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SNOHOMISH COUNTY CHILD HEALTH NOTES

Promoting early identification and partnerships between families, primary health care providers & the community.

Distributed by: Children with Special Health Care Needs and Snohomish County Early Intervention Program.

Contributors: Washington State Department of Health, UW – Center on Human Development & Disability, DSHS Children’s Administration



If Unsure, Refer

TELEVISION AND SCREEN TIME – RECOMMENDATIONS FOR PROVIDERS AND PARENTS

Young people spend more time using media – TV, movies, music, computers, Internet, cell phones, magazines, and video games—**than engaging in any other single activity except sleep**. In addition, DVDs marketed for **infants and toddlers**, such as the “Baby Einstein” series, imply that they will increase a baby’s vocabulary. However, a recent study found that longer daily duration of media exposure at 6 months of age predicted lower cognitive development and language development at 14 months. (Tomopoulos et al. 2010) Another study found no evidence that children learned words specifically highlighted in a DVD focused on teaching children specific words and that **earlier exposure was related to lower scores on a measure of general vocabulary knowledge**. (Richert et al. 2010)

Medical providers can educate families in their practice about what we know about media exposure and how to limit their children’s time in front of a screen. **It is especially important to share this information with parents of children with special health care needs**. Babies below the age of 2 will not benefit from “educational” videos. Older children need a balanced approach to screen time. All children, with or without special needs, learn best from interaction, play and conversation not from television and video.

What is screen-time?

- Screen-time includes television, computer and video games.
- The American Academy of Pediatrics (AAP) recommends:
 - Children younger than two: No screen media
 - Children over two: Two hours or less per day

Why does screen-time matter?

- Language skills are best fostered through reading and active participation in conversation.
- Excessive screen-time leaves less time for other activities, including playing, reading, socializing with other children, and getting physical exercise.
- It leaves less time for homework and sleep, which can affect school performance.
- Children are exposed to violence, sexuality and portrayals of alcohol and other substance use.
- Children who watch violence on TV are more likely to display aggressive behavior.
- Young children don't know the difference between programs and commercials.

Infants and Toddlers: Parents should focus on encouraging these three activities:

- **Interacting with people** - This includes activities like talking, playing, singing, and reading with parents, siblings, and other children.
- **Handling objects in their physical environment** - This includes activities like playing with mud, splashing in water, and picking up cereal.
- **Solving open-ended problems** - This includes activities like building with blocks, trying on shoes, and sorting and stacking toys and other objects.

Television does not foster this interactive play, but there are a number of well-designed educational programs for children of this age. Some examples are *Sesame Street*, *Blue’s Clues*, or *Dora the Explorer*. Computers, like television, do not offer the chance for true interaction. Although there are many products that offer educational computer games for young children, there is very little research evidence to show that these products are beneficial for learning.

From Center on Media and Child Health

School age children (6-10 years): It is important to encourage development in these areas:

- **Reading and Math Skills** - Parents can help their children learn about letters and numbers by immersing them in an environment where print is important.
- **Social Skills** - School age children continue to develop social skills like cooperation, sharing, following instructions, and making friends. Sports teams or scout groups can foster these skills.
- **Physical Activity** - It is important for children of this age group to master control of their bodies by using their major muscle groups to run and jump and play. It is also important that they learn to control their fine motor movements for tasks like writing.
- **Problem solving skills** - Parents can start to encourage reason and logic by asking children open-ended questions like "Why do you think that happened?" or "What do you think will happen if..."

At this age, children are very vulnerable to suggestion. Seeing violence, alcohol, tobacco, and sexual behavior in the media can be harmful. Parents also need to monitor how much time their children spend in front of the screen. Since children of this age group are now in school, they understand the concept of weekdays versus weekends. This is the ideal time to establish time limits for media.

What can parents do?

- For one week, keep track of all screen time for each member of the family.
- Decide what counts and what doesn't. Some families don't limit emails to extended family or doing homework, for example, but do track time on social network sites, watching online videos or playing video games.
- Set a screen time budget, including TV, movies and computer.
- Keep TVs, computers and video game consoles in family areas. It is harder monitor the content of what children are watching, as well the time spent, when they are in their bedrooms. Studies have also shown that a TV in the bedroom correlates with less sleep and more viewing.
- Technology can help. There are devices available to limit TV viewing and computer time to schedules set by parents.
- View programs and discuss the content with children:
 - Is this real or pretend?
 - Is this how we do things at home?
 - What do you think would happen if you did that?
 - Use controversial programming to initiate discussions about family values, violence, sexuality, and drugs.

References:

- Zimmerman et al., Associations between media viewing and language development in children under age 2 years. *J Pediatr.* 2007;151(4):364-368.
- Christakis et al. Audible television and decreased adult words, infant vocalizations, and conversational turns. *Arch Pediatr Adolesc Med.* 2009;163(6):554-558.
- Richert et al., Word Learning From Baby Videos *Arch Pediatr Adolesc Med.* 2010;164(5):432-437
- Tomopoulos et al., Infant Media Exposure and Toddler Development *Arch Pediatr Adolesc Med.* 2010;164(12):1105-1111
- Vandewater et al., Digital childhood: electronic media and technology use among infants, toddlers, and preschoolers. *Pediatrics.* 2007;119(5):e1006-e1015. doi:10.1542/peds.2006-1804.
- Zimmerman et al., Children's television viewing and cognitive outcomes: a longitudinal analysis of national data. *Arch Pediatr Adolesc Med.* 2005; 159(7):619-625.
- Schmidt et al., Television viewing in infancy and child cognition at 3 years of age in a US cohort. *Pediatrics.* 2009; 123(3):e370-e375. doi:10.1542/peds.2008-3221.

SCREEN TIME RESOURCES

Active Bodies Active Minds <http://depts.washington.edu/uwcphn/work/ece/waabam.shtml> *UW site with helpful reasons and ideas for TV reduction, including the Washington Active Bodies Active Minds Toolkit (WAABAM)*

Center on Media & Child Health <http://www.cmch.tv/> *Boston Children's Hospital – excellent information and advice by age groups*

Children and Media <http://www.pbs.org/parents/childrenandmedia/> *site with advice on TV, movies, computer use, video games & ads*

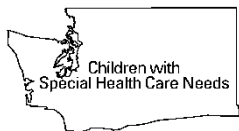
Media Education: What Parents Can Do <http://www.healthychildren.org/English/family-life/Media/Pages/default.aspx> *Audio & written discussions on many topics*

SNOHOMISH COUNTY SPECIAL NEEDS INFORMATION AND RESOURCES:

Local:	➤ For children birth to age 3:	Contact: Snohomish Co Early Intervention Program 425.388.7402
	➤ For children birth to age 18:	Contact: Children with Special Health Care Needs 425.339.8652
	➤ For children age 3 and older:	Contact: <i>Local school district</i>

District:	Contact	Phone	District:	Contact	Phone
Arlington	Susan Queirolo	360.618.6266	Darrington	Val Cook	360.436.2150
Edmonds	Debbie Rothfus	425.431.7555	Everett	Laurie Cwikla	425.385.5264
Granite Falls	Nancie Wilder	360.283.4311	<i>Index</i>	Linda Tate	360.793.1330
Lake Stevens	Janet Rich	425.335.1520	Lakewood	Jim Roan	360.652.4501 x3029
Marysville	Cathy Fridrich	360.653.0825	Monroe	Joyce Wilson	360.804.2606
Mukilteo	Belinda Kelly	425.356.1204	Northshore	Shelly Fields	425.408.5594
Snohomish	Marian Sherwood	360.563.7310	Stanwood	Lynn Currey	360.629.1250
Sultan	Cyd Leahy	360.793-9801 x125			

Regional:	Parent to Parent Support Programs of Washington	(800) 821-5927 www.arcwa.org/parent_to_parent.htm
National/ Internet:	American Academy of Pediatrics AAP Developmental and Behavioral Pediatrics American Academy of Family Physicians CDC Act Early Family Voices (Links to national and state family support networks)	www.aap.org www.dbpeds.org www.aafp.org www.cdc.gov/ncbddd/actearly/index.html www.familyvoices.org



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