: I am not a family home child care provider

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Other Best Practices for Child Care Settings

Screen Free Moments in Family Home Child Cares

Family Home Child Care programs face different challenges around screen and media use, such as having TVs and screens already in rooms where children are cared for and fewer staff. These circumstances may contribute to the differences seen in our survey for the screen time best practices when compared with Child Care Centers.

Check out this seven minute video about screen time best practices and strategies to reduce screen use in family child care homes. Even if you work at a center, some of the suggestions may be helpful.

If the video does not play here, this link will open it in another tab: https://youtu.be/cogJkMgIjs0

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Other Best Practices for Child Care Settings

Other national organizations have developed research-based best practices for screen use in child care settings. There are many ways a child care program can work to reduce screen time and promote healthy child development.

For more information on these recommendations and programs, check out the links below!

- Let's Move Child Care
- Caring for Our Children 3rd Edition
- National Association for the Education of Young Children

Clicking on the links will open a new browser window and will not disrupt your place in the training. A list of references and links will be provided at the end of the training.

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In Review

Guidelines for Screen Use by Young Children

- **Younger than 18 to 24 Months:** Avoid digital media use.
- **18 to 24 Months:** If families want to introduce digital media, choose high-quality programming and use media together.
- **2 to 5 Years:** Limit screen use to 1 hour per day of high-quality programming.
- Guidelines cover all media use, both at child care and at home.

Screen Time Best Practices for Child Care

- Screen time is limited to one hour per week or never offered.
- If screen time is provided, it is rarely or never used to encourage desired behavior.
- If TV or videos are shown, they are always free from commercials and advertising.
- TV is rarely or never on where children can see it or hear it, even if they are not watching it.

What would you do?

How likely are you to meet the Screen Time Best Practices for child care listed above?

Required.

- ○ Very likely, I already do most or all of these best practices
- ○ Very likely, I am committed to making this happen
- ○ Somewhat likely, I have some concerns
- ○ Not likely, I have too many concerns
- ○ Not likely, I do not agree with these best practices
- ○ Other:

What concerns do you have about meeting these best practices?

Which practices are you most likely to do, and why?

NOTE: there is no "right" answer, and your responses will be kept confidential

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Part 3: Strategies to Reduce Use Screen Time and Use Digital Media Wisely

- Strategies in child care settings
- Working with families to reduce screen time at home

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What can we do to reduce screen time for children?

Now that you are aware of some of the concerns about screen time and the guidelines for children, what can you as an early learning professional do about it?

This next section will offer ideas and ways you can reduce screen time and promote healthy screen use for young children in your care. There are many different approaches to using screens and media in child care while still meeting the best practices. Think about what would work best in your setting, for your children, and for the families of the children you work with.

Did You know....

A lack of funding is a common reason why child care programs do not use technology and media in their preschool classrooms. Check out this article for more information about technology use in early care and education classrooms.

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Strategies in Child Care Settings

Choose to be a "Screen Free" program

Some child care programs decide it is best if they become "Screen Free" and do not use any screens or media in areas where they serve children. This works well for some programs and means providers do not need to track the amount of screen time each week. Some parents may even be looking for a "Screen Free" program. "Screen Free" does not apply to computers and other technologies used by adults to run the program or communicate.

Here are some tips and ideas that might help in becoming "Screen Free":

- Have a written policy explaining why your program is screen free. This can be posted at your facility or included in parent materials.
- For family home providers, place a cover over TVs and remove other electronic devices so that children do not expect to use these items.
- You can donate or recycle unwanted TVs or computers.

The next few slides will talk about activities you can do as alternatives to screen time.

What would you do?

Would your program consider becoming "Screen Free" by removing TV, computers, or other screens in areas where you serve children?

Required.

- ○ Yes, I think my program would have no trouble removing screens
- ○ Yes, I think my program would like to become "Screen Free," but we are not sure how
- ○ Maybe, I have some concerns about becoming "Screen Free"
- ○ No, we are not interested in removing all screens as we already set limits and meet screen time guidelines
- ○ My program is already "Screen Free"
- ○ Other:

What concerns do you have about this strategy?

Which of these ideas are you most likely to use and why?

NOTE: there is no "right" answer, and your responses will be kept confidential

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Strategies in Child Care Settings

Plan fun activities to replace Screen Time

There are lots of things to do with children instead of watching TV or using screens. Activities can help children interact with others, learn how to move their bodies, and challenge their minds.

Try to spend time outside everyday. Being outside not only encourages active play, but encourages young children to explore and learn about their physical world.

What would you do?

What are some activities you would do with the children in your care to replace screen time?

Select all that apply

Required.

- [ ] Hide and Seek
- [ ] Hopscotch (Indoor or Outdoor)
- [ ] Freeze Dancing
- [ ] Arts and craft projects
- [ ] Relay races
- [ ] Act out stories and skits
- [ ] Follow the Leader
- [ ] Red Light-Green Light

- [ ] Puzzle time
- [ ] Matching and sorting games across the room
- [ ] Read aloud
- [ ] Involve children in part of the meal and snack preparation
- [ ] Other:

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Strategies in Child Care Settings

Plan ahead for challenging times

Sometimes screens get used in child care programs, especially home-based programs, to help keep children occupied during challenging times. These include:

- Meal preparation
- Transitions between activities
- Diaper changes and toileting
- During especially bad weather
- When children are getting picked up or dropped off

Having a plan for these occasions with specific and special activities can help keep children occupied and engaged. Here are a few ideas:

- Get out special games or puzzles that the children do not usually get to play with. Rotate toys so some are new or special.
- Have children help with meal or snack preparation.
- Use fun songs during transitions, like getting ready to go outside or washing hands before eating.
- Make sure each child and adult has appropriate clothing to spend some time outside each day, even in the rain and cold. If children must stay inside more than usual, consider having a dance party or other activity that gets them moving.
- Set up a fun art project that uses a new type of material or uses them in a different way.

What has worked well for you?

What are activities you have done that help keep children excited and engaged without using screens? How can you recreate and maintain those experiences?

Required.

Something to Remember...

It is not recommended to use screen time as a reward for good behavior, or to threaten no screen time to promote good behavior. This sends the message that screen time has special value and often leads to children wanting even more screen time. Check out this article for more information on this topic.

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Strategies in Child Care Settings

Plan screen use in advance

If you decide to use screens in your child care program, there are several ways you can manage time spent with media to ensure you are promoting healthy child development and learning. One of the most important things is to plan ahead. By planning ahead, you can make sure to select screen time experiences that are age-appropriate and high-quality. Planning can also help you keep track of how much screen time happens in your program. Otherwise, it can be easy to lose track of how much screen time is offered to children.

Here are some tips and ideas to help keep track of and plan screen use in your program:

- Have a system in place to plan and keep track of screen use as part of your program's weekly schedule. This could be a simple log or chart. *Remember, the best practice is to limit screen time in child care to one hour a week or less.*
- Have a system to help prioritize activities planned for the day. This could be as simple as a checklist of things to consider when planning the schedule.
- Choose quality programming that complements the activities and lessons going on in the classroom. How can media experiences extend the hands-on learning experiences you are providing?
- Choose programming that is age-appropriate, educational and free of

commercials.

- Look for programs that reflect and encourage social learning and interactions. Interactive screen materials encourage physical movement, ask for responses from the children, or require action or input from the user.
- Watch or participate with children as they view media. Plan questions to ask the children to help relate what they are seeing on the screen to their life experiences.
- Avoid programs that are fast paced, have lots of distracting features, or have any violent content.
- Think about the families that you care for. Are there children with limited access to technology at home? How can your program help increase access to interactive media experiences?

What would you do?

Does your program already plan how to use screens ahead of time? If not, would your program start to plan quality screen time in advance?

Required.

- ○ Yes, my program already has a system for choosing high-quality screen time
- ○ Yes, I do not think it would be hard for my program to make some of these changes
- ○ Maybe, I have some concerns about planning screen use in advance
- ○ No, it would be difficult for us to always plan screen use in advance
- ○ My program is "Screen Free" - we do not use or have TV or screens in the areas where we serve children
- ○ Other:

What concerns do you have about this strategy?

Which of these ideas are you most likely to use and why?

NOTE: there is no "right" answer, and your responses will be kept confidential

Use an Ad Blocker

If you use YouTube videos in your classroom, try using an Ad Blocking add-in or extension like the

one found here. This helps you from accidentally exposing children to adult content.

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Strategies in Child Care Settings

Teach children why it is important to limit screen time

With preschoolers, it can be helpful to explain why it is important to limit screen time and why they should do a variety of non-digital activities. As children understand and feel informed, they can become more engaged and involved with planning other activities.

Here are some ideas on how you can teach children about screen time:

- Plan a lesson about the benefits of active play and exploration and the risks of too much time spent with screens.
- Have the children come up with lists or draw pictures of other activities they like to do. Put these pictures or lists up on the walls.
- Have older children help plan their own activities for part of the day.
- Use a timer when children are using screen media and technology as a reminder that screen time is over.

Check Out this Resource!

The Michigan Department of Community Health developed a Toolkit for Child Care Providers to help reduce screen time. This Toolkit has great tips, ideas, lesson plans, worksheets, and fact sheets about reducing screen time in your program.

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Working with Families to Reduce Screen Time at Home

Even if you decide to be a "Screen Free" program, chances are the children in your care are exposed to plenty of screens at home. It is important to work with parents and families about ways to reduce children's screen time and to discuss what screen time, if any, is happening in your program.

As an early childhood professional, you are in a unique position to educate families about the impact media and screen time has on children's lives. The next few slides will cover ideas and strategies for how to discuss this topic with families.

Do parents think media effects the amount of time their family spends together?

A recent survey shows mixed results:

- **28%** of parents say media leads to spending **LESS** time together
- **58%** say that media has no effect and they spend the **SAME AMOUNT** of time together
- **12%** say that media leads to spending **MORE** time together

Different families will have different approaches and outlooks about screens and media in their home. Keep this in mind as you think about ways to work with the families in your program.

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]
Common Sense Media. Zero to Eight: Children's Media Use in America 2013.

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Working with Families to Reduce Screen Time at Home

A lot of children's screen and media use occurs at home. Talk with parents and families about the effects of screen time on children's lives and the importance of limiting screen time. Parents are often busy and look to trusted sources of information, like YOU, about complicated topics like screen time. There are many ways you can share information about the effects of screen time and how it can be used in positive and healthy ways.

What would you do?

What are some things that you would do to work with families on the topic of screen time?

Select all that apply

Required.

- [ ] Invite parents to share ideas of how they limit screen time at home
- [ ] Send home a newsletter about the effects of screen time on children
- [ ] Address screen time as a topic at parent nights
- [ ] Share reputable resources and information with them
- [ ] Other:

Share this Resource with Parents!

The American Academy of Pediatrics has created an online interactive tool to help families create a personalized **family media use plan**. It helps families consider the health, education and entertainment needs of each individual child as

well as the whole family. The tool can be accessed in both English and Spanish here.

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Working with Parents to Reduce Screen Time at Home

Not sure what to say to parents?

The following links are full of quick ideas and suggestions for parents on how to reduce screen time. Check them out and think about sending these links in an email or newsletter to parents:

- KidsHealth.org
- HRSA TXT4TOTS
- Kids and Tech: Tips for Parents in the Digital Age
- Campaign for a Commercial-Free Childhood

Here is a reminder of three key ideas to help parents understand:

1. Too much screen time can have lasting negative impacts on child health and development. Children learn best through hands-on, real-life experiences and interactions with people.
2. Choose high-quality screen-based experiences for young children. Programming should be educational, age-appropriate, encourage social interactions, and be interactive.
3. Co-watch or co-use media with your child. Ask your children questions about what they are viewing and help relate the content to real-life experiences they have had.

Check out this resource!

Want ideas and suggested text for newsletters, lesson plans, or a parent workshop on this topic?

While this toolkit has some elements specific to the state of Louisiana, it has great ideas and even scripts for a lesson for children and a 15-minute parent workshop. See pages 13-16.

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Working with Parents to Reduce Screen Time at Home

Host a "Screen Free" Week Challenge

Another idea is to challenge the families in your program to "unplug" for a week. This may be an opportunity to share information about screen time, encourage screen free activities, and have fun. The purpose is not to send the message that screens should never be used, but to provide an opportunity to raise awareness of screen time habits and promote family time that is social.

Here are some things you might consider doing as part of a week-long "screen free" challenge:

- Have prizes for families that participate.
- Set goals as a class or program. Include children in planning the week and activities.
- Involve the children with lessons and activities that they can take home to their families.
- Host a family game night or picnic.
- Include ideas in a newsletter about things to do besides using screens.
- Get feedback from parents and children about what their "screen free" experiences were like.
- Share experiences with other parents via a newsletter or social media.

What would you do?

Would your program consider hosting a "Screen Free" Week Challenge?

Required.

- ○ Yes, I think my program would not have trouble hosting a "screen free" week challenge like this
- ○ Yes, I think my program would like to do this, but we are not sure how.
- ○ Maybe, I have some concerns about hosting a "screen free" week challenge like this
- ○ No, We are not interested in doing something like this
- ○ We have already done a "screen free" challenge and look forward to doing another one
- ○ Other: _____

Coordinate your "Screen Free" Week with others!

The Campaign for a Commercial-Free Childhood helps host a national screen free week each year. Check out www.screenfree.org to find out more and get involved!

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Media Aware Child Care Training II

Do you have a written set of guidelines (a policy) on screen use in your child care program?

Does everyone (staff and families) know what your program policies and procedures are when it comes to screen use? Would having a written set of guidelines (a policy) on the wall or in your parent handbook increase awareness and support for limiting screen time?

Required.

- ○ We do not have a policy, but I think it would be beneficial.
- ○ I am not sure how having a policy would reduce screen use.
- ○ I am not sure what to include in an official screen and media policy.
- ○ We already have an official screen and media policy for our child care program that includes SOME of the standards and goals presented in this training.
- ○ We already have an official screen and media policy for our child care program that includes ALL of the standards and goals presented in this training.
- ○ Other:

NOTE: there is no "right" answer, and your responses will be kept confidential

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Example Screen and Media Use Policies

A Screen and Media Use Policy can be a marketing tool that lets families know that their children's health and development are important to you. For example, your policy might start out: *"We support healthy child development in the following ways:…"*

Below are example policies that were developed by licensed child care centers in Michigan. As you can see, there are many different ways your program can support reduced screen time and healthy child development.

- It is our intent to provide your child with many opportunities to investigate the world around them with concrete, hands-on learning activities while in school. We feel that TV and digital media time should be limited to no more than 30 minutes per week at school. We feel young children learn best with hands-on activities using all their senses throughout their day.
- Our Program uses a time system which limits how long each child can be on the computer.
- We are not currently using televisions or computers within our center. We do continue to train our staff and explain why we have made the choice not to have screen time for the children in our care. We also continue to educate parents on the ramifications of screen time for young children.
- Computer time is limited to two days a week and 15 minutes per child at this facility.
- In accordance with the American Academy of Pediatrics recommendations, our center does not permit screen time for infants and children younger than 2. For children ages 2 and older, screen time is limited to around one hour per week. We do not allow screen time during meals or snacks.

A written policy could also include how your program uses only high-quality programming and screen experiences.

What would you do?

What would you do?

How likely are you to write a Screen and Media Use Policy (or encourage your boss to write one)?

Required.

- ○ Very likely, I know the first step I need to take
- ○ Very likely, I am committed to making this happen
- ○ Somewhat likely, I have some concerns
- ○ Not likely, I have too many concerns
- ○ We already have a Screen Time Policy for our program

What concerns do you have about having a Screen and Media Use Policy?

NOTE: there is no "right" answer, and your responses will be kept confidential

SOURCES [Clicking on the links will open a new browser window and will not disrupt your place in the training.]
Michigan Department of Community Health. Screen-Time Reduction Toolkit for Child Care Providers. 2013. Tools for promoting healthy growth.

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IN REVIEW

Strategies to Reduce Screen Time for Young Children

In Child Care Settings

- Become a "Screen Free" program
- Plan fun activities to replace screen time
- Plan ahead for challenging times
- Plan and select high-quality screen time in advance
- Teach children why it is important to limit screen time

Working with Parents

- Share information and resources about the effects of screen time and ideas of other activities
- Host a "Screen Free" Week Challenge
- Develop a policy or written set of guidelines for your program

What would you do?

How likely are you to use the strategies listed above to help reduce screen time for young children?

Required.

- ○ Very likely, I already do most or all of these strategies
- ○ Very likely, I am committed to making some changes
- ○ Somewhat likely, I have some concerns
- ○ Not likely, I have too many concerns
- ○ Not likely, I don't agree with these strategies
- ○ Other:

What concerns do you have about the strategies listed above?

Which of these strategies are you most likely to use, and why?

NOTE: there is no "right" answer, and your responses will be kept confidential

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Part 4: Scenarios and Resources

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Let's Review!

The following three scenarios will give you an opportunity to apply what you have learned from this training. Knowing what you now know about screen time and media use, how would you handle these situations?

Scenario 1 - Lots of screen time with families

You notice that many of the children in your care are using mobile devices and tablets when they get dropped off and picked up. Several talk about the show they are going to watch in the car on the ride home.

What are things you could say or do to help inform parents about the effects of too much screen time?

Required.

NOTE: there is no "right" answer, and your responses will be kept confidential

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Let's explore some ideas...

Parents will have varying views on screen and media use for their children and may respond differently to information about the effects of too much screen time. As a early learning provider, you can work to build a trusting and open relationship with families. This can help parents be more receptive to the knowledge and expertise that you have and want to share. You both want children to develop and grow in the healthiest way possible.

You could choose to bring up the topic with a parent and have a conversation with them about screen time and its effects. These include less active play, poorer eating habits, increased risk for obesity, sleep problems, and attention and behavior problems. You could also put information and resources from this training in a newsletter or host a week-long "screen free" challenge. You could provide families with a link to create a personalized **Family Media Plan:**
https://www.healthychildren.org/English/media/Pages/default.aspx

If you are interested in bringing the topic up at a parent night, this toolkit has a script for a 15-minute parent workshop.

Another approach would be to provide handouts with ideas and activities families can do besides using screens. If you want, you could try not talking about screen time at all, and instead share with the parents things you noticed the children like to do.

Emphasize to parents that children learn best through social interaction and real-life activities. Adults need to engage with children about what they are watching or doing with screens and provide a balance of hands-on activities.

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Scenario 2 - Screens and babies

One of your new parents comes to you asking for suggestions of quality shows and apps for her 8 month old.

What could you say to her?

Required.

NOTE: there is no "right" answer, and your responses will be kept confidential

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Let's explore some ideas...

Parents see you as a trusted resource and may not know about the risks of screen time for children under the age of two.

This would be an opportunity to share what you have learned about brain development in infants and young children. Explain that even though lots of programs are marketed as "educational" for infants and young children, in reality, the developing brain of children under three cannot make sense of the rapid sights and sounds of TV and other screens. In fact, when a young child spends too much time in front of a screen, their brain development can be stunted.

Explain that the brains of babies and toddlers develop best with social interaction and exposure to real human faces. Eye contact, tone of voice, facial expressions, and talking helps young children understand their surroundings and prepare the brain for future development. This is why social interactions and activities like singing, talking, playing and reading books with adults are very important during these years.

You may want to offer ideas of other activities, books, or songs that are appropriate for children of this age.

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Screen and Media Resources you can share with Families

Click HERE to download a PDF of these links

Family Media Use Plan. Interactive online tool from the American Academy of Pediatrics.
https://www.healthychildren.org/English/media/Pages/default.aspx

Healthy Habits for TV, Video Games, and the Internet from Nemours Foundation at kidshealth.org. http://kidshealth.org/en/parents/tv-habits.html

7 Parent-Tested Tips to Unplug and Play from the Campaign for a Commercial-Free Childhood.
http://www.commercialfreechildhood.org/resource/real-life-strategies-reducing-children%E2%80%99s-screen-time

Kids & Tech: Tips for Parents in the Digital Age from the American Academy of Pediatrics. https://www.healthychildren.org/English/family-life/Media/Pages/Tips-for-Parents-Digital-Age.aspx

Screen Time Resources from Zero to Three, a global non-profit organization. https://www.zerotothree.org/early-learning/screen-time

Common Sense Media provides unbiased reviews on quality and age-appropriateness of many TV shows, apps, and games marketed for young children. Their website is a good place to find quality media opportunities and programs. https://www.commonsensemedia.org/

Book: Media Moms & Digital Dads Book: A fact-not-fear approach to parenting in the digital age. Yalda T. Uhls, PhD. 2015. Bibilomotion, Inc. Brookline MA. http://www.yaldatuhls.com/2015/03/media-moms-and-digital-dads/

Clicking on the links will open a new browser window and will not disrupt your place in the training.

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Scenario 3 - Using digital media in the classroom

Your parent organization comes to you asking that you start providing more opportunities for their preschool children to learn how to use computers and tablets. They feel these skills are important for their children to learn during this age and will help them once they get to school. One parent has even agreed to donate some tablets for your classroom.

You want to meet the desires of your parents, but also do not want to negatively impact the children with too much screen time.

What are steps you could take to provide quality experiences for your children with the new tablets?

Where could you go for resources and guidance on how to use this technology in your program?

Required.

NOTE: there is no "right" answer, and your responses will be kept confidential

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Let's explore some ideas...

Steps you could take to provide quality experiences with tablets

- Work with parents to determine what skills they want their children to learn.
- Develop a system to inform parents of what their children do and how much time they spend with screens and technology during your program.
- Look for programs and apps that are age-appropriate, high-quality, and interactive. Avoid experiences that are passive.
- Select apps and experiences that relate to your curriculum. Find ways to use the technology to extend learning and balance using the tablets with hands-on activities.
- Co-participate with the children and talk to them about what they are doing. Help them talk out loud about what they are doing and seeing.
- Talk to the children about why it is important to do a variety of activities and explore on screens and in the real world.

What resources and guidance can you find?

- Several organizations have prepared briefs on how to use interactive media and technology in preschool classrooms.

Technology and Interactive Media as Tools in Childhood Programs Serving Children from Birth through Age 8. A joint position statement of the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media. http://www.naeyc.org/files/naeyc/file/positions/PS_technology_WEB2.pdf

Early Learning and Educational Technology Policy Brief. 2016. Guidance from the US Department of Education, US Department of Health and Human Services about developmentally appropriate use of technology in homes and early learning settings. https://tech.ed.gov/earlylearning/

Using Technology Appropriately in the Preschool Classroom. A Curriculum Newsletter from HighScope Educational Research Foundation. http://www.highscope.org/file/newsandinformation/extensions/extvol28no1_highres.pdf

Getting Early Childhood Educators Up and Running: Creating Strong Technology Curators, Facilitators, Guides, and Users. A policy brief by RAND Corporation: www.rand.org/pubs/research_reports/RR673z4.htm

Clicking on the links will open a new browser window and will not disrupt your place in the training. A list of all the resources will be made available at the end of the training.

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More Screen Time Resources for Child Care

Screen Time Reduction Tool Kit for Child Care Providers. Fact sheets, example letters for parents, tips & ideas, lesson plans and resources developed by Michigan Department of Community Health. http://d3knp61p33sjvn.cloudfront.net/2015/04/Screen-TimeReductionToolkit.pdf

Louisiana Screen Time Regulations Tool Kit for Early Childhood Education Centers. Though some elements are specific to Louisiana, this PDF includes newsletters, a lesson plan, and script for a 15-minute parent workshop. http://wellaheadla.com/Portals/0/Louisiana%20Screen%20Time%20Regulations%20Toolkit.pdf?ver=2016-10-13-085020-617

Common Sense Media provides unbiased reviews on quality and age-appropriateness of many TV shows, apps, and games marketed for young children. Their website is a good place to find quality media opportunities and programs. https://www.commonsensemedia.org/

Technology and Media in Child Care Research-to-Practice Brief. Better Kid Care at Penn State Extension. https://bkc.vmhost.psu.edu/documents/TIPS1613.pdf

Educational Technology Landing Pad of Resources. Maintained by Frank Porter Graham Child Development Institute. http://scriptnc.fpg.unc.edu/educational-technology-landing-pad-resources

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Summary and Wrap-Up

It is our goal that, as a result of this training, you are better prepared to:

1. Explain to others the effects that screen time and media use have on young children.
2. Understand and know where to access evidence-based guidelines for screen time for children, both in child care settings and at home.
3. Apply new strategies to reduce screen time and use digital media wisely in your child care program.
4. Talk to parents about healthy media use for children at home.

Course Materials
Please visit this webpage to download this training material and a list of resources:
http://depts.washington.edu/uwcphn/work/ece/post_training_maccII.shtml

For More Information
The Let's Move! Child Care website provides many resources for early learning professionals: https://healthykidshealthyfuture.org/

Be sure to visit http://depts.washington.edu/uwcphn/work/ece.shtml for more STARS training materials and resources for Washington early learning providers.

Clicking on the links will open a new browser window and will not disrupt your place in the training

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Media Aware Child Care Training II

Training Evaluation

Thank you for participating in the Media Aware Child Care online training. Please give us your feedback by answering the questions below.

After you complete the survey, **click "submit responses" at the very end to ensure that you receive your STARS certificate.**

Type of Program:

Required.

- ○ Family child care home
- ○ Center-based child care
- ○ School-age or afterschool program
- ○ Other: _____

Current role:

Required.

- ○ Owner
- ○ Center Director
- ○ Lead Teacher
- ○ Assistant Teacher
- ○ Other: _____

Years of experience in child care/early childhood education:

Required.

- ○ Less than one year
- ○ 1 to 2 years
- ○ 3 to 4 years
- ○ 5 to 9 years
- ○ 10 years or more. Number of years: _____

Size of child care program (average number of children attending each day):

Required.

Age groups of the children you currently serve:

Required.

- [ ] Infants (age 0-1)
- [ ] Toddlers (age 2)
- [ ] Preschoolers (age 3-5)
- [ ] I don't currently work with children
- [ ] Other:

What is your zip code? (of child care facility)

Required. Enter a number (without commas). Limit response to five characters.

Please rate the following:

Required.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The content provided matched the training description	☐	☐	☐	☐
The information was presented clearly	☐	☐	☐	☐
The information provided was useful	☐	☐	☐	☐
As a result of this training, I increased my knowledge of screen time and its effects on child development	☐	☐	☐	☐
I can apply this information to the diversity of families I serve	☐	☐	☐	☐
I would recommend this training to another provider	☐	☐	☐	☐

I liked that the training was online	☐	☐	☐	☐
I would be interested in other online training modules	☐	☐	☐	☐

* If you marked "strongly disagree" or "disagree" for any of the above, please comment:

Please list 3 ways you will use this information in your work with infants and/or families.

Required.

1.

2.

3.

What did you like best about the training?

Required.

What, if anything, would you change about the training?

Required.

How did you hear about this training?

How did you hear about this training?

Select all that apply

Required.

- [ ] Co-worker
- [ ] Director/supervisor
- [ ] Licensor
- [ ] Online search
- [ ] From another training
- [ ] At work
- [ ] Email
- [ ] Provider group or forum
- [ ] Child Care Aware of WA
- [ ] Coalition for Safety and Health in Early Learning (CSHEL)
- [ ] Department of Early Learning (DEL)
- [ ] MERIT website
- [ ] Early Achievers
- [ ] Other:

May we contact you in the future about other child care projects?

Required.

- ( ) Yes
- ( ) No thanks

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Media Aware Child Care Training II

Your responses have been submitted. Your confirmation code is XXXXXXX

Thank you for participating in the Media Aware Child Care II Training and completing the evaluation.

Your STARS certificate will be emailed to you within 30 days. If you do not receive your certificate within this time period, please send an email with your name and the date you completed this training to ecetrain@uw.edu.

You can download this training and a list of references and resources at this webpage: http://depts.washington.edu/uwcphn/work/ece/post_training_maccII.shtml.

Questions or Comments?
Contact UWCPHN at ecetrain@uw.edu

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