I, Sue Schlembach, hereby submit this original work as part of the requirements for the degree of Master of Arts in Educational Studies.

It is entitled:
Parent’s Beliefs, Attitudes and Behaviors:
An Examination into the Interactions Between Parents and their Young Children During Household Screen Media Use

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Parent’s Beliefs, Attitudes and Behaviors: An Examination into the Interactions Between Parents and their Young Children During Household Screen Media Use

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Abstract

Recent research discusses the vital role parents play in the mediation of young children's screen media experiences. Investigations suggest that parental mediation with children during joint viewing, otherwise known as co-viewing, episodes enhances attention and comprehension to program content, thereby potentially eliciting learning. This study explores parent's beliefs, attitudes, and behaviors regarding young children and screen media use and exposure. Specifically, this investigation examines the contextual nature of children’s screen media experiences through parent responses to questions regarding their child's household screen media use. Parents of 21 children age 0 to 5 years old completed questionnaires detailing parental beliefs, attitudes, and behaviors regarding the screen media use of their child. The majority of parents reported having neutral attitudes toward children’s screen media use. Responses also indicated that parents value screen media as an educational tool for their children, and that parents believe it is important to watch programs with their children. Parents reported using a combination of mediation strategies as opposed to using one particular mediation strategy most frequently during children’s screen media viewing episodes.

Findings from this study may lead to future investigations into the contextual nature of young children's screen media experiences. Young children encounter screen media devices such as TV, DVD, and video in their environment beginning early in life. As with diets of food and physical activity, the habits of an individual’s screen media diet may become established early in life as well. The study of young children and their screen media consumption is relatively new (when compared for example to research literature regarding print media and children) and could offer empowering information to those responsible for the health and well-being of young
children. Findings gathered from observations of screen viewing experiences taken from an ecological perspective could benefit health care providers, parents, educators, and policy makers. Understanding the factors involved in young children’s screen media experiences could provide knowledge capable of facilitating appropriate decision making regarding young children's screen media use and exposure. Parents, educators, healthcare providers, and policy makers can impact children’s media consumption patterns early on by engaging in adequately informed discussions guided by findings from experimental and natural setting investigations of interactions between parents and children during household screen media use. If, for example, pediatricians are guided by research findings and discuss the implications associated with household screen media use and children’s development with parents during office visits, parents may in turn use this information to guide their decisions about children’s screen media use and exposure. This information could also be used to guide early childhood educators and their use of screen media products with the young children in their care.
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Chapter 1
Introduction

Parents are responsible for children’s access and availability to screen media devices in the home. Parents have the capacity to control the what, where, and when pertaining to young children’s screen use. Of the screen media platforms available, TV, DVD, and video are the mediums reported as most often used by young children (0-6), with computers and mobile devices being utilized less often by this age group (Common Sense Media, 2011; Gutnick, Robb, Takeuchi, & Kotler, 2010; Rideout & Hamel, 2006). Screen media has taken on a ubiquitous nature in society with children now growing up in environments surrounded by various screen platforms. Investigations suggest children may begin viewing as young as 6 to 9 months old, that parent reports show children under 2 spend an average of 1:54 watching TV, DVD, and video, and that children 0 to 6 who use screen media average 1:57 of daily screen time (Common Sense Media, 2011; Rideout & Hamel, 2006).

Research states that children’s physical, social, and cognitive development occurs rapidly during the early childhood years. The field of child development informs us that interactions with responsive, caring adults elicit optimal learning experiences for young children. By engaging in face to face interactions with responsive adults children are able to attain healthy growth and brain development. Motivated by reports showing that very young children are consuming screen media, researchers endeavor to investigate children’s learning from screen media platforms. The results of this research thus far suggests that very young children (0 to 3) learn best from live, direct interactions with contingently responsive adults; that for this age group learning from educational screen programs pales in comparison to real life experiences.
Research further suggests that when parents coview educational programs with children, particularly children approximately 24 months and older, children may be more likely to attend, comprehend and learn from the screen content (Anderson & Pempek, 2005). A child’s ability to learn new words or prosocial skills from quality educational content may be facilitated by parents coviewing and engaging their children using an instructional type of mediation (Anderson & Pempek, 2005; Fender, Richert, Robb, & Wartella, 2010; Krcmar, Grela, & Lin, 2007). This style of engagement is known as instructive mediation and is one of three forms of parental screen media mediation strategies defined by Valkenburg, Krcmar, Peeters and Marseille (1999). Valkenburg et al. (1999) constructed a scale found to reliably measure each of the three styles of mediation. These three strategies are referred to by Valkenburg et al. (1999) as instructive, restrictive, and social coviewing. Parental instructive mediation was defined as coviewing with a focus on learning via parents interacting with the child through discussion of screen content, and gesturing, pointing to and labeling important program features (Valkenburg et al., 1999). Restrictive mediation was defined as parental rule setting that may or may not include coviewing (Valkenburg et al., 1999). Social coviewing was explained as a more recreational, passive activity where parent-child interactions focused on bonding and relaxing together (Valkenburg et al., 1999). Instructive mediation strategies have been suggested to be positively related to comprehension and learning outcomes in children (Anderson & Pempek, 2005; Barr, Danzinger, Hilliard, Andolina, & Ruskis, 2010; Fender, Richert, Robb, & Wartella, 2010; Krcmar, Grela, & Lin, 2007; Roseberry, Hirsh-Pasek, Parish-Morris, & Golinkoff, 2009). Keeping in mind that young children’s daily routines more than
likely involve screen media viewing, it becomes clear that the context of children’s screen media experiences potentially have important implications for learning outcomes.

When reviewing what the literature offers regarding the contextual nature of children’s screen viewing episodes, it is revealed there is but a paucity of research in this area. The majority of parental screen media mediation research has focused on school aged children, and there are few investigations assessing the parental media mediation strategies of young children. The present investigation is unique in that it assesses self-reports of parental mediation strategies collected using a parent questionnaire focused on young children 0 to 5 years old.

**Mediation Research**

Current research regarding parental screen media mediation of young children has shown mixed results regarding the strategies most often used by parents. Warren (2001, 2003, and 2005) investigated parent’s use of media mediation styles based on the Valkenburg et al. (1999) scale of mediation strategies defined above. Warren’s research indicated parents most often reported using a restrictive mediation style during screen use by children aged 1 to 12 years old. Parent reports published by Valkenburg et al. (1999) stated that social coviewing strategies were used most frequently by Dutch parents of children aged 5 to 12. Valkenburg et al. (1999) also pointed out that parents of younger children (5-8) utilized instructive mediation strategies more than parents of older children (9-12). Research by Barkin, Ip, Richardson, Klinepeter, Finch, and Krcmar (2006) found parents of children 2 to 11 years old most often reported using multiple mediation strategies. Barkin et al. (2006) however found when data for the younger children (2-5) were analyzed separately from the older children (6-11), the analysis suggested parents of these younger children tended to use instructive mediation most often. The literature also points
to indications that parents tend to use combinations of mediation strategies, opposed to one single style of mediation, and that the frequencies with which the different strategies are employed varies (Barkin et al., 2006; Valkenburg et al., 1999; Warren, 2001, 2003, 2005).

In the present investigation parents of children ages 0 to 5 reported engaging in a combination of mediation strategies most often when responding to 5-point Likert scale items based on an adaptation of the mediation scale developed by Valkenburg et al. (1999). However, when analyzing parent responses to the two open-ended questions relating to mediation style it is shown that parents most often report using instructive strategies when watching with their child. This present study therefore offers a more unique assessment of parental mediation strategies, one that utilizes a parent report questionnaire composed of 5-point Likert scale response items as well as open-ended responses from parents of children 0 to 5. Offering parent responses to open-ended items pertaining to why parents coview or why parents point or label screen stimuli for their children assists to clarify and distinguish what types of discussions parents may engage their children in while watching programs together. What has become apparent is the ambiguous nature of the findings demonstrated in the literature and the present study. Such ambiguity implies a need for further investigations into the contextual nature of young children’s screen media experiences, specifically studies of parental screen media mediation.

**Parent’s Role**

Parents’ attitudes and beliefs toward screen media are found to be key mechanisms influencing decisions related to young children and screen media use in the home (Rideout & Hamel, 2006; Warren, 2001, 2003, 2005; Takeuchi, 2011). Parent attitude toward screen viewing’s effects on children are suggested to be consistently associated with parental screen
mediation (Barkin, et al., 2006; Warren, 2001, 2003). Warren (2001) found that parents who reported “highly negative attitudes” towards television’s effects on children were more likely to use rules and discussion than parents having “medium” or “low” negative attitudes. Barkin et al. (2006) found a positive relation between parents’ negative attitude toward screen media’s effects and the use of restrictive and instructive mediation strategies.

Rideout and Hamel (2006) report findings which suggest parents may introduce their young children to screen media because it is perceived as a means offering benefits, of providing “uninterrupted time for chores, some peace and quiet, or even just an opportunity for parents to watch their own favorite shows”. Other examples reported in the literature as to why parents make TV, DVD, and video accessible to young children include: choosing to watch favorite programs during family mealtimes; placing a television set in the child’s bedroom to enable other family members opportunities to view programs they desire; and enlisting the assistance of age appropriate educational screen media to enhance children’s cognitive and social learning (Gutnick et al., 2010; Rideout & Hamel, 2006; Warren, 2001; Takeuchi, 2011).

Research points to the important role parents have in mediating (i.e., coviewing, discussing content, monitoring and setting limits) children’s screen media consumption, and diminishing or negating the negative effects of program content (Gutnick et al., 2010; Rideout & Hamel, 2006; Takeuchi, 2011). The American Academy of Pediatrics (AAP), in a 1999 report, recommend parents avoid TV and video viewing for children under the age of 2, and to limit the amount of TV and video viewing for children older than 2 years of age to 1 to 2 hours per day. The AAP (1999) cites research implicating screen media exposure and the potential displacement of or interference with important parent-child interactions. Research demonstrates that the healthy growth and development of infants, toddlers, and preschoolers is facilitated most ideally
through time spent interacting and communicating with responsive adults (Anderson, 2005; Fiese & Schwartz, 2008; Grela, Krcmar & Lin, 2007; Roseberry, Hirsh-Pasek, Parish-Morris, & Golinkoff, 2009). Acknowledging the cultural trend leading children’s environments to become increasingly immersed in digital media, Anderson, Huston, Schmidt, Linebarger, and Wright (2001) set out to examine the long-term associations between early childhood television viewing and behavioral and academic outcomes in adolescence. Anderson et al. (2001) found positive relationships between viewing informative programs as preschoolers (i.e. Sesame Street and Mr. Rogers’ Neighborhood) and “higher grades, reading more books, placing more value on achievement, greater creativity, and less aggression” in adolescence, whereas high rates (versus low rates) of watching programs of violent or entertainment content were associated with lower math competence beliefs, higher aggression, and lower grades for girls at adolescence. The results suggest that program content is a vital factor to be considered when investigating correlations between early screen media use and developmental outcomes. The findings of Anderson et al. (2001) also underline the important role parents play in guiding and monitoring young children’s consumption of and exposure to screen media content.

The literature discusses the necessity for parents to be aware of and understand the implications regarding associations between young children’s screen media viewing and the potential development of lifelong screen media viewing habits (Gutnick et al., 2010; Rideout & Hamel, 2006; Takeuchi, 2011). Scholars state that not only is program content important, as is demonstrated in the investigation by Anderson et al. (2001) discussed previously, but that the context of the viewing experience matters as well (Barr, Zack, Garcia, & Muentener, 2008; Gutnick et al., 2010; Richert, Robb, & Smith, 2011; Warren, 2003).
Reports indicate that TV, DVD, and video viewing may begin when children are as young as six months old (Rideout & Hamel, 2006). The screen media mediation strategies parents use early on in a child’s life have the potential to impact children’s academic, social, and physical outcomes (Anderson et al., 2001; Richert et al., 2011). The period of early childhood is an optimal time for parents to establish and model for children a balanced pattern of print and screen media consumption and to develop children’s critical thinking skills. When parents engage their children during co-viewing experiences (similar in manner to shared book reading activities) of educational programs—taking the time to point out and discuss salient program features—parents place themselves in a position which offers an opportunity to enhance children’s learning at that moment. Utilizing this type of screen media mediation strategy over time as children mature and develop may offer parents additional opportunities to strengthen children’s cognitive capacity, fostering the child’s ability to more easily comprehend complex screen content such as narratives. By mediating children’s experiences of educational programs, parents may enhance infants’, toddlers’ and preschoolers’ vocabulary and prosocial skills as well as advancing their ability to think critically about the messages they perceive from screen media (Anderson and Hanson, 2009; Barr, Danzinger, Hilliard, Andolina & Ruskis, 2010; Linebarger & Vaala, 2010; Grela et al., 2007; Warren, 2003).

**Aim of Investigation**

The purpose of this investigation is to assess parent’s beliefs, attitudes and behaviors toward young children’s screen media use. This exploration into the contextual nature of young children’s household TV, DVD, and video use offers information regarding not only what parents think in terms of children’s screen media use and exposure, but also the manner in which parents mediate screen media consumption. The findings from this study indicate parents
believe screen media is an important learning tool for children; however parents also report rarely using this medium for the purpose of teaching children. The findings of this study show that the majority of parents report having a neutral attitude (as opposed to a positive or negative attitude) toward children’s screen media use. Parents also indicate they believe it is important to watch TV, DVD, and video with children and that they “often or most of the time” intentionally watch programs with their children. Although parents report they believe it is important to watch programs with their children and the majority of parents indicate they do watch with their children, they also report “often, most of the time, or always” engaging in other tasks while children are viewing screen media. Finally, when asked to respond to items regarding how often they instruct, restrict or socially coview children’s screen media experiences, this study found parents report using a combination of mediation styles most often with their children. However, after analyzing the open-ended response items associated with parent mediation, the findings suggest parents tend to instruct during children’s viewing episodes. When asked to explain “Do you point to and/or name things you and your child see on TV, DVD, and Videos” parents responded with statements depicting active engagement, for example “We talk about what is happening to clarify what we are seeing” or “So he understands it better”.

Children are growing up in screen media rich environments—in many homes TV, DVD and video are now part of the daily routine of infants, toddlers and preschoolers (Rideout & Hamel, 2006; Rideout, Vandewater, & Wartella, 2003; Takeuchi, 2011; Gutnick et al., 2010). Parents employ educational programs directed at infants, toddlers and preschoolers to entertain and educate their children. The decisions parents make appear to be based on the attitude and belief that children at this young age have the ability to learn—concepts such as letters, colors, numbers and ideas, such as sharing—from screen media (DeLoache, Chiong, Sherman, Islam,
Vanderborght, Troseth, Strouse, & O'Doherty, 2010; Fender, Richert, Robb, Wartella, 2010; Robb, Richert, & Wartella, 2009; Roseberry et al., 2009). Current literature points to the paucity of research available regarding associations between TV, DVD, and video exposure and developmental outcomes in young children (Deloache, et al., 2010; Grela et al., 2007; Linebarger & Vaala, 2010; Robb et al., 2009). In light of this dearth however parents, health care providers, educators, and policy makers continue to make decisions influencing the screen media experiences of young children, specifically decisions regarding the areas of context, content, and amount of screen media children consume or are exposed to. Therefore it may be of benefit to parents, educators, health care providers, and policy makers that research continue and be expanded upon in this area enabling those responsible for children’s care to make informed decisions regarding young children's screen media use and exposure (Anderson & Hanson, 2009; Warren, 2003).

Parents have the potential to form children’s early screen media experiences, thus establish lifelong screen use habits. Anderson and Hanson (2010) use the term “media diet” when discussing research methodologies most appropriate for investigations of young children’s screen media consumption. Comprehending young children’s TV, DVD, and video exposure and use from a media diet framework can also be used to guide parents and educators as well. Making conscious, intentional efforts to provide infants, toddlers, and preschoolers with age appropriate, quality programs can become part of an overall health and education agenda for children, similar to current everyday decisions of providing nutritious foods balanced with physical activities.

The choices parent’s make regarding product purchases, time management, placement and availability of screen media devices, monitoring and rule setting all coalesce to impact a
child’s access and exposure to screen media. Parents’ choices are influenced by the attitudes and beliefs they have toward the medium of screen media (Gutnick et al., 2010; Takeuchi, 2011; Warren, 2003; Wartella, Richert, & Robb, 2010). The decisions parents make during the early childhood years have the potential to influence the trajectory of children’s growth and development. Hence, early viewing experiences may impact early childhood development, and later academic achievement. Thus, working from the perspective which acknowledges the vital role parents play regarding children’s use and exposure to screen media in the home, it becomes essential to investigate the beliefs, attitudes and behaviors associated with parents’ decisions regarding the contextual factors associated with the screen media experiences of young children.

This paper will provide a review of the literature pertaining to studies which examine parents, young children and screen media use and exposure. The literature review will be followed by specific details of the purpose of this study and the research questions and hypotheses used to in this investigation. An overview of how this research was conducted is discussed next, followed by the findings of this investigation. The conclusion of the paper will include an interpretive discussion of the results, including an evaluation of hypotheses and research questions and considerations regarding findings from the literature, and ending by offering ideas for future research.
Chapter 2

Background Literature

Based on L. S. Vygotsky’s socio-cultural human learning theory (1978) and A. Bandura’s social cognitive theory of mass communication (2001) a review of the literature examining parents beliefs, attitudes and behaviors regarding young children’s screen media use was conducted. Vygotsky’s work focuses on the primary forces fostering development in children. Vygotsky states that the environmental forces of culture and socialization interact with the biological make-up of children, thus impacting their cognitive, social and emotional development (1978). Specifically, Vygotsky (1978) discusses the facilitative role parents and adults serve regarding young children’s learning. This premise is well suited to screen media research, and often utilized as a framework for investigations of relationships among young children’s screen media experiences, parental screen media mediation, and early childhood developmental outcomes such as learning new words (Barr et al., 2008; Fidler et al., 2010; Kirkorian, Pempek, Murphy, Schmidt, & Anderson, 2009; Richert et al., 2011; Wartella et al., 2010). Based on Vygotskian theory, the hypotheses of the current study are founded in an understanding of the importance of investigations examining the social contexts in which children’s interactions with screen media occur.

Albert Bandura’s social learning theory (2001) informs screen media research as well (Anderson et al., 2001). Bandura’s theory implies adults play a primary role in the mediation of children’s learning experiences. Bandura (2001) states that an individual’s behavioral, cognitive and affective learning may be impacted by observing models that are presented live or on-screen. This concept of early learning from live as well as screen media is documented in two classic
studies investigating observational learning in preschool aged children (Bandura, Ross, & Ross, 1961, 1963). In the first experiment, preschool age children view a live adult model acting aggressively toward an inflated doll, and afterwards when presented with a similar doll in a live setting, the children were observed behaving in much the same aggressive manner towards the doll as the on-screen model previously viewed. A later experiment resulting in similar outcomes involved a scenario similar to the 1961 study; however this investigation utilized a film portraying an adult model behaving aggressively toward an inflatable doll instead of a live demonstration (Bandura, Ross, & Ross, 1963). Bearing in mind the aforementioned studies, Bandura’s theory of observational and social learning lend support for the current investigation of parent’s beliefs, attitudes and behaviors pertaining to young children’s screen media use.

**Findings from the Literature**

The amount of time young children spend viewing television, DVDs, and video (i.e. screen media) in the home has increased over the last several decades (Fidler, Zack, & Barr, 2010; Gutnick, Robb, Takeuchi, & Kotler, 2010; Rideout, 2007; Wartella, Richert, & Robb, 2010). Screen media is ubiquitous for the majority of children living in the United States. One research investigation shows that among the 6 months to 6 year olds studied, 98% have at least one TV in their home, 84% have two or more, and 24% have four or more televisions in their home; and 33% of the parents report that their children have a TV in their bedroom (Rideout & Hamel, 2006). Researchers, parents, educators, healthcare providers, and policy makers voice concerns regarding the possible negative impacts of screen media use on children’s social, physical and academic development (American Academy of Pediatrics, 1999, 2001; Children’s Television Act, 1990; Christakis, Gilkerson, Richards, Zimmerman, Garrison, Gray, & Yapanel, 2009). Examples of concerns cited pertain to childhood obesity, decreases in levels of
vocabulary acquisition, imitation and adoption of aggressive or anti-social behaviors, and increases in hyperactive or inattentive behaviors. However, there are those that acknowledge the potential for educational screen media use to enhance prosocial and cognitive skills of young children, particularly language skills in children 2 years and older (Gutnick, et al., 2010; Linebarger & Vaala, 2010; Krcmar, Rideout & Hamel, 2006; Rideout, Vandewater, & Wartella, 2003; National Association for the Education of Young Children, 1996, 2003, 2011; Roseberry, Golinkoff, Parish-Morris, & Hirsh-Pasek, 2009; Vandewater, Rideout, Wartella, Huang, Lee, & Shim, 2007).

**Parental attitude and mediation strategy.** The literature states that parents generally report varying levels of positive, neutral or negative attitudes towards screen media, and that parents most frequently report having a more positive attitude regarding children’s TV, DVD, and video use (Gutnick et al., 2010; Rideout & Hamel, 2006). Research suggests that parents with neutral attitudes towards screen media tend to laugh and enjoy programs with their young children, using this time to “bond” with each other (Nathanson, 2001; Valkenburg, Krcmar, Peeters, & Marseille, 1999). Neutral parental attitudes have also been associated with children consuming more screen time than children whose parents have a negative attitude toward screen media (Nathanson, 2001; Valkenburg, Krcmar, Peeters, & Marseille, 1999). Research suggests that parents with negative stances towards screen media tend to employ rules and restrictions regarding their children’s use and exposure of screen content more often than parents with positive or neutral attitudes (Gutnick et al., 2010; Nathanson, 2001; Rideout & Hamel, 2006; Valkenburg, Krcmar, Peeters, & Marseille, 1999). Negative parental attitudes are associated with lower amounts of children’s screen use and exposure, as compared to children whose parents have neutral attitudes toward screen media (Valkenburg, et al., 1999; Nathanson, 1998).
Parents with negative attitudes toward screen media more often express concerns over the possible negative effects of TV, DVD, video and internet on children’s learning and social skills. Research suggests that parents with positive attitudes toward screen media tend to spend joint viewing experiences instructing and guiding children’s attention to on-screen objects, characters and activities, and discussing specific program content (Rideout & Hamel, 2006; Warren, 2001, 2003; Vandewater et al., 2007; Zimmerman, 2009). Research indicates that parents who demonstrate positive attitudes toward screen media engage in a mediation strategy referred to as “instructional mediation” (see Valkenburg et al. 1999 and Warren, 2001). Instructional mediation, which is a form of coviewing and also referred to as joint viewing, is suggested to be associated with increases in infant viewing engagement behaviors (looking and attending to screen content), as well as word learning in children 22 months and older (Barr, Zack, Garcia & Muentener, 2008; Krcmar, Grela & Lin, 2007; Linebarger & Vaala, 2010; Richert, et al., 2010; Roseberry et al., 2009).

**What parents believe.** Researchers state that adults value screen media as an outlet for safely occupying their children and as a medium for learning (Rideout & Hamel, 2006). Parents may have their children watch screen media while they make use of that time to complete household responsibilities. Rideout and Hamel (2006) report that a majority of parents consider TV, DVD, and video as educational tools, which have the capability to teach children letters, numbers, words, and ideas. Reports also indicate parents believe it is important to view screen media with their children in an effort to help them understand and learn from what they are viewing, yet parents also indicate the need for “me time”, for a momentary break from direct parenting obligations (Rideout & Hamel, 2006; Warren, 2001, 2003). In other words, parents may believe it is important to view programs with their children, however the reality of
demanding schedules often dictate the choices parents make regarding the mediation strategies they utilize with their infants, toddlers and preschoolers, particularly in regards to parents’ availability to watch and engage with children during screen media experiences (Rideout & Hamel, 2006; Warren, 2001, 2003).

**Amount of screen time.** According to reports from Gutnick et al. (2010) and Rideout and Hamel (2006), infants and toddlers average approximately one to two hours of screen consumption per day, 41% of 2-3 year olds spend two or more hours per day, and 5-9 year olds consume approximately three hours per day. Rideout and Hamel’s (2006) investigation also indicates that the average age in which children begin viewing screen media is 6 months, and that young children primarily use TV and DVDs as mediums for viewing (Rideout & Hamel, 2006). Gutnick et al. (2010) reports that as children mature their computer and video game use tends to increase, however this does not appear to decrease the amount of time spent with TV and DVDs, which continue to comprise the majority of 0-10 year olds’ overall screen media use. Literature documenting screen media use by young children also point to reports stating parents are watching screen media with their children approximately 36% of the time, and note that children are watching alone or with a sibling a majority of the time (Rideout & Hamel, 2006; Rideout, Vandewater & Wartella, 2003). Scholars have documented increases in the amount of screen media used by children over the last several decades, specifically pointing to advances in technology which have led to the varieties of screen media platforms currently available to children (Gutnick et al., 2010; Wartella, Richert, and Robb 2010). Research points to several historical factors facilitating the rise in screen media exposure times of young children.

Wartella et al. (2010) offer a timeline examining data relating to television and video viewing by infants. Looking back to the 1940s when TV was initially introduced few homes had
television sets, however by the 1960s most homes had one. In the early years of television, families watched programs together as a unit. Parents perceived this activity as family time where they gathered with their children to view programs together. Wartella et al. (2010) state that TV during the 1950s and 1960s was likened to the family hearth, and also notes that there were no quality informational programs specifically produced for infants, toddlers, and preschool age children at that time. It was not until the production of Sesame Street and Mr. Rogers’ Neighborhood in the late 1960s that television programs designed for young children aired.

Courage and Howe (2010) describe a second influential feature fostering an increase in children’s screen time. Appearing in the 1990s was cable television which allowed households access to numerous television programs, offering families a wide variety of viewing choices. Another factor discussed in the literature is referred to as constant television homes, which Wartella et al. (2010) indicates as impacting the rise in young children’s exposure to screen media (see also Courage & Howe, 2010). Constant television homes are defined as households where the TV is on “most” or “all” of the time even when no one is watching and have become widespread over the years (Rideout & Hamel, 2006).

A final characteristic contributing to the increase in viewing time by infants, toddlers, and preschoolers is the placement of TV sets in children’s bedrooms (Courage & Howe, 2010; Rideout & Hamel, 2006; Wartella et al., 2010). As previously mentioned, in prior years the primary role of screen media use in the home was to provide family members with a recreational activity they enjoyed together. The role of household TV has been altered from the past. Vandewater, Rideout, Wartella, Huang, Lee, and Shim (2007) suggest that young children may be experiencing TV viewing as an individual and isolated activity. Vandewater et al.’s., claim is supported by several factors. Presently, research documentation points to the existence of homes
with multiple television sets, many with cable or satellite access offering a wide variety of program content (Rideout & Hamel, 2006; Vandewater et al., 2007; Gutnick et al., 2010; Takeuchi, 2011). Parents are also opting to place a TV in children’s bedrooms (Gutnick et al., 2010; Rideout & Hamel, 2006; Vandewater et al., 2007). An investigation by Rideout and Hamel (2006) report that 33% of parents surveyed indicated their child as having a TV in their bedroom (19% were less than 12 months old, 29% were 2 to 3 years old, and 43% were 4 to 6 years old) and over half the bedrooms with TVs in them could access cable or satellite. Rideout and Hamel (2006) state that the majority of parents who put a TV in their child’s bedroom do so because “this frees up other TVs in the house” enabling parents and children the opportunity to watch programs of their choosing. Taken together, these factors lend support to the suggestion that children’s TV viewing experiences may be a more solitary activity than in past generations. Thus, watching TV is no longer primarily perceived as an endeavor the family shares together, rather it more likely may be an experience that young children are engaging in alone, often isolated from other family members, particularly parents (Rideout & Hamel, 2006).

**Children’s programs.** Literature on screen media indicates that in the mid twentieth century families were watching TV with their children, there were however few programs created specifically to teach educational concepts to young children at that time, suggesting they may have primarily been exposed to programs focused on entertaining their age group (Fisch, Truglio, Cole, 1999; Wartella et al., 2010). In the late 1960’s, TV series were created for the preschool age group in an effort to provide young children (particularly children in families with low levels of education and incomes), with educational programming capable of promoting school readiness skills (Fisch, 1999). Broadcast television programs, such as *Sesame Street* and *Mr. Rogers’ Neighborhood* airing in 1969, were two such programs. Both *Sesame St.* and *Mr.
*Roger’s Neighborhood* are deemed by the scientific community as enhancing cognitive development in children who regularly view them (Anderson, Huston, Schmitt, Linebarger, & Wright, 2001; Fisch, Truglio & Cole, 1999; Rice, Huston, Turglio & Wright, 1990; Wright, Huston, Murphy, St. Peters, Pinon, Scantlin & Kotler, 2001). The *Sesame Street* program emphasizes academic and social skills and is specifically designed to elicit the participation of children ages 2-5 (Fisch & Truglio, 2001; Rice et al., 1990). Fisch et al. (1999) report that *Sesame Street* has the ability to “attract and engage young viewers”, utilizing on-screen characters that look at and speak to the audience using simple, explicit dialogue (child-directed language) and concrete concepts, in a manner similar to the way parents and adults interact with young children. The program, *Mr. Rogers’ Neighborhood*, is designed for the preschool audience. This program incorporates minimal scene cuts, has a slow pace, and is produced using child-directed language presented by a soft-spoken host character (Anderson et al., 2001; Friedrich & Stein, 1973). Research indicates positive associations between viewing *Mr. Rogers’ Neighborhood* and creative participation, ideational fluency and prosocial behaviors in young children (Anderson et al., 2001; Friedrich et al., 1979). The literature also points to indications that instructive adult mediation strategies pertaining to screen media content are factors positively associated with learning from age appropriate, educational programs such as *Mr. Rogers’ Neighborhood* (Friedrich et al., 1979).

Today there are many television and screen media programs produced for children ages 0-5, ranging in content from curriculum based, child-tested educational series to those purely focused on entertaining (Barr, 2010; Courage, & Howe, 2010; Gutnick et al., 2010; Wartella, Richert, & Robb, 2010). Beyond *Sesame Street* and *Mr. Rogers’ Neighborhood*, a more recently produced program, titled *Blue’s Clues*, premiered on cable TV in 1996. *Blue’s Clues* is an
educational television series created for 2-6 year olds. *Blue’s Clues* is designed to encourage and support the interactions of young children with characters seen on-screen and to teach processes involved in problem solving (Anderson, 2004; Anderson, Bryant, Wilder, Santomero, Williams, & Crawley, 2000). Empirical research findings suggest *Blue’s Clues* does have the potential to enhance problem solving skills in young children and may be capable of promoting viewers’ interactions with on-screen characters (Anderson et al., 2000). *Blue’s Clues* utilizes on-screen characters (Steve and Blue) to speak directly to viewers, to elicit the attention of the viewing audience, and to facilitate interactions with on-screen characters by incorporating pauses for audience responses to problems encountered by the on-screen characters (Anderson et al., 2000). This interactive element is imitative of live adult interactions with children, particularly age-appropriate parent-child dyadic interactions associated with learning, such as when parents gesture to and label objects, and build, or scaffold, on the child’s prior knowledge (Linebarger & Walker, 2005). *Teletubbies* is another TV series airing in contemporary times. *Teletubbies*’ target audience is children 9-36 months of age, airing on Public Broadcasting Service (PBS) stations, and is marketed as an educational program. Current research by Linebarger and Walker (2005) however, indicate negative associations between viewing *Teletubbies* and word learning and use of expressive language in children 6-36 months of age. The findings from the Linebarger and Walker (2005) study suggest that *Teletubbies* may be unable to offer the educational benefits it claims to extend, therefore the content appears to be less educationally centered and more apt to provide entertainment for young children, particularly in light of the fact that the program’s characters use only repetitive non-verbal language.

The advent of increased accessibility of TV has now been joined by the production of TV series, DVDs and videos created for infants and toddlers and advertised as having educational
content. Currently this is a heavily marketed multi-million dollar industry, implying there exists a strong demand for recreational or entertainment centered programs for young children—which the literature reports as having scant empirical evidence substantiating or refuting claims of learning enhancement in young children (Deloache, et al., 2010; Fenstermacher, Barr, Salerno, Garcia, Shwery, Calvert, & Linebarger, 2010; Grela et al., 2007; Linebarger & Vaala, 2010; Robb et al., 2009). Rideout and Hamel (2006) state that infants, toddlers and preschoolers are watching TV in spite of 1999 recommendations from the American Pediatrics Association (AAP). The AAP recommendations, which have been reiterated by the AAP in 2001 and again in a 2010 Policy Statement on media education, advise parents to avoid TV and video viewing for children under the age of 2, and to limit the amount of TV and video viewing for children older than 2 years of age to 1 to 2 hours per day. The AAP supports this warning citing research suggesting that screen media exposure may be related to the displacement of or interference with vital parent-child interactions; stating that infants, toddlers and preschoolers’ time is most optimally spent communicating and engaging with responsive parents and caregivers, thereby facilitating healthy growth and development (Anderson, 2005; Fiese & Schwartz, 2008; Grela et al., 2007; Roseberry, Hirsh-Pasek, Parish-Morris, & Golinkoff, 2009). The AAP also states that children age 2 and older may benefit when parents watch TV programs with their children. Parent-child joint viewing, known as coviewing, has the potential to foster early learning experiences, particularly when parent-child interactions relate to on-screen content (Barr, Zack, Garcia, & Muentener, 2008; Fidler, Zack & Barr, 2010; Warren, 2003).

Instructional screen media mediation is an interaction where adults or parents intentionally engage children in instruction, guidance and discussion involving program content—where the parent scaffold’s the child’s learning experiences during screen media
viewing activities. A parent may draw a child’s attention to salient program features by labeling and/or gesturing, and facilitate discussions pertaining to important program content by asking questions or commenting on screen stimuli. Parental mediation strategies such as the aforementioned have the potential to enhance comprehension and learning in young children during screen media experiences (DeLoache, Chiong, Sherman, Islam, Vanderborght, Troseth, Strouse, & O’Doherty, 2010; Linebarger & Vaala, 2010; Richert, Robb, Fender, Wartella, 2010). Researchers found learning was enhanced when children viewed educational programs during joint viewing episodes with parents who gestured, pointed to and discussed important content features with children (Barr, et al., 2008; Fender, Richert, Robb, & Wartella, 2010; Warren, 2001; Valkenburg et al., 1999). Barr et al. (2008) studied 12-18 month olds during joint viewing activities. The researchers found that infants attended to the screen content more often when parents utilized higher levels of scaffolding behaviors compared to when parents used lower or medium levels of scaffolding (Barr, et al., 2008). Fender et al. (2010) investigated word learning from screen media in children ages 12-25 months and found that word learning outcomes were related to the teaching focus of the parent. The researchers suggested that new word learning only occurred in children whose parents actively engaged the child with the screen content (Fender, et al., 2010). The investigations mentioned above relate the important role instructional parental mediation plays in facilitating positive learning opportunities for young children during screen viewing experiences.

Child development and screen media scholars offer varying views regarding the AAP recommendations. Some agree with the AAP recommendations, pointing to empirical research demonstrating negative associations between TV and video use prior to age 2 and developmental outcomes (Christakis, Gilkerson, Richards, Zimmerman, Garrison, Gray, & Yapanel, 2009;
Zimmerman & Christakis, 2005; Tomopoulos, Dreyer, Berkule, Fierman, Brockmeyer, & Mendelsohn 2010), others claim the recommendations are premature and too general.

Specifically, Anderson and Hanson (2009) contend that the AAP recommendations are based on inadequate empirical data, pointing to the paucity of investigations in this field. Scholars also argue that the conclusions and implications stemming from this research are often founded on outcomes from investigations of older children (school age) while omitting the different developmental trajectories inherent between younger and older children (Anderson & Hanson, 2009). Researchers suggest that the maturity of the child is an important mechanism effecting children’s viewing experiences—that screen media experiences vary depending on the age of the child (Anderson & Hanson, 2009; Barr, et al., 2008).

In addition to the child’s age, another point of contention found in the literature is the assumption that screen media viewing is a simple, passive task. Anderson et al. (2001) reports that policy makers, health care providers, educators and parents express concerns stating screen media viewing by young children offers little cognitive stimulation. The researchers cite public concerns positing that TV, DVD, and video viewing may have negative impacts on learning due to the simplistic nature of the activity (Anderson et al., 2001). However, child development specialists and screen media researchers report that not only do TV, DVD, and video viewing involve complex cognitive processes, but also suggest that viewers are active participants in their viewing experiences (Anderson et al., 2001; Barr, 2010). Neurologically, infants and toddlers may not be advanced enough to process and comprehend TV, DVD, and video (Anderson & Hanson, 2009). However researchers contend that young children are capable of intentionally attending to and disengaging from screen media. Findings from Anderson and Hanson (2009) suggest that infants and toddlers look at and attend to what is comprehensible to them. What
young children attend to, as indicated in the literature, are the program’s formal features, referring to the sounds, music, voices, and colors used in program production (Anderson & Hanson, 2010; Barr, 2010; Courage & Howe, 2010). As children mature and become preschool age, research results suggest they attend more to the characters and content and less to the formal features during viewing experiences, thus their ability to comprehend what is viewed may increase as well (Anderson & Hanson, 2010). Research findings indicate that infants and toddlers process two dimensional actions and images seen on TV, DVD, and video differently than older children and adults (Anderson, 2005; Anderson & Hanson, 2010; Wartella et al., 2010). Due to immature neural development, it is suggested that infants and toddlers have difficulty transferring information from the two dimensional realm of screen media to the three dimensional environment, whereas older children with more mature processing skills are said to experience less difficulty with this type of transference (Anderson & Hanson, 2010; Barr, 2010).

Wartella, Richert, and Robb (2010) state that investigations involving young children and screen media use must consider the bidirectional nature of interactions occurring during screen media experiences. Researchers suggest it is important to understand the relationships among cognitive constraints, brain maturation, and the physical and social environments when examining correlations between screen media use and cognitive development in young children. Thus the content of the program viewed, the age of the child, and the context in which viewing takes place are best perceived as concurrent variables capable of exerting influence on developmental outcomes hypothesized as being associated with infants, toddlers, and preschoolers and their screen media experiences (Anderson & Hanson, 2010; Wartella et al., 2010). From this standpoint it is then argued that the questions asked and methods used by researchers will invariably be insufficient and unable to clearly support research hypotheses if
they fail to consider variables such as program content, child’s age, and context during viewing (Anderson & Hanson, 2010; Fidler, Zack, & Barr, 2010; Anderson & Pempke, 2005; Linebarger& Walker, 2005).

Both proponents and opponents of the AAP recommendations do however agree on the necessity for continued investigations. Researchers contend that results from further studies regarding associations of early exposure and cognitive development and health outcomes may be utilized to inform public policy, health care providers, educators and parents, potentially leading to positive decisions regarding screen media use and exposure by young children (Anderson & Hanson, 2010; Barr et al., 2010; Linebarger & Walker, 2005).

**Societal influences.** Producers of screen media for young children claim their products are able to promote areas of cognitive, social/emotional, and/or physical development in children, marketing the programs as educational ‘tools’ offering little or no scientific data to support these claims (Fenstermacher et al., 2010). As mentioned previously, regardless of a lack of empirical data substantiating producers’ claims, parents are providing screen media programs to their children. Parents are offering TV, DVD, and video programs to their children based on more than pervasive advertising however. Cultural expectations also impact parents’ decisions. Research findings suggest societal pressures influence parents’ decisions about screen media use (Warren, 2003). The urgency to raise technologically savvy children, to provide children with products offering educational benefits, and the demands of employment and family schedules are all cited as factors effecting parents’ decisions to offer TV, DVD, and video programs to their children ages 0-5 (Fiese & Schwartz, 2008; Rideout & Hamel, 2006; Warren, 2001; 2003). The literature findings state that parents utilize screen media as a medium for supplementing learning and as a safe activity to periodically occupy their youngsters, thereby freeing adults to tend to
various tasks and responsibilities (Courage & Howe, 2010; Rideout & Hamel, 2006; Warren, 2003; Wartella et al., 2010). Parents of infants, toddlers, and preschoolers expend large portions of their time and physical and mental resources providing not only direct day to day care for their young children but towards employment and household responsibilities as well, leaving parents feeling overburdened at times (Fiese & Schwartz, 2008; Warren, 2001; 2003). Rideout and Hamel (2006) state a majority of children less than six years old have parents that are employed and that parents most frequently report using educational and/or entertaining TV, DVD, and video programs as mediums to safely occupy their children in an effort to “offer uninterrupted time for chores, some peace and quiet, or even just an opportunity to watch their own favorite shows” (p. 5). Thus, parents may make decisions regarding children’s use of screen media partially based on the societal pressures they face.

The field of research which focuses on family characteristics surrounding household screen media use by infant, toddler and preschool aged children is an expanding area of study. However there continues to be insignificant amounts of research bearing data pertaining to what actually occurs during the context of household screen media viewing (Fiese & Schwartz, 2008; Nathanson, 2001; Takeuchi, 2011; Warren, 2003). Screen media viewing is a complex activity, encompassing a wide range of bidirectional interactions (Anderson & Pempek, 2005; Kcrmar, Grela, & Lin, 2007; Linebarger & Vaala, 2010; Wartella et al., 2010). These bidirectional interactions include relationships among the child’s development and cognitive constraints, and the physical and social environments, all of which will be covered in more detail later in this paper. Investigating these relationships is a worthwhile endeavor given the lack of research-based literature pertaining to young children’s screen media use and the AAP’s screen media use recommendations (1999; 2010).
**Theme.** There is a particular theme evident in the literature pertaining to the topic of screen media and young children. A majority of the research is focused on investigations of relationships between children’s screen media use and impacts on learning. Appearing in current findings is strong agreement of three primary variables impacting the relationship between young children’s screen media use and cognitive development outcomes (Anderson et al., 2001; Anderson & Hanson, 2010; Anderson & Pempek, 2005; Barr et al., 2010; Krcmar, 2007; Linebarger & Vaala, 2010; Richert et al., 2010; Robb et al., 2009; Roseberry et al., 2009).

Broadly stated, the three factors are: age of the child, the content of the screen media program, and the context in which viewing takes place. Together these variables mediate a child’s potential to enhance development in areas such as prosocial skills, vocabulary, and expressive language from screen media viewing experiences.

**Age.** The age of the child does appear to make a difference in the comprehension of child-directed screen media program content. The ability to comprehend the symbolic stimuli young children view in two dimensions (2D) on a screen is much more difficult than recognizing real objects found in three dimensional (3D) environments (Anderson & Pempek, 2005; Barr et al., 2010; Krcmar, 2010). This inability of young children to comprehend what is viewed on a screen is known as the *video deficit*; this deficit is shown only to fade as children mature and begin to comprehend more complex content such as program narrative (Anderson & Pempek, 2005). The video deficit is supported by research pointing to evidence that infants and toddlers generally have more immature higher order functioning levels of cognitive development than most preschool aged children, who in turn have less mature levels of cognitive development than older children and adults (Anderson & Pempek, 2005; Barr, 2010; Robb, 2009; Roseberry, 2009). Anderson and Pempek (2005) state children less than 24 months of age generally “learn
less from television than from real-life experiences” (p. 511). Thus, it is the ability to make sense of what is seen on the screen that is a major factor separating the capabilities of children 2 and older from those under 2, and aids in substantiating the importance of considering the age and developmental level of the child when investigating associations of screen media and learning in young children.

**Content.** According to Linebarger and Walker (2005), not all educational programs created for young children actually enhance learning. This investigation suggests that the formal features of the content—music, color, sounds, characters, voice, scene cuts, etc.—all play a role in a child’s ability to pay attention to what is most important.

Linebarger and Walker (2005) suggest that child-directed screen media may have what is termed ‘language promoting’ as well as ‘language inhibiting features’ imbedded in them. Child-directed programs are produced specifically for infants and young children to intentionally attend to, and are generally considered as foreground screen media exposure, whereas adult-directed programs are created to inform and entertain adults and are considered as background screen exposure for children (Anderson & Pempek, 2005; Barr, Lauricella, Zack, & Calvert, 2010). An investigation by Linebarger and Walker (2005) focuses on various child-directed programs viewed by 6-36 month old children. The researchers report that not every program listed as ‘educational’ actually promote skills such as language acquisition, number or color recognition, or prosocial skills. According to Linebarger and Walker (2005) language promoting features are present when screen characters speak directly to the audience using a slow pace, when on-screen characters actively encourage audience participation, and time (a pause) is provided for responses from the audience. Language promotion is also facilitated when on-screen characters draw attention toward screen stimuli (i.e. objects), labeling them for the audience, or when
programs are set up in a “storybook like nature” (Linebarger & Walker, 2005). Language inhibiting features may include quick program pace, stimuli presented without labeling, multiple characters engaging in loose narratives, and “use of poor language models” (Linebarger & Walker, 2005). The researchers recommend that individual content features of each program be critically examined for inclusion of developmentally appropriate learning materials.

Krcmar (2010) published a study focusing on word learning in young children using educational child-directed screen media productions. Krcmar (2010) looked at 6 and 24 month old children and their ability to learn words from a non-commercial video program that was created depicting a familiar person on video. By using a socially familiar person as the main character on the video, Krcmar (2010) was able to investigate the association between word learning from a video with a socially meaningful character, and word learning from a live interaction with a familiar person. The results of the study indicate that word learning occurred most frequently in the study condition using live direct interactions with a familiar adult compared to the familiar adult on video only condition. In this investigation, Krcmar (2010) further suggests that children under 20 months of age may be unable to learn new words from educational child-directed screen media due in part to video deficit; stating that for this age group live interactions are better suited to learning due to the inability of young children to attend to and process the most salient features on the screen.

**Context.** The setting in which infants, toddlers, and preschoolers view programs effects the potential for learning to occur. When young children watch child-directed educational screen media with a parent who interacts with them, they are more likely to learn words presented on the program than children who watch the same program without parental interaction (Gutnick et al., 2010; Mendelsohn, 2010; Richert et al., 2010; Roseberry, et al. 2009).
There have been few studies which examine particular types of word learning from screen media. One example found in the literature is from Roseberry et al. (2009) who conducted a word learning experiment. This investigation studied the effects of screen media on young children’s ability to learn verbs. Roseberry et al. (2009) suggests that there are specific conditions that must be met in order for children to learn verbs from screen media. Roseberry et al. (2009) reported that children aged 36-42 months demonstrated evidence of verb learning from video alone, with no live adult interactions. However, they found that children less than 36 months showed no significant verb learning under similar conditions (Roseberry et al. 2009). Live social interaction was found to be a necessary element for word learning to occur in children between 30 and 36 months. Word learning is possible, contend Roseberry et al. (2009), if children are encouraged and instructed by a socially significant other during the viewing experience.

In a 2009 study by Robb et al., infant word learning was assessed. The investigation studied infant word learning from a child-directed, educational DVD. Robb et al. (2009) assessed 12-15 month olds who viewed a commercial DVD marketed to enhance word learning in young children. At the end of a six week period the researcher found no significant increase in vocabulary from viewing the DVD. The authors stated that immature cognitive capabilities and engagement with adult interactions are two primary factors influencing young children’s ability to learn from screen media (Robb et al., 2009). Thus, it is important for parents and caring adults to understand the major role they play in creating optimal environments for infant learning; that in the absence of joint attention with an adult, children may be missing the salient features provided in the content of a program and therefore be afforded little to no learning from the activity.
Purpose

The goal of this study is to investigate the beliefs, attitudes and behaviors of parents regarding young children and their screen media use. The purpose of this research is to collect data on parent beliefs regarding screen media use by young children. Assessing the attitudes, beliefs, and behaviors of parents may offer insight into factors influencing the viewing contexts of young children. Examining parent responses to questions regarding household screen media use and young children—whether parents have a positive, neutral or negative attitude toward young children’s screen media use, if parents utilize this medium as an educational tool, and whether parents believe it is important to view programs with their child—can add insight to the study of young children’s screen media use and exposure as it occurs in their natural environment. Assessments of parents’ general perceptions toward young children and screen media use can be utilized to enrich the current literature now available. This information may then be employed to inform health care providers, educators, parents and policy makers. The available information can then empower them with more ecologically based knowledge from which they may make healthy, developmentally appropriate decisions regarding children’s screen media consumption.

Specifically, this study is designed to assess the mediating stance and behaviors of parents of young children. This is an investigation to determine whether parents of young children more often have positive, neutral, or negative attitudes pertaining to young children and screen media use, whether they believe screen media use is an educational activity for young children, and to collect data regarding the various styles of mediation employed by parents with their young children during screen media use. Following are the research questions and hypotheses explored in this investigation.
Research Questions and Hypotheses

The first research question asks if parents value screen media as an educational tool. Based on findings from Rideout and Hamel (2006), the first hypothesis states that parents value screen media as an educational tool. The results of research undertaken by Rideout and Hamel (2006) indicate that parents do value TV, DVD, video and computer as an educational tool for their children.

The second research question asks what the overall attitude of parents is regarding young children and their TV, DVD, and video use. The second hypothesis posits that parents overall attitude toward children and screen media is a positive one. In their report, Rideout and Hamel (2006) state that parents encourage their children to watch screen media because the parents have a positive attitude towards the medium. Parents indicated that screen media offers their children exposure to novel experiences they would not receive otherwise and also that screen media provides a safe activity to occupy children with when parents must attend to other responsibilities (Rideout & Hamel, 2006).

The third research question asks if parents believe it is important to watch programs with their children. The third hypothesis states that parents believe it is important to watch programs with their children. According to Rideout and Hamel (2006) parents view TV, DVD, and video with children because they believe it is important to spend this time bonding, discussing, or monitoring programs viewed by their children.

The fourth research question pertains to the type of mediation strategy parents employ, specifically inquiring that when children view screen media, do parents tend to act more instructive, restrictive, or social with their children. The fourth hypothesis postulates that parents most often employ social coviewing as the most frequent style of screen media mediation.
Valkenburg, Krcmar, Peeters, and Marseille (1999) found that the majority of parents surveyed indicated engaging in social coviewing most often with their children ages 5-12 during screen media viewing episodes. However, Warren (2003) found that parents of children ages 1 to 5 most often used restrictive mediation strategies. Restrictive mediation strategies were also shown in a later study by Warren (2005) when investigating parental mediation of preschool aged children. Barkin et al. (2006) studied the mediation styles of parents of 2 to 11 year olds and found that parents most often reported using multiple strategies of mediation, but an association between younger children and instructive mediation was found. The research points out that combinations of strategies are typically employed by parents, that parent do not tend to utilize one mediation strategy but rather various combinations, with differences in frequencies of strategy application by parents. An investigation by Rideout and Hamel (2006), which analyzed responses from parents of children 6 months to 6 years old, state the majority of parents reported actively watching screen media with their young children, however the specific nature of the context pertaining to parental mediation strategies was not assessed in this study. Based on the ambiguous findings represented above, further investigation of parental media mediation strategies must be endeavored.
Chapter 3

Method

Participants

Participants were 21 parents of children ages 0-5. Participants were recruited from one medical pediatric office, one medical family practice office, one suburban childcare center, and one metropolitan area preschool facility located on a university campus, all located in the Midwest, between January 10th, 2012 and February 24th, 2012 (see Appendix A for facility permission form). Children were 11 male and 10 female, ranging in age from 6 months to 5 years old, with a mean age of 36 months. The sample was predominantly White, female (20 females, 1 male), ranging in age from 24 to 46 years, with a mean age of 32.6 years. The majority of parents reported education levels beyond high school, with six indicating “some college” and fourteen indicating “college graduate (4 year degree)”; one parent did not report age. Fourteen participants reported household incomes of $50,000 or above, two reported between $30,000 and $49,000, three reported between $20,000 and $29,000, and one parent reported between $10,000 and $19,000; one participant did not report household income.

Materials

An investigator generated questionnaire (see Appendix B for complete questionnaire) was developed for this study. This research was inspired by the Kaiser Family Foundation Reports, authored by Vandewater, Rideout, and Wartella (2003) and Rideout and Hamel (2006), as well as a study by Valkenburg, Krcmar, Peeters, and Marseille (1999). This instrument consisted of three sections, including questions regarding parent/caregiver beliefs, attitudes, and behaviors pertaining to young children’s screen media use, and two demographics sections. In
the first section, participants were asked to answer questions about the age, gender, preschool or child care used outside the home, and birth order of their child 0-5 years old.

The second section asked participants to respond to questions regarding household screen media use, and the location of these devices within the home. In this section, participants were asked to choose applicable responses, rate a majority of the items on a 5-point Likert scale, and respond to open-ended questions, indicating personal beliefs, attitudes, and behaviors pertaining to screen media use and their child. Examples of item questions are: “How often do you use TV, DVDs, and videos for teaching your child something”; “How often do you purposefully (intentionally) watch TV, DVDs, or Videos with your child”; and “What is your attitude toward children and TV, DVD, and video use”.

Parents’ belief in the value of screen media as an educational tool was assessed by directing respondents to indicate on a 5-point scale ranging from “Never” to “Always” as to how often they use TV, DVDs, and videos for teaching their child something. A majority response of “Often”, “Most of the Time”, and “Always” indicate parent’s belief in the value of screen media as an educational tool for their children, thus confirming hypothesis one. A majority response of “Never” and “Rarely” refute hypothesis one. Assessing parents’ attitude toward young children’s screen media use, respondents were asked to choose one of three responses regarding their attitude. Respondents chose one response from a choice of “Negative”, “Neutral” or “Positive”, regarding their attitude toward children and TV, DVD, and video use. A majority of “Positive” responses will confirm hypothesis two. A choice of three responses to choose from was used for this item instead of a rating scale for the sake of making the questionnaire as simple as possible for the participants to complete.
Respondents were also asked to indicate on a 5-point scale ranging from “Never” to “Always” as to how often they purposefully (intentionally) watch TV, DVDs, and videos with their child. A majority response of “Often”, “Most of the Time”, and “Always” will indicate parents’ belief in the importance of viewing screen media with their children, thus confirming hypothesis three. A majority response of “Never” and “Rarely” will refute hypothesis three. An examination of parents’ belief in the importance of viewing programs with their children was gathered by respondents answering “Yes” or “No” to the question asking if they believe it is important to watch shows together with their child. A majority response indicating “Yes” will lend support to hypothesis three. The final section of the questionnaire was designed to record the demographic information of the participants including age, gender, years of education, and range of income, as well as the number and age of other children in the home under the age of 18.

The Valkenburg Scale (Valkenburg, Krcmar, Peeters, & Marseille, 1999) was used to assess parental mediation styles utilized during child’s screen media viewing activities. Valkenburg et al. (1999) established a statistically reliable scale used to distinguish and measure three mediation styles previously documented in research literature investigating parental mediation and children’s television use (Warren, 2001). The Valkenburg Scale (1999) measures instructive mediation, restrictive mediation, and social coviewing. Valkenburg et al. (1999) reported the consistency and reliability measures for the five response items of each mediation strategy utilizing Cronbach’s alpha values which were stated as measuring .80 for instructive, .79 for restrictive, and .79 for social coviewing. Valkenburg et al. (1999) defines instructive mediation as an active, evaluative process, in which parents intentionally engage with children to discuss the pertinent features of screen media content. Restrictive mediation involves rule
making, restricting, and placing limits on screen media use (Valkenburg et al., 1999). Social coviewing, according to Valkenburg et al. (1999) is referred to as a recreational activity, one in which the focus of viewing is perceived as a means of enjoying each other’s company and sharing in a common interest in a program.

**Procedures**

The procedures were carried out in accordance with an approved IRB protocol (see Appendix C for IRB approval letter). The questionnaire sections were to be completed with pen. The questionnaire was designed to take approximately 20-30 minutes to complete. The Information Sheet, questionnaire, envelope, and questionnaire submission box were located in the main lobby as close as possible to the receptionist or manager desk of each facility. Participants were to read the Information Sheet detailing the nature of the questionnaire, and check the appropriate box marked “Yes” or “No” indicating agreement or disagreement in participation of follow-up communications with the principal investigator. Participants were instructed to sign and date the Information Sheet and take one copy of the Information Sheet for their records. Participants were instructed to complete the questionnaire using a pen. They were instructed to retain one Information Sheet for their own records and place one of the completed Information Sheets and the completed questionnaire in the envelope provided, and to seal, and sign across the envelope seal if they choose, and place the envelope in the questionnaire submission box. Participants were informed they could take the questionnaire at their own time and at their own pace.
Chapter 4

Results

Preliminary Analysis

Participants were 21 parents (20 mothers and 1 father), of children ages 6 months to 5 years old. Participants were recruited from one childcare facility located in a metropolitan area, one preschool, and two doctor’s offices located in a small suburban city, all of which were located in the Midwest. The average age of participants was 32.6 years for the adults and 36 months for the children. Children were 10 females and 11 males. The majority of participants had four year college degrees with household incomes of $50,000 and above. One participant completed every page with the exception of one, which appears to have been unintentionally left blank. This questionnaire was not used for data collection due to being incomplete. The remaining 21 questionnaires were complete. Responses to the research questions from each of the 21 completed questionnaires were recorded and analyzed.

The results are presented in four sections, each representing an initial research question and hypothesis. The first section will pertain to the value parents place on screen media as an educational tool. The second section elaborates on the overall attitude parents have toward children and screen media use. The following section will examine the importance parents place on viewing screen media with their children. The final section discusses the findings related to parental screen media mediation style. Participants responded to each item by choosing either “never”, “rarely”, “often”, “most of the time”, or “always”, unless noted otherwise. For purposes of performing chi square analysis, data from responses of “never” and “rarely” were grouped
together and the data from responses of “often”, “most of the time”, and “always” were grouped together.

**Research Questions**

**Do parents value screen media as an educational tool?** Participants responded to three separate items pertaining to their belief in screen media as an educational tool. Data from parent responses show statistical significance for the question “Do you believe that TV, DVDs, and Videos are important learning tools” ($\chi^2 = 3.85, p = .05$), and no statistical significance for “How often do you use TV, DVDs, and Videos for teaching your child something” ($\chi^2 = .429, p = .513$). When asked to respond “yes” or “no” if parents use screen media to teach their child things, data show no statistical significance ($\chi^2 = .429, p = .513$). When responding to the open-ended response question asking parents to explain why they believe or why they do not believe TV, DVDs, and Videos can be used to teach their child things, 8 parents made no response, 8 parents responded with positive statements of using screen media to teach things, reporting for example, “[To] Teach Spanish, numbers, learn how to treat others”, and 5 parents gave negative statements such as, “No time, we use other tools for learning” and “If I want to teach something we read books or go outside; real life learning”. See Table 1 and Table 2 for participant response data to Likert-scale and Yes/No items.

**What attitude do parents have regarding young children and their TV, DVD, and Video use?** One item is used to assess parent attitude toward screen media use, asking, “What is your attitude toward children and TV, DVD, and Video use”. Responses are 67% “neutral”, 23% “positive”, and 10% “negative”. The data suggest more participants report a neutral attitude toward TV, DVD, and video than report a positive or negative attitude. See Table 3 for participant response data.
Do parents believe it is important to watch programs with their children? Two items are used to assess this question. Participant response data show statistical significance for “How often do you purposefully (intentionally) watch TV, DVDs, and Videos with your child” ($x^2 = 5.76, p = .016$), and for “Do you believe it is important to watch shows together with your child” ($x^2 = 13.76, p = .00$). Participant responses suggest parents tend to watch programs with their children and that they may believe it is important to watch programs with their children. See Table 4 for participant response data.

Which mediation strategy do parents tend to use most frequently? To assess parents’ mediation style, thirteen 5 point Likert-scale questions associated with instructive, restrictive, and social coviewing mediation strategies are used. No statistical significance is found for parent responses to the three instructive mediation questions, “How often you point out why some things actors do are good” ($x^2 = .42, p = .51$), “How often do you point out why some things actors do are bad” ($x^2 = .04, p = .82$), “How often you explain motives of TV, DVD, and Video characters” ($x^2 = 1.19, p = .27$). Statistical significance is demonstrated for responses to one of the five restrictive mediation questions, “How often you forbid your child to watch certain programs” ($x^2 = 8.04, p = .00$). No significance is indicated in four of the five restrictive mediation questions, “How often you turn off TV when s/he is watching an unsuitable program” ($x^2 = .04, p = .82$), “How often you set specific day/night time viewing hours for your child” ($x^2 = 1.19, p = .27$), “How often you restrict the amount of time your child watches” ($x^2 = 2.33, p = .12$), and for “How often you specify in advance the programs that may be watched” ($x^2 = .42, p = .51$). Questions assessing social coviewing strategies show statistical significance for two of the five questions, “How often you laugh with your child about things you see on TV, DVD, and Video” ($x^2 = 10.71, p = .01$), and “How often you watch together just for fun” ($x^2 = 3.85, p = .05$).
No significance is found for three of the five questions, “How often you watch together because you both like a program” ($\chi^2 = .42, p = .51$), “Watch together because of a common interest in a program” ($\chi^2 = 1.19, p = .27$), and “Watch your favorite program together” ($\chi^2 = 2.33, p = .12$). One Yes/No item is used to assess for parental instructional mediation strategy by asking, “Do you point to and/or name things you and your child see on TV, DVDs, and Videos” and shows statistical significance ($\chi^2 = 13.76, p = .00$). Responses to the open-ended question asking parents to explain why they believe or why they do not believe they point to and/or name things their child sees on TV, DVDs, and Videos, shows 14 parents responded with positive statements, for example, “We talk about what is happening to clarify what we are seeing”, and “So he understands better”, 6 offered no response, and 1 responded stating “I don’t usually watch with her”. See Tables 5 and 6 for participant response data.

In summary, response data show parents believe screen media is an important learning tool; parents believe it is important to watch, and parents purposefully watch with their children; that parents restrict the type of programs children watch, and parents point to or label things their child views, watches with their child for fun, and laughs with their child about program content.

### Exploratory Analysis

An exploratory analysis is offered here because additional items from the questionnaire can be utilized to inform future research endeavors or used to triangulate with the main research questions of this investigation.

**Context.** Just over 70% of participants report they “often” watch programs with their child, and 86% indicated that they “often”, “most of the time”, or “always” do other tasks while their child is watching TV, DVDs, and videos. Fifty-seven percent of participants report they
“often”, “most of the time”, or “always” have the TV, DVD, or video on during family meals, and that 48% of the participants report the TV, DVD, or video are on when no one is watching.

**Attitude.** Overall, 62% of participants report being “moderately” or “very concerned” about the effects TV, DVD, and video on their child and 38% indicate they are “not at all” or “a little bit” concerned about the effects of screen media on their child. Over 65% of participants report being “moderately” or “very concerned” about their child learning academic and positive social skills from screen media. Interestingly, more of the participants report a neutral attitude regarding children’s TV, DVD, and video use when selecting between “positive”, “neutral” or “negative” attitudes.

**Content.** Just over half of participants report they allow their child to watch some of their adult programs with them. Several reasons are given explaining why children watch some adult shows with parents. The most frequently cited explanations stated “the child shows interest in the programs”, or that parents use this as a quiet time to “cuddle” with their child. Participants also report their child plays in the same room as the TV where adult programs are watched, or that their child falls asleep easier when watching programs with the parent.

**Healthcare Providers.** One other item response frequency that stands out is in regards to participants’ conversations with doctors or others about screen media use. Only 29% of participants report that a doctor or someone else had talked with them about children’s TV, DVD, and video use. This figure suggests that most of the parents had not had a doctor or other person speak with them about their child’s screen media use. This is an interesting finding in light of AAP (2001, 2010) recommendations made not only for parents but for pediatricians as well. The AAP (2001, 2010) recommendations encourage pediatricians and other healthcare
providers (i.e. mental health counselors; child development specialists) to discuss children’s media consumption with caregivers and to provide caregivers with current information pertaining to the implications of screen media use and child development. The AAP (2001) also suggests parents should avoid screen media exposure for children under 2 years of age and to limit screen exposure and consumption in children 2 years and older to a maximum of 2 hours per day.

**Age and Amount of Viewing.** The questionnaire was for parents of children ages 0 to 5; the majority of questionnaire item responses were based on children who were 3 years old. Children less than 1 year through 2 years old made up 23%, 3 year olds were 48%, and 4 to 5 year olds comprised 29%. Total hours reported by parents for children’s viewing Sunday through Saturday averaged 2.5 hours per day. Total hours watched per week varied from 0 hours to 39 hours, with an average of 16.3 hours of viewing screen media per child per week.
Chapter 5

Conclusion

Young children are watching TV, DVDs, and videos. A picture of the ubiquitous nature of screen media unfolds from the findings of this study, as do an understanding of parent’s beliefs, attitudes and behaviors regarding young children and their screen media use. Results from this study may be generalizable to investigations utilizing samples similar to the sample used in this study. The findings here suggest that children ranging in age from 6 months to 5 years are watching television an average of 2.5 hours per day, which is consistent with reports from Rideout and Hamel (2006) and Vandewater, Rideout, Wartella, Huang, Lee and Shim (2007). This daily average of screen time is in excess of the AAP recommendations of no screen content for children under 2 and the suggested amount of 1-2 hours per day for children 2 and older. Participants report concern regarding the positive as well as negative effects of TV, DVD, and video on children—that parents believe screen content may be used for educational purposes, but also realize that some content may be inappropriate for their child to view. Again, this finding is consistent with results discussed in the literature.

An interesting paradox begins to appear when comparing parent responses to questions pertaining to what the participants believe and reports of their behavior (what they do). Parent responses indicate over half the participants report TV, DVD, or video are on “often” or “most of the time” during mealtime and just under fifty percent (48%) of parents report “often” or “most of the time” TV, DVD, or video is on in the background in the home when no one is watching. More parents report being “moderately” or “very” concerned about the effects screen media has
on their child than parents report being “not at all” or “a little bit” concerned. What is interesting then is that more parents report having neutral attitudes toward children’s screen media use than having a positive or negative attitude. This may suggest parents do have concerns regarding the impact of TV, DVD, and video on their children, but they may also possibly have feelings of indifference or ambivalence about children’s screen use.

In the present study parents frequently report concern about the effects screen media may have on their children, reporting concerns pertaining to children learning academic skills from TV, DVD, and video. In partial support of the first hypothesis, response data show significance in the number of parents indicating they believe TV, DVD, and video are important learning tools for their children. However no significance is found in parent report data of actually using screen media to teach their child things, or in how often they utilize TV, DVDs, and videos to teach their child something. The mixed responses may imply that the questions appeared unclear to participants, or that parents do value screen media as an educational tool, but that they are not inclined to use screen media in an educational manner, or rarely have the opportunity to employ this medium for learning. This investigation does not delve into the potential factors influencing or limiting parent’s use of screen media as an educational tool, and suggest these are possible areas for future research.

In this study most parents report having a neutral attitude toward children and TV, DVD, and video. These findings refute the second hypothesis stating that parent’s attitude would be a positive one regarding children and screen media use. In their studies, using a national sample of over 1,000 participants, Rideout and Hamel (2006) and Rideout, Vandewater and Wartella (2003) found parents reported positive attitudes towards screen media, stating that parents indicated they encourage their children to watch TV as an activity used to enhance their learning
or to give the parent time to commit to other tasks. Perhaps the findings from the present study differ from the results reported in Rideout and Hamel (2006) and Rideout, Vandewater and Wartella (2003) due to differing response items used to report parental attitude. Both Rideout studies (2003 and 2006) assessed attitude toward children’s screen use by asking parents to report if they believe watching TV “mostly helps” or “mostly hurts” children’s learning, or “doesn’t have much effect either way”. Previous investigations of parental mediation (Barkin et al., 2006; Valkenburg et al., 1999; Warren, 2001, 2003, 2005) assessed parental attitudes toward children’s use of TV by studying parent’s negative attitudes. The researchers assessed parental attitude toward effects on children viewing violent, sexual, or profane screen content, and suggested associations between negative attitude and the use of restrictive mediation styles. In the present study parents are asked to indicate what attitude they have toward children’s TV, DVD, and video use by choosing from the choices of negative, positive, or neutral attitude. Parental concerns are investigated in the present study by asking parents to indicate their level of concern toward potential negative as well as positive effects of screen media on children. This investigation includes parental concerns regarding children learning academic and pro-social skills from screen media, and shows more parents report being “moderately” to “very concerned” than report being “not at all” or “a little bit” concerned. Another factor to be considered is the difference in samples used. Previous studies used sample sizes composed of hundreds to just over a thousand participants (Barkin et al., 2006; Rideout & Hamel, 2006; Rideout, Vandewater and Wartella, 2003; Valkenburg et al., 1999; Warren, 2001, 2003, 2005). A larger, more generalizable participant sample may yield different results in reports of parent attitude from the present study.
Thus, future explorations of parent attitude toward children’s screen media use may benefit from using more reliable and valid response items as well as larger, more representative participant samples. The relationship between parental attitudes and children’s screen media experiences is far from being clearly understood. Conducting focus groups with parents may prove beneficial. Investigations into possible factors influencing parental attitudes toward screen media may yield findings as to what elicits these attitudes, thereby enriching what is known regarding parental attitudes and their relationship to young children’s screen media experiences.

Parents are watching TV, DVD, and video with their children. In support of the third hypothesis, participant response data indicate most parents purposefully watch programs with their children and that most parents believe it is important to watch shows with their children. Open-ended responses suggest support of parent’s belief in the importance of coviewing programs. When parents are asked to explain why they believe it to be important to watch with their children, parents offer statements such as, “So you can interact with the child, so you can reinforce what they learned with other activities” and “So I know what he is watching, to talk about it” or “Helps explain what is going on, particularly if scared”. These statements suggest parents consider coviewing to be beneficial to their child, offering them opportunities to enhance positive effects and negate negative ones.

In the present investigation, response data of restrictive mediation, social coviewing, and instructive mediation are all partially statistically supported; suggesting parents may use a combination of screen mediation strategies rather than one particular strategy. This finding does not support the fourth hypothesis stating parents would employ social coviewing most often. Multiple mediation strategy use was also reported by Barkin et al. (2006), but not found significant in Warren’s findings (2003, 2005) or in research by Valkenburg et al. (1999). After
analizing the open-ended response items used to assess parent mediation in the present study, findings suggest parents tend to actively instruct during children’s viewing episodes. Fourteen of the twenty-one parents report comments reflecting personal involvement in their children’s screen viewing experiences. When parents were asked to explain “Do you point to and/or name things you and your child see on TV, DVD, and videos” parents respond with statements depicting active engagement, stating for example “We talk about what is happening to clarify what we are seeing” or “So he understands it better”. These statements suggest parents are actively instructing during coviewing episodes, which differs from previous reports on parental mediation (i.e. Barkin et al., 2006; Valkenburg et al., 1999; Warren (2001, 2003, and 2005). Use of open-ended response items as a supplement to Likert-scale response items in a larger, nationally representative investigation may yield more robust results in this area.

The demographic makeup may also influence variations found in research of parental mediation styles. Valkenburg et al. (1999) studied Dutch parents of children 5 to 12 years old, and in two studies by Warren (2001 and 2003) discussed previously, data from parent reports of children in first through sixth grade, and 1 to 5 years olds respectively, were assessed. Barkin et al. (2006) focused on parent responses of children 2 to 11 years old. An investigation by Warren (2005) studied parental mediation in families with low-incomes whose children were between 3 and 5 years old. In 2005, Warren (differing from the studies just mentioned above whose participant samples were predominantly white and reported some college) included a majority of parents who were predominately African-American. As for mediation styles used most often, Warren (2001, 2003, and 2005) stated parents reported engaging in restrictive mediation more often than they utilized instructive or social coviewing; the majority of parents in the Barkin et al. (2006) study reported using multiple mediation strategies most often rather than using an
instructive, restrictive or unlimited style of mediation; and Valkenburg et al. (1999) stated that parents used social co-viewing more frequently than instructive or restrictive mediation strategies. Warren (2003) discussed the time intensive nature of instructional mediation as well as the high energy and time demands of parents of preschool age children. Warren (2003) stated that there may be a cost-benefit factor associated with parents’ decisions to employ screen media mediation strategies. However, Barkin et al. (2006) and Valkenburg et al. (1999) both point out that the parents of younger children tended to report engagement in instructive mediation more frequently than the parents of older children. The findings of the present study suggest parents tend to use rules to control programs viewed by their child, to watch screen media with their child for fun, and laugh and/or point to and label screen stimuli when co-viewing. Thus, the mixed results found in previous studies of parental mediation strategies, coupled with the variations demonstrated in the present study’s Likert-scale parent reports and open-ended responses suggesting use of instructive mediation, call for further research in this area. Investigating possible associations among demographic characteristics and parental mediation strategies may help to inform educators and healthcare providers interested in developing public media literacy interventions.

The findings of this study also suggest parents are doing other tasks while their child watches screen media. Therefore questions regarding parents’ perceptions of co-viewing experiences arise. Questions such as: how is co-viewing perceived by parents, and does this perception change over time; how does co-viewing vary among parent-child dyads, and is age of the child predictive of variances in co-viewing experiences, for example is there a relationship between a child’s developmental trajectory and variances in co-viewing experiences.
If education is the goal parents seek from screen media, perhaps research seeking to distinguish which factors most facilitate or impede the use of screen content as a medium for learning should be further endeavored. Researchers discuss the need for future investigations in this area (Gutnick et al., 2010; Rideout and Hamel, 2006; Takeuchi, 2011). Further research of household media habits may lead to a more comprehensive understanding of what guides parent’s beliefs, attitudes and behaviors regarding young children and their screen media use. By exploring parents’ perceptions of screen media in general and specifically focusing investigations on the contextual nature of young children’s household screen media consumption and exposure, a more complete picture of what comprises the viewing experiences of infants, toddlers, and preschoolers can be established and used to inform the literature.

Some types of screen media programs have been associated with positive learning outcomes in young children, whereas others have been shown to have no impact or negative impacts on young children’s learning (Anderson et al., 2001; Richert et al., 2010). Current literature points to the importance in considering screen media content, the age of the child and the context in which viewing takes place.

There are a wide variety of screen media programs which claim to offer educational benefits for young children. A few programs have been produced using age-appropriate educational frameworks and are supported by empirical research, (i.e. Sesame Street; Blue’s Clues) while others lack consistent research data substantiating educational claims (i.e. Baby Einstein; Teletubbies). If parents want their children to learn during screen media experiences, then they must understand that program content is a factor that must be considered. Education regarding what quality, educational programs contain could be used to assist parents in choosing appropriate screen media products for their children. However, offering children educational
content alone is not sufficient enough to facilitate learning; the program content must be matched with the age of the child.

Infants and toddlers are able to attend to program content when it is age-appropriate and thus more likely to be comprehensible to them. Very young children generally prefer to look at formal content features such as color, sound, and music over the more complex content features of narrative, dialogue and character actions. As children mature, their cognitive processes also typically develop, thereby strengthening their capability of comprehending more complex content features beginning around preschool age. Children’s learning may be facilitated when parents use age-appropriate educational screen media programs for children to view. For parents interested in using screen media as a medium to facilitate learning for their young children, instructive mediation appears to be the optimal choice.

The literature points to the vital role parents play guiding screen media experiences of young children. As noted previously, screen media mediation in the form of intentional parental interactions may elicit learning in young children; however it is important to point out that not all mediation strategies provide educational benefits for children. Research suggests that infants, toddlers and preschoolers rely on adult interactions to mediate their screen media experiences, helping to enhance the positive and inhibit the negative effects of screen content. Specifically, research suggests that when parents point to, gesture, and discuss the important features of age-appropriate screen content with children during joint viewing sessions, children tend to comprehend more of what they view (Barr et al., 2008; Fender et al., 2010; Roseberry et al., 2009).
Parents engage in various strategies of screen media mediation. Instructive mediation discussed above, has been associated with young children’s enhanced learning from screen content, particularly novel word learning (Fender et al., 2010; Krcmar et al., 2007; Roseberry et al., 2009; Warren, 2001). The literature on parental mediation strategies informs us that restrictive mediation may impact the amount and type of screen media young children use and are exposed to, but this style is not necessarily associated with joint-viewing experiences—this strategy generally focuses on controlling time spent viewing and program content viewed. Studies associate the mediation strategy referred to as, social coviewing, with increased consumption of screen media by young children, and interpret this as a passive or recreational activity rather than an intentional learning experience (Barkin et al., 2006; Nathanson, 2001; Valkenburg et al., 1999). Based on findings from the literature of young children’s screen use, the utilization of instructional mediation may prove to be the most beneficial mediation strategy for parents to pursue during young children’s screen viewing experiences.

Limitations and Future Directions

This study sample is limited based on the homogeneous nature of the sample. A larger study sample may yield generalizable findings. There is a lack of observational data due to the use of parent self-reports. It is noted in scholarly literature that under as well as over reporting of children’s screen media exists as a possibility when employing self-reports. However, in studies of screen media use by infants, toddlers and preschoolers, data from parent reports (such as surveys and interviews) continue to be supported and utilized by researchers in the field (Barkin et al., 2006; Gentile & Walsh, 2002; Gutnick, Robb, Takeuchi, & Kotler, 2010; Rideout & Hamel, 2006; Rideout et al., 2003; Vandewater, Bickham, Lee, Cummings, Wartella, & Rideout, 2005). In an investigation by Gentile and Walsh (2002), the methodology of parent reporting is
supported, stating that it is considered a valid method of measuring the media habits of young children. Observational data may provide insightful information that could be used to enrich parent questionnaire responses. In the present study there are also potential limitations based on the date of the Valkenburg et al. (1999) scale of parent mediation styles, as well as the age of the children this study was based on. The mediation assessment scale dates back to 1999 and since that time numerous media platforms have been developed and may need to be addressed in the response items. The Valkenburg parent mediation scale (1999) was developed using data from parent reports of children 5 to 12 years old and therefore did not consider parental mediation of infants and toddlers. However, it should be noted that Valkenburg et al. (1999) is cited in several research investigations pertaining to parental media mediation styles and young children (Nathanson, 2001; Takeuchi, 2011; Warren, 2001; Warren, 2003). This final limitation regarding the Valkenburg scale (1999) suggests a possible need for the creation of a more contemporary instrument used to measure parent mediation styles associated with media platforms found in the home today, which would include computers and portable screen devices in addition to the traditional platform of TV. Also, demonstrating validity and reliability of the scale as it measures parent mediation strategies associated with infants, toddlers, and preschool age children could be used to inform the literature as well.

Based on the research discussed throughout this paper, it is clear there is a growing consensus pertaining to three overarching factors implicated in the impact of cognitive and health outcomes of young children exposed to screen media. There exists a great need for ecologically based, longitudinal studies to further investigate the relationship between early screen media consumption and health and learning outcomes. There is a need for investigations specifically designed to study the associations among the age of the child, screen media content
features, type of screen media (i.e. educational, entertainment) and variations in parent mediation styles (i.e., instructive, restrictive, or social/passive) used during viewing experiences with young children. Endeavoring to make public the results gathered from lab and natural settings may provide a balanced knowledge base which parents can then make informed decisions from. If parents can be encouraged to make decisions early on in their child’s lives as to whether the goal for screen media use in the home is for purposes of education, entertainment or both they may then be motivated to make intentional and consistent efforts to mediate accordingly.

Observations of parental mediation patterns and levels of consistency may offer insight as to the forces behind parents’ mediation choices. In other words, investigations documenting for example: whether parents who work outside the home tend to use certain mediation styles more frequently than parents who are not employed outside the home; do parents’ mediation strategies follow a trajectory similar to the developmental milestones of their children; or, do the majority of parents typically tend to rely on combinations of mediation strategies regardless of the age of the children; and are cultural and socio-economic factors associated with parental mediation styles. These questions may yield rich data pertaining to the overall viewing context of infants, toddlers, and preschoolers. Specific investigations into how, when, where and if parents actively engage children in discussions involving program content, explore and scaffold ideas, and ask questions regarding what children perceive, or how children feel about screen content, may bear information that can guide future public healthcare decisions, recommendations and interventions.

Offering empirical findings relating the importance of screen media content, context and child’s age to those responsible for children’s access and availability to screen media may yield positive outcomes related to children’s use and exposure to screen content. In other words, a
child’s media diet may be significantly influenced when parents, educators, and health care providers are adequately informed about the important role they play in establishing positive screen media habits early in a child’s life. Young children may be exposed to screen content at an early age and this exposure may have associations with positive as well as negative physical, social and academic outcomes. Introducing parents to the concepts of screen media mediation and offering them information demonstrating the importance of appropriately balancing the use of parental mediation strategies may aid parents’ ability to foster appropriate, healthy lifelong screen media viewing habits in young children. Providing media literacy education for parents and caregivers and reinforcing the message that optimal learning in the early childhood years is elicited by consistent, quality interactions between parent and child, should be at the forefront of research investigating young children’s screen media use.
References


Appendix A

Facility Permission Form

USE OF FACILITY PERMISSION FORM

I (print name)______________________________________, office manager, director, or facility owner of (name of facility)______________________________________, located at address________________________________________________, give Sue Schlembach, University of Cincinnati Student and Principal Research Project Investigator, permission to use this facility as a location for recruitment of research participants. The student-researcher, Sue Schlembach, has permission to place an Advertisement for Participants, Research Questionnaire Packet, and Questionnaire Submission Box in the waiting area/lobby of this facility. Contact information for Sue Schlembach is schlemse@mail.uc.edu or 513-317-4948.

Signature________________________Date____________________

Contact Information_____________________________
Appendix B

Participant Questionnaire Form

Instructions: I would like for you to think about your child, or, ONE (1) of your children, 0 to 5 years old. When answering the items in this questionnaire, please select your answers with this child in mind, so that each question answered is about that particular child.

SECTION I

Thinking about your child aged 0 to 5 years old, please circle 1 letter response for each question:

1. What is the age of your child?
   A. Less than 1 year old (0 to 11 months)   B. 1 (12 to 23 months)
   C. 2   D. 3   E. 4   F. 5

2. Is your child a Girl or Boy?    A. Girl       B. Boy

3. What is this child’s order of birth?
   A. Only Child    B. 1st born   C. 2nd born   D. 3rd born or higher

4. Is your child in any type of child care?
   A. Day care center   B. Preschool   C. Head Start   D. Baby sitter   E. Other child care

SECTION II

A. Household screen media devices

1. Where in the home does viewing take place most often? (Please check all that apply):
2. Is there a working TV, DVD player, or Video player in the room or area where your child usually sleeps?
   A. Yes       B. No

3. How often does your child watch TV, DVDs, or Videos in the room where they sleep?
   (Please check only 1):

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
<th>Most of the Time</th>
<th>Always</th>
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</thead>
<tbody>
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</tbody>
</table>
4. Are there iPads, iPods, or handheld electronic game devises in your home?

   A. Yes     B. No

B. Daily household use

5. Please answer the following questions based on a typical day in your home (Please check only 1 response per question):

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
<th>Most of the time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often is the TV, DVD, or Video on in the home when no one is watching?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often is the TV, DVD, or Video player on when your family is eating meals?</td>
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</tr>
<tr>
<td>When watching shows YOU like on TV, DVD, or Video, how much of that time is your child in the same room?</td>
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</tr>
<tr>
<td>How often would you say you do other tasks (such as cleaning, working on a project, using the phone etc.) while your child is watching TV, DVD, or Videos?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you purposefully (intentionally) watch TV, DVDs, or Videos with your child?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Approximately how much time, in minutes and/or hours, does your child spend watching TV, DVDs, and Video? Below, please write in the number of minutes/hours for each day of the week that your child watches.

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
</table>

C. TV, DVD, and Video shows of choice
7. Does your child ask/gesture for specific TV, DVD’s, and Video shows to watch?
   A. Yes          B. No

8. Does your child watch any of the following programs? (Please check all that apply):

<table>
<thead>
<tr>
<th>Yes</th>
<th>Program</th>
<th>Yes</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adventure Time</td>
<td></td>
<td>Jack’s Big Music Show</td>
</tr>
<tr>
<td></td>
<td>Backyardagans</td>
<td></td>
<td>Johnny Pest</td>
</tr>
<tr>
<td></td>
<td>Barney</td>
<td></td>
<td>Mickey Mouse Clubhouse</td>
</tr>
<tr>
<td></td>
<td>Between the Lions</td>
<td></td>
<td>Mr. Rogers</td>
</tr>
<tr>
<td>Yes</td>
<td>Blues Clues</td>
<td>Yes</td>
<td>Phineas and Ferb</td>
</tr>
<tr>
<td></td>
<td>Calliou</td>
<td></td>
<td>Sesame Street</td>
</tr>
<tr>
<td></td>
<td>Chowder</td>
<td></td>
<td>Sponge Bob Square Pants</td>
</tr>
<tr>
<td></td>
<td>Curious George</td>
<td></td>
<td>Super Why</td>
</tr>
<tr>
<td></td>
<td>Dora the Explorer</td>
<td></td>
<td>Yo Gabba Gabba</td>
</tr>
<tr>
<td></td>
<td>Fairly Odd Parents</td>
<td></td>
<td>Go Diego Go</td>
</tr>
<tr>
<td></td>
<td>Handy Manny</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. What other show(s) does your child watch? What is the name of your child’s favorite show to watch?

______________________________________________________________________________

10. How often does your child choose the show he/she watches? (Please check only 1):

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
<th>Most of the Time</th>
<th>Always</th>
</tr>
</thead>
</table>

D. Watching TV, DVD, and Video

11. Which types of TV, DVD, and Video shows does your child watch MOST often? Shows that are:

   A. For kids my child’s age  B. For all ages, including adults  C. For kids and all ages about equally
12. Of the TV, DVD, and Video shows your child watches, are they (Please check only 1):

<table>
<thead>
<tr>
<th>Mostly Educational</th>
<th>Mostly Entertainment</th>
<th>Both Educational and Entertainment equally</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Which member of the household watches shows MOST often with your child? (Please check only 1):

<table>
<thead>
<tr>
<th>Self</th>
<th>Spouse/Partner</th>
<th>Sibling</th>
<th>Child Watches Alone Most Often</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. How much do you think your child likes watching TV, DVDs, and Videos? (Please check only 1):

<table>
<thead>
<tr>
<th>A lot</th>
<th>A little</th>
<th>Not at all</th>
<th>Does not watch TV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. How concerned are you (please check only 1 for each question):

<table>
<thead>
<tr>
<th>Not at all Concerned</th>
<th>A little bit Concerned</th>
<th>Moderately Concerned</th>
<th>Very Concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>About the effects of TV, DVDs, and Videos on your child?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That watching TV, DVD, and Video shows you consider to be inappropriate would encourage your child to think violence is an acceptable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Don’t Know</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>------------</td>
</tr>
<tr>
<td>That watching TV, DVD, and Video shows you consider to be appropriate...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...will encourage your child to learn letters, words, numbers, colors...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That watching TV, DVD, and Video shows you consider to be inappropriate...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...will stimulate your child to <em>imitate the violence</em>?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That watching TV, DVD, and Video shows you consider to be inappropriate...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...will <em>frighten</em> your child?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That watching TV, DVD, and Video shows you consider to be appropriate...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...will encourage your child to learn positive social skills?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That watching TV, DVD, and Video shows you consider to be inappropriate...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...will <em>cause nightmares</em>?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That watching TV, DVD, and Video shows influence what your child eats?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That watching TV, DVD, and Video shows influence your child's pretend...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...play?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. If your child attends Childcare, does the childcare provider use TV, DVDs, and Videos (please check only 1):
17. How often do you use TV, DVDs, and Videos for teaching your child something? (Please check only 1):

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
<th>Most of the Time</th>
<th>Always</th>
</tr>
</thead>
</table>

18. Do you use TV, DVDs, and Videos as a reward or punishment for your child?
   A. Yes    B. No

   If yes, then please explain why and how you use TV, DVDs, and Videos as a reward or punishment for your child:

   ____________________________________________________________

19. Please describe the reasons you and your child would watch some of your shows together.
   (Examples: my child enjoys some of my shows; or, my child falls asleep easier when watching with me):

   ____________________________________________________________

20. What is your attitude toward children and TV, DVD, and Video use? (Please circle 1):

   A. Positive    B. Neutral    C. Negative

21. Do you believe it is important to watch shows together with your child?

   A. Yes    B. No
22. Would you like your child to watch more, just the same, or less TV, DVDs, and Videos than they are currently? (Please circle 1):
   A. More       B. Just the same       C. Less

   Please explain why:

   ____________________________________________

23. Do you believe that TV, DVDs, and Videos are important learning tools for young children? (Please check only 1):

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
<th>Most of the Time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24. What do you want your child to get from watching TV, DVDs, and Videos? Please describe:

   ____________________________________________

   ____________________________________________

25. Are there advantages/disadvantages to watching shows together with your child?
   A. Yes       B. No

   Please explain why you believe this:

   ____________________________________________

26. Do you use TV, DVD, and Videos as ways to teach your child things?
   A. Yes       B. No
27. While watching TV, DVD’s, and Videos do you interact differently with your child depending on the type of show being watched?
   A. Yes   B. No

Please explain why you believe this:


28. Do you point to and/or name things you and your child see on TV, DVD’s, and Videos?
   A. Yes   B. No

Please explain why you believe this:


29. Please answer how often you (Please check only 1 per each question):

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
<th>Most of the time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point out why some things actors do are good?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point out why some things actors do are bad?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the motives of TV, DVD, and Video characters?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. (continued) Please answer how often you:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Say to your child to turn off TV when s/he is watching an unsuitable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>-----</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>Program?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set specific day and/or night time viewing hours for your child?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forbid your child to watch certain programs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restrict the amount of time your child watches?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specify in advance the programs that may be watched?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch together because you both like a program?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch together because of a common interest in a program?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch together just for fun?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch your favorite program together?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laugh with your child about the things you see on TV, DVD, and Video?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

30. Has your child’s doctor or anyone else talked with you about children’s TV, DVD, and Video use?
A. Yes  
B. No

31. Would you be interested in information about children’s TV, DVD, and Video use?
A. Yes  
B. No
If yes, then please explain what you would like to know:__________________________________________
SECTION III

Next are a few questions that will help describe the parents/caregivers taking part in this questionnaire.

Basic Caregiver Information—please answer the following questions:

- How Many Children Under Age 18 live in your Household? __________
- How Old are the Children in your Household? _____________________________
- What is Your Age? __________
- Are you: Female or Male
- What is the Last Grade or class completed in school? (please circle 1):
  A. None B. 1st-8th C. High school incomplete (grades 9-11)
  D. High school graduate (grade 12 or GED)
  E. Business, technical, or vocational school after high school
  F. Some college
  G. College graduate (4 year degree)
- Last Year, in 2010, what was your total household income from all sources, before taxes? (please circle 1):
  A. Less than $10,000 B. $10,000 to under $20,000
  C. $20,000 to under $30,000 D. $30,000 to under $50,000
  E. $50,000 to under $75,000 F. $75,000 or more

Please use the space below to provide any comments you may have:
Contact Information:

- Sue Schlembach: schlemse@mail.uc.edu or 513-317-4948
- Marcus Johnson, Ph.D.: marcus.johnson@uc.edu or 513-556-0555
- University of Cincinnati Institutional Review Board website- www.researchcompliance.uc.edu/irb Phone 513-558-0370

Please discuss any questions or concerns about children and TV, DVD, and Video use with a physician, and if applicable with a school counselor.
For more information on children and TV, DVD, and Video use you may refer to the following resources:

- American Academy of Pediatrics
- Ohio Department of Health
- Committee on Public Education

❖ THANK YOU FOR PARTICIPATING IN THIS STUDY—Please remember to take a copy of the information sheet with you and LEAVE YOUR COMPLETED information sheet with your completed questionnaire.

PLEASE---When you have read and completed the information sheet, and completed the questionnaire:

- FOLD THE INFORMATION SHEET AND THE QUESTIONNAIRE
- PLACE THE FOLDED INFORMATION SHEET AND QUESTIONNAIRE INTO THE ENVELOPE PROVIDED
- SEAL THE ENVELOPE, WRITING YOUR NAME ACROSS THE SEAL IF YOU CHOOSE
- PLACE THE SEALED ENVELOPE INTO THE QUESTIONNAIRE COLLECTION BOX PROVIDED
Appendix C

IRB Approval Letter
UNIVERSITY OF
Cincinnati

INSTITUTIONAL REVIEW BOARD PROTOCOL APPROVAL NOTIFICATION
FOR STUDIES GRANTED EXPEDITED APPROVAL

PRINCIPAL INVESTIGATOR: Sue Schlenbach

PROTOCOL: IRB #11-10-07-03E – Parents’ Beliefs, Attitudes, and Behaviors: An Examination into Interactions Between Parents and Their Young Children During Household Screen Media Use

Includes informed consent: Yes
Includes recruitment: Yes
Informed consent requirement waived: No
Survey materials constitute abbreviated consent: No
Includes HIPAA Waiver: No

Sponsor: Principal Investigator
FWA #: 00003152
The approval for this research activity expires on: November 4, 2011

1. The federal regulations at 45 CFR 46.110 which allow for the expedited review procedure, require that the IRB adopt a method for keeping all members advised of research proposals which have been approved under this procedure. The full Board will be notified of the expedited approval status of your study at its next convened meeting. You will be notified in writing in the event the Board disagrees with this expedited approval decision.

2. For adverse event reporting requirements, please refer to UC Policy II.02.

3. The period of approval of this research project is stated above. In order for a project to continue with IRB approval beyond the expiration date, a progress report form must be filed with the Institutional Review Board on at least an annual basis, and sometimes more frequently at the discretion of the Board.

4. There may be no change or addition to the project, or changes of the investigators involved, without prior approval of the IRB.

5. You are required to modify this study, subject to IRB approval, if subsequent information regarding any drug, device, or procedure utilized in the study is received from the manufacturer or any other reliable source that could reasonably increase or alter potential harm to subjects. The informed consent statement must be modified to include this new information or an addendum must be prepared as a means to assure subject notification. In cases where the subject has completed the study, the modification or addendum is only necessary if the additional information received could impact the subjects in the future.

Chairperson (or Designee), Institutional Review Board

*The attached consent is stamped with the period of IRB approval. Please copy this ICS document and use for all subjects entered into the study.

Please note: This approval is through the U.C. IRB only. You may be responsible for reporting to other regulatory officials (e.g., VA Research and Development Office, UC Health-University Hospital). Please check with your Institution and Department to ensure you have met all reporting requirements.

Statement regarding International Conference on Harmonisation and Good Clinical Practices
The University of Cincinnati Institutional Review Board is duly constituted (fulfilling FDA requirements for diversity), has written procedures for initial and continuing review of research studies; prepares written minutes of convened meetings, and retains records pertaining to the review and approval process; all in compliance with requirements defined in 21 CFR Parts 50, 815 and 312 Code of Federal Regulations. This institution is in compliance with the ICH GCP as they correspond to FDA/ICH regulations.

University of Cincinnati Institutional Review Board Office
81 Goodman Dr. Suite 300, MI, 45237, Cincinnati, Ohio 45237-5287
Telephone 513-668-6268, Fax 513-668-4111

http://www.researchcompliance.uc.edu/irb/
Tables

Table 1

Parent Responses: Value Screen Media Has as an Educational Tool*

<table>
<thead>
<tr>
<th>How Often</th>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
<th>Most of the Time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV, DVD, and Video used often for teaching</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Believe TV, DVD, and Video are important learning tools</td>
<td>0</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

*Raw scores are given.

Table 2

Parent Responses: Value Screen Media as an Educational Tool*

<table>
<thead>
<tr>
<th>Use to Teach</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use to Teach</td>
<td>11</td>
<td>10</td>
</tr>
</tbody>
</table>

*Raw scores are given.
### Table 3

Parent Responses: Attitude Toward Screen Media Use

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Negative</th>
<th>Positive</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Responses</td>
<td>10%</td>
<td>23%</td>
<td>67%</td>
</tr>
</tbody>
</table>

### Table 4

Parent Responses: Importance of Watching With Children*

<table>
<thead>
<tr>
<th>How Often Purposefully Watch With Children</th>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
<th>Most of the Time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>15</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*Raw Scores are given.
Table 5

Parent Responses: Mediation Strategies Used

<table>
<thead>
<tr>
<th></th>
<th>Never/Rarely</th>
<th>Often/Most of the Time/Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructive Mediation</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>Restrictive Mediation</td>
<td>36%</td>
<td>64%</td>
</tr>
<tr>
<td>Social Coviewing Mediation</td>
<td>43%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Table 6

Parent Responses: Point to and/or name things.*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point and/or name things</td>
<td>19</td>
<td>2</td>
</tr>
</tbody>
</table>

*Raw scores are given.