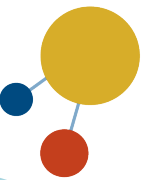


Tots and Today's Technology



"We have to help give children tools, building blocks for active play. And the computer is one of those building blocks. No computer will ever take the place of wooden toys or building blocks. But that doesn't mean they have to be mutually exclusive."

-Fred Rogers, 1985



Birth

5 yrs

Social Interactions and Interactivity

- Children learn best from responsive, nurturing adults. As children get older, they develop the ability to learn from screen media, but they continue to learn better from humans.
- Children's learning from screens is optimized when the screen imitates features of live interactions, as in video chats, or when children experience social interactions around the screen.

The *video deficit* describes children's ability to learn more from social interactions than from equivalent experiences with screen media

Learning from social interactions

Learning from screens

e.g., Kuhl et al., 2003; Roseberry et al., 2014

Developmentally Appropriate



- Infants may not show much comprehension of the content of screen media until 18 months.
- Until children are 2.5 years old, it is difficult to recognize 2D content as representations of real objects, people, and events.
- Executive function skills allow children to interact with the content of screen media without becoming distracted by bells and whistles, like games and buttons.

e.g., Pempek et al., 2010; Munzer et al., 2019

Adults

- Children learn best from screens during joint media engagement, or when adults co-view and scaffold the experience for them.
- Parents use of technology around children is increasing. When adults disengage with children to be responsive to technology, it interferes with high-quality parent-child interactions.
- Consider developing a Family Media Plan for your family to agree on when, how, and where to use screens. www.healthychildren.org

e.g., Stevens & Penuel, 2010; Reed et al., 2017

