



ECCCS

Early Childhood Collaborative of Southington

Presents

A Community Café: The Impact of Screen Usage on Children and Families

May 23, 2024

www.southingtonearlychildhood.org

Agenda

- Welcome and Introductions
- What and Why
- Recommendations
- Sparkler
- Building a "Kit"
- Speaker – Kristin Rouse
- What can we do?



ECCS

Early Childhood Collaborative
of Southington



ECCS

Early Childhood Collaborative of Southington

Welcome and Introductions



ECCS

Early Childhood Collaborative of Southington

Mission: Collaborating to ensure Southington's children are healthy and prepared to learn through advocacy, programs, resources, and support.

Introductions

- Joanne Kelleher, Executive Director
- Betsy Mintz, Parent Ambassador
- Jessica Springer-Cap, Parent Ambassador



ECCS

Early Childhood Collaborative
of Southington

Who are you?

Now that you've met us, tell us about you and your reason for being here tonight.



What is a Community Café?

Opportunity for parent engagement

Promote strong parent leaders

Many to many conversation, not just a presentation

Facilitated dialogue and interaction around a central idea of theme



ECCS

Early Childhood Collaborative
of Southington

Community Agreement

- Your expectations
- Photos
- Summary report

Why this topic?

- On average, children ages 8-12 in the United States spend 4-6 hours a day watching or using screens, and teens spend up to 9 hours. (AACAP) Most of which is recreational not educational.
- Kids with difficult temperaments/ADHD/Self-Regulation issues/Socio-emotional. Delays more likely to spend too much time on screens.



ECCS

Early Childhood Collaborative
of Southington

Why this topic?

- Excessive screen-time in early childhood can lead to cognitive, language and socio-emotional delays. Poor executive function in preschoolers.
- 1-2 hours of screen exposure in early childhood connected to higher levels of aggression, sleep disturbances, obesity, lower math/school achievement... - Paul Weigle, Campaign for Commercial Free Childhood at <https://fairplayforkids.org/>



ECCS

Early Childhood Collaborative
of Southington



ECCCS

Early Childhood Collaborative of Southington

Recommendations

American Academy of Pediatrics

The American Academy of Child and
Adolescent Psychiatry

NAEYC

Digital ResponsAbility

There is no research showing that when children younger than 2 years old use screen media independently it enhances their development.

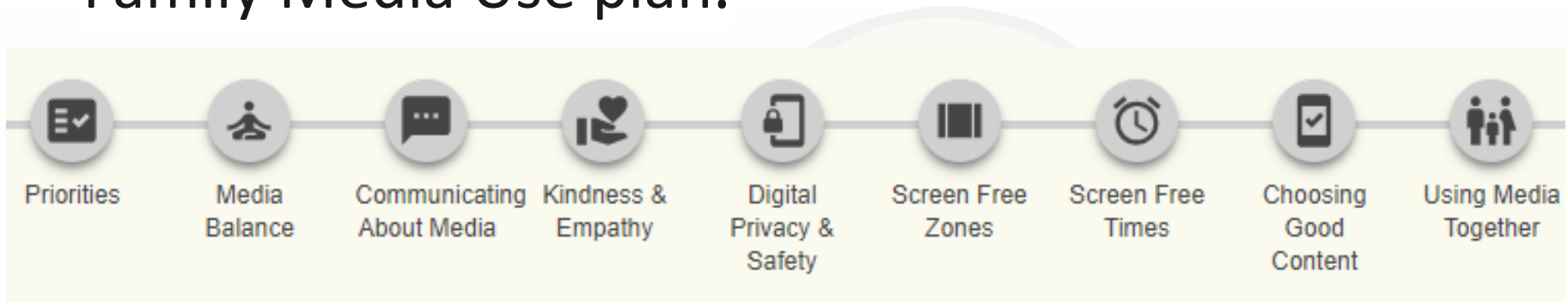
American Academy of Pediatrics

- Younger than 18 months, discourage use of screen media other than video-chatting.
- 18 to 24 months of age, choose high-quality programming/apps and use them together with children
- Age 2 -5, limit media to 1 hour or less per day of high-quality programming.
- No screens during meals and for 1 hour before bedtime.
- Keep bedrooms, mealtimes, and parent–child playtimes screen free.
- <https://www.aap.org/en/patient-care/media-and-children/>



American Academy of Pediatrics

Develop, consistently follow, and routinely revisit a Family Media Use plan.



<https://www.healthychildren.org/English/fmp/Pages/MediaPlan.aspx>

AMERICAN ACADEMY OF CHILD & ADOLESCENT PSYCHIATRY

W W W . A A C A P . O R G

Similar guidelines to AAP.

https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-And-Watching-TV-054.aspx

Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8

- A joint position statement issued by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College. (1/2012)
- www.naeyc.org/resources/topics/technology-and-media
- [Read the Position Statement \(PDF\)](#)
- [View Key Messages Summary \(PDF\)](#)

NAEYC Key Messages

- When used intentionally and appropriately, technology and interactive media are effective tools to support learning and development.
- Intentional use requires early childhood teachers and administrators to have information and resources regarding the nature of these tools and the implications of their use with children.
- Limitations on the use of technology and media are important.
- Special considerations must be given to the use of technology with infants and toddlers.
- Attention to digital citizenship and equitable access is essential.
- Ongoing research and professional development are needed.

NAEYC Effective Practice

- [Examples of Effective Practice with Infants and Toddlers](#)
- [Examples of Effective Practice with Preschoolers and Kindergarteners](#)
- [Examples of Effective Practice with School-Age Children](#)

DIGITAL RESPONS BILITY

- Blog
- Classes
- Videos
- Books

• <https://respons-ability.net/>



The 3Ms of Fearless Digital Parenting: Proven Tools to Help You Raise Smart and Savvy Online Kids by Carrie Rogers-Whitehead

- **Model** good tech behavior (age 0-8)
- **Manage** a growing tween's digital life
- **Monitor** their teen's behavior and mentor

Additional Resources

Child Mind Institute -Screen Time & Technology,
Learn how to help kids use screens in a healthy
way. [https://childmind.org/topics/screen-time-
technology/](https://childmind.org/topics/screen-time-technology/)

Sesame Workshop – Managing Screen Time.
[https://sesameworkshop.org/resources/maes-
minute-screen-time-routines/](https://sesameworkshop.org/resources/maes-minute-screen-time-routines/)



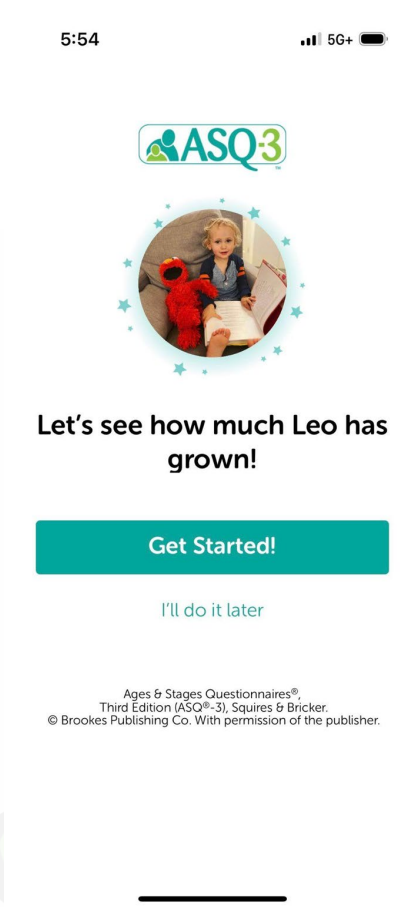
ECCS

Early Childhood Collaborative of Southington

Sparkler and Developmental Screening

www.southingtonearlychildhood.org/sparkler/

Sparkler is the MOBILE Way for Families to Access ASQ



By using Sparkler's mobile app, families can access developmental screening whenever, wherever.

Mobile access means:

- More access to screening for families with young children, age 5 and under
- More equitable access to screening

sparkler



What Does the ASQ-3 Measure?

The ASQ-3 covers 5 domains of development:



Communication
(Words)



Gross Motor
(Body)



Fine Motor
(Body)



Problem -Solving
(Mind)



Personal -Social
(Heart)

What Does the ASQ:SE Measure?



Social Emotional
(Heart)

The ASQ:SE-2 measures SEVEN core social-emotional behavioral areas:

1. **Self-regulation** — A child's ability or willingness to calm or settle down or adjust to physiological or environmental conditions or stimulation
2. **Compliance** — A child's ability or willingness to conform to the direction of others and follow rules
3. **Adaptive functioning** — A child's success or ability to cope with physiological needs (e.g., sleeping, eating, elimination, safety)
4. **Autonomy** — A child's ability or willingness to self-initiate or respond without guidance (i.e., independence)
5. **Affect** — A child's ability or willingness to demonstrate his or her own feelings and empathy for others
6. **Social-communication** — A child's ability or willingness to interact with others by responding to or initiating verbal or nonverbal signals to indicate interests or needs, feelings, and affective or internal states
7. **Interaction** — A child's ability or willingness to respond or to initiate social responses to parents, other adults, and peers.

Now it is your turn!

Let's make a kit
Family Agreement Activity ...



ECCS

Early Childhood Collaborative of Southington



Conversation

Speaker: Kristin Rouse, LCSW

Helping children and families thrive locally here in Southington. Kristin is a licensed clinical social worker at Healing Springs Wellness Center, Plantsville

<https://healingspringswellness.com>

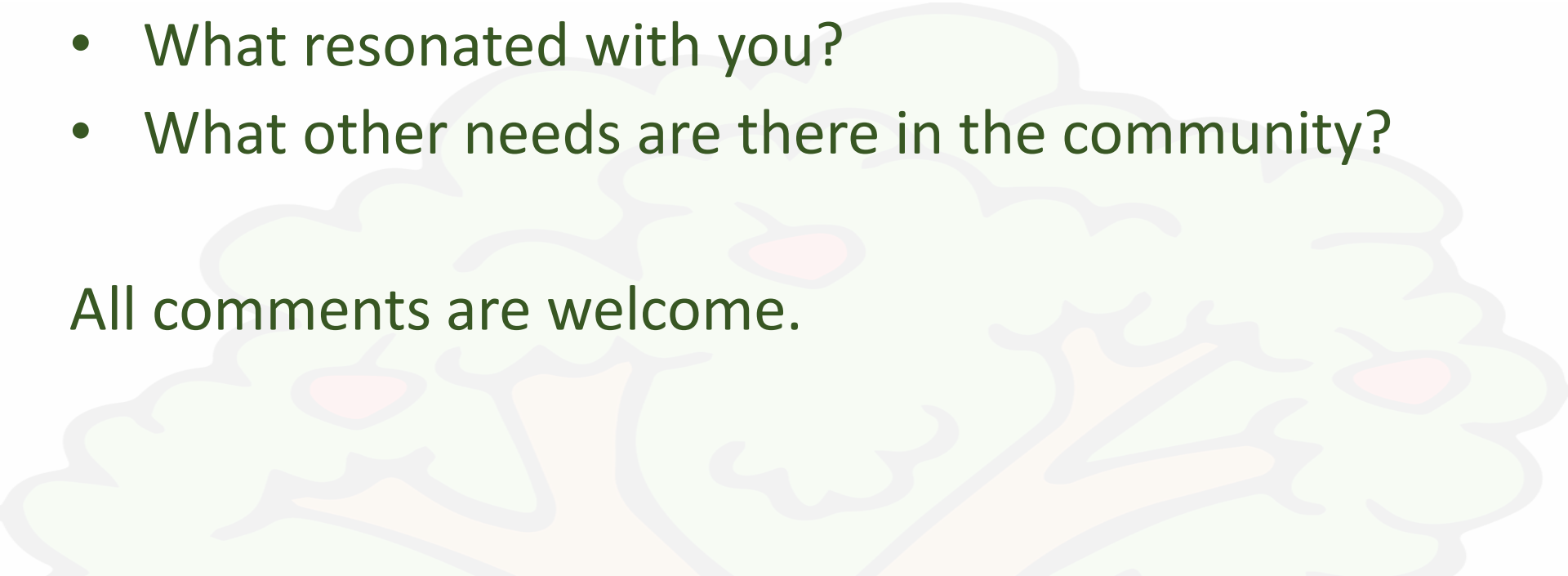
Media Literacy As Children Grow

- Advertising
- Gaming
- Online Safety – passwords, phishing, etc.
- Digital Privacy
- Stunts and challenges encouraging unsafe behavior
- Exposure to violence and misleading info
- Sexting, Sexual Content and Pornography
- Cyberbullying

Community Conversation

- What are your thoughts?
- What resonated with you?
- What other needs are there in the community?

All comments are welcome.





ECCS

Early Childhood Collaborative of Southington

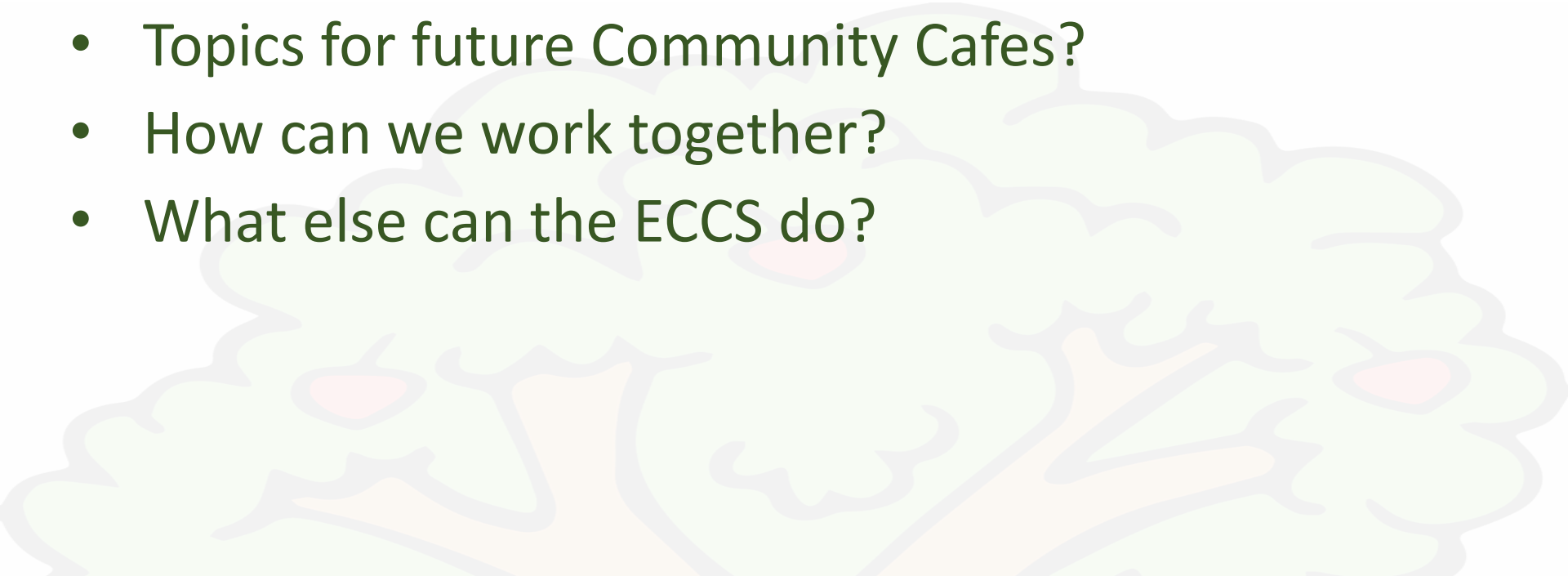
Wrap-up and Next Steps

Thanks to Community Cafe Supporters



Survey

- What other needs are there in the community?
- Topics for future Community Cafes?
- How can we work together?
- What else can the ECCS do?



Questions?

Joanne C. Kelleher
Executive Director

Early Childhood Collaborative of Southington
P.O. Box 210, Southington, CT 06489

www.southingtonearlychildhood.org

<https://www.facebook.com/ECCSouthington/>

https://twitter.com/ecc_southington

<https://instagram.com/eccsouthington>

C: 860-385-1665

