

Parental Awareness of Pediatric Screen Time Recommendations and Screen Time Use in Children Less than Two Years of Age

Early Years Conference 2018

Presented by:

Annie Lau, RN MScN

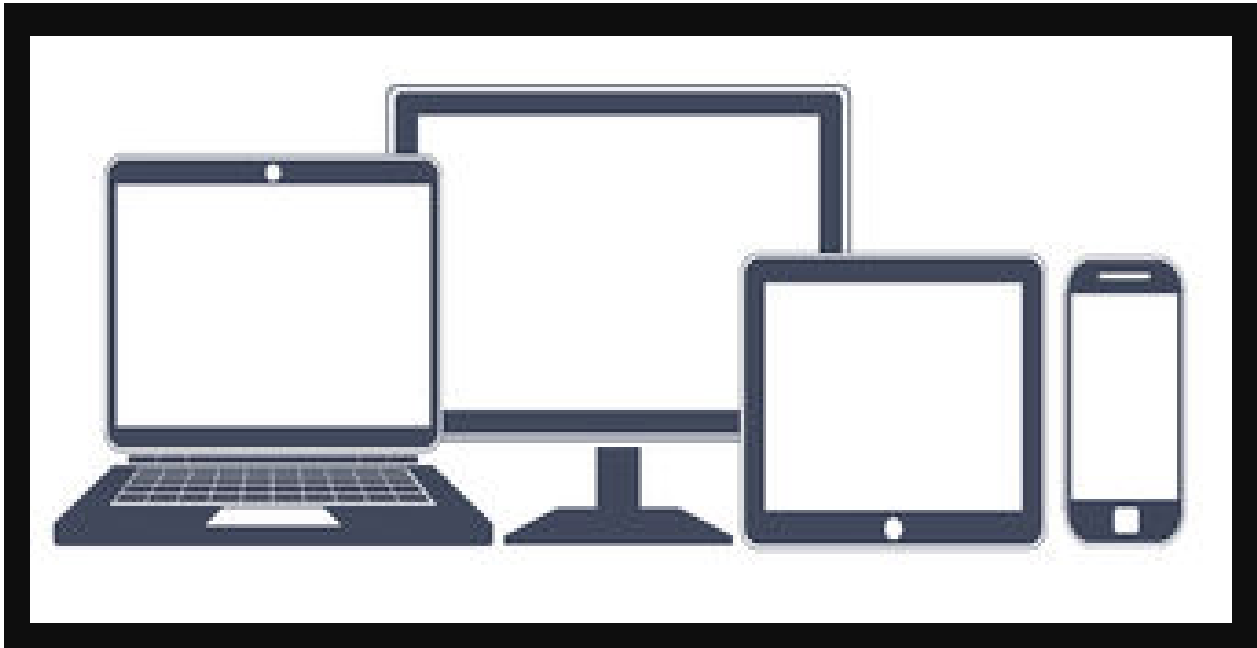
Dr Wendy Hall, RN PhD

Reda Wilkes, RN BSN

Objectives of Presentation:

- Provide information about the state of the science
- Present Vancouver public health study and findings
- Discuss and explore strategies for supporting parents to promote optimal development in their young children

Screen Time

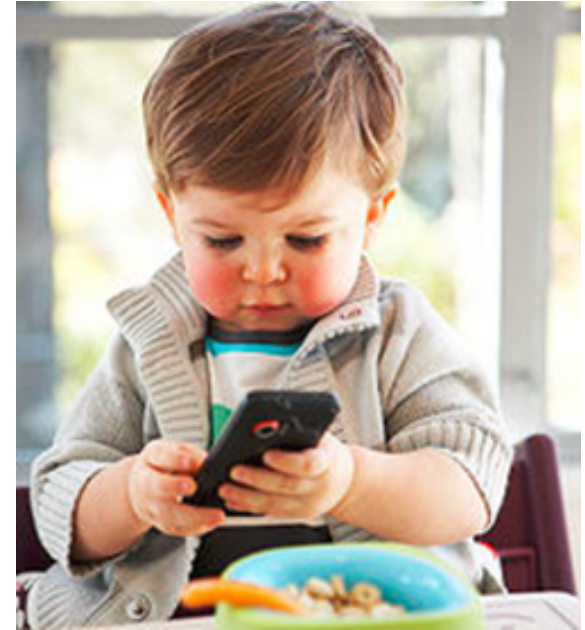


Audience Experiences

- What do you see with children and screens?
- What is your screen use?
- How do you feel about screens?



Our Practice Experiences



What does the literature say?

- Screen time - linked to obesity, short sleep duration, fragmented sleep, and attention issues (Brown, 2011; Garrison & Christakis, 2012)
- Screen time increases a child's risk of becoming inattentive, aggressive and less able to self-soothe (Canadian Pediatric Society, 2017)
- Screen time can interfere with learning (Anderson & Pempek, 2005)
- >TV watching in early childhood = ↑ TV watching later in childhood (Duch et al. 2013)



What does the literature say?

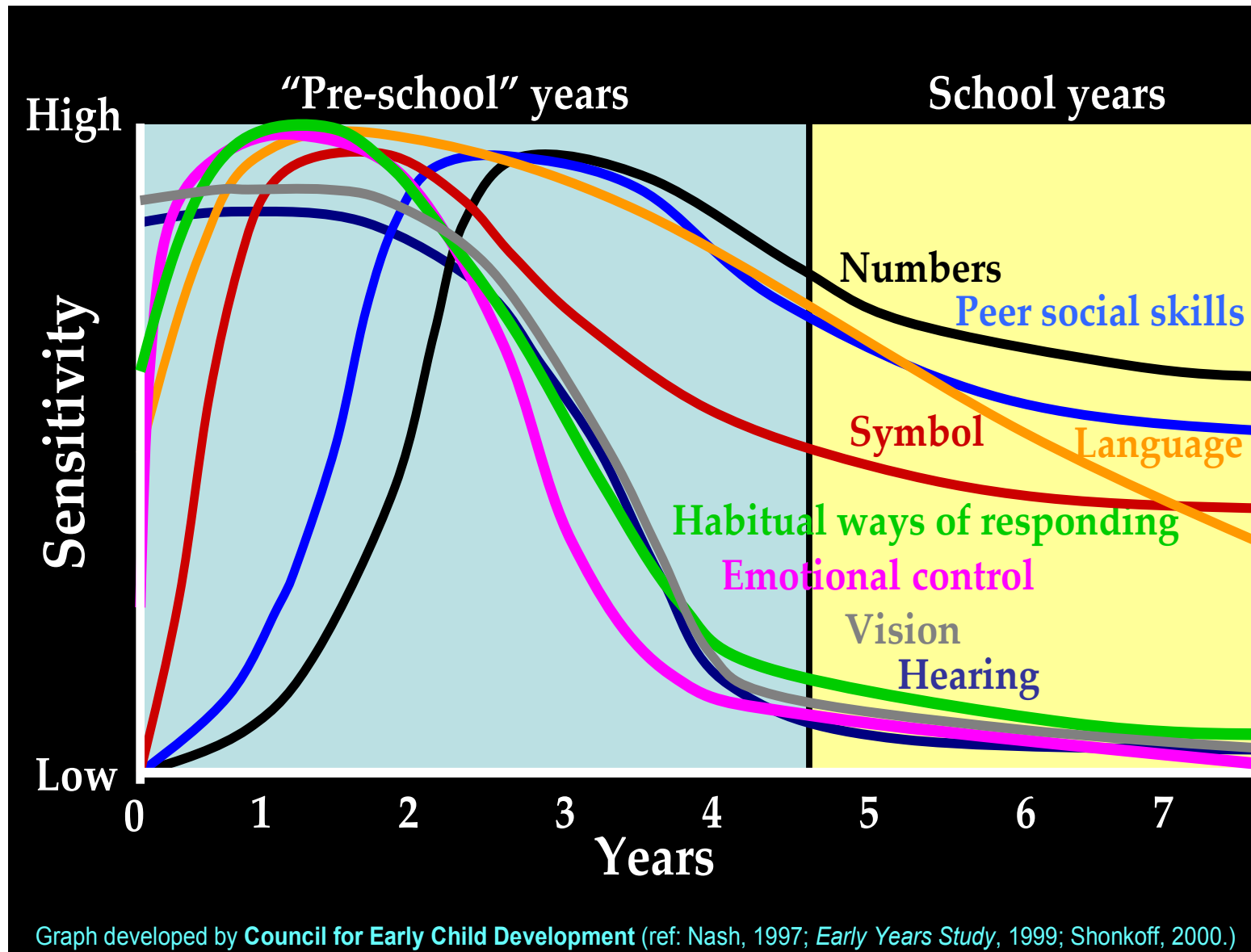
Activities to foster healthy social-emotional, cognitive, language and gross motor development in young children:

- Parental-child interactions
- Hands-on play without screens
- Reading and pretend play



(American Academy of Pediatrics, 2016; Brown, 2011; Canadian Pediatric Society, 2017; Lerner & Barr, 2014)

Sensitive Periods in Early Brain Development



Screen Time Recommendations



 Canadian Paediatric Society

Screen Time: The 4 Ms

Minimize

- Under 2 years: not recommended
- 2-5 years: Less than 1 hour/day

Mitigate

- Watch with children
- Choose educational and interactive content

Be Mindful

- Turn off screens when not in use

Model

- Adults' use of screens can influence children
- Develop a family media plan



Screen Time Use in Children Under 2

- **UK:** 51% of infants 6-11 mo. use touch screen daily (Cheung & Vota, 2016)
- **USA:** 14% of children (6-23 months of age) have more than 2 hours of daily screen time (Rideout & Hamel, 2006)
- **USA** – 90% of parents with children under 2 years watch some form of electronic media (American Academy of Pediatrics, 2016)
- infant-directed screen time devices and material is on the rise (Courage & Setliff, 2010)



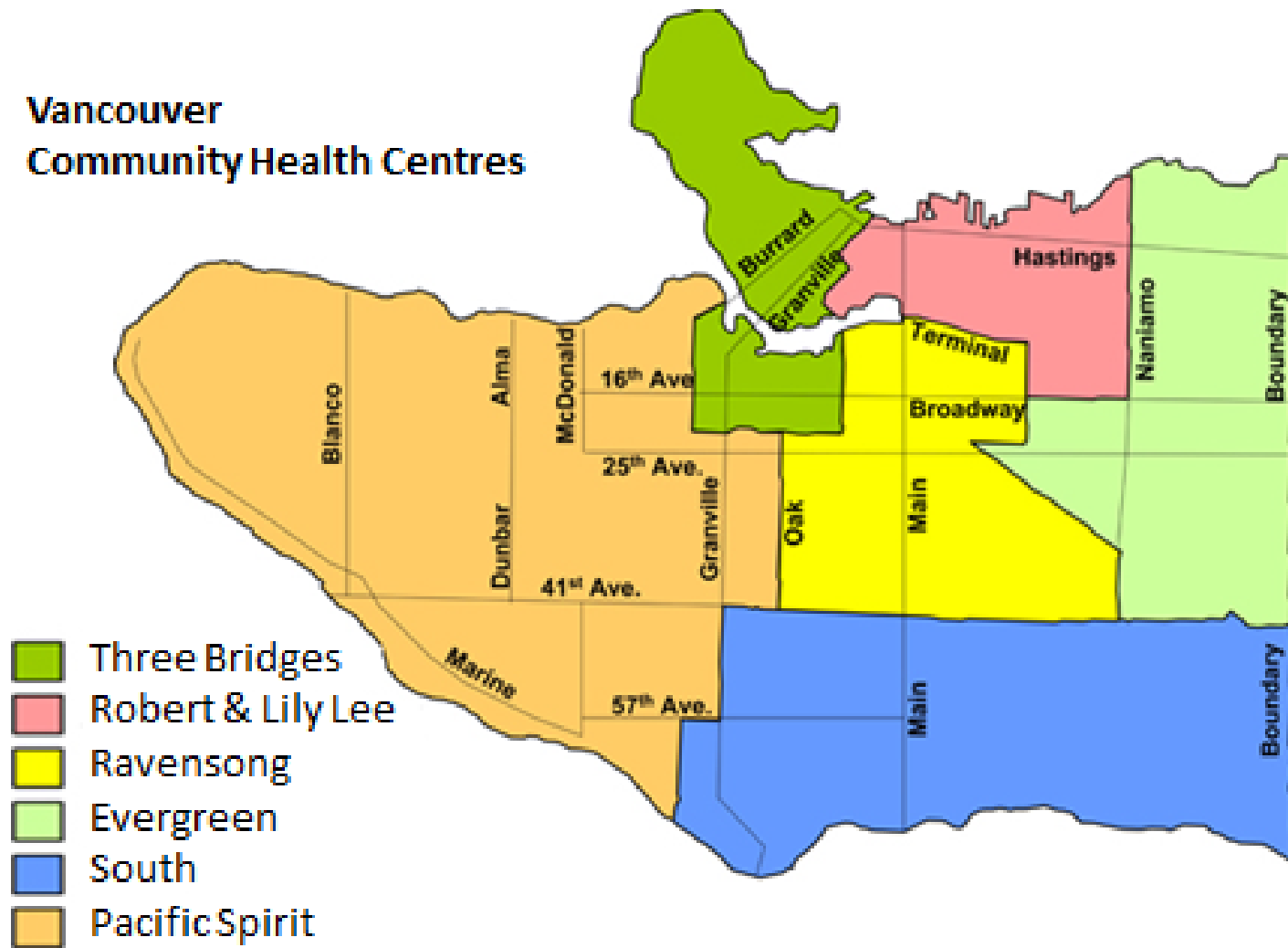
Research Questions

1. To determine the level of parental awareness of screen time recommendations as outlined by the Canadian Pediatric Society and the American Academy of Pediatrics.
2. To determine parental attitudes towards children's screen time.
3. To determine barriers to reducing children's screen time.
4. To determine the number of minutes per day of screen time exposure for children less than two years of age

Method

- Cross-sectional electronic online survey
- Valid and reliable measure
- 15 questions
 - Demographics
 - Actual estimated screen time
 - Reasons for screen time

Vancouver Community Health Centres



Recruitment

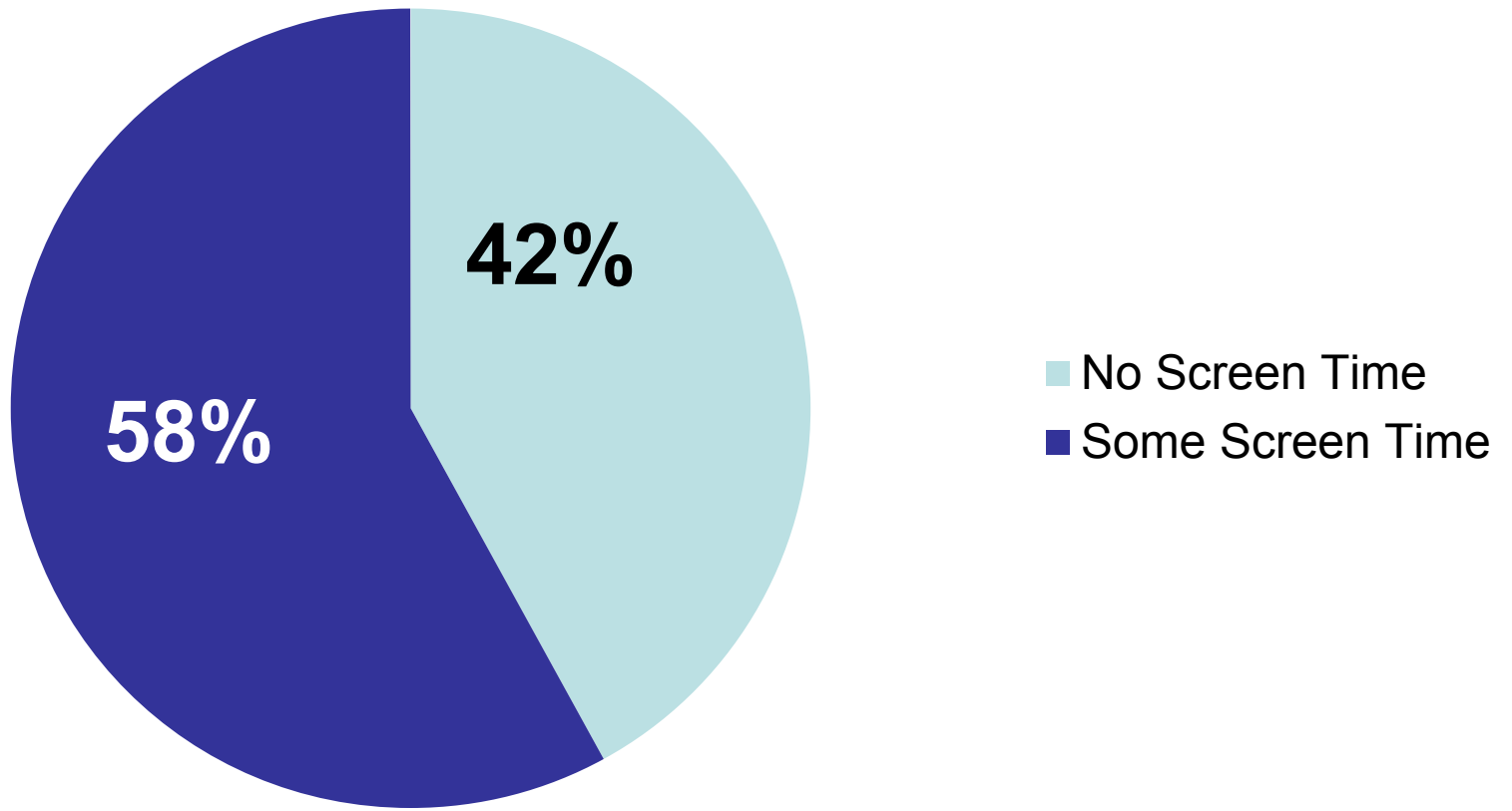
- Eligibility Criteria:
 - Able to speak and read English
 - Vancouver resident
 - Parents with children younger than two years of age
 - Have access to internet
- Total of 242 participants recruited completed the survey

Participant Demographics

- 100% - speak and read English
- 63.2% - Post secondary education (32.2% have a graduate degree, 4% have high school or less)
- 85.5% - Married (11.2% common-law, 3.3% single or separated)
- 59% - Children younger than one
- Majority (49%) - house hold income >\$100,000/year (19% 75k – 100k, 14.9% <50k)

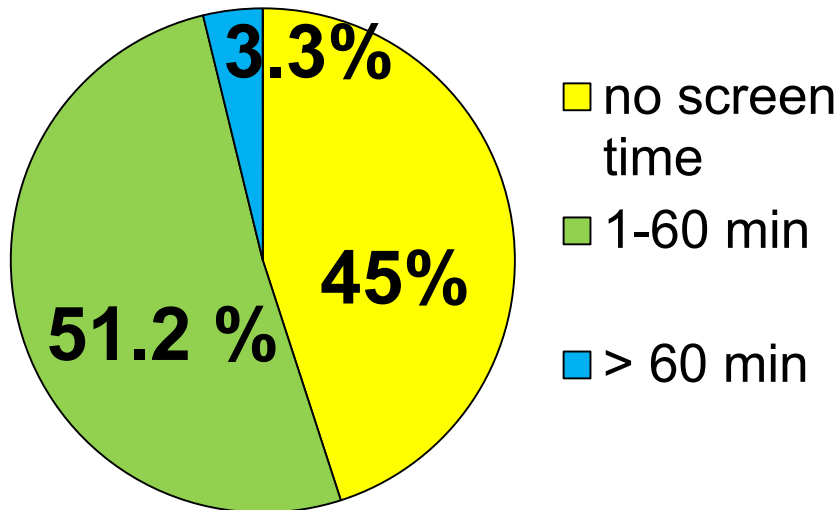
Findings

Screen Use < 2 years

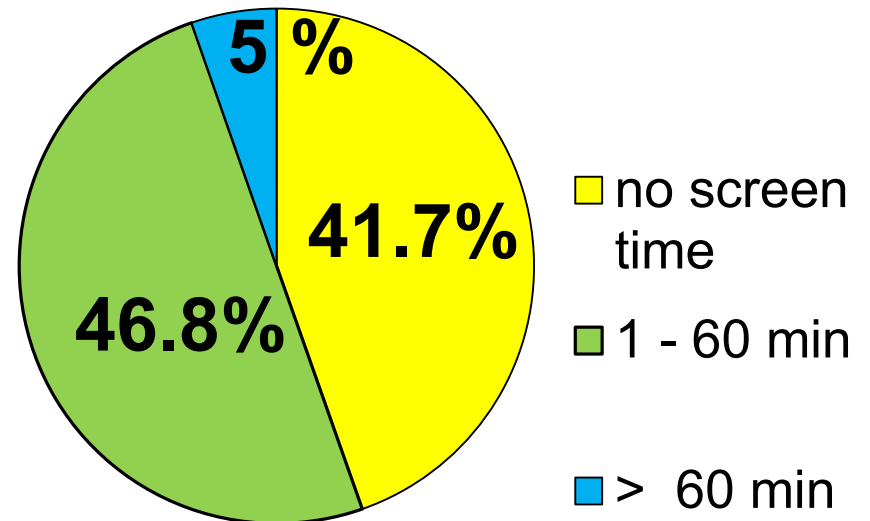


Findings

Maximum screen time my child should have per day (parent reported)



Actual Screen use



Findings

Factors supporting children's screen use:

1. Time for household chores 63%
2. Coping with a busy work day and/or looking after multiple children 53%
3. Helps my child's speech and language development 37%

Findings

Barriers to less screen time for children:

1. Children's enjoyment 43%
2. Pressure from society to purchase and use media-related equipment 42%
3. Other family members enjoy screen time activities 73%

Demographic Associations

Positive Correlations

children's age & parents' views about maximum screen time (TB= 0.15, $p < .01$)

children's screen time & age (TB= 0.26, $p < .01$)

children's screen time use & parents' views about maximum screen time (TB= 0.45, $p < .01$).

parents' income levels & education (TB= 0.18, $p < .01$), & parents' screen time (TB= 0.18, $p < .01$)

Negative Correlations

parental education & views of the maximum amount of children's screen time (TB= -0.23, $p < .05$) & children's average amount of screen time per day & amount of children's screen time in a day (TB= -0.16, $p < .01$).

children's age & parental typical screen time (TB= -0.18, $p < .01$)

Associations in relation to the CPS recommendation

- + correlation between parental views of the amount of screen time recommended by the CPS and children's screen time use (TB=0.15, n = 229, p=0.03)
- + correlation between parental views of the amount of screen time recommended by the CPS and parental view of how much screen time children should receive in a day (TB= 0.305, n = 228, p<0.001)

Implications

1. To ensure parents are informed of the screen time recommendations and their rationale
1. To support parents to identify factors increasing screen time use
1. To explore screen time limiting strategies and suggest alternatives to screen time use when parents are busy or to calm their child

Research Study Strengths

- Focus on first two years
- Vancouver cohort
- Collaboration among multidisciplinary public health professionals: speech pathologists, dietitians, nurses
- Minimal challenges in recruiting: participants were very interested in this study topic

Research Study Limitations

- Limited generalizability of findings to parents living in other residential areas
- High education and income levels and English language
- Study results do not support what we are seeing in practice



Considerations for practice, education and research

What do parents want?

- 2016 Canadian Pediatric Society survey:

Parents sought screen time advice in 4 main areas:

1. Duration
2. Setting limits
3. Health & well-being effects
4. Optimal content

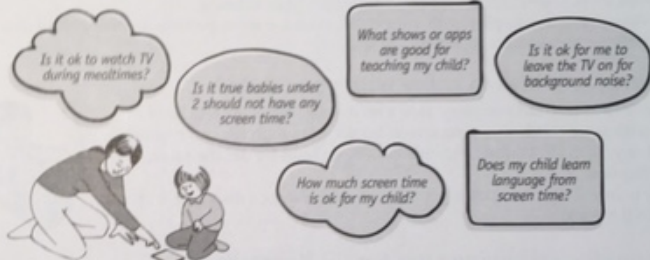
Supporting Families

- Making healthy decisions around family screen use
- Participate together
- Consider which shows are better and why
 - Mr. Rogers vs Power Puff Girls (videos)
https://www.youtube.com/watch?v=BoT7qH_uVNo
 - Interactive
- Role modeling



Screen Time and the Young Child

Screen time is any time in front of a screen. Some examples are TVs, movies, computer games, videos and handheld devices (e.g. smart phones, tablets)



Facts about screen time and the young child:

- Children learn best through real life experience: seeing, touching, hearing and smelling. They do not learn as well from screens because they can only hear and see them.
- Children need to move and play in order to be healthy. Screen time may keep children from moving and playing.
- Children learn language best from hearing their parents talk. When the screen is on, parents talk less to their children and children may not hear their parents talking.
- Background noise from screens may distract children from focusing on activities eg. family meals, story time.
- Children may focus on lights and sounds of a screen but not the content.
- Food advertisements aimed at children advertise foods that are often not healthy.



Screen Time Recommendations

The Canadian Pediatric Society (2017) recommends:

Age	Length of Time
Under 2 years	Avoid screen time.
2 to 5 years	No more than 1 hour per day



What can parents and caregivers do?

- Do screen time together: talk about what you see and hear on the screen and connect those ideas to your child's everyday experiences.
- Make a screen time plan with your family.
- Be aware of your own screen time use.
- Choose shows and screen time content carefully. Content should be slower-paced, at your child's age level, with positive messages about everyday themes.
- Make 'screen-free zones': i.e. kitchen table, bedroom.
- Parents and caregivers sometimes need a break. It's okay for your child to have quiet time in a screen free place.
- Children do not need screens on for entertainment or calming.
- Take time every day to play with your child, even for short periods. Let your child choose a play activity, for example, building blocks.

Find other activities to enjoy with your child:

- **Move** with your child everyday: ride a bike, walk, throw a ball, dance.
- **Play** with your child: sing songs, read books, play with toys and games.
- **Involve** your child in daily activities: cook, do laundry, set the table, plant flowers.
- **Enjoy** community activities together: go to the library, join a music group, play in the park.



Check out the following sites for more information:

Caringforkids.cps.ca
 Healthychildren.org
 Healthyfamiliesbc.ca
 Parenting.vch.ca
 Zerothreeto.org

Check with local libraries for more resources.

References:

Canadian Pediatric Society, Digital Health Task Force. Screen time and young children: Promoting health and development in a digital world, Position Statement, June 2017: <http://www.cps.ca/en/documents/position/screen-time-and-young-children> (Assessed June 1, 2017).

For more information contact your local Community Health Office/Centre
www.vch.ca

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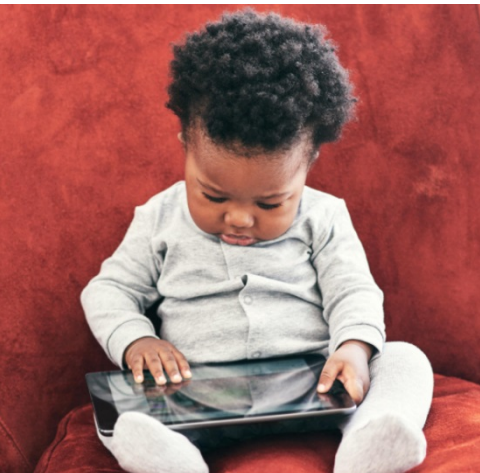
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www.vch.ca

Looking Upstream

Top 2 reasons parents use screen time:

1. Getting chores done
2. Coping mechanism after a busy day at work or caring for multiple children

How do we help parents with this?



What do you see in your practice?



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