



U.S. Department of Health and Human Services  
Administration for Children and Families  
Office of Family Assistance



## NRFC Webinar Series

### *Tips for Fathers: Helping Children Manage Screen Time and the Online Transcript*

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**Moderator:**

- Nigel Vann, National Responsible Fatherhood Clearinghouse (NRFC)

**Presenters:**

- David Miller, Social Media Lead, National Responsible Fatherhood Clearinghouse
- Rebecca Parlakian, Senior Director of Programs, Zero to Three
- Eric Rasmussen, Associate Professor, Texas Tech University

Operator: Good day. Welcome to Tips for Fathers webinar, Helping Children Manage Screen Time and the Online World. As a reminder, today's conference is being recorded. At this time, I would like to turn the conference over to Nigel Vann. Please go ahead.

Nigel Vann: Thank you very much. Good morning/good afternoon to everybody. As you see, we're going to be doing our National Responsible Fatherhood Clearinghouse Webinar today on Tips for Fathers: Helping Children Manage Screen Time and the Online World. For those of you joining us for the first time, just to get you familiar with the screen, in the left-hand box, you'll see it says Chat Everyone and you can chat to each other, introduce yourselves there, ask questions. If you have a question for the presenters, we ask that you put that in the box in the bottom right-hand corner where it says Ask a Question and then at the end of the webinar we will address as many of those questions as we can. If we don't have time for all the question, I'll ask the presenters afterwards if they can... And that's where they go, Jason. Yes, that's where the questions go for the presenters. If we don't get to all of them, we will ask the presenters to give us some responses in writing and then we'll post those to the website. Bottom left-hand corner you see a Web Links box, which has various web links, including Fatherhood.gov, our Twitter, our Facebook, a link to access any of our previous webinars, which go back to 2007, and then links for websites of today's presenters.

Then, we have various resources there in the Downloadable Resources box, including today's slides. You can download the full slide deck as a PDF. We have the presenter bios there. I won't say everything on those bios, but I will give you a brief introduction to each as they begin and they have handouts that we'll talk about as we go along. The webinar is being recorded and the recording and transcript and all the materials that you can see will be posted on the website in the next month or so. It takes a while sometimes because we have to get everything federated so that they're fully accessible to everybody. So please check back and look for those.

Let's see. Let me move on a slide around here. I'll give you a quick overview, again for those of you who aren't familiar with Clearinghouse, we are supported by Health and Human Services, the Administration for Children and Families, Office of Family Assistance. This is a federal contract and we've been doing this for quite some time. On the website, we make resources available for fathers, father programs, all sorts of other programs for would be fathers, researchers, policymakers. This is where you'll find us. We always mention the toolkit where you can get all sorts of tips on working with dads. Again, a link for our webinars. You can email us at [help@fathergov.info](mailto:help@fathergov.info). Please do coordinate all questions to our national call center line 877-4DAD-111. I also encourage fathers and mothers to call and we can actually refer them for local services and we can also refer them for online mediation. We have so many young issues around co-parenting in particular. Then, that's our Facebook and Twitter.

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Today we're going to talk about screen time and the use of digital media. Our presenters are: David Miller, who's my colleague here at National Responsible Fatherhood Clearinghouse, he's our social media lead; Rebecca Parlakian, Senior Director of Programs at Zero to Three; and Eric Rasmussen, who's an associate professor at Texas Tech University and has also done a lot of the work in this area. As we said in the announcement for this webinar, I think you'll find that this is a topic that it's close to home for a lot of us. The use of digital media and screen time has just grown exponentially over the last 10, 15 years for children, adolescents and adults. As pointed we out in the announcement, research on traditional media and based on television has for a long while identified health concerns and negative outcomes that correlate with the amounts and the content of viewing that as habits are changing with all these different smartphones and tablets and gaming consoles and clicking online, all sorts of different ways.

Some of the more recent research suggests that exposure to some of these media may well lead to additional risk but it can also have some benefits particular to the younger children depending on the content and the context of the media, particularly how appropriate the material is, age-appropriate, and to extent to which their parents are engaged. That's the kind of things that our presenters are going to be talking about today. They hold a wealth of experience in this area and I just truly enjoy talking to them. I did a lot of reading myself actually on this issue and I'm very cognizant that I spend a lot of time on screens too, as I'm sure a lot of you do. One thing I do want to point out is part of the reason I've been doing a lot of research in this area, we had an information brief that we've just finalized, this still has to be reviewed by our federal contractor, but as soon as that has been reviewed and federated we'll be posting that to the website. So, hopefully, you'll see that by the end of October. Again, if you want to email us, we'll be announcing that as soon as it's ready.

Now I'm going to ask my colleague, Enzo, who's our magician behind the screen here to bring up a short video. This I think really encapsulates a lot of what we probably all fear about these issues. So let's roll this, Enzo, and then we'll move on. Presenters, you don't need to turn your volume on your computer to hear this.

Video clip: I wake up. I wake up, I feel like check it and before I take a shower. Try and separate from it, but it's hard. So I have two cellphones, a personal cellphone and a work cellphone. In a situation where I lose my phone, I actually could be quite stressed out and panic. Whenever I like don't know what to do my first instinct is to pull out my phone. No. I wouldn't say I'm addicted to my phone. I think I use it a little too much. It would be kind of challenging to go for a long amount of time without my phone. I'd say it's not too much time. I'd say it's just balanced. I do sometimes wake up because of notifications. I try not to sleep with my phone on a pillow next to me. I use my phone as my alarm. Three or four times a week it would be an inconvenience that I'm woken up and can't go back to sleep. It happened this morning. Phone usage and screen time usage is a big problem and it does cause a lot of fights. Phone use doesn't really cause arguments. They're never big arguments, they're mainly just scuffle. My wife will catch me and give me that really look on her face. I'd say more of the battles are with him getting off the phone. I'd like to be better at that. It's been a concern because the phone use are device use for my son. It's what everybody else is doing now. It's kind of the norm for them. We have to set boundaries. If he could, he would play it all day long and it's not healthy.

Nigel Vann: Thanks for that, Enzo. That was a video from an organization called Common Sense Media. If you haven't heard of them, there's link to them in the helpful resources. There's also a link to that video so you can access that there. It's a great site to go to find information on surveys about media use, and our presenters will be referring to that today. There's also tips there for parents on age-appropriate media for kids and that includes TV programs, and games, and apps. Hopefully, that has really set the stage well for this. Before I introduce Rebecca, who's going to present first, we just got a couple of poll questions. We just want to get a sense of who's on the line.

We can bring up the first poll question, Enzo. What we're wondering is if you, your team, or anybody you work with has been discussing screen time with fathers, having conversations about the amount of time that fathers or their children spend looking at screens? I'll just give you time to respond to that. Okay. It's encouraging we've got more than half of you are saying sometimes, always. We had one that, it was an active conversation that was going on out there.

Please bring up the second poll question, Enzo. Okay. Let's see the responses there. So we're now talking to fathers about this have they raise concerns about their child's screen time, the amount of time that their child's on their... Okay. I'm wondering just how many of you guys really are talking about this. Okay. Again, more than half the fathers are raising concerns about this. So the

underlying current issue this is. The other half of you are saying rarely, never, or 10% not applicable, said they don't work with their fathers.

Okay. So we've got one more question where we just like to hear what devices are the top concerns you hear from. So which of these following devices, and you can select any of these that apply, are the top concerns you're hearing from dads regarding their child's screen time? That's not surprising. The smartphone is winning, it's building up quite substantially, and then behind that we've got video game console, 88% or close to 90% of those of you responded to this question are indicating smartphone first, and then almost 60% of you are going for the console, and then 37% for the tablet, and less concern about TV and computer. Okay. Thank you very much for that. I think that really does help get us all in the same page here.

With that, I'm going to introduce Rebecca Parlakian. I'll bring up her picture so you can see who she is. She is the Senior Director of Programs at Zero to Three. For those of you who don't know Zero to Three, it provides a range of resources for programs that work with early childhood, parents of kids who are zero to three. Rebecca directs a portfolio of projects related to child development, parenting, and high quality teaching and caregiving. She's coauthored three parenting curricula about parenting resources in various formats, including a series of screen sense resources, which she is going to be talking about today. You can download free handouts from those resources and also access all sorts of materials on their screen sense site. Again the link is on the helpful resources box. As you've seen in the bios, she also indicates that the most challenging and satisfying lab work has been with her two children, Ellen and Bennett. Okay, Rebecca, the time is yours. Take it away, please.

Rebecca P.: Hi. Thank you all so much for having me. I'm thrilled to join you today. I am here to share some of the evidence-informed recommendations and summary of what the research actually said about the impact of screen experiences on children who are youngest, three and under. These resources are part of a series that we are calling Screen Sense, which you can download, as Nigel mentioned, at [zerotothree.org/screensense](http://zerotothree.org/screensense). These are all free and downloadable. We're going to be catching on three issues today. The first is, you know, first of all, is it even possible for young children under three to learn from screen experiences? The second issue is we hear a lot about the negative impact of screen use on children, and is that's true or not true? Third, what are the guidelines for parents who are looking for quality screen experiences for their young children?

Let's jump in. First, just kind of some grounding information, is that for children zero to eight, television continues to be the primary mechanism by which they are accessing screens. But what's really important in this graph is the growth in use of mobile devices. Like those smartphones that Nigel mentioned earlier in the poll as well as cobweb. I think it's also interesting that families with young children are more likely to have a subscription service for video and media. 72% of families with young children have a Netflix, Hulu, or Sling account. They are more likely to have that than cable. Only 65% of families with young children have cable now. So we're going to see this mobile device category continue to grow. As we think about the impact of screens on young children, it's really important to really consider three factors. These are called the 3 C's developed by Lisa Guernsey of the New America Foundation. She talks about the child. So when we think about the child, it's really the age and stage of the child. Developmentally, what is the child's able to do, able to understand. And the stage. So not all children are at the same stage at the same time. What might be right for one three-year-old may be way too mature for another three-year-old. We think about content. We think about what is age-appropriate content? What is content that a particular child might be interested in? So you might have one two-year-old who is thrilled by dinosaurs and another one who isn't. Then, finally, we think about content, we know that children who are engaging with screen media content that's educational in nature. So these are games or television shows that have been developed with a curriculum and learning objectives in line, so things like PBS type of programming. That content tends to not have negative impacts on children, but entertainment content. So this is more shows that are more designed, again, just to sort of purely entertain, this is where it's a little bit murkier where we've seen more negative impact. So content is an important factor.

The third factor is context. Context means where is the child when they're consuming their screen media? Are they alone? Is it an individual experience? Or are they with their parents? Are they co-engaged with their parents with their media, talking about it, asking questions? Are they acting out the show, playing the game together? So context becomes really important. So the question of whether children can actually learn from screen media is like many things a yes, but. So research has shown that young children can learn from screen media experiences, even very young children about 12 to 15 months old. However, we need to remember that



screen experiences are very symbolic and young children are not skilled symbolic thinkers. So while they might be able to master a skill within a game, for example, like matching capital B or F, as you see in the picture, if you actually give them magnetic letters in real life and ask them to match Bs and Fs, they probably won't be able to do that, because they're not able to transfer the learning they've mastered in a very narrow context of the game or the screen experience to the real world. Children under the age of three learn much more quickly and much more efficiently and effectively from interactions in their real world with real objects and items that they can touch and explore. We called this gap in a child's ability to transfer learning from screen to real life, we call it transfer deficit. It's a pretty significant delay in the early years. What can actually reduce the transfer deficit is when parents become involved in children's screen experiences. We call it co-engagement or joint media engagement. That's where the parent is sitting with the child asking questions, talking about how the characters feel, making connections between the game and the child's real life. So if the game has children sorting between big and little, maybe they turn off screen at the end of the game and play that game in real life with real objects. This joint media engagement can actually support learning. But what we know is that most parents sometimes co-view television and videos with young children but they much more rarely co-engage with children when they're doing apps or game. So this is a potentially missed opportunity for parents to support early learning because we know that more engagement leads to more attention from the child and, ultimately, more learning.

The next context we'd like to talk about is what... the term has been coined technoference. This refers to interference in parent-child relationship as a result of technology. So imagine a parent on their phone while their child is grabbing their arm and pointing at something that they want, right? What the research shows is that when parents are engaged in their own media, what does children do when they want their parent's attention? Well, at first they might say, "Mom, mom, mom," "Dad, dad, dad." When that doesn't work, they'll start poking, grabbing, hitting, doing the kind of upping the ante to get their parent's attention. What research has shown is that parents, when they are kind of forced to shift attention away from their own media, tend to use pretty negative response, pretty punitive responses to their children when this happens. In fact, in one observational study, parents yelled at children and one parent in the study actually kicked their child's legs for pulling them away from their media. Parents acknowledge that screen media is a primary part of their every day life. Parents who are on screen for nine hours a day and over half of them say that technology is interrupting their relationship to their child three or more times per day. So this is something that we can probably all be a little bit more aware of when we are with our children to carve out screen-free child-focus time each day.

The third context I wanted to touch on is this idea of background media. I don't know how many of you might do home visit, but having done home visit and home visitor coaching myself, when we are in-homes you often arrive and the TV is just on. In fact, the television is on all the time in 42% of homes, and that's whether or not anyone is watching. The issue with background media is that when the TV is just on, it's often left on whatever the last channel was, which means that the content may or may not be appropriate for young children, often it's not. Studies have shown that having background media on actually interferes on children's play and learning. It interrupts them. Imagine Wheel of Fortune is on in the background, a child who's kind of struggling with a shape or they're just about to get the triangle in when Vanna White starts turning the letter and you hear ping, ping, ping every time a letter is turned. The child is going to look up and redirect toward the screen every time that happens and it really interrupts their ability to focus and the child can learn from that experience of play. Other research has shown that, when background media is on, parents and children interact less, they talk less, because the parent's own attention is grabbed by the screen media.

The final context I'm going to touch on is the correlation or the association between television and sleep issue. Research has shown that dose of television just to hear amount of time spent on television across the day is correlated with difficulty falling and staying asleep as it's having a television in the child's bedroom. We want to kind of remove the television from part of the bedtime routine as that's also correlated with sleep problems. And of course, exposure to violent content interrupts the child's ability to fall asleep. Generally, the reason we see this relationship between television watching at bedtime and sleep issues is that tablets, phones, and screens in general emit a certain kind of light on the light spectrum called blue light. Blue light disrupts the natural process that begins around 4:30 to 6:00 where our melatonin begins to be released across the evening that makes us feel relaxed and sleepy. When blue light kind of prevents that from happening, our children kind of neurologically feel more awake and arose because they haven't had the benefit of the melatonin onset rise across the evening.

So our recommendations for parents that we've developed, we call them E-AIMS. E stands for engaging. So when choosing content we wanted to choose content that's interesting and fun and developmentally appropriate for children's ages. And that is ideally



developed around curriculum or particular learning objectives. So we recommend checking out Common Sense Media's reviews, as well as you can always rely on PBS media resources. Actively involved means that the app, the game, or the media experience is designed to really engage the child's involvement, ask the child to do something, respond to something and continues to offer the child challenges. The opposite of this would be, for example, a game I saw recently that the screen where you see bubbles coming across the screen and all the child has to do is pop the bubbles with their finger. That may be initially interesting for the child, but there's no additional skill or challenge for the child to master and just becomes a rote activity. The M stands for meaningful. That screen content is really grounded in a child's every day life and routine with familiar settings and situations. We know that when we introduce a new concept or skill in a familiar setting or with a familiar character even, it supports the child's learning. Finally, the S stands for social. The parents co-engage with media experiences with their child, talking about them, extending them into the real world, and really making it a back and forth experience. For school-age children this means they have opportunities to connect with peers over the media experience.

Finally, some evidence-informed implications that parents might want to consider for their family routines. First of all, we all need to be a bit more aware of how much time we are spending on media, creating screen-free times a day and making sure that we all have a balanced media diet. That includes physical play, play in the real world with real props, as well as screen experiences. We want to focus on that high quality media that we've been talking about because we know that's least likely to have negative impacts on children and we want to see parents co-engaging with their child in those experiences. We want to try and avoid background television whenever possible, avoid keeping screens in a child's bedroom, and avoid making them part of the bedtime routine. You set time for cozying up, telling stories, sharing stories, and cuddling. Finally, starting early with a family media plan that articulates when will use screens, what type of screen experiences are acceptable, how parents will participate, and what families can do when they're not on screen. Again, we'd love for you to check out and share our resources at [zerotothree.org/screensense](http://zerotothree.org/screensense). I think my email was on the opening slide, but I also welcome any of your questions about early screen experiences in children under the age of three. Thank you so much for having me.

Nigel Vann: Yeah. We still got your email on the slide here, Rebecca, and it's also on the final closing slide that people can see. So there's lots of opportunities for people to write your email address and they will still be able to access this when we post online. I did want to highlight that in the helpful resources list that you can download, we do have resource information for various research studies that Rebecca was drawing on in those remarks. Also, for Eric, who's going to present next, that we've got a list of the various academic resources and research sources that he's drawing on. He also got links in that helpful resources list to Screen Sense resources like Rebecca mentioned and you can download three of those today from the downloadable resources box. We have Young Children and Screens, Putting Parents in the Driving Seats, Five Tips to Make the Most of Video Chats, and Screen Use Tips for Parents with Children under Three. They all come from Zero to Three. If we have time during Q&A, we'll talk a bit more about some of those things.

Now I'm going to bring up the picture of our next presenter. Just to introduce Eric briefly, as you see, Eric Rasmussen is an associate professor at Texas Tech University. His research there has focused a lot on children and media with a specific interest in parental mediation and the influence in child conversations about media to children at different developmental stages. He's authored or coauthored articles that have appeared in some of the top academic journals in the fields of communication and child development. I don't think we have his children listed on the bio, but he shared with me that he's got three or maybe four kids, I forget now. But I do remember that when I first met with Eric a few weeks ago, his daughter had just turned 13 and she got her first cellphone on her birthday. So Eric's going to be sharing a little bit today about some of the ground rules he has for his own family. So with that, the time is yours, Eric.

Eric Rasmussen: Thanks, Nigel. Hello everyone, thanks for being with us today. Like he said, I'm Eric Rasmussen. I am a professor at Texas Tech where I do research on kids and media and what parents can do about it. Like Nigel said, I have four daughters of my own. I have one in college, high school, middle school, and then elementary school. So I am right in the thick of it with all the parents out there. Today I'm going to talk about three different things. The first thing I want to talk about is what is it that kids are exposed to in media today. The next thing I want to talk about is what effect does that exposure have. And lastly, I want to talk about what can parents do about it.

Nigel, it looks like I'm having some problems advancing the slides, if you can help me out here. There we go, perfect. Okay. The research show, to go over a little bit of what Rebecca was talking about, kids zero to eight average time that they spend with screen, so these numbers are for screens in general, is a little over two hours everyday. Eight to 12, that goes up to a little over five and a half. But when we get to teenagers, they're watching screens, they're spending time with screens almost nine hours a day. That is more time spent with screens than perhaps in any other activity, including sleeping. So screens are, what I think from these screens, are here to stay and the importance of screen kind of grows exponentially as kids grow. Next slide, please.

In the research that we've found, here are five different types of content that parents are worried about, or that they think about. The first is educational programming. I'll talk about a little bit more about that here in a minute. For violence, just one or two statistics here, about seven and 10 children shows some kind of violence. This one isn't really meant to scare you, but by the time kids become teenagers, they have seen about 100,000 murders, rape, or sexual assault on TV each year. In terms of sexual content, about 75% of primetime shows contain some kind of sexual content, about a third of popular rock songs do, and about 70% of teenagers have accidentally been exposed to pornography in some way. As we know, advertising is everywhere. That ranges all the way from substance use, alcohol, tobacco, all the way to product placement ads in movies. Kids are exposed to about 25,000 ads every year. Then, internet and social media, so everything we talked about, we haven't talked about internet and social media yet, and the research shows that some of the dangers of social media, and David will talk about this in a little while, about a third of teenagers have experienced some sort of online harassment, and about 90% of the most popular children's websites include advertising and collect personal information. So this is kind of the stats the research shows that parents are worried about. Next slide, please.

Let's talk about some of the good effects of media content, because there is a lot of good. What you'll notice here is that these programs that are listed here, Sesame Street, Peg + Cat, Daniel Tiger and Arthur, these are all found on PBS. So these are the publicly available programs. These are the cable programs. This content is readily available to nearly all children. Shows like Sesame Street kids learn reading and early literacy skills. Peg + Cat, they can learn math skills. And I've done a bunch of research on Daniel Tiger's Neighborhood. What we found in our research is that kids who watch it actually develop empathy, what we call social self-confidence, so confidence in social situation. They have greater ability to recognize emotions and also regulate their emotions. Those are some of the skills that are really important as kids get ready to get into school. Then, Arthur, everyone's favorite aardvark, kids who watch that develop perspective taking skills and advance moral reasoning. What we mean by advanced moral reasoning is, if I ask a child why shouldn't you hit someone, low end of moral reasoning would be because it hurt; high end of moral reasoning would be you don't treat another person that way. When we're talking about media, I just want to reiterate, not all media is bad. Content really does matter. Next slide.

We'll talk about the negative effects of media then. I have all these listed out so you could look through those. When kids watch violence on TV it does lead to aggression, research shows that, and it leads to the kids being less willing to help those in need in real life. In terms of sexual content, especially among the teenagers, the more kids view sexual content on TV, it leads to early initiation of sexual activity, and also sexual health issues. In terms of substance use, there is a clear and definitive connection between exposure to content, showing substance use and kids smoking and drinking uptake. Advertising related to obesity, materialism, and something I don't have listed here, is family conflict, we've opened the parent at the store where our kids are asking for things and we're telling them no, so it leads to family conflict. Again, David will talk about this in a little while, internet and social media. We recently concluded some research here that shows that it leads to problems with kid's mental well-being in fact. And then other things that we haven't talked about. There are scary news, kid may start believing that the world is a scary place the more the he sees scary things on TV. Certain media content leads to certain attitudes towards women and attitudes consistent with sexual harassment with women.

What I really want to talk about then is what can parents do about it. What does the research say fathers and mothers can do about kid's exposure to all these types of content? Next slide. Media isn't going anywhere. The research shows that no matter how protective parents are that kids are going to be exposed to content, whether it's at a friend's houses, at school, no matter how many rule parents set, kids are going to be exposed to it. Now the picture on the left, the boy in the bubble wrap, I put that up there because our first instinct when it comes to media parenting is to protect our kids. There's nothing with protecting our kids, protecting our kids is good. But I put the picture on the right to show that empowering our kids is great. The research shows that the



more we can do to empower kids the more parents can empower their kids to deal with the media content themselves, that's the way to protect the kids.

So protecting our kids is good and empowering them is great. I want to talk about four different ways that parents can empower their kids to deal with the media content by themselves. Next slide. I'm going to talk about these four things. We're going to first talk about changing parents' media habits. The single greatest predictor of kid's media use perhaps not surprisingly is parent's media use. Second, I'm going to talk about how parents can talk with their kids about media content and what influence those conversations have. Third, I want to talk about media rule, how to set media rules the right way so that they don't backfire. Then fourth, how parents can establish family media tradition and do things together with media, kind of like what Rebecca was talking about, that we call co-viewing.

Children, if they are anything, are really good at modeling. They are really good copycats. Research shows that the more parents are on their smartphones the more kids are on their smartphones, the more parents watch certain types of content the more kids will watch certain types of content. So the very first thing I tell parents is that, if we want to change kid's media habits, we need to change our own media habits first. Take a good look in the mirror and what our own media habits are. Here are a few suggestions, the second, third, fourth, fifth bullet points there is something that really help families. When parents don't have the TV on or their phones at meal time. That's really important for kids to have that time with parents. Kids will grow up not wanting to do that themselves. Another thing that helps parents is to put their phones down until their kids go to bed. I'm a parent, I understand that's difficult, but I try to make an effort between the time I get home and kids' bedtime to not check all my notifications, because they'll come in no matter what I'm doing. Something else is, if we don't want our kids to be on their phones in their rooms at night, let's not us take our phones into our bedrooms at night, so even adults. Kids pick up on these things. Then, lastly, even as parents, we need to watch educational TV more. When I say cable TV, I mean non-educational content as much. Kids will watch what we're doing and they're really good imitators and they will do what we do as parents. Next slide.

The next most important thing our parents can do is talk to kids about media content. Now I put that picture up or that little comic up there on the right. It says, it's somewhat hard to read, it says, "I think it's time we have a talk about sex," and the boy says, "Well, what would you like to know?" In our house, we have had the sex talk and the pornography talk before we even had the Santa talk with our kids. And that's kind of the environment that we're in now, is that kids are being exposed to things at younger and younger ages. So if parents can do anything, it's: one, change their own media habits; and, two, to have conversations with kids. When I say providing facts versus providing opinions, it's one thing to tell your kid, "Hey, that weather person is standing in front of the green screen," it's another thing to say, "I don't like what that character did." Our kids want to know, in no uncertain terms where we stand on media contents. Parents need to provide opinion, not just facts. There's a lot of research out there that shows that discussions about things like pornography during middle school and high school actually affect media habit when kids go off to college. So it's true that today's media conversation actually empower kids to make healthy choices later on.

I'm going to jump down to that last bullet point there, formal and informal. We've done both in our family. We've had both formal and informal conversations about media. What I found is the most helpful time to have conversations about these kind of sticky things is in the car because the kids can't go anywhere. They're kind of captive participants. If it's done in an informal way, our kids actually start to look forward to those types of conversation. It's not good enough anymore to say, "Because I said so," when it comes to media parenting. Kids need to know the reasons why. And one of the reasons is as kids get older rules can backfire. Psychologically, some things happen with teenagers where you give them a rule and they're actually more likely to engage in that behavior. So rules need to be done in a way that support a child's autonomy. That can take the form of asking kids what they think of certain media content. That can take the form of sitting down with the child and looking up a review on Common Sense Media, as was discussed, and making decisions about media content together. Common Sense Media is a great resource. In our home, we have explained all the reasons for these rules and my kids are probably sick of it because I'm a researcher. Rules in our home, no TVs in the bedroom, so not even in the master bedroom. We don't have a TV in our bedroom. No phones in the bedroom after bedtime. So all the phones go out in the central location, above that drawer, the junk drawer where you can't find anything in that drawer, that's where our phones go. No social media until our kids are 13. Then, selective about social media. So our kids, our three older kids all have smartphones, they're on Facebook, but they're not on Instagram or Snapchat. There's research anywhere yet that shows Instagram and Snapchat is healthy for kids. Then, we as parents get access to all accounts and we can check them anytime.



When it comes to video games, research shows that kids really should be limited to problem solving and sports games. Those are the kinds of games that actually help develop mentally. Then, we also do set time limits in our house. Like our kids get 30 minutes of tablet time a day. That's what they get in our house. So setting media rules the right way is kind of the third tip.

Then, lastly, next slide, is that kids really enjoy using media together with parents. Research shows that this type of co-viewing, watching something together or playing something together, it's kind of like media on steroids. It enhances the effect of media, the good effects and bad effects. In fact, we've done some research here that shows that when kids watch TV with their parents it actually affects things like their heart rate and other kind of physiological indicators of kids so much attention that they're paying to the program. So just being in the same room with their child when they're watching TV or playing on the tablet tends to make kids pay attention more to that content. In addition, co-viewing build parent-child connectiveness. It helps build the relationship between parent and child. Based on the researches, what I tell parents is that we should have devices in shared spaces, not just so that parents can monitor it, but so that parent and child can spend time on those devices together every now and then what the child choose the content. Then, create media-related family tradition. Every Wednesday night at 7 o'clock here in Texas, my daughter and I watch Nature on TV, and she looks forward to that. But it's not enough just to watch together, we really do need to be talking to our kids while we're watching with them. And then invite kids to be involved with our own media experiences. If my kids hear something funny when I'm on my phone or on my tablet, they come running. I try not to get annoyed with that. I try to invite them to join me in those media experiences. Then, I get it as a parent, sometimes we do have to use TV as a babysitter sometimes to get anything done. When we do have to do that, at least be in the same room because the research shows that being in the same room makes a big difference. Next slide. So those are my four tips based on a research of what parents can do to help empower their kids to deal with the media content for themselves. Again, I'm happy to ask... or answer questions when we get to that point as well.

Nigel Vann: Thanks very much, Eric. Yeah, you hit a few cords from me. I tell you I always mentioned in the introduction here that I only got one son, one boy and he's 34 now so I didn't have to deal with a lot of these issues. But there were a few issues coming along as he hit adolescence. But I do remember that the best time to talk to him was in the car when we were going somewhere. So it's good to hear that that's true for doing this too. We did get one quick question here that I'd like to just ask you now in terms of that first slide, with the number of hours. Do you know if that reflects screen time during school hours as well?

Eric Rasmussen: I would have to double check on that, Nigel. But I'm pretty certain that does not include the amount of time the kids are looking at screens in school.

Nigel Vann: Yeah. That would be my guess, too. But let's check on that and we'll post that to the website after the webinar.

Eric Rasmussen: Yup.

Nigel Vann: Yeah. You also ran things about, I wanted to say as well based on Rebecca's presentation, just the whole idea of technoference. It just hits home so much with this conversation. And the background TV, I think that's something that probably a lot of people where they're on some kind of cognitive level, but maybe not addressing just as much as they might. While I'm talking about you, Rebecca, we did get one question coming to you that I think you can answer pretty quickly. Someone wanted to know if the Screen Sense resources are available in Spanish at all?

Rebecca P.: Yes. Unfortunately, at this time, they are not available in Spanish, but that is on the bucket for this year.

Nigel Vann: Okay. That's good to know. Actually, I can also say in terms of what we have on media on National Responsible Fatherhood Clearinghouse website, we are in the process of... We've got a few Spanish language resources on there and we are in the process of translating a few more, particularly some of the more downloadable items. So that is an important issue I think for everybody putting things up on the website.

With that, let me bring up the picture of my esteemed colleague, David Miller, who I've known for quite a while. He is our social media manager/consultant here at the Clearinghouse. He leads conversations, poses questions on Facebook, Instagram and Twitter,



and generally engages a lot of fathers and a lot of other people out there in conversation about fatherhood and co-parenting mental health, healthy relationships. He is also a prolific author, mainly children's books. His book *Dare to be King: What if the Prince Lives*, *Survival Workbook for African-American Males* perhaps underlines a lot of the work he does. He works in communities to really help young men in particular to think about how you handle yourself being black in a community, and things like that. He's also written a book called *Khalil's Way*, which I have meant to include in our helpful resources and forgot to. And I apologize for that, David. That's a book about a way a young boy can deal with some active bullying, not necessarily online. Anyway, David will share a bit more about that. He also has three children. He's got a BA degree and an MA degree and he's now a PhD student at School of Social Work at Morgan State University in Baltimore. So he puts me to shame because I've been ABD for, I've lost count of how many years. So I wish you all the luck in that endeavor, David. I'd be rooting for you all the way, David. The time is yours now.

David Miller: I want to thank Rebecca and Eric for providing a really important framework for us to have this conversation. Ladies and gentlemen, I believe that this is one of the most important conversations that you guys will be engaged in today. When we talk about screen time, when we talk about media consumption, and when we talk about, as Eric indicated in one of his slides, that as our children get older particularly as they move into adolescence, their screen time doubles, and in some cases it even triples, depending upon the household. I think it's really important for folks to really think about the slides that for pre-teens and older teens, that young people are spending eight hours and even more connected to the screen should really sound the alarm. That this is a conversation that we have to have often and this is a conversation that really needs to be focused on what are some alternatives to media. So we know media is not going to go away. But really beginning to help fathers and families think about out of school time, time in the afternoon.

As Nigel indicated, I have three children. I have two college-age children and then I have a 14-year-old. Even with my son, one in state and one is in Florida, even when my oldest son comes home from college, I take his phone because, you know, realize at some point we got to deprogram them from having a phone with someone in the college campus.

Again, I thank both Rebecca and Eric had laid out the framework. I want to talk a little bit about how we work with parents, how we engage parents, and particularly fathers. I work at the National Responsible Fatherhood Clearinghouse. We have a robust social media platform where hundreds of thousands of fathers are connected to our work. We're finding that dads are really asking these questions, whether it's about screen time, whether it's about dealing with violent content on popular shows, and/or even bullying. These are some of the provocative topics that are coming up on a regular basis in terms of dads really asking these questions.

The first thing, ladies and gentlemen, that I think is super important, and I think Rebecca used the term a media plan. Super important that in our work with families we really begin the help families understand the power of being active participants in the child's media and also their own media. As part of being an active participant, we know that if you leave a child in his or her room with a phone and some snacks that they could be there all day. It's super important that in our work with families we help them begin to think about developing a media plan. But within that media plan, there's got to be some ground rules. For example, particularly when my children were a lot younger, we had very stringent guidelines in terms of what they could watch, what they couldn't watch. They couldn't watch TV during the weekend. And even though my youngest daughter is 14 in high school, she still can't watch television during the week. As soon as she comes home we have a place for her to set her phone, we really want her to dive into her homework, do some reading and some other things. Even if you have an older teenager, you're going to get a lot of push back, but it's important to set some rules. And even had those rules in writing, particularly if you're working with a child that's in high school. Even high school and middle school, have some of these ground rules in writing so that everybody in the household is clear.

Second one, don't enter personal information such as names and addresses. We know a lot of times young people are surfing on the web and they're looking at, maybe thinking about purchasing products or signing up a subscriptions, and even things that are really important from safety standpoint, making sure that our children do not enter any personal information and/or creating any usernames that will reveal true identity. I think we have all heard horror stories of young people who have met somebody in the chat room or on a website, that person lures them to a public safe and into the household, and that situation doesn't end favorably. So we've got to have this conversation. We got to have honest conversation about social media consumption, internet consumption, as well as what are some do's and don't's as it relates to technology.



The last one is you just never engage or meet anybody that you meet online. You don't engage a stranger. You don't connect with somebody that you've met online. While we know that that tends to be very popular, it also can be very dangerous. So when we talk about developing a social media plan, these are some of the things that we can begin to help families think about as they take that bold steps in developing a social media plan.

We're going to go to the next slide. Again, a lot of these things are really around monitoring your technology. I do a lot of work in the bullying and harassment space. Back in 2014, my son had come home from school and he had told me about an article he had read about a young man, a true story about a young man in the state of Massachusetts who had been, he's 11-year-old, standout like popular football player, pretty gregarious young man, good family. Mom had figured that he had been both a victim of bullying in the school and also cyber bullying. To make a long story short, this young man had become so overwhelmed with the circumstance and the high degree of bullying that he experience with cyber bullying and at school that at 11 years old he decided to hang himself. So, as a result of that, I ended up writing my second children's school really helping young people navigate this very rough terrain as it relates to bullying.

So one of the first tips is that we got to make sure that we have this open and honest conversation with our children about what bullying is, what bullying looks like. As part of that, as parents, we have to have access to all of our children's platforms. And periodically we just need to spot check, we need to monitor conversations because we need to understand who our children are interacting with on social media, and what are kinds of conversations that young people may or may not be having. So that's super, super important.

The second one is understand that technology that they're using. A lot of times adults, they don't want to be on Facebook. So what's really important for you to understand what are the social media platforms and applications that your children are participating in. Are they on Snapchat? Are they on TikTok? Are they on Instagram? Those tends to be some of the more popular ones. But, as a dad, for me, I really believe you do research, you find out what platforms your child is involved in. One of the reasons why we advocate for you to monitor is because sometimes your child may told you that may only be on Facebook and then you later come to find out that they're on some other platforms that they signed up for that you know nothing about. The way that we address that in our conversation with dads and kind of the way we help our children understand the importance of social media and how to use social media, number one, there has to be a high degree of authenticity and honesty. Even when you may find out that your child has logged on and acquired a handle for a device that you know nothing about, that's the important time to have a courageous conversation with your child and help your child understand the importance of, if you're going to allow them to be on social media, one of the things that's super important is honesty. Investigate in a parental controls in your computer. A lot of times many parents may not necessarily be aware of all of the different kinds of parental controls both in a computer and also in smartphones. So you can investigate with your carrier. You can do some online investigation. But again, parent controls are super important.

Let me now go to the next slide. Check your privacy settings for the internet and make sure that you have some of the restrictive levels as it relates to some of the social media platforms. We already talked about, again, ground rules and I want to over emphasize the ground rules because I'm finding a lot of teenagers, even middle school students, even elementary schools, ladies and gentlemen, are on social media platforms and their parents know nothing about it. Again, just focus on the smartphones. It's super important that you know what your child has been viewing on his or her smartphones. Some of our other colleagues had talked about in terms of make sure you keep that computer in a central place. You don't have that computer in your son or daughter's room and they're up there doing whoever knows what and you want to make sure that computer is in a central location where you're in the kitchen and you walk by again you can easily see what they may be viewing as it relates online participation.

Really quickly think about what your kids are watching on TV. Television viewing and television programming has changed considerably over the last 15 to 20 years, particularly when you think about the sexual content, even in commercials and imagery. So again, as even an active media consumer with the entire family, we want to make sure that we have these conversations. When commercials come up and you're watching these commercials and you see that maybe the commercial is supposed to be about coffee, but it looks like the images maybe trying to sell something else. Again, important for us to have that conversation, be bold enough to ask our children critical questions. Same thing when it comes down to behavior of characters. A lot of times you may see



incidence and scenes where one child or one adult is bullying another person or harassing another person or treating somebody unfairly, I mean, that's a great opportunity to ask your children, is that appropriate behavior? Really give them an opportunity to kind of process and have a conversation with you guys about what they're seeing.

Next, don't use TV as a babysitter. Again, I think that that's been a recommendation for a long time, but I think it's really important now because it wouldn't just be the TV but also a tablet and other devices. Look for how we might limit our television watching. I'm a big advocate for literacy and figuring out how we can replace a lot of the social media time or television viewing time for books. I think there's some wonderful children's books available that people may not necessarily be aware of.

Next, cyber bullying, and I mentioned cyber bullying earlier in my comments. Ladies and gentlemen, I just can't stress the importance of having this conversation with our children. When I did some research for my book, I interviewed hundreds of school-age children across the country to get a better perspective on bullying through their lens. And what we're finding in a lot of research, I think Eric indicated some statistics in some research, we find that so many children are being victimized as it relates to cyber bullying. It's something that again we got to have these courageous conversations with our children. We have to let them know that, if something is happening to them, we will respond, we will respond quickly, we will respond decisively. It's really important for our children to understand that they need to either talk to us as parents or other responsible adults. It could be school teach, it could be a counselor. That encouraging our children to speak to a trusted adult. It could be the school nurse. It could be the debate coach. One of the challenges that I find in the school-based work that I do, ladies and gentlemen, too many of our children are suffering in silence. They are not saying anything. So that says to me that this conversation around media consumption, around social media, what's appropriate, what's not appropriate, cyber bullying? These are things that are super important. So helping parents understand the importance of talking to your children. Even if your children don't feel comfortable about letting mom and dad know because they know mom and dad may get upset, find some responsible, caring, trusted adult that you can share with what has happened.

The second thing is never respond, don't reply, you don't have to go tit-for-tat because if you respond, they're going to respond and it continues to go back and forth, and then it can actually get worse. I think last year, it was a stretch, last year, back in 2018, where it seemed like every other month a elementary, middle, high school student was hurting themselves as it relates to cyber bullying. Maybe more on the middle and high school age range. But it is a problem. It is an ongoing problem and it is not going to go away. So parents being the first line of defense, making sure that they're having these courageous conversation with their children and letting them know, letting the parents know, and then making sure that the parents let their children know that no matter what happens we're going to have your back. No matter what the issue is, we're going to speak to the principal or school police, or whoever we need to speak to address this issue. But again I want to echo, because I do a lot of school-based work, a lot of PD with teachers, a lot of work with students, that this is an ongoing issue. Last but not least, I used to take a slide that you want to report everything. Even if you believe it's a one-time occurrence. If someone says something to you that hurts, if someone in your school is sending around a photo that is offensive, it's important that you save it, show it your parents, block that person, and you choose to leave the platform. But this relationship between parents and children, and for our children to be able to understand that parents will always going to have their back no matter what the situation is in school is super important.

The last but not least is my contact information. I would love to engage our group in questions or comments. I'm going to turn it back over to Nigel.

Nigel Vann: Thank you, David. Hey, that's pretty good, taking the phones away from the college-age kids. I didn't know that. But I'm sure I wouldn't have been able to do that.

David Miller: It's been a struggle. It's been struggle.

Nigel Vann: Yeah. It's interesting for sure, yeah. There was one comment which I think maybe got addressed in the chat box, but it's talking about the facts that sometimes we have to be stricter with our kids than maybe we want to be. There's few questions that have been coming in, but if anyone else had any more questions, please go ahead and type them in the box there.



I did want to ask, and this is a questions for any of the presenters, we've talked a little bit about technological tools that you can use to control the media a bit. Like I only recently learned about the fact that I could get a report on my screen time from my phone, on my iPad, and it tells you the average usage each day I think. You can also control the blue light on the phones and tablets, right? Can you sort of tell people a little bit about how you do that in case folks don't know that?

Rebecca P.: This is Rebecca. From our end, I think, like you said, most phones now allow you to kind of go into a night time or bedtime mode, which does cut down on the blue light. So that's really important to activate on all of the devices that you have. What I found really enlightening for me as a parent are apps that actually track how much time I'm spending on media because it makes me much more self-aware about my own media use. So I would recommend those to parents.

Nigel Vann: Okay. Great. I believe you can also control access to the wi-fi. Does anyone know how you do that? So you can have the wi-fi only work at certain times of day I think?

Rebecca P.: I know the answers to that from my personal life. We actually control access to the wi-fi for my 14-year-old son because he was not showing great self-control about getting himself to bed. So now our wi-fi shuts down at 10 p.m. to both the computer that he uses and to his phone. My husband has set that up on our home computer.

Nigel Vann: Okay. So that's just setting in the computer then, yeah?

Rebecca P.: Yeah.

Nigel Vann: Yeah. Okay. Let's see here. Now I know, and this maybe a question for Eric or Rebecca in particular, but there's been a lot of discussion and we've been having a bit in the box here, and certainly in looking at the research, that there are some people who are screen-free homes and there are some people that really have no control at all. But then there are sort of in the middle who are doing some, or more, of what we're recommending here in terms of being sort of more of a screen time mentor I guess. I believe that research shows there was sort of a U-shape curve there. Eric or Rebecca, could you talk about that just a little bit in terms of outcomes based on how this works?

Eric Rasmussen: Yeah, I heard about that. It's an interesting question because as our kids grow up they're going to need media skills. In fact, I'm on a computer all day and I know many adults that are... Our kids are going to need those skills. And kids today really connect with each other using media. The research shows that having no media actually puts kids behind kind of skill-wise, but having too much media time, as we've talked about, does have some negative impacts. So there is kind of a nice middle ground that we might call moderate right now. With that said, each kid is different and every parent knows their own child the best. So when I make suggestions for rules and screen time suggestions, that's also with the caveat that every parent knows their own child the best. Even each of my own four kids, we have different rules for each of our kids based on their personality and their habits.

Nigel Vann: Okay. Did you want to add anything to that, Rebecca?

Rebecca P.: I think Eric's really covered it in the sense that we know that... In our home, we no longer have a landline. So if my kids want to interact with their friends, they really do need a phone, and there are some kind of technology to create those connections. So I think at the end of the day, it's really a balanced media diet. It's not the only thing that they do, but it does give them a place in the world with their peers.

Nigel Vann: Okay. Great. I had us back on this slide because I saw there was a bit of a chat on the slide in the box. I felt we should perhaps look at this a bit closer. I mean, if you look at it, it's saying ages zero to eight, they're averaging about two hours a day and 0.48 of that is on mobile devices. I would assume that's with the kids at the end of that age bracket. But then when you go the eight to 12, it's six hours a day, and two and a half hours of that is on TV and videos. Then, when we get into the teenage years, we're talking nine hours a day; two hours of those is music, two and a half hours is TV. I'm surprised that it's only an hour on social media, actually. I think that sort of put into context a little bit about what kids are doing. I know some of the research I've been reading has been saying,, "It's not necessarily all that bad because a lot of times kids are socializing with their friends." Before we had this, kids



used to spend, particularly... I know this is stereotype, but kids used to spend a lot of time on the phone and that could create arguments in households when there was only one phone back in the day, and that a teenage son or daughter would be hogging the phone. Anyway, I just want to put that in a little bit of context and then ask each of you to sort of chime in. I see you've all been joined in I think in this chat conversation. So just talk to us a little bit about what do you think some of the implications that this research is telling us in terms of the time.

David Miller: Nigel, I'll just add, from the perspective of a parent and the perspective of a former school teacher, I think that when you have young people spending eight hours and more a day engaged in technology, I do find that problematic. Particularly if these young people are not viewing or involved in anything educational. They may spend the entire day or days without even cracking open a book or any kind of leisure reading. So I do think that it can be problematic. And we also know, and again I'm going to put my teacher hat back on, know that some parents are a little bit more lax than others as it relates to monitoring. Again, I think it's really important as a society that have these conversations and that we begin to look at the role of parenting as it relates to monitoring. Because I just can't see how as a society we are going to move the needle when we have such large numbers of young people, and even adults spending the vast majority of their awake time connected to some kind of device.

Nigel Vann: Yeah. It bothers me when I'm walking down the street and I see everybody looking on their phone. Yeah. Eric and Rebecca...

Rebecca P.: Well, I think in the perspective of infants and toddlers...

Nigel Vann: Yeah, go ahead Rebecca.

Rebecca P.: I think from the perspective of infants and toddlers, the concern from our end in the world of early development is that babies and toddlers need human eye contact, they need human interaction, and they also need adult human who are sensitive and attuned and observant of their subtle, often non-verbal cues in order to have their needs met and in order for them to learn what they need for learn in early years to experience healthy development. So this idea of technoference is really a true concern for us and something that I think, if we can get the word out to parents, that's one area that I think adults have total control over and would make a huge impact on children's development.

Nigel Vann: Yeah. Eric?

Eric Rasmussen: Yeah. To answer the question that you had asked before and one of our listeners asked, those numbers there do not include time spent with media at school or time spent with media doing homework. So I double checked those reports that are cited there at the bottom. What those numbers tell is the greatest predictor of media use of parent, that those numbers really tell me that perhaps we have a problem with parent's media literacy in this country. That I'm kind of not worried about kids, I'm really worried about the parents, which speaks to the need for all us practitioners and people who work with family and kids to really educate parents on what they can be doing and what they should be doing.

Nigel Vann: Yeah. It seems to me from the conversation that we should be having that the real key areas that parents got to be talking to kids and there's got to be some kind of control. I see that Mike said, a question here in the box, that he turned out great from not watching any of this. I think from what I read about the sort of the U-shape thing that we were talking about that I think it becomes hard for kids maybe today if they grow up in the screen-free home but then when they go to school and they start having screens or they go to friend's house and they start having screens. Any of you want to sort of address that just a little bit in terms of what that research might be saying?

Rebecca P.: This is Rebecca. Eric might have more information to share, but I think if a child doesn't have access to, you know, way to connect with peers, I know of the social interaction that in many cases it's positive. I mean, obviously, of course, bullying, et cetera, can happen online, but there's also a lot of positive social interaction like hanging out with friends on FaceTime, for example. Not having access to those experiences I would imagine also impacts sort of a child's ability again to participate fully in their peer group and to move about in the social world in 2019.



Eric Rasmussen: Yeah. I might add that we allow our kids to get smartphones when they were 13. It's interesting, kids these days are much more comfortable, at least in my experience, talking and communicating over text versus in person. Now we can talk about the merits of either one of those, right? But we have been able to discover some things about our own children that they will only share with us via text, that they were too uncomfortable talking with us about in person. So we have to strike a good balance between no media and a lot of media for kids today.

Nigel Vann: Wow, that's really interesting, Eric. Enzo, the question in the box from Victor, and I can't read it properly. Can you read that out for us? Oh, here it go. I can see it now. Okay, yeah. This is a question from Victor. It says, "I'm a parent educator and I service families from pregnancy to three-year-olds. Do any of you have any data on toddlers and media. I have seen many two- and three-year-olds playing with their parent's cellphones." That's a question for you, Rebecca. Are you on mute, Rebecca?

Rebecca P.: I'm sorry. Can you repeat the question for me?

Nigel Vann: Yeah. It's actually showing in the presenter chat box on your screen. It says, "Do you have any data on toddlers and media?" Victor says he's seeing many two- and three-year olds playing with their parent's cellphones.

Rebecca P.: Yes. Common Sense Media really does some of the effective data collection on this and they break it into birth to eight. But, anecdotally and experientially, we're seeing a lot of toddlers engaging with media. In fact, if parents are often using cellphone and away... You know, you're buying in the supermarket and you need something for your toddler to do. I do think again there's ways that we can be using smartphone media in ways that we know really not hurt relationship. For example, there's been a nice and growing research space around FaceTime in young children, particularly young toddlers. That children, actually, when they see people regularly on FaceTime, they are able to learn some FaceTime interaction and they are able to recognize those individuals that they get to know on FaceTime when they meet them in real life. We can also use our smartphones for photos, sharing photos. That's a beautiful way that builds interaction for their children. Again, in a purely idealistic world, I would recommend against sort of mindless game playing as a primary source of screen experiences with children that young. I also recognize the reality of parent's lives that sometimes you just need a few minutes to do something and the phone is easiest. But again, reminding parents pack a few book in that diaper bags, a game or their toy in that diaper bags to kind of remind parents too that there are other options. Because there are a lot of millennial parents, if not all millennial parents, have never known a world without digital technology. So sometimes reminding parents that there's other ways of doing this as well.

Nigel Vann: Yep, yep, yep. I share that comment from Mike in the box there, he realizes that as his kids get older he's going to have to adjust. That's so true, Mike. I'm speaking to someone who's seen one grow from zero to 34. I remember back in the day when we got our first TV that had a remote control with it and he would sit in there, he was about two years old then, and pushing buttons and changing what was happening in the other side of the room. And I thought, wow, this is the digital world that I grew up in and now I've come to a different world since then, right?

I'm going to give each of the presenters just a chance to share one final thought with us before we go. I do want to mention one more thing that I wanted to highlight, again, some of the helpful resources listed that you can download there. The second link there actually is to a Parentland podcast that was put on by the BBC a few months ago. If you want to hear any more from Eric, he actually speaks to about five minutes on that podcast. I got to say I find that very interesting. I think a lot of the questions that you may have that we haven't gotten to here, you'll find here, if you have time to go to some of the resources that we've got there. There is a wealth of stuff there and there's still a lot more coming out. There is some conflicting research because it's only days in terms of these things we don't really know about. Anyway, I want to give everybody just a chance to quick final thought before we leave. After that, there'll be evaluation form I've got for everybody, so please hang on for that. How about we go ladies first. Rebecca, what do you want to leave with us as final thought?

Rebecca P.: I think our final thought would be that the strongest and most nurturing parent-child interactions are the ones that happen in the real world. But if parents choose to use screens with their children, it's co-use and co-engage with high quality content.



Nigel Vann: Hey, it sounds like a wonderful takeaway. Yeah. Eric, what have you got to add?

Eric Rasmussen: Yeah. Media is not going anywhere and so in all of our work with parents, fathers and mothers, I believe the research shows that all our efforts should be aimed towards helping increase parent's media literacy. The people that really need to hear this information, I'm guessing is not necessarily the people on this webinar, but it's the people that we work with, right? We're now armed with this information, hopefully, we can go forward and help empower parents to help empower their kids.

Nigel Vann: Absolutely. And that's a message to everybody on this webinar. Yeah. That's why we provide the resources that we do at National Responsible Fatherhood Clearinghouse and why Rebecca and you provided them on your websites. We know the parents see those, hopefully parents see those, and particularly fathers. This is something that David plays a big role in in terms of spreading the word. David, what's your final word for us today?

David Miller: Yeah. I would just say that it's important to empower parents and provide parents with the information about trends and things that they should be knowledgeable about and specific emphasis as it relates to fathers because these are the kinds of questions that fathers are asking us daily on our social media platforms. So we have a strong emphasis on how we empower dads, give them the language and give them the tools to be the best advocates for their children.

Nigel Vann: Okay. Thank you and thank you for what you do, David, yeah. With that, I will bid you a farewell. We will be doing another webinar before too long, but in the meantime stay connected with us. We'd love to hear how you use any of this information with the fathers and families you work with. Stay connected with us and email us there and that will get to me or even David eventually. We will be letting you all know via our email list there. So if you're not in there, go to [fatherhood.gov](http://fatherhood.gov) and sign up for our email because we're letting you know when the information brief that I mentioned is posted to website.

I wish everybody a good day. Thanks.