Center on Media and Human Development
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Parenting in the Age of Digital Technology

A National Survey

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Introduction

In the popular press, much is made about how new digital technologies such as iPads and smartphones are revolutionizing family life. Children and parents alike now have a growing stream of new technological resources at their fingertips, offering increased opportunities for engagement, entertainment, and education. But while anecdotes about families and media abound, empirical evidence on national trends is much harder to come by.

This study explores how parents are incorporating new digital technologies (iPads, smartphones) as well as older media platforms (TV, video games, and computers) into their family lives and parenting practices:

- What does the family media and technology environment look like today?
- How widely have mobile media technologies been adopted? Are they making parents' lives easier?
- How does the role of newer technologies compare to that of "traditional" platforms like television, or to other technologies such as computers and video games?
- How do parents use media and technology as a parenting tool, to help them get things done, or to educate their children?
- What role do media and technology play in families' "together" time?
- How do different parenting practices and parents' own levels of media and technology use affect the use patterns of children in the home?

The study focuses on families with young children and explores what is actually happening in the lives of real families, from all walks of life. It is based on an extensive survey of a nationally representative sample of more than 2,300 parents of children from birth to eight years old. (The complete survey questionnaire and results are provided in the appendix.) The survey was informed by a series of four focus groups among parents of young children, conducted in California and Illinois. While parents' comments from the focus groups and from the survey are included throughout the report, the key findings and all numeric data in the report are based on the results of the quantitative national survey.

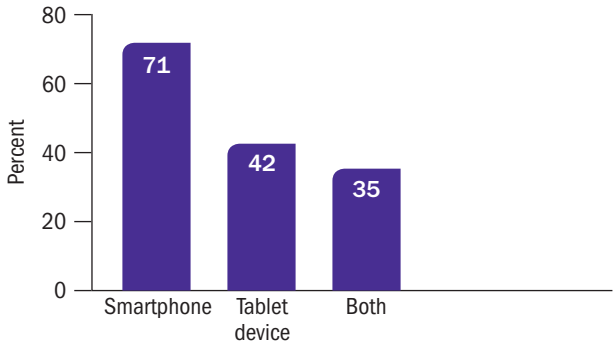
For children's advocates, educators, public health groups, policymakers, and parents, it is important to have an accurate understanding of what families' lives really look like. Thus the goal of the present report is to deepen and sharpen that understanding.

Key Findings

1. **While new media technologies have become widespread, a majority of parents do not think they have made parenting any easier.** Seven in ten (71%) parents say they have a smartphone in the home, and 42% say they have a tablet device. Among all parents, the vast majority (70%) do not think the devices make parenting easier, compared to 29% who say they do. Among parents who own both devices (35%), 38% say that these devices have made parenting easier.

Chart 1: New Media Technologies in the Home

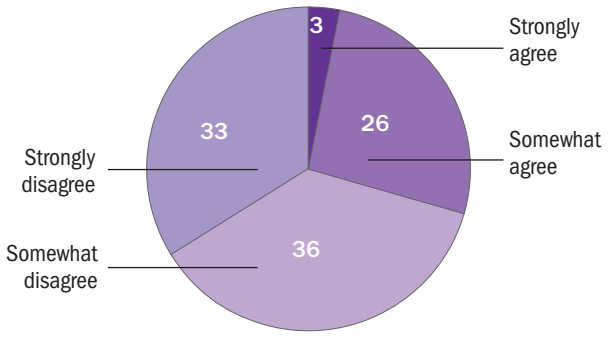
Among parents of children ages 0–8, percent who have new media devices in the household



Note: A smartphone was defined as "a cell phone that can be used to send email, watch videos, download apps, or access the Internet, like an iPhone, Galaxy or Droid." Examples of tablet devices included "like an iPad, Kindle Fire, or Galaxy Tab."

Chart 2: Parenting and New Media Technologies

Among parents of 0–8 year-olds, percent who agree/disagree that "smartphones and tablet devices make parenting easier"



2. **Parents use media and technology as a tool for managing daily life, but books, toys, and other activities are used more often.** Parents say they are more likely to use books, toys, and other activities when they need to keep children occupied than they are to use TV; and they are much more likely to use TV than to use mobile media devices.

For example, when parents are *making dinner or doing chores* and want to keep their child busy, 88% say they are very or somewhat likely to give their child an activity to do or a toy to play with, 79% to give them a book to read or look at, and 78% to let them watch TV. By comparison, 37% of those who have a smartphone or tablet say they are likely to give them one of those devices to use.

In another common situation, when a *child is upset* and the parent is trying to calm him or her, parents are also more likely to turn to a toy or activity (65%) or to a book (58%) than to media. Forty percent say they are very or somewhat likely to let the child watch TV in this circumstance, but only 17% say the same about letting the child play with a mobile device like a smartphone or tablet (among those who have one).

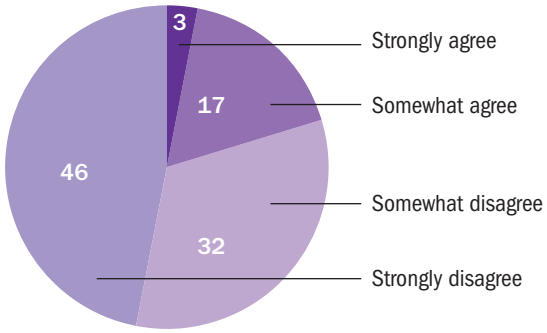
When it comes to offering children a *reward for good behavior* or a *consequence for bad behavior,* media are a frequently used tool, although books, activities, and toys are still high on the list, and TV still trumps new mobile media. For example, 84% of parents say they are very or somewhat likely to reward their child with a toy or activity, 69% with a book, and 69% by letting them watch TV. In comparison, 44% of those with a mobile device like a smartphone or tablet say they are likely to let the child use one of those as a reward. TV tops the list of tools for delivering consequences for bad behavior, with 71% saying they are likely to take away TV time and 66% taking away time with toys or activities. Of parents who own a mobile device, 59% report taking away time with it as a consequence for a child's bad behavior.

3. **Parents still turn to family and friends for parenting advice far more often than to new media sources like websites, blogs, and social networks.** Ten percent of parents say they are very likely to get parenting advice from a website or blog, and just 5% from a social networking site. In contrast, half (52%) say they are very likely to get advice from spouses, 34% from their mother, 31% from a pediatrician, 25% from friends, and 19% from teachers. Parents are more likely to get advice from their in-laws (11%) than from websites, blogs, or social network sites.

4. **Parents do not report having many family conflicts or concerns about their children's media use.** Nearly eight in ten parents (78%) disagree with the statement "negotiating media use causes conflicts in our home," compared to 20% who agree with it. Parents also do not report significant conflicts with their spouses over their children's media use: 83% of those with a spouse or partner say they usually agree with each other on this issue, while 16% say they don't. Half (55%) of parents say they are not concerned about their children's media use, compared to three in ten parents who say they are very (13%) or somewhat (17%) "concerned" (13% say this issue isn't relevant given their child's age). Fifty-nine percent of parents say they are not worried about their children becoming addicted to "new" media, although nearly four in ten (38%) say they are worried about that. Mothers and fathers differ somewhat in their perceptions of family conflicts and agreements regarding technology use. Mothers are more likely to agree with the statement that "negotiating media use causes conflicts in our home" (22% vs. 18% for fathers) and less likely to agree with the statement that "my partner and I usually agree when it comes to making decisions about [our child's] media use" (80% vs. 89% among fathers).

Chart 3: Media and Family Conflicts

Among parents of children ages 0–8, percent who agree/ disagree that "negotiating media use causes conflicts in our home"



5. **There is still a big gap between higher- and lower-income families in terms of access to new mobile devices.** Overall, ownership of tablets such as iPads, Kindle Fires, or Galaxy Tabs has increased, with 42% of households with 0- to 8-year-olds now owning a tablet. However, the divide by income is substantial: among families earning $100,000 a year or more, two-thirds (65%) now own such a device, while among lower-income families (less than $25,000 a year), 19% do. Similarly, while a majority of lower-income homes now report having a smartphone (61%), it is still far fewer than among higher-income homes (80%).

6. **Parents are less likely to turn to media or technology as an educational tool for their children than to other activities.** When parents are looking for an educational opportunity for their child, they are less likely to think about using media for that purpose than they are to think about directing their child to a book, toy, or activity. About two-thirds (62%) say they are very likely to point their child toward a book when looking for an educational opportunity and 41% to a toy or activity, compared to 15% who say the same about using the computer, 12% for TV, and 10% for a mobile device such as a smartphone or

tablet (among those who own one). When asked about the impact of various types of media on children's academic skills, the only instances in which a majority of parents attribute a positive effect to media are the impact of computers on children's reading and math skills (59% and 53%, respectively, said mainly positive) and TV's impact on children's speaking skills (56% said mainly positive).

However, even when a majority do not agree, parents are still more likely to find a *positive* than *negative* effect of media and technology on many of their children's academic skills. For example, parents are more likely to say TV and computers have mainly a positive (rather than negative) effect on children's reading, math, speaking, and creativity. With regard to mobile platforms such as smartphones and tablets, more say they have a positive effect on reading and math, although a plurality say they don't have much effect one way or the other.

Lower-income parents (those earning less than $25,000 a year) are more likely than other parents to turn to TV for educational purposes. Half (54%) of these parents are very or somewhat likely to use TV or DVDs for educational purposes, compared to 31% of higher-income parents (those earning $100,000 a year or more). Similarly, lower-income parents are also more likely to think TV has a "very" positive effect on children's reading (23%, compared to 4% among the higher-income group) as well as their math and speaking skills. Similar differences are found in parents' views about the positives and negatives of computers as well.

7. **Parents assess video games more negatively than television, computers, and mobile devices.** More parents rate video games as having a negative effect on children's reading, math, speaking skills, attention span, creativity, social skills, behavior, physical activity, and sleep than any other medium.

8. **For each type of technology included in the survey, a majority of parents believe these devices have a negative impact on children's physical activity, the most substantial negative outcome attributed to technology in this study.** Sixty-one percent of parents say video games have mainly a negative effect on physical activity. A similar proportion says the same about TV (58%), computers (57%), and mobile devices (54%).

Table 1: Parents' Opinions about Media's Effects

Among parents of children ages 0–8, percent who say each medium has a mainly positive or negative effect on children's . . .

	TELEVISION		COMPUTERS		MOBILE DEVICES*		VIDEO GAMES	
	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative
Reading skills	38	25	59	9	37	21	21	35
Math skills	36	17	53	9	30	22	18	33
Speaking skills	56	14	27	20	20	27	10	39
Attention span	27	42	29	26	18	37	19	45
Creativity	47	23	48	14	30	26	26	36
Social skills	33	30	19	35	16	37	11	50
Behavior	22	35	17	20	12	29	8	47
Sleep	10	39	7	29	5	35	3	49
Physical activity	19	58	9	57	7	54	10	61

* Mobile devices were defined as "such as smartphones and tablets."

9. **Many parents report using media technology with their children, but this "joint media engagement" drops off markedly for children who are six or older.** About three in ten parents say that when their children are watching TV (32%), using the computer (29%), or playing on a smartphone (29%), the parent is doing so along with the child "all or most" of the time. Interestingly, fewer parents report that level of co-viewing when using an iPad or similar device (20%). This type of joint media engagement decreases as the child gets older, so that among 6- to 8-year-olds, the comparable rates are 22% for TV, 20% for computers, and 11% for smartphones, tablets, and other mobile devices.

10. **Parents are creating vastly different types of media environments for their children to grow up in, and, not surprisingly, the choices they make are strongly related to their children's media use.** The study identified three different parenting styles regarding the family's approach to media: media-centric families, media-moderate families, and media-light families. Rather than the commonly presented scenario of children driving more and more media use and parents trying to moderate it, this study found something different, at least among children ages 0–8: parents set the tone and create a "family media ecology" that permeates through the generations.

    Four in ten parents (39%) are media-centric parents: They themselves love using media and spend an average of 11 hours a day using it (11:03), including more than four hours a day watching TV (4:17), three and a half hours a day using the computer at home (3:34), nearly two hours a day using their smartphones (1:56), and half an hour a day playing video games (:36). These parents often leave the TV on in the home all or most of the time whether anyone is watching it or not (48%), and nearly half (44%) have a TV in their child's bedroom. These families really like watching TV together, with 53% saying their family enjoys that "a lot." More than eight in ten of these parents (81%) say they are "very" or "somewhat" likely to use TV to occupy their child when they need to do chores or make dinner, and four in ten (42%) say they are very or somewhat likely to have their child watch TV when they are getting them ready for bed. And about one in four of these media-centric parents (23%) say they use media as a way to connect with their children. Children with media-centric parents spend an average of 4:40 a day using screen media, 3:05 more than the children of "media-light" parents.

    The largest group of parents (45%) are in the media-moderate group: These parents spend an average of just under five hours a day (4:42) using screen media at home; they watch TV for about two hours a day (2:12), use the computer for about an hour and a half (1:26), are on their smartphone for roughly a half hour (:34) and on their tablets or other devices for about 19 minutes a day. They do not play many video games (:12). While they like TV, they are less likely to list watching TV and movies together as a favorite family activity (37% say they enjoy it "a lot"), and they are more likely to enjoy doing things together outside (56%, compared to 46% among the media-centric families). Children in "media-moderate" families spend just under three hours a day (2:51) with screen media.

    Media-light families are much rarer—just 16% of all families: These parents average less than two hours a day with screen media (1:48). They watch TV for just under an hour a day (:54) and use their computer at home for just over a half hour a day (:34). Beyond that, they spend very little time with screen media, including using a smartphone (:10); using iPads, iPod Touches, or similar devices (:07); or playing video games (:03). They are much less likely to put a TV in their child's bedroom (26%, compared to 44% in media-centric homes). These families are less likely to enjoy watching TV or movies together a lot as a family activity (32%, compared to 53% of media-centric families); and media-light parents are less likely to use TV to occupy their child when they need to get things done around the home (67%, compared to 81% of media-centric parents) or when they are getting their child ready for bed (24%, compared to 42% among media-centric parents). Children in media-light families spend an average of 1:35 a day using screen media.

Table 2: Media Parenting Styles

Characteristics of media-related parenting styles among parents of children ages 0–8

	MEDIA-CENTRIC PARENTS	MEDIA-MODERATE PARENTS	MEDIA-LIGHT PARENTS
PROPORTION OF ALL PARENTS	**39%**	**45%**	**16%**
Average parent screen media time per day	11:03[a]	4:42[b]	1:48[c]
Average child screen media time per day	4:40[a]	2:51[b]	1:35[c]
Percent with TV in the child's bedroom	44[a]	29[b]	26[b]
Percent who say the TV is "hardly ever" or "never" left on when no one is watching	15[a]	20[b]	38[c]
Percent who say the TV is left on "all or most" of the time, whether anyone is watching or not	48[a]	30[b]	21[c]
Percent whose families enjoy watching TV or movies at home together "a lot"	53[a]	37[b]	32[b]
Percent who "strongly" or "somewhat" agree that they use media as a way to connect with their kids	23[a]	14[b]	11[b]
Percent who are "very" or "somewhat" likely to have their child watch a TV show while the parent gets chores done or makes dinner	81[a]	78[a]	67[b]
Percent who are "very" or "somewhat" likely to have their child watch a TV show when getting them ready for bed	42[a]	32[b]	24[c]

Note: Statistical significance is denoted across rows; items that share a common superscript do not differ significantly.

Methodology

This report is based on a nationally representative survey of 2,326 parents of children aged eight years old and younger, conducted from November 27 to December 10, 2012. The survey was conducted for Northwestern University's Center on Media and Human Development by GfK (formerly Knowledge Networks) and was offered in English or Spanish.

The survey used KnowledgePanel, an online probability panel that has been recruited through national random surveys (originally by telephone and now almost entirely by address-based sampling). Households that are not online are provided with Notebook computers and access to the Internet so they can participate. Unlike Internet convenience panels (also known as "opt-in" panels) that include only individuals with Internet access who volunteer or are recruited through word-of-mouth to be part of research, KnowledgePanel recruitment uses dual sampling frames that include both listed and unlisted telephone numbers, telephone and non-telephone households, and cellphone-only households, as well as households with and without Internet access. Only persons sampled through these probability-based techniques are eligible to participate on KnowledgePanel. Unless invited to do so as part of these national samples, no one on their own can volunteer to be on the panel. The margin of error for the full sample is +/-3.0 percentage points. The completion rate for the survey was 50%.

The full questionnaire and all topline results are presented in the appendix to this report. Percentages may not total 100 percent due to rounding, refused/don't know responses, or because multiple responses were allowed. An asterisk (*) indicates a value of less than 0.5%.

The report is based on the national survey of parents of children aged eight and under. Throughout the report, when we refer to "families" or "parents," we mean families and parents with children in this age range. "Lower-income" families include those with annual incomes of less than $25,000 a year; "higher-income" includes those earning more than $100,000 a year.

In the survey, a "smartphone" was defined as "a cellphone that can be used to send email, watch videos, download apps, or access the Internet (like an iPhone, Galaxy, or Droid)." A tablet was defined as a device "like an iPad, Kindle Fire, or Galaxy Tab." A handheld video-game player was defined as a device "like a Gameboy, PSP, or Nintendo DS." A video iPod was defined as "like an iPod Touch or similar device." An e-reader was defined as "like a Kindle or a Nook." An educational game player was defined as "like a Leapster." When survey questions referred to "mobile devices" those were defined as "like a smartphone, iPad, or similar device."

In tables where statistical significance has been calculated, the results are noted through a series of superscripts (a, b, or c). Items that share a common superscript do not differ significantly ($p<.05$). Times are presented in hours: minutes. For example, 1:30 denotes an hour and a half.

In preparation for the survey, focus groups were conducted in California and Illinois among parents with young children. Quotes from parents in the focus groups are scattered throughout the report, along with quotes from open-ended questions in the online survey. All findings and data presented in the report are from the nationally representative quantitative survey.

About Parents Today

Parent concerns. When asked about potential parenting concerns regarding their young children, the greatest number of parents are "very" or "somewhat" concerned about their child's health and safety (45%) and fitness and nutrition (41%). A little over three-fourths of the parents express concerns over their children's social and emotional skills (39%) and behavior (38%). One in three parents (31%) of children in this young age group report that they are very or somewhat concerned about their child's media use. Of course, parents' concerns for their children change as their children grow up and go through different developmental stages. For example, few parents of children under age 2 are concerned about their child's school performance (20%), compared to 45% of parents of 6- to 8-year-old children. Similarly, more parents of children under age 2 are concerned about sleep patterns (35%), compared to 29% of parents of 6- to 8-year-olds.

Table 3: Parental Concerns

Among parents of 0–8 year-olds, percent who are "very" or "somewhat" concerned about each issue with regard to their child's . . .

	Among all
Health and safety	45
Fitness and nutrition	41
Social and emotional skills	39
Behavior	38
School performance	33
Literacy skills	32
Media use	31
Math and science skills	30
Sleep patterns	30
Verbal skills	29
Extra-curricular activities	28
Child care experiences	28
Cultural awareness	26
Creativity and talent	26
Spirituality and religion	25

Table 4: Parental Concerns, by Child Age

Percent of parents who say they are "very" or "somewhat" concerned about each issue with regard to their child's . . .

PARENTS OF CHILDREN UNDER 2 YEARS OLD		PARENTS OF 2- TO 5-YEAR-OLDS		PARENTS OF 6- TO 8-YEAR-OLDS	
Health and safety	48	Health and safety	43	Health and safety	47
Fitness and nutrition	39	Fitness and nutrition	39	School performance	45
Sleep patterns	35	Behavior	39	Fitness and nutrition	43
Childcare experiences	33	Social-emotional skills	38	Social-emotional skills	42
Social-emotional skills	32	Literacy	31	Behavior	42
Behavior	31	Sleep patterns	30	Math and science skills	40
Verbal skills	29	Media use	29	Literacy	38
Creativity and talent	26	School performance	28	Media use	35
Media use	25	Verbal skills	28	Extracurricular activities	33
Spirituality and religion	24	Childcare experiences	28	Cultural awareness	30
Extracurricular activities	23	Math and science skills	26	Verbal skills	29
Cultural awareness	23	Extracurricular activities	25	Creativity and talent	29
Literacy	22	Cultural awareness	25	Sleep patterns	29
Math and science skills	21	Creativity and talent	24	Spirituality and religion	28
School performance	20	Spirituality and religion	24	Childcare experiences	25

Parent concerns about media and technology. Parents of young children do not express much concern about their children's media use. Just under a third (31%) of parents say they are "very" (13%) or "somewhat" (17%) concerned about their children's media and technology use. On the other hand, more than half (55%) say they are either "not too" (32%) or "not at all" (23%) concerned, while 13% say that the issue is not relevant, given their child's age.

Parents' concerns about media and technology do increase as the child gets older, from 25% among parents of children under 2 to 35% among those with 6- to 8-year-olds. Parents of boys are more likely to be concerned than parents of girls (35%, compared to 27%), with the difference also increasing as children get older. Among parents with 6- to 8-year-olds, 41% of parents of boys say they are very or somewhat concerned, compared to 29% of parents of girls.

At the same time, some parents are concerned about their children becoming "addicted" to new media or exposed to media they do not approve of at someone else's home. Nearly 4 in 10 (38%) are concerned that their child may become addicted to new mobile media like smartphones or tablets (but 59% are not concerned about that). Half (50%) of parents worry about their child's media exposure at someone else's home (48% are not worried about this).

Parent stresses. The biggest stressor in parents' lives is money. Three in ten parents (30%) say they are "very" stressed about money, and 38% are "somewhat" stressed about it. Time is the next highest concern, with 21% saying they are "very" stressed about having enough time to get everything done, although fewer (13%) are "very" stressed specifically about having enough time for the family. Only 12% say they are "very" stressed about their parental responsibilities.

Parenting skills. Parents exhibit a strong sense of confidence about their abilities as parents: nine out of ten say they believe they have "all the skills necessary to be a good parent to my child." This includes 58% who "strongly" agree and 37% who "somewhat" agree with that statement.

Sources of parenting advice. Surprisingly, websites, blogs, and social networking sites are not a very significant source of parenting advice. Parents are much more likely to rely on people than on media for parenting advice, including spouses (52% are "very" likely to turn to them for advice), their own mothers (34%), and friends (25%). By comparison only 14% of parents say they are very likely to get parenting advice from books, 10% from websites or blogs, and 5% from social networking sites.

Table 5: Parental Stress

Among parents of 0- to 8- year-olds, percent who are stressed about each issue

	Very stressed	Somewhat stressed
Money	30	38
Having time to get things done	21	47
Work	14	34
Having time for family	13	35
Parental responsibilities	12	36
Health issues	7	22

Table 6: Sources of Parenting Advice

Among parents of 0- to 8- year-olds, percent who are likely to go to each source for parenting advice or information

	Very likely	Somewhat likely
Spouse*	52	24
Mother	34	34
Pediatrician	31	41
Friends	25	50
Teacher	19	37
Father	18	25
Other relative	17	35
Faith leader	16	23
Book/magazine	14	41
In-laws	11	23
Website or blog	10	34
Social networking site	5	13

*Among those with a spouse or partner

The Home Environment

Television. Television is still the central focus of most families' media environments. Fewer than 1% of families do not have a TV; half (50%) have three or more, and a quarter (24%) have four or more. About three out of four families (73%) have a console video game player hooked up to a TV. New television-related technologies have made it into the mainstream, with nearly half (48%) of all families saying they have a digital video recorder (DVR), and a similar proportion (45%) saying that their TV is connected to the Internet so they can download or stream content. But there are still about one in four families (27%) who do not have cable or satellite TV and continue to rely exclusively on broadcast.

Many families keep the TV on as background noise, whether anyone is watching it or not. More than one in three (35%) families say a TV is left on "always" or "most of the time" in their home, while 21% say it is "hardly ever" or "never" left on (43% say it is left on "some of the time"). About a third (35%) of families have TVs in their young children's bedrooms, ranging from 21% of children under 2 to 40% of 6- to 8-year-olds.

Chart 4: TV in the Home

Percent of families with children ages 0–8 with each item in the home

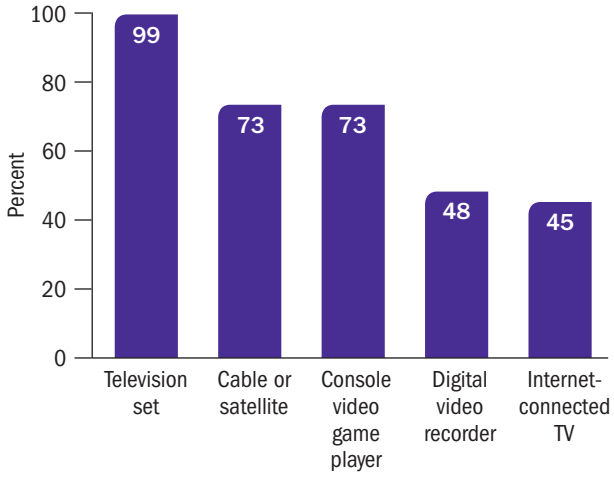


Chart 5: Background Television

Percent of homes with children ages 0–8 where the TV is left on in the background

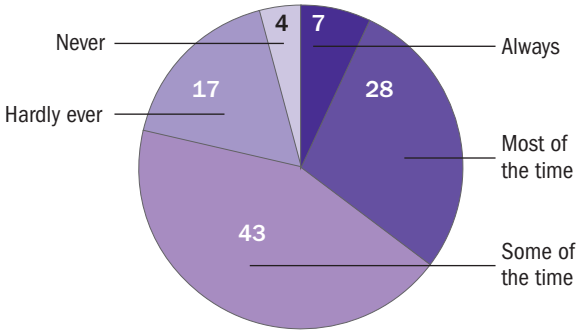
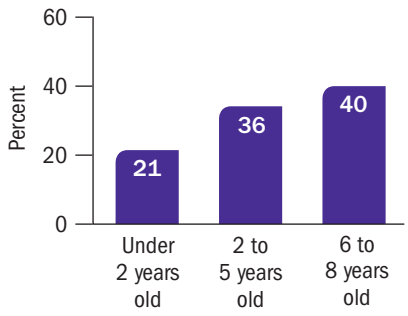


Chart 6: TV in the Bedroom

Percent of children with a TV in their bedroom, by age

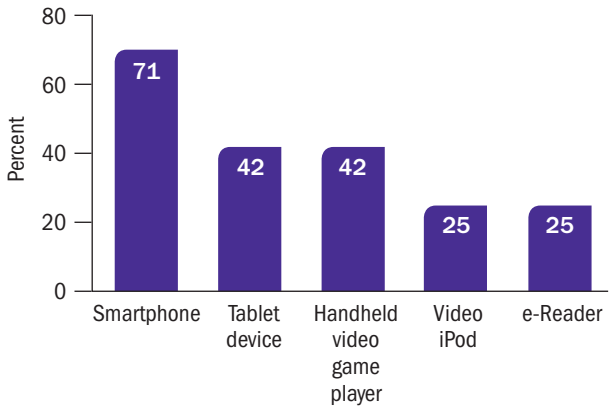


Mobile media technology. Newer mobile devices are also very common among families with young children. Seven in ten (71%) families now say they have a smartphone, meaning a phone that can be used to download apps, connect to the Internet, and watch videos. Four in ten (42%) now have a tablet device such as an iPad, a Kindle Fire, or a Galaxy Tab, a rapid spread of a relatively new technology. One in four (25%) have a video iPod such as an iPod Touch or similar device, and the same percentage now report having at least one e-reader in the home, such as a Kindle or a Nook.

However, these newer mobile devices have not penetrated widely when it comes to young children owning their own devices; 7% of 0- to 8-year-olds have their own iPod Touch or similar device, while 6% have their own iPad or other tablet device. Only 2% have a cellphone. Among 6- to 8-year-olds, 12% have an iPod Touch or similar device, and 8% have their own tablet device. This compares to nearly half (47%) who have their own handheld gamer such as a Nintendo DS, Gameboy, or PSP, and 27% who have an educational game player such as a Leapster (ownership of Leapster-style devices peaks in the 2- to 5-year-old age range, at 40%).

Chart 7: Mobile Technology Ownership

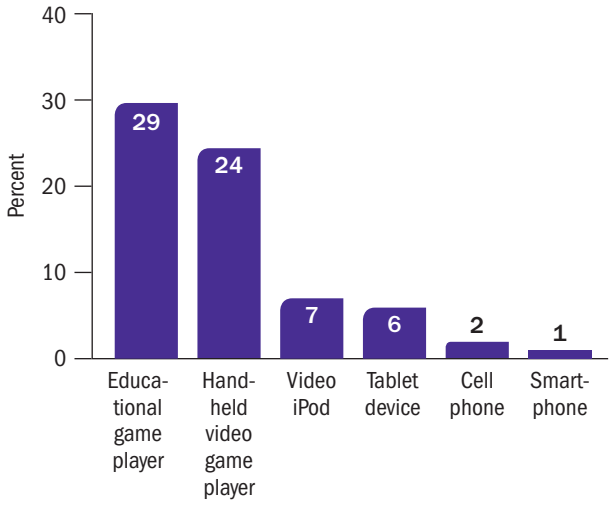
Percent of families with children ages 0–8 with each item in the home



Note: See the methodology section of the report for a definition of each type of device.

Chart 8: Personal Media Devices

Percent of children ages 0–8 with their own devices



Note: See the methodology section of the report for a definition of each type of device.

Income and new technology ownership. This study uncovered substantial differences in technology ownership between lower- and upper-income families. Not surprisingly, higher-income families are much more likely to have new mobile devices in the home, with the most dramatic difference coming in the percent that own a tablet computer such as an iPad, Kindle Fire, or Galaxy Tab (65% of higher-income families, compared to 19% of lower-income ones). While the gap in smartphone ownership is also substantial, even most lower-income households have at least one smartphone (61%, compared to 80% of higher-income households). Interestingly, tablets have already surpassed e-readers and video iPods among all families, including those with lower incomes.

Table 7: Mobile Technology Ownership, by Income

Percent of parents of 0- to 8-year-olds with each item in the household

	LESS THAN $25,000 A YEAR	$25,000–49,000 A YEAR	$50,000–99,000 A YEAR	$100,000 A YEAR OR MORE
Smartphone	61[a]	65[a]	75[b]	80[b]
Tablet device	19[a]	30[b]	47[c]	65[d]
e-Reader	13[a]	19[a]	28[b]	37[c]
Video iPod	11[a]	20[b]	29[c]	33[c]

Note: See the methodology section of the report for a definition of each type of device.

"Lately he only wants to play Minecraft or watch Minecraft videos on YouTube. It verges on an addiction."

[Survey response from the mother of an 8-year-old boy]

"Friday night is family movie night."

[Survey response from the mother of a 6-year-old boy]

"My four year old is very well rounded. . . . There is never a dull moment. The television is secondary. We spend a lot of time in the kitchen preparing meals, singing, and reminiscing."

[Survey response from the mother of a 4-year-old girl]

"Our pattern is to allow [our son] to crawl into bed with us on Saturday and Sunday morning, and he watches cartoons for about 2 hours."

[Survey response from the father of a 3-year-old boy]

"We spend most of our time outdoors if weather permits."

[Survey response from the mother of a 4-year-old boy]

"Her TV time is normally evening time with mom and dad."

[Survey response from the mother of a one-year-old girl]

Family Activities

Favorite family activities. When asked which activities their family enjoys doing together, fewer parents report enjoying using media together compared to other activities such as cooking and eating meals together (67% say they enjoy that "a lot"); doing things outside, like playing, taking a walk, or going to the park (52%); or singing songs or making music together (30%). Among media activities, watching TV or movies together at home was ranked highest (42%), followed by using a computer, tablet device, or smartphone together (17%), and playing video games together (12%).

Parents and children using media technologies together. Parents and children frequently use media technologies together, at least when children are very young (5 and under). About three out of ten parents say that when their child is watching TV (32%), using the computer (29%), or playing on a smartphone (29%), the parent is watching or playing along with them "all or most" of the time. Parental coviewing of all media goes down as the child grows up. For example, more than half (56%) of parents with children under two say they watch TV with their child all or most of the time the child is watching; among 2- to 5-year-olds, the rate of parental co-viewing goes down to 34%; and among 6- to 8-year-olds, only 22% of parents co-view all or most of the time. Still, the raw amount of time spent coviewing may be greater among the 6- to 8-year-olds, given that they watch more TV than younger children.

Table 8: Favorite Family Activities

Percent of parents of 0- to 8-year-olds who say their family enjoys doing each activity together

	Enjoys a Lot	Enjoys Somewhat
Cooking and eating meals together	67	27
Doing things outside together	52	40
Reading together	48	39
Playing with toys, games, or art together	47	42
Watching TV or movies together at home	42	43
Singing songs or making music together	30	36
Playing or attending sports together	19	29
Using computer, tablet, or smartphone together	17	36
Playing video games together	12	27
Participating in clubs or other groups together	8	21

Table 9: Parental Co-Engagement, by Technology

Among parents whose 0- to 8-year-olds engage in each activity, the percent who say they do the activity with the child

	All or most of the time	Some of the time
Watching TV	32	57
Using the computer	29	41
Using a smartphone for games, videos or the Internet	29	34
Using an iPad, iPod Touch, or similar device	20	42
Playing console video games	17	36
Playing games on a handheld player	3	25

Table 10: Parental Co-Engagement, by Child Age

Among parents whose children engage in each activity, the percent who do it with the child "all or most of the time" the child is doing it

	UNDER 2 YEARS OLD	2 TO 5 YEARS OLD	6 TO 8 YEARS OLD
Watching TV	56[a]	34[b]	22[c]
Using the computer	–	41[a]	20[b]
Playing console video games	–	30[a]	10[b]
Using an iPad, iPod Touch, or similar device	–	26[a]	11[b]
Using a smartphone for games, videos, or Internet	–	36[a]	11[b]
Playing games on a handheld player	–	3	2

Note: A dash in the column ("–") indicates that the sample size was too small for reliable results.

Using Media and Technology as a Parenting Tool

Keeping a child occupied. All parents have those moments when they need something to keep their children occupied so they can get things done around the house, whether it is taking a shower, paying the bills, or making dinner. Many parents turn to technology in these circumstances, but most say they are even more likely to use books, toys, and activities to keep children occupied. When they do turn to media, it is most likely to be TV. So far, mobile devices are not playing a big role in this regard. For example, when parents need to prepare dinner or do chores and are looking to keep their children occupied, 51% say they are "very" likely to give their children a toy or activity to engage in, compared to 36% who are very likely to put them in front of a TV show to watch and 12% to give them a mobile device to use (among those who have a mobile device). Similarly, 32% of parents say they are "very" likely to give their children a toy or activity to occupy them when they are out at a restaurant, compared to 14% who say the same about giving their children a mobile device like a smartphone or tablet (among those who own one). Not surprisingly, use of media to keep children occupied varies by child age: for example, among parents who own a mobile device, 17% say they are very or somewhat likely to give one to their under-2-year-old child when they need to get things done around the house, compared to 41% and 43% among parents of 2- to 5- and 6- to 8-year-olds, respectively. Similar differences apply when families are out at a restaurant.

Getting a child ready for bed. While it's still common for children to go to bed with a book or a story at night, it's certainly not a universal practice; and going to bed with a TV show instead of a book is no longer a rarity. When getting children ready for bed, a third (34%) of parents are at least "somewhat" likely to let their child watch a TV show or DVD; very few parents are likely to let them use a handheld gaming device (6% among those who own one) or mobile device (7% among those who own one) when getting ready for bed. More than half (55%) of parents are "very" likely and another quarter (24%) are "somewhat" likely to give their child a book to read when getting them ready for bed. Again, there are fewer differences by age, but some do exist: for example, 20% of parents say they are very or somewhat likely to put their under-two-year-old to bed using TV, compared to 40% of

Table 11: Parenting Tools to Keep Child Busy Around the House

Percent of parents of 0- to 8-year-olds who are likely to give their child each item to keep them busy while making dinner or doing chores

	Very Likely	Somewhat Likely
Activity or toy	51	37
Book	39	40
TV show or DVD	36	41
Handheld video game player	19	28
Mobile device	12	25
Computer	10	24

Notes: Answers for handheld gamers and mobile devices are among those who own such a device. See the methodology section of the report for a definition of each type of device.

Table 12: Parenting Tools to Keep Child Occupied at a Restaurant

Percent of parents of 0- to 8-year-olds who are likely to give their child each item while at a restaurant

	Very Likely	Somewhat Likely
Activity or toy	32	33
Book	18	31
Mobile device	14	24
TV show or DVD	3	6
Handheld video game player	7	16
Computer	2	3

Notes: Answers for handheld gamers and mobile devices are among those who own such a device. See the methodology section of the report for a definition of each type of device.

Table 13: Parenting Tools at Bedtime

Percent of parents of 0- to 8-year-olds who are likely to give their child each item when getting them ready for bed

	Very Likely	Somewhat Likely
Book	55	24
TV show or DVD	13	22
Activity or toy	6	13
Mobile device	2	6
Handheld video game player	2	4
Computer	1	3

Notes: Answers for handheld gamers and mobile devices are among those who own such a device. See the methodology section of the report for a definition of each type of device.

parents of 2- to 5-year-olds and 36% of parents of 6- to 8-year-olds.

Calming an upset child. When a child is upset and the parent is trying to calm him or her down, parents are more likely to turn to a toy or activity (65% "very" or "somewhat" likely) or a book (58%) than to media. However, 41% are at least "somewhat" likely to let the child watch TV in this circumstance, but only 17% to let him or her use a mobile device (among those who have one), 15% to use a handheld gaming device, and 11% a computer. Once again, the child's age plays some role: While the proportion of parents who say they are very or somewhat likely to use TV to calm an upset child remains pretty stable across age groups, fewer parents use a toy or activity as the child gets older, and more use a handheld gaming device.

Rewarding or disciplining a child. Many parents do use media or technology to discipline or reward their children. Television seems to be the medium most widely used as a tool for this purpose, with mobile devices lagging behind. Even TV, however, is not as widely used to reward or discipline as books or toys. Naturally, using technology as a tool to reward or discipline a child increases as the child gets older; eight in ten parents of 6- to 8-year-olds say they are very or somewhat likely to take away TV or a handheld gaming device as a consequence, compared to three in ten parents of children under 2.

Educating a child. When parents of children age eight or under are looking for an educational activity for their child to engage in, they are much more likely to direct the child to a book or encourage them to play with toys than they are to give them any type of technology to use, including computers. In this regard, books still reign supreme, with 62% of parents saying they are "very" likely to give their young child a book when they want him or her to have an educational activity; just 10% say the same about smartphones or iPads (among those who own them), and even computers rank far lower than books, at just 15%. That is not to say parents think TV, video games, or mobile devices have no educational benefits. However, when they are specifically looking for an educational activity for a child in this young age group, media are not the first—or the second—place they look.

Table 14: Parenting Tools to Calm an Upset Child

Percent of parents of 0- to 8-year-olds who are likely to give their child each item when trying to help them calm down

	Very Likely	Somewhat Likely
Activity or toy	31	34
Book	24	34
TV show or DVD	13	28
Mobile device	5	12
Handheld video game player	6	9
Computer	3	8

Notes: Answers for handheld gamers and mobile devices are among those who own such a device. See the methodology section of the report for a definition of each type of device.

Table 15: Parenting Tools to Reward or Discipline a Child

Percent of parents of 0- to 8-year-olds who are "very" or "somewhat" likely to reward or discipline a child by giving or taking away time with each item

	Reward by giving	Discipline by taking away
Activity or toy	84	66
Books	69	15
TV show or DVD	69	71
Handheld video game player	58	66
Mobile device	44	59
Computer	42	53

Notes: Answers for handheld gamers and mobile devices are among those who own such a device. See the methodology section of the report for a definition of each type of device.

Table 16: Parenting Tools for Educating Children

Percent of parents of 0- to 8-year-olds who are likely to give their child each item when they want them to engage in an educational activity

	Very Likely	Somewhat Likely
Book	62	28
Activity or toy	41	36
Computer	15	30
TV show or DVD	12	26
Mobile device	10	22
Handheld video game player	4	10

Notes: Answers for handheld gamers and mobile devices are among those who own such a device. See the methodology section of the report for a definition of each type of device.

While books dominate across all age groups, use of screen media as an educational activity varies as function of the child's age and the type of platform. For example, two-thirds of parents (64%) of 6- to 8-year-olds say they are "very" or "somewhat" likely to give their child something to do on the computer when they are looking for an educational activity for them (compared to 14% for children under two and 43% among parents of 2- to 5-year-olds). The proportion of parents who say they are "very" or "somewhat" likely to give their child a TV show to watch as an educational activity peaks among parents of 2- to 5-year-olds (at 44%), going down to 29% among parents of 6- to 8-year-olds.

"I don't like that he watches 2 and 1/2 hours or so of TV, but I try and make it educational shows. It is hard to be with him every second when I have housework to do."

[Survey response from the mother of a 7-year-old boy]

"Because he'll calm down and watch Sprout and drift off to sleep without a temper tantrum."

[Mother of a 3-year-old boy, when asked why she put a TV in her son's bedroom, Illinois focus group]

"We try to split between books one night, cartoons the next, then the iPad."

[Survey response from the mother of a 2-year-old girl]

"PBS KIDS—you know you don't have to worry about it."

[Mother of a 15-month-old child, talking about how she selects TV shows for her son to watch, Illinois focus group]

"She has to be on Honor Roll to play video games."

[Survey response from the mother of an 8-year-old girl]

Parent Attitudes About Media and Technology

Have new mobile devices made parenting easier? Three in ten parents (29%) say these new mobile devices have made parenting easier, while seven in ten (69%) say they have not. Among parents who own both a smartphone and a tablet (35% of all parents), 38% say they *have* made parenting easier, while 62% disagree.

Among the 69% of parents who say they *do not* think these tools have made parenting easier, 58% say one reason they feel that way is because of their worries that children will fail to develop important social skills if they spend so much time on these devices. An equal percentage say another reason is because it is harder to get children' attention when they always have their heads buried in a device (58%). Half (51%) say they are concerned that children can get addicted to these devices, while a third (33%) say it is because these devices are just one more thing for parents and children to fight about.

On the other hand, among the 29% of parents who say the devices *do* make parenting easier, 71% say it's because there are lots of fun activities for children to do on mobile media to keep them entertained, while a similar percent (68%) say it is because these tools have lots of educational content that teaches important lessons. Forty-three percent say the devices help parents get things done quicker.

Positive and negative educational effects of media and technology. The survey asked parents their opinion as to whether each technology has a mainly positive or a mainly negative effect on the educational development of children their child's age. The identical questions were asked about television, computers, video games, and mobile devices such as smartphones and tablet devices. Parents were asked about the impact of each technology on children's reading, speaking, and math skills; their creativity; and their attention span.

For each platform except video games, parents are more likely to say technology has a positive than negative effect on young children's creativity and basic educational skills (although many parents say these technologies have no impact one way or the other). A majority of parents believe that computers have a mainly positive effect on young children's reading (59% say very or somewhat positive) and math (53%) skills, and that television has a mainly positive effect on young children's speaking skills (56%). Parents are more likely to find a positive than negative effect from TV on reading (39%, compared to 25%), math skills (36%, compared to 17%), and creativity (47%, compared to 23%) among children eight and under. More parents also say computers have more of a positive than negative effect on creativity (48%, compared to 15%) and speaking skills (27%, compared to 19%). Thirty-seven percent of parents say that mobile devices, such as smartphones and tablets, have a mainly positive effect on reading, with 30% saying a mainly positive effect on both math skills and creativity. The one medium that runs counter to this trend is video games: when it comes to the effect of gaming on children's reading, math, speaking skills and creativity, more parents have a negative rather than a positive view.

In terms of the impact of technology on young children's attention spans, more parents have a negative view than a positive view. About four in ten parents believe video games (45%), TV (42%), and mobile devices (37%) negatively affect attention span. Still, there are many parents who think these technologies have no effect on children's attention spans one way or the other: 31% for television, 42% for computers, 34% for video games, and 42% for mobile devices.

Table 17: Parents' Opinions about the Educational Impact of Technology, by Platform

Among parents of 0- to 8-year-olds, percent who say each medium has a (very or somewhat) positive or negative effect on children's academic skills

	READING SKILLS			MATH SKILLS			SPEAKING SKILLS			ATTENTION SPAN			CREATIVITY		
	Positive	Neutral	Negative	Positive	Neutral	Negative	Positive	Neutral	Negative	Positive	Neutral	Negative	Positive	Neutral	Negative
Television	39	36	25	36	46	17	56	29	14	27	31	42	47	30	22
Computers	59	29	9	53	36	9	27	51	19	29	42	26	48	35	15
Video games	20	42	35	18	47	33	11	49	39	18	34	45	25	37	36
Mobile devices	37	40	21	30	46	22	20	51	26	18	42	37	30	42	26

Note: Mobile devices include smartphones and tablets.

Educational media and technology and less advantaged children. Lower-income and less highly educated parents are more likely than other parents to turn to TV for educational purposes. For example, half (49%) of parents with a high school degree or less say they are very or somewhat likely to direct their child to a TV or DVD when they are looking for an educational activity for them, compared to 34% of those with a college education. The results are similar when looked at by income, with 54% of lower-income versus 31% of higher-income parents saying they are very or somewhat likely to use TV or DVDs for educational purposes. Lower-income and less-highly educated parents are also more likely to think TV has a "very" positive effect on their child's reading, speaking, math, and social skills. Similar differences can be found in parents' views about the positives and negatives of computers and video games as well.

Table 18: Parents' Opinions about Television's Educational Impact, by Income

Percent of parents of 0- to 8-year-olds who think TV has a "very" positive impact on children's skills, by income

	Lower income (under $25,000 a year)	Higher income ($100,000 or more a year)
Reading skills	23[a]	4[b]
Math skills	20[a]	4[b]
Speaking skills	27[a]	8[b]
Social skills	17[a]	4[b]
Creativity	24[a]	5[b]

"The iPad has turned into his primary learning tool at home."

[Survey response from the father of a one-year-old boy]

"I can remain connected with my life while being with my children."

[Survey response from the father of a one-year-old boy]

"She may choose an activity involving technical devices, all of which are educational. . . . She enjoys playing Angry Birds, which improves her analytical skills."

[Survey response from the mother of a 6-year-old girl]

"Another reason to become a couch potato."

[Survey response from the mother of a 4-year-old boy]

"Quick distraction for public meltdowns."

[Survey response from the father of a 3-year-old boy]

"They limit family interaction, regardless of who is using them."

[Survey response from the father of a one-year-old girl]

"He learns a lot from Mickey Mouse about counting, shapes, and colors."

[Survey response from the mother of a 2-year-old boy]

Parents' Views about the Social, Behavioral, and Physical Impact of Media

Parent attitudes about the effects of technology on social skills and behavior. While parents are more likely to see educational advantages than disadvantages when it comes to technology use, this is *not* the case when it comes to the impact on their children's social skills or behavior. Parents are quicker to perceive a negative effect in these realms, especially when it comes to video games and new mobile media devices like smartphones and tablets. Half (50%) of parents say video games have a negative effect on social skills, compared to 11% who say they have a positive effect, with similar proportions saying the same about gaming's impact on children's behavior (47% negative, 8% positive). Thirty-eight percent of parents attribute a mainly negative effect from mobile devices on social skills, compared to 16% positive. Parents are evenly split about TV's impact on their young children's social skills (33% positive, compared to 30% negative) and behavior (22% positive compared to 35% negative). However, the perceived effect of TV does vary significantly depending on the child's age. For example, parents of 2- to 5-year-old children are evenly split about whether TV has a positive or negative effect on behavior (28% positive, 30% negative); but among parents of 6- to 8-year-olds, only 15% say TV has a positive effect on behavior, compared to 45% who say negative.

At the same time, many parents do not think media and technology have much effect on young children's social skills or behavior one way or the other. For example, 61% say there is no positive or negative effect from computers on young children's behavior, 57% say none from mobile devices, 43% say the same for video games, and 42% for TV. Similarly, many parents are neutral as to whether there is a negative or positive impact on children's social skills from mobile devices (44% say no effect), computers (44%), video games (38%), or television (36%). The survey makes clear that overall, parents view video games far more negatively than other media. Parents are more likely to attribute negative effects to video games than they are any other type of technology.

Table 19: Parents' Opinions about Technology's Impact on Social Skills and Behavior, by Platform

Among parents of 0- to 8-year-olds, percent who say each medium has a (very or somewhat) positive or negative effect on children's social skills or behavior

	SOCIAL SKILLS			BEHAVIOR		
	Positive	Negative	No effect	Positive	Negative	No effect
Television	33	30	36	22	35	42
Computers	19	35	44	17	20	61
Video games	11	50	38	8	47	43
Mobile devices	16	38	44	12	29	57

Note: "Mobile devices" includes smartphones and tablets.

Perceived impact of technology on physical activity and sleep. The only instance where the *majority* of parents attribute a negative effect to technology is regarding its impact on physical activity, and that opinion held across all platforms (61% for video games, 59% for TV, 57% for computers, and 54% for mobile). The impact of media and technology on their children's sleep is another problem area for parents. A sizeable number of parents find a negative effect on sleep, ranging from 48% for video games to 39% for TV, 35% for mobile devices, and 29% for computers. By comparison, estimates of positive effects on sleep range from 3% to 10% for each medium.

Table 20: Parents' Opinions about Technology's Impact on Physical Activity and Sleep, by Platform

Among parents of 0- to 8-year-olds, percent who say each medium has a (very or somewhat) positive or negative effect on children's physical activity or social skills

	PHYSICAL ACTIVITY			SLEEP		
	Positive	Negative	No effect	Positive	Negative	No effect
Television	19	59	22	10	39	50
Computers	9	57	31	7	29	61
Video games	10	61	27	3	48	46
Mobile devices	8	54	36	6	35	57

Note: "Mobile devices" includes smartphones and tablets.

"One time he ordered something on Amazon—he bought himself a sippy cup!"

[Mother of a one-year-old boy, focus group]

"He likes my phone because he can pick it up—my iPad's a little heavy for him."

[Mother of a 15-month-old boy, focus group]

"Sometimes I wonder if my daughter is losing out because she doesn't know how to use an iPhone."

[Mother of a 2½-year-old girl, focus group]

Parent and Child Media Use

Parents' media use. Parents of young children spend an average of about six hours (5:50) a day with TV, computers, video games, and mobile devices such as smartphones, video iPods, and tablets. TV (2:32 a day, on average) and computers (1:53) still take up the bulk of parents' home media-use time. Smartphones are next, with parents averaging just under an hour a day (:53) spent using their phones for activities such as playing games, watching videos, or surfing the internet.

Children's media use. Among all children age 8 or under, nine out of ten (89%) watch TV, four in ten (43%) use a computer, three in ten (32%) play console video games, and two in ten use video iPods or tablet devices (26%), play on handheld gaming devices like Gameboys or PSPs (21%), or play on smartphones (21%).

Table 21: Parental Screen Media Use

Among parents of 0- to 8-year-olds, average amount of time spent using each medium at home per day

	AMONG ALL	PERCENT WHO USE	AMONG THOSE WHO USE
TV or DVDs	2:32	94	2:49
Computer	1:53	88	2:14
Video games	0:17	25	1:23
Tablet, video iPod, or similar device+	0:21	28	1:19
Smartphone++	0:53	52	1:48
TOTAL SCREEN MEDIA	**5:50**		**6:34**

\+ Includes video iPods like the iPod Touch or similar devices, and tablets such as an iPad, Kindle Fire, Galaxy Tab, or similar device.

++ For activities like playing games, watching videos, or accessing the Internet. Does not include time spent talking or texting.

Chart 9: Media Used by Children

Among 0- to 8-year-olds, percent who use each medium

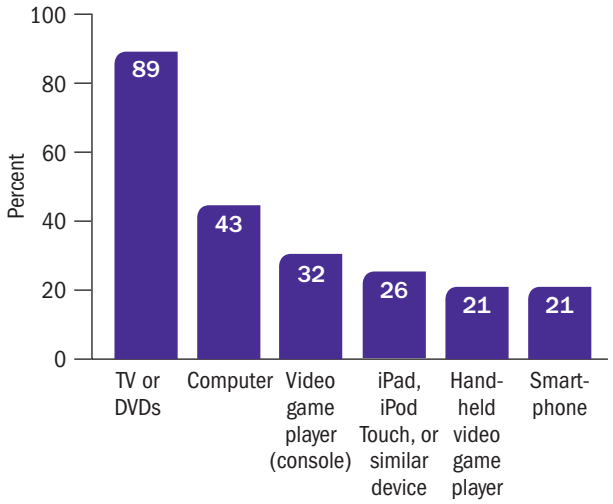


Table 22: Time Spent Using Screen Media by Children, by Age

Among 0- to 8-year-olds, average time spent using each medium at home per day

	AMONG ALL	UNDER 2 YEARS OLD	2 TO 5 YEARS OLD	6 TO 8 YEARS OLD
TV or DVDs	1:46	0:59[a]	2:01[b]	1:52[c]
Computer	0:25	0:09[a]	0:20[b]	0:42[c]
Video game player (console)	0:18	*[a]	0:14[b]	0:31[c]
iPad, iPod Touch, or similar device	0:14	0:02[a]	0:16[b]	0:17[b]
Handheld video game player	0:11	0:01[a]	0:10[b]	0:18[c]
Smartphone	0:10	0:03[a]	0:13[b]	0:11[b]
TOTAL SCREEN MEDIA	**3:04**	**1:15[a]**	**3:13[b]**	**3:52[c]**

* Denotes a number greater than zero, but less than one-half of one percent.

Negotiating Media Use in the Family

Family conflicts about media. Somewhat surprisingly, most families report very little conflict over media in their homes. Twenty percent say they have family conflicts about media, compared to 78% who do not. Decisions about family media use do not seem to be causing conflicts between spouses either: 83% of those with a spouse or partner say they usually agree with each other about their child's media use, while 16% say they do not usually agree. That said, mothers are more likely to agree with the statement that "negotiating media use causes conflicts in our home" (22%, compared to 18% for fathers), and less likely to agree with the statement that "my partner and I usually agree when it comes to making decisions about [our child's] media use" (80%, compared to 89% among fathers).

Media rules. Two-thirds (63%) of parents have rules they enforce most of the time about what types of media content their children can use; half (52%) have rules they enforce most of the time about how much time their children can spend with media.

Parents' sources of advice about media content. Most parents do not seem to be seeking out much information about the media their children use. When it comes to choosing TV shows, video games, and websites for their children, most parents find and preview the content themselves, get recommendations from friends, base their decisions about appropriateness on the reputation of the company behind the product, or let their child find the content independently. Very few parents use online or print reviews to help guide their media choices: 13% say they find media products for their children through website reviews, while 5% say the same about reviews in newspapers or magazines.

Table 23: Sources of Information about Children's Media Content

Among parents of 0- to 8-year-olds, percent who say they use each source to help find the TV shows, movies, video games, apps, and websites their child uses

	Percent who ever use	Percent who use "most often"
Parent watches or plays the content first	56	45
Recommendations from friends	34	15
Reputation of the company or network	33	17
Child finds it his/herself	25	17
Website reviews	13	5
Newspaper or magazine reviews	5	1

"I wish he was interested in more besides video games. To date it's the only incentive he has to complete his homework after a long day at school."

[Survey response from the mother of an 8-year-old boy]

Family Media Types

Parents establish a media environment in the home. This "environment" includes how much time the parent spends watching media, how often the TV is left on in the home if no one is watching, whether the child has a TV in his or her bedroom, and how likely the parent is to use media as a parenting tool for keeping their child busy, calming them down, and so on. Each of these individual choices—putting a TV in the bedroom, leaving the TV on in the background, and so on—is related to the amount of time the child spends with media. But the reality is that these choices usually come in clusters—that is, a family is either oriented toward screen media use, or they are not. When all of these decisions about the home media environment come together, they create a family media ecology that sets the tone for the child's own orientation toward media.

Chart 10: Relationship between TV in the Home and Child Media Use

Among children ages 0–8, average amount of time spent using media among those with . . .

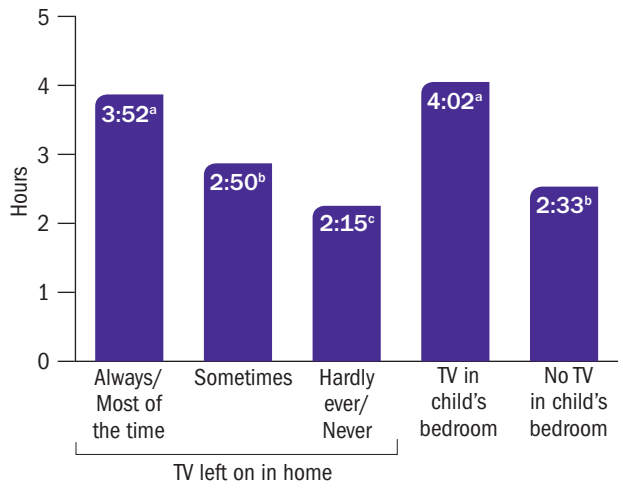


Table 24: TV in the Bedroom and Child Screen Media Use, by Age

Average time (in hours) spent using screen media per day among children

	With a TV in the bedroom	Without a TV in the bedroom
Under two years old	1:45[a]	1:07[b]
2 to 5 years old	3:58[a]	1:56[b]
6 to 8 years old	4:41[a]	3:21[b]

The study identified three different types of parenting styles regarding media: media-centric parenting, media-moderate parenting, and media-light parenting. These different approaches to media result in very different media "ecologies" for children to grow up in: different amounts of media devices in the home, different locations for media (bedrooms versus family rooms), different attitudes toward media as a part of family activities, different uses of media as a parenting tool, and major differences in the amount of time parents themselves spend using media. It turns out that these different parenting styles are strongly related to the amount of time children spend using media. In other words, it may well be that instead of children driving the decision to use more media and parents trying to rein them in, parents are making choices about media that shape children's behaviors.

Media-centric parents. About four in ten parents (39%) are what we classify as media-centric. These parents spend a great deal of time using screen media themselves: an average of 11 hours a day (11:03). This includes more than four hours a day spent watching TV (4:17), three-and-a-half hours a day using the computer (3:34), and nearly two hours a day on a smartphone (1:56, plus another :35 on an iPod Touch or a tablet device). These parents also like video games, averaging 36 minutes of game play a day.

Media-centric parents clearly enjoy using media themselves, and they have created an environment in the home that is oriented toward screens. Eight in ten subscribe to cable or satellite TV (79%); 44% have put a TV in their 0- to 8-year-old child's bedroom; and only 15% say they "hardly ever" or "never" leave the TV on even when no one is watching it. Many of them have enhancements to their TV sets, including eight in ten (80%) with a console video game player and about half (49%) who have a TV that is connected to the Internet.

These parents really like watching TV together as a family activity, with 53% saying their family enjoys doing that "a lot." Media-centric parents are also more likely to use media as a parenting tool. For example, more than eight in ten (81%) say they are "very" or "somewhat" likely to use TV to occupy their child when they need to do chores or make dinner, and four in

ten (42%) say they are very or somewhat likely to have their child watch TV when they are getting ready for bed.

Media-centric parents also have a more favorable view about TV's effect on their children's cognitive and social-emotional development. For every issue asked about in this survey, these parents were more likely to attribute a positive effect to TV, computers, and video games than other parents were (although even these parents do not have very favorable views about the impact of video games on their children). Further, about one in four of these media-centric parents (23%) say they use media as a way to connect with their child.

In terms of demographics, more than half (55%) of media-centric parents are white, 21% are Hispanic, and 17% are African American, with the rest of "mixed" or "other" race or ethnicity. Many are single parents (38% are unmarried), which could be contributing to their greater reliance on media as a parenting tool. They also tend to have lower incomes than other parents, which could limit the entertainment options available to them (the median income in these homes is $48,000). Forty percent have a high school education or less while 27% have a college degree. Some of these families are under a lot of stress—about one in four (27%) have a "high" level of stress, compared to 18% of media-light parents (based on a stress scale included in the survey). A plurality of media-centric parents (46%) say they have "moderate" political views, with the rest evenly split between liberal and conservative.

Media-centric parents are no more (or less) likely than other parents to say that newer mobile devices have made parenting easier, nor are they any more or less likely to express any concerns about their children's use of media. Children with media-centric parents spend an average of 4:40 a day using screen media, 3:05 more than the children of media-light parents.

Media-moderate parents. The largest group of parents (45%) are in the media-moderate group. These parents spend an average of just under five hours a day (4:42) using screen media themselves, and their children average just under three hours a day (2:51).

Media-moderate parents watch TV for about two hours a day (2:12), use the computer for about an hour and a half (1:26), are on their smartphone for roughly a half hour (:34), and on their tablets or other devices for about 19 minutes a day. They do not play many video games (12 minutes on average). Media-moderate parents are closely split in terms of how likely they are to leave the TV on all or most of them time (30%) or hardly ever/never (20%). While they like TV and have cable and video-game consoles, they are less likely to list watching TV and movies as a favorite activity for the family to do together (37% say they enjoy it "a lot"), and they are a little more likely to enjoy doing things together outside (56%, compared to 46% among the media-centric families).

Table 25: Use of Individual Screen Media among Media-Centric, Media-Moderate, and Media-Light Parents

Among parents of 0- to 8-year-olds, average time spent using media per day among each group

	MEDIA-LIGHT PARENTS	MEDIA-MODERATE PARENTS	MEDIA-CENTRIC PARENTS
TV or DVDs	0:54[a]	2:12[b]	4:19[c]
Computer	0:34[a]	1:26[b]	3:35[c]
Video games	0:03[a]	0:12[b]	0:36[c]
Tablet, video iPod, or similar device+	0:07[a]	0:19[b]	0:36[c]
Smartphone++	0:10[a]	0:34[b]	1:57[c]
TOTAL SCREEN MEDIA USE	**1:48[a]**	**4:42[b]**	**11:03[c]**

\+ Includes video iPods like the iPod Touch or similar devices, and tablets such as an iPad, Kindle Fire, Galaxy Tab, or similar device.

++ For things like playing games, watching videos, or accessing the Internet. Does not include time spent talking or texting.

Table 26: Characteristics of Media-Centric, Media-Moderate, and Media-Light Parenting Styles

	MEDIA-CENTRIC PARENTS	MEDIA-MODERATE PARENTS	MEDIA-LIGHT PARENTS
PROPORTION OF ALL PARENTS	**39%**	**45%**	**16%**
Time spent with media			
Average parent screen media time per day	11:03[a]	4:42[b]	1:48[c]
Average child screen media time per day	4:40[a]	2:51[b]	1:35[c]
Media in the home			
Percent with TV in the child's bedroom	44[a]	29[b]	26[b]
Percent who say the TV is "hardly ever" or "never" left on when no one is watching	15[a]	20[b]	38[c]
Percent who say the TV is on "all or most" of the time whether anyone is watching or not	48[a]	30[b]	21[c]
Percent who subscribe to cable or satellite TV	79[a]	74[a]	59[b]
Percent with a console video game player	80[a]	73[b]	67[b]
Media as a family activity			
Percent whose families enjoy watching TV or movies at home together "a lot"	53[a]	37[b]	32[b]
Percent who "strongly" or "somewhat" agree that they use media as a way to connect with their kids	23[a]	14[b]	11[b]
Media as a parenting tool			
Percent who are "very" or "somewhat" likely to have their child watch a TV show while the parent gets chores done or makes dinner	81[a]	78[a]	67[b]
Percent who are "very" or "somewhat" likely to have their child watch a TV show when getting them ready for bed	42[a]	32[b]	24[c]
DEMOGRPAHIC CHARACTERISTICS			
Median income	$48,000[a]	$67,000[b]	$74,000[c]
Race			
Percent Caucasian	55[a]	69[b]	62[ab]
Percent African-American	17[a]	8[b]	9[b]
Percent Hispanic	21[a]	14[b]	21[a]
Education			
Percent who completed high school or less	40[a]	33[b]	34[b]
Percent who completed college or advanced degree	27[a]	39[b]	42[b]
Marital status			
Percent not married	38[a]	18[b]	17[b]
Religious practices			
Percent who go to church once a week or more	26[a]	40[b]	47[b]
Political i≠deology			
Percent who are liberal	28	24	23
Percent who are moderate	46[a]	35[b]	33[b]
Percent who are conservative	26[a]	40[b]	44[b]

Demographically, two-thirds (69%) of media-moderate parents are white, their median income is $67,000, and they are fairly evenly split into those who have a high school education or less (33%), some college (29%), or a college or advanced degree (39%).

Media-light parents. Media-light parents are much rarer—just 16% of all parents fall into this category. These parents average less than two hours a day with screen media (1:48). They watch TV for just under an hour a day (:54), use their computer at home for just over a half hour a day (:34), and that is about it—they spend very little time using a smartphone (:10) or other mobile devices like tablets or iPod Touches (:07), or playing video games (:03).

The environment in media-light homes is less oriented toward screen media. Fewer media-light families (59%) subscribe to cable or satellite TV than either their media-centric (79%) or media-average counterparts (74%), and fewer of their children have a TV in their room (26%, compared to 44% among media-centric homes). Thirty-eight percent of media-light parents say they never or hardly ever leave the TV on when no one is watching it (compared to 15% of media-centric parents).

In addition, media are less likely to be used as a parenting tool or as a family activity in media-light homes. These families are less likely to enjoy watching TV or movies together a lot as a family activity (32%, compared to 53% of media-centric families). Media-light parents are less likely to use TV to occupy their child when they need to get things done around the home (67%, compared to 81% of media-centric parents) or when they are getting their child ready for bed (24%, compared to 42% among media-centric parents).

Demographically, media-light parents tend to be wealthier, more conservative, and more religious than other families. Their median income is $74,000, nearly two-thirds are white (62%), a plurality describe themselves as conservative (44%), and about half (47%) say they go to religious services at least once a week. A plurality of these parents (42%) have a college or advanced degree, and most of them are married (17% are not). Children of media-light parents spend an average of 1:35 a day using screen media.

"Electronics are not allowed during the weekdays, unless it is an assignment from her teacher. One movie is allowed on the weekends."

[Survey response from the mother of a 7-year-old girl]

"We are generally involved in volunteer work on the weekends and doing family activities. Maybe one Saturday a month we will do a movie day and just veg out and do nothing but movies as a family."

[Survey response from the mother of an 8-year-old girl]

"We limit our children's TV to 30 minutes daily. If they watch a movie they can watch only one movie per day. We encourage our kids to play outside."

[Survey response from the father of a 3-year-old girl]

Conclusion

This study surveyed a representative sample of more than 2,300 American parents of children ages eight and younger to gain insight into the role that new digital media—and media in general—are playing for parents today.

The results turn two key assumptions about media and parenting on their heads: first, that new digital media like smartphones and tablets have become the "go-to" parenting tool of the modern era; and second, that the dominant pattern in most families is children driving the demand for more and more time with media, with parents constantly pulling on the reins.

One of the main findings of the study is that although access to new media is spreading rapidly, it still has not made as much of an impact on how moms and dads parent their young children as is suggested in popular press reports. Very few parents use the Internet or social media for advice about parenting, and most do not think new mobile devices have made parenting easier. Despite news reports suggesting that mobile devices are frequently being "passed back" to children in the minivan or the grocery cart, parents who own these gadgets still reach more often for other tools like books, toys, and TV to help them through their daily parenting tasks. The vast majority of parents still rely much more heavily on television for their family's entertainment and shared family activities and to occupy, educate, discipline, or reward their children.

A second key finding is that parents' own media and technology use helps shape the media environment for the household, which influences how much time children spend with media. There appear to be three distinct parenting styles concerning media: a media-centric approach, a media-moderate approach, and a media-light approach. Parents' media behavior appears to be a key driver in determining their family's orientation toward screen media. If they themselves are media enthusiasts, there is a pattern of substantial screen media use in the home, with TVs on in the background and in children's bedrooms and used frequently as a parenting tool and family activity. If they do not personally spend much time with screen media and do not tend to use it as frequently as a parenting tool or go-to family activity, then their children do not use it as much either.

A third and related conclusion is that children's use of media is not a top concern among parents with children in this eight-and-under age group, compared to larger global concerns like health and education. However, parents do look ahead and worry about what the future holds when it comes to their children's social skills and possible "addiction" to mobile media, and they definitely see a connection between media use and a lack of physical activity. But at least for now, parents of young children do not report having much family conflict about media, either with their children or between spouses.

Further, parents' attitudes toward media are more nuanced than initially expected. While parents do not see media as particularly "educational" for their children, they certainly do not see most media as being particularly harmful to their children either. They have not been *fully* convinced that media —whether new or old—should be looked on as a positive educational activity for their children; but they are convinced *enough* that they do not feel too badly about the amount of time their children spend using media. Watching TV and playing games are not priority educational activities, but parents are more likely to see educational benefits for their children from those activities than they are to see downsides.

For most parents of young children, media and technology are much more than something they have to regulate or mediate. Media technologies—both old and new—are among the many different tools in their repertoire that are actively used in parenting practices, whether to occupy, educate, discipline, reward, or calm their children. Instead of a battle with children on one side and parents on the other, media and technology use has become a family affair.

Appendix

TOPLINE DATA

Q1a. Please mark the box that best describes where [Childname] fits in your family.

An only child	29
The youngest child	47
A middle child	10
The oldest child	14

Q1b. Besides [Childname's] parents, which other adults, if any, live at your home? (Indicate the adult's relationship to [Childname]).

Any other adult	18	
Aunt(s)		2
Uncle(s)		4
Grandparent(s)		10
Other relatives		3
Other unrelated adults		3
No other adults live in home [SP]	81	

Q2. Is [Childname] currently in any kind of childcare, day care, school or preschool outside the home?

Yes	60
No	39

Q3. We understand that there are many different types of households and that children may have more than one residence. Does [Childname] live full-time with you or does [he/she] live in more than one household?

[Childname] lives full time with me	94
[Childname] splits his/her time between more than one household	5

Q4. [IF Q3=2, SHOW: When [Childname] is staying at your home,] how much time do you personally spend with [him/her] on a typical WEEKDAY?

All of almost all of the day	25
Most of the day	13
About half of the day	27
A few hours	32
Less than a few hours	3

Q5. [IF Q3=2, SHOW: When [Childname] is staying at your home,] [h]ow much time do you personally spend with [him/her] on a typical WEEKEND day?

All of almost all of the day	68
Most of the day	21
About half of the day	7
A few hours	3
Less than a few hours	1

Q5A. [IF Q3=2, SHOW: When [Childname] is staying at your home,] who is the primary caregiver?

a. You	37
b. Your spouse	13
c. Both equally	50
d. Someone else	1

Q5B. Do you belong to any parenting-related groups or organizations, or not?

Yes	9
No	91

Q6. Compared to other children [Childname]'s age, how well do the following statements describe [Him/her]: A lot, somewhat, not too much, or not at all? [RANDOMIZE a-e]

	A lot	Somewhat	Not too much	Not at all
a. Easy and adaptable	57	39	8	1
b. Active and energetic	70	26	3	1
c. Easily overwhelmed or over-stimulated	8	17	47	27
d. Fidgets and squirms frequently	13	30	37	20
e. Has difficulty focusing	6	23	39	32

Q7. Next, how many TV sets do you have in your home?

None	1
One	18
Two	31
Three	27
Four	15
Five	5
Six	2
Seven	1
More than seven (Specify)	*

[IF Q7>0]
Q8. When someone is at home in your household, how often is the TV on, even if no one is actually watching it?

	Among all
Always	7
Most of the time	28
Some of the time	43
Hardly ever	17
Never	4

Q9. Which of the following, if any, do you have in your household? [RANDOMIZE RESPONSE OPTIONS]

Cable or satellite TV [IF Q7>0]	73
A laptop or desktop computer (do not include the computer provided by GfK, formerly Knowledge Networks)	88
High speed Internet access (such as cable, wireless, or DSL)	85
A video game player (like an X-box, Playstation, or Wii)	73
A handheld video game player (like a Gameboy, PSP, or Nintendo DS)	42
A DVR (digital video recorder) like TiVo or through your cable company	48
A DVD player	86
A smart phone, that is, a cell phone that can be used to send email, watch videos, download apps, or access the Internet (like an iPhone, Galaxy, or Droid)	71
An e-reader (like a Kindle or a Nook)	25
A video iPod (like an iTouch)	25
A tablet device (like an iPad, Kindle FIRE, or Galaxy Tab)	42

[IF Q7>0]
Q10. Are any of the televisions in your household connected to the Internet so you can do things like stream Netflix or watch YouTube or Hulu through your TV set?

	Among all
Yes	45
No	51
Not sure	3

Q11a. Which of the following items, if any, are available in [Childname]'s room? [RANDOMIZE RESPONSE OPTIONS]

	Among all
[IF Q7>0] Television set	35
IF Q9=-4] Video game console	8
[IF Q9=7] DVD player	17
Computer	5
None of the above	62

[IF Q11a=4]
Q11b. Is the computer in [Childname]'s room connected to the Internet?

	Among all
Yes	4
No	1
No computer in child's room	95

Q11c. Does [Childname] have [his/her] own:

Cell phone	2
iTouch or similar video iPod	7
Educational game player like Leapster	29
Other hand-held game player like Nintendo DS or PSP	24
iPad or similar tablet	6

[IFQ11c=1]
Q11d. Is [Childname]'s cell phone a smart phone, or not? That is, can you use apps or go online with it?

	Among all
Yes	1
No	1
Child doesn't have a cell phone	98

Q12. Next, we have some questions about how you and your family like to spend your time together. When it comes to family time, how much does your family enjoy doing the following activities together? A lot, somewhat, not too much, or not at all? [RANDOMIZE STATEMENTS DOWN SIDE]

		A lot	Somewhat	Not too much	Not at all
a.	[IF Q7>0 OR Q9=7] Watching TV or movies together at home (*AMONG ALL)*	42	43	12	2
b.	Reading together	48	39	10	2
c.	Doing things outside together, like playing, taking a walk, or going to the park	52	40	8	1
d.	Doing indoor activities together, like playing with toys, games, or art projects (not TV or video games)	47	42	8	2
e.	[IF Q9=4, 5, 8, 10, 11] Playing video games together *(AMONG ALL)*	12	27	28	25
f.	Playing or attending sports events together	19	29	32	19
g.	Participating in clubs or other groups together	8	21	36	34
h.	Singing songs or making music together	30	36	24	10
i.	Cooking and eating meals together	67	27	5	1
j.	Doing things on a computer, tablet, or smart phone together *(AMONG ALL)*	17	36	34	13

Q13. Next, thinking just about <u>yourself</u>: On a typical <u>weekday</u>, how much time do you personally spend doing each of the following activities at home? [RANDOMIZE STATEMENTS DOWN SIDE; HOLD ORDER FOR Q13-14]

		Among all (Hours:Min)	Among those who do this activity (Hours:Min)
a.	[IF Q7>0 OR Q9=7] Watching TV or DVDs	2:20	2:35
b.	Using the computer	1:57	2:16
c.	Reading	0:59	1:15
d.	[IF Q9=4] Playing video games on a console game player	0:15	1:17
e.	[IF Q9=10 OR 11] Using an iPad, iTouch, or similar device	0:20	1:14
f.	[IF Q9=8] Using a smart phone for things like playing games, watching videos, or surfing the Internet (don't count time spent talking on the phone)	0:52	1:46

Q14. Still thinking about you personally, on a typical weekend day, how much time do you spend doing each of the following activities at home?

		Among all (Hours:Min)	Among those who do this activity (Hours:Min)
a.	[IF Q7>0 OR Q9=7] Watching TV or DVDs	3:01	3:18
b.	Using the computer	1:44	2:08
c.	Reading	1:04	1:27
d.	[IF Q9=4] Playing video games on a console game player	0:23	1:38
e.	[IF Q9=10 OR 11] Using an iPad, iTouch, or similar device	0:24	1:31
f.	[IF Q9=8] Using a smart phone for things like playing games, watching videos, or surfing the Internet (don't count time spent talking on the phone)	0:54	1:53

Q15. Now thinking about [Childname]'s typical activities: On a typical weekday [IF Q3=2, at your home], how much time does [Childname] spend doing each of the following at home? [HOLD ORDER FOR Q15-17]

		Among all (Hours:Min)	Among those who do this activity (Hours:Min)
a.	[IF Q7>0 OR Q9=7] Watching TV or DVDs	1:38	1:54
b.	Using the computer	0:25	1:08
c.	Reading	1:00	1:05
d.	[IF Q9=4] Playing video games on a console game player	0:15	1:02
e.	Playing on a handheld game player like a Gameboy, PSP, or DS	0:10	1:02
f.	[IF Q9=10 OR 11] Using an iPad, iTouch, or similar device	0:13	:54
g.	[IF Q9=8] Using a smart phone for things like playing games, watching videos, or surfing the Internet (don't count time spent talking on the phone)	0:10	:56

Type in any comments you have: OPEN ENDED RESPONSES

Q16. Now thinking about [Childname]'s typical activities: On a typical weekend day [IF Q3=2, at your home], how much time does [Childname] spend doing each of the following at home?

		Among all (Hours:Min)	Among those who do this activity (Hours:Min)
a.	[IF Q7>0 OR Q9=7] Watching TV or DVDs	2:12	2:34
b.	Using the computer	0:28	1:13
c.	Reading	1:02	1:11
d.	[IF Q9=4] Playing video games on a console game player	0:26	1:27
e.	Playing on a handheld game player like a Gameboy, PSP, or DS	0:14	1:13
f.	[IF Q9=10 OR 11] Using an iPad, iTouch, or similar device	0:18	1:11
g.	[IF Q9=8] Using a smart phone for things like playing games, watching videos, or surfing the Internet (don't count time spent talking on the phone)	0:11	1:00

Type in any comments you have: OPEN ENDED RESPONSES

Q17. When [Childname] is doing each of the following activities, how often are you doing it with [him/her]? All or most of the time, some of the time, only once in a while, or never?

Among those who typically do activity

		All or most of the time	Some of the time	Only once in a while	Never
a.	[IF Q15a OR Q16a > 0] Watching TV	32	57	10	1
b.	[IF Q15b OR Q16b > 0] Using the computer	29	41	24	6
c.	[IF Q15c OR Q16c > 0] Reading	62	30	7	*
d.	[IF Q15d OR Q16d > 0] Playing video games on a console game player	17	36	33	13
e.	[IF Q15e OR Q16e > 0] Playing on a handheld game player like a Gameboy, PSP, or DS	3	25	38	33
f.	[IF Q15e OR Q16e > 0] Using an iPad, iTouch, or similar device	20	42	31	7
g.	[IF Q15f OR Q16f > 0]Using a smart phone for things like playing games, watching videos, or surfing the Internet	29	34	29	8

[RANDOMIZE THE ITEMS – keep c&d together]
Q17A. When it comes to the TV shows, movies, video games, apps or websites [Childname] uses, how do you usually find them?

		All responses	Most often use
a.	[Childname] finds them his/her self	25	17
b.	Recommendations from friends	34	15
c.	Website reviews	13	5
d.	Newspaper or magazine reviews	5	1
e.	I watch/play the content first	56	45
f.	Reputation of the company or network behind the project	33	17

[IF MORE THAN ONE OPTION SELECTED IN Q17A]
Q17B. Which way of finding media products for [Childname] do you use most often?

Q18. Now we have some questions about parenting. In general, how stressed would you say you are about each of the following items: Very, somewhat, not too, or not at all [RANDOMIZE STATEMENTS DOWN SIDE]

		Very stressed	Somewhat stressed	Not too stressed	Not at all stressed
a.	Money	30	38	25	6
b.	Work	14	34	30	22
c.	Health issues	7	22	46	25
d.	Having enough time to get everything done	21	47	23	8
e.	Having enough time to spend with your family	13	35	32	20
f.	[IF PPMARIT=1 OR 6] Your relationship with your partner *(among those who are married/live with partner)*	10	23	37	30
g.	Your responsibilities as a parent	12	36	37	14

Q19. How much do you AGREE or DISAGREE with the following statement: “I have all the skills necessary to be a good parent to my child.”

Strongly agree	58
Somewhat agree	37
Somewhat disagree	5
Strongly disagree	1

Q20 How would you rate the quality of your neighborhood for raising a child?

Excellent	43
Good	42
Fair	13
Poor	2

Q21. When it comes to raising [Childname], how concerned are you about [his/her]? [RANDOMIZE STATEMENTS DOWN SIDE]

		Very concerned	Somewhat concerned	Not too concerned	Not at all concerned	Not relevant for [Childname]’s age
a.	Health and safety	27	18	25	25	3
b.	Media use	13	17	32	23	13
c.	Social and emotional skills	21	18	25	31	5
d.	Literacy skills (reading and letters)	20	12	22	30	14
e.	Math and science skills	17	14	21	25	23
f.	Verbal skills (talking)	19	10	23	43	5
g.	Child care experiences	15	13	24	34	14
h.	Spirituality and religion	14	11	26	33	14
i.	Extracurricular activities	12	16	29	26	17
j.	Creativity and talent	14	13	23	42	8
k.	Cultural awareness	9	17	30	28	14
l.	Behavior	21	17	28	28	4
m.	Performance in school	20	12	19	25	23
n.	Fitness and nutrition	19	21	24	29	6
o.	Sleep patterns	13	17	26	40	3

[RANDOMIZE QUESTION ORDER Q22-27]
Next we want to ask about how you handle some situations that often come up.
[RANDOMIZE STATEMENTS EXCEPT KEEP c&d TOGETHER, HOLD ORDER FOR Q23 TO Q28]
Q22. When you are out at a restaurant with [Childname], how likely are you to do each of the following?

		Very likely	Somewhat likely	Not too likely	Not at all likely	Doesn't have device
a.	Give [him/her] a book to read or look at	18	31	19	31	
b.	[IF Q7>0 OR Q9=7]Let [him/her] watch a TV show or DVD	3	6	16	74	
c.	[If Q9=5] Let [him/her] play with a hand-held game player (Gameboy, DS, PSP)	3	7	7	26	58
d.	[If Q9=8, 10, 11] Give [him/her] a mobile device to use, like a smart phone or iPad	14	19	49	13	21
e.	Let [him/her] use a computer	2	3	13	81	
f.	Give [him/her] an activity to do or toy to play with	32	33	13	21	

Q23. When you are making dinner or doing chores and want to keep [Childname] busy, how likely are you to do each of the following?

		Very likely	Somewhat likely	Not too likely	Not at all likely	Doesn't have device
a.	Give [him/her] a book to read or look at	39	40	11	8	
b.	[IF Q7>0 OR Q9=7]Let [him/her] watch a TV show or DVD	36	41	9	12	1
c.	[If Q9=5] Let [him/her] play with a hand-held game player (Gameboy, DS, PSP)	8	12	8	14	58
d.	[If Q9=8, 10, 11] Give [him/her] a mobile device to use, like a smart phone or iPad	9	20	15	34	21
e.	Let [him/her] use a computer	10	24	19	45	
f.	Give [him/her] an activity to do or toy to play with	51	37	6	6	

Q24. When you are getting [Childname] ready for bed, how likely are you to do each of the following?

		Very likely	Somewhat likely	Not too likely	Not at all likely	Doesn't have device
a.	Give [him/her] a book to read or look at	55	24	8	12	
b.	[IF Q7>0 OR Q9=7]Let [him/her] watch a TV show or DVD	13	22	16	48	1
c.	[If Q9=5] Let [him/her] play with a hand-held game player (Gameboy, DS, PSP)	1	2	6	33	58
d.	[If Q9=8, 10, 11] Give [him/her] a mobile device to use, like a smart phone or iPad	2	4	10	62	21
e.	Let [him/her] use a computer	1	3	14	81	
f.	Give [him/her] an activity to do or toy to play with	6	13	25	54	

Q25. When [Childname] is upset and needs help calming down, how likely are you to do each of the following?

		Very likely	Somewhat likely	Not too likely	Not at all likely	Doesn't have device
a.	Give [him/her] a book to read or look at	24	34	17	25	
b.	[IF Q7>0 OR Q9=7]Let [him/her] watch a TV show or DVD	13	28	19	39	1
c.	[If Q9=5] Let [him/her] play with a hand-held game player (Gameboy, DS, PSP)	3	4	9	26	58
d.	[If Q9=8, 10, 11] Give [him/her] a mobile device to use, like a smart phone or iPad	4	10	15	49	21
e.	Let [him/her] use a computer	3	8	21	67	
f.	Give [him/her] an activity to do or toy to play with	31	34	12	23	

Q26. When you want [Childname] to do an educational activity, how likely are you to do each of the following?

		Very likely	Somewhat likely	Not too likely	Not at all likely	Don't have
a.	Give [him/her] a book to read or look at	62	28	4	5	
b.	[IF Q7>0 OR Q9=7]Let [him/her] watch a TV show or DVD	12	26	30	31	1
c.	[If Q9=5] Let [him/her] play with a hand-held game player (Gameboy, DS, PSP)	2	4	11	25	58
d.	[If Q9=8, 10, 11] Give [him/her] a mobile device to use, like a smart phone or iPad	8	18	17	35	21
e.	Let [him/her] use a computer	15	30	18	36	
f.	Give [him/her] an activity to do or toy to play with	41	36	12	10	

Q27. When you are rewarding [Childname], how likely are you to do each of the following?

		Very likely	Somewhat likely	Not too likely	Not at all likely	Don't have
a.	Give [him/her] a book to read or look at	34	35	18	12	
b.	[IF Q7>0 OR Q9=7]Let [him/her] watch a TV show or DVD	30	39	13	17	1
c.	[If Q9=5] Let [him/her] play with a hand-held game player (Gameboy, DS, PSP)	11	14	5	13	58
d.	[If Q9=8, 10, 11] Give [him/her] a mobile device to use, like a smart phone or iPad	13	22	14	29	21
e.	Let [him/her] use a computer	16	26	17	39	
f.	Give [him/her] an activity to do or toy to play with	45	39	7	8	

Q28. When you are disciplining [Childname], how likely are you to do each of the following?

		Very likely	Somewhat likely	Not too likely	Not at all likely	Doesn't have device
a.	Take away reading time	9	7	19	64	
b.	[IF Q7>0 OR Q9=7] Take away TV or DVD time	49	22	7	21	1
c.	If Q9=5] Take away time with their hand-held game player	21	7	3	11	58
d.	[If Q9=8, 10, 11] Take away time they can spend playing with mobile devices (e.g., smart phone, iPad)	35	12	6	25	21
e.	Take away computer time	39	13	9	36	
f.	Take away time with an activity or toy	41	26	12	21	

[RANDOMIZE STATEMENTS DOWN SIDE, HOLD ORDER FOR Q29-32]

Q29. In general, for children who are [Childname]'s age, do you think television mainly has a POSITIVE or NEGATIVE effect on their...?

		Very positive	Somewhat positive	Neither	Somewhat negative	Very negative
a.	Reading skills	11	28	36	18	7
b.	Speaking skills	15	41	29	10	4
c.	Math skills	9	27	46	12	6
d.	Social skills	8	25	36	22	8
e.	Physical activity	7	12	22	35	24
f.	Attention span	7	20	31	30	12
g.	Creativity	11	36	30	17	6
h.	Behavior	6	16	42	27	8
i.	Sleep	4	6	50	29	10

Q30. In general, for children who are [Childname]'s age, do you think COMPUTERS mainly have a POSITIVE or NEGATIVE effect on their…? Very positive, somewhat positive, very negative, somewhat negative, or neither?

		Very positive	Somewhat positive	Neither	Somewhat negative	Very negative
a.	Reading skills	13	46	29	5	4
b.	Speaking skills	7	20	51	14	5
c.	Math skills	12	41	36	5	4
d.	Social skills	5	14	44	26	9
e.	Physical activity	3	6	31	37	20
f.	Attention span	6	23	42	19	7
g.	Creativity	10	38	35	10	5
h.	Behavior	5	12	61	14	6
i.	Sleep	3	4	61	20	9

Q31. In general, for children who are [Childname]'s age, do you think VIDEO GAMES mainly have a POSITIVE or NEGATIVE effect on their...?

		Very positive	Somewhat positive	Neither	Somewhat negative	Very negative
a.	Reading skills	3	17	42	20	15
b.	Speaking skills	3	8	49	24	15
c.	Math skills	3	15	47	19	14
d.	Social skills	3	8	38	32	18
e.	Physical activity	2	8	27	34	27
f.	Attention span	3	15	34	28	17
g.	Creativity	3	22	37	21	15
h.	Behavior	2	6	43	30	17
i.	Sleep	1	2	46	29	19

Q32. In general, for children who are [Childname]'s age, do you think MOBILE DEVICES like smart phones, video iPods and iPads mainly have a POSITIVE or NEGATIVE effect on their...?

		Very positive	Somewhat positive	Neither	Somewhat negative	Very negative
a.	Reading skills	6	31	40	12	9
b.	Speaking skills	4	17	51	16	10
c.	Math skills	4	26	46	13	9
d.	Social skills	3	13	44	25	13
e.	Physical activity	2	6	36	35	19
f.	Attention span	3	15	42	24	13
g.	Creativity	4	26	42	16	10
h.	Behavior	2	10	57	18	11
i.	Sleep	2	4	57	21	14

Q33a. Does [Childname] ever use the computer?

Yes	55
No	45

[IF Q33a=1]

Q33b. How often does [Childname] use the computer or Internet for the following activities? [RANDOMZE STATEMENTS DOWN SIDE]

Among all

		Often	Sometimes	Hardly ever	Never	Don't use computer
a.	Playing games	12	27	9	6	45
b.	Visiting virtual worlds	2	7	7	38	45
c.	Watching TV shows	4	12	9	30	45
d.	Watching videos on YouTube or similar sites	6	16	10	22	45
e.	Listening to music	6	15	10	24	45
f.	Posting photos, videos, or music	1	2	4	48	45
g.	Searching for information	4	13	8	29	45
h.	Visiting social networks like Facebook or Togetherville	1	1	2	51	45
i.	Doing homework	7	13	7	27	45

Q34. When it comes to you and your family, please mark how much you AGREE or DISAGREE with each of the following statements: Strongly agree, somewhat agree, somewhat disagree, or strongly disagree. [RANDOMIZE STATEMENTS DOWN SIDE]

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a.	Smartphones and tablet devices make parenting easier	3	26	36	33
b.	[Childname] needs to be skilled with computers and new tablet devices to be successful in life	23	47	16	13
c.	I am concerned that [Childname] may become addicted to new mobile media like smartphones or tablet devices	11	27	29	30
d.	Negotiating media use causes conflicts in our home	3	17	32	46
e.	I am concerned that [Childname]'s peers may be able to use computers and tablet devices better than him/her	2	11	38	47
f.	My partner and I usually agree when it comes to making decisions about [Childname]'s media use	48	35	10	6
g.	I worry about [Childname]'s exposure to media when he/she is at someone else's home and not with me	16	34	26	22
h.	I use media as a way to connect with [Childname]	2	15	30	51

[IF Q34a=1 or 2]
Q34A. Why do you think smart phones and tablet devices have made parenting easier?

		Among all	Among asked (n=664)
a.	I can keep in touch with my children by phone or text	8	27
b.	These devices have lots of fun things to keep kids entertained	20	71
c.	These devices have lots of educational content that teaches important lessons	20	68
d.	These devices help me get things done quicker	12	43
e.	Other	2	8

[IF Q34a=3 or 4]
Q34B. Why do you think smart phones and tablet devices haven't made parenting easier?

		Among all	Among asked (n=1628)
a.	They are just one more thing for kids and parents to fight about	23	33
b.	Kids always have their heads buried in their devices and it's harder to get their attention	40	58
c.	Kids don't learn social skills because they spend so much time on devices	41	58
d.	Kids get addicted to these media	36	51
e.	Other	12	17

Q35. How often, if at all, do you enforce rules about:

		All or most of the time	Some of the time	Hardly ever	Do not have rules about this	My child is too young/ doesn't use these media
a.	What TYPES of TV shows, games, and websites [Childname] can use	63	14	6	2	15
b.	How LONG [Childname] can watch or play TV shows, games, or websites	52	25	6	3	12

Q36. How familiar are you with the following computer and Internet-related items? Please choose a number between 1 and 5 where 1 represents "no understanding" and 5 represents "full understanding" of the item.

		No understanding (1)	Little (2)	Some (3)	Good (4)	Full understanding (5)
a.	Advanced search	8	9	15	25	41
b.	PDF	13	8	13	23	41
c.	Spyware	11	11	18	24	34
d.	Wiki	17	12	16	21	33
e.	Cache	24	16	16	17	26
f.	Phishing	23	13	16	17	29

Q37. We're interested in where you get advice about parenting. How likely are you to go to the following sources when searching for parenting advice or information? [RANDOMIZE STATEMENTS a-h; keep i-l as a block but randomize i-k; keep l last]

		Very likely	Somewhat likely	Not too likely	Not at all likely	Not applicable
a.	Friends	25	50	14	6	3
b.	Child's pediatrician	31	41	15	7	3
c.	Child's teacher/childcare provider	19	37	19	10	13
d.	Faith or religious leader	16	23	22	23	14
e.	[IF ppmarital=1 OR 6] Your spouse or partner	52	24	6	2	*
f.	Books or magazines	14	41	24	14	5
g.	Parenting websites or blogs	10	34	26	21	6
h.	Social network sites	5	13	32	41	8
i.	Your mother	34	34	15	9	8
j.	Your father	18	25	22	16	17
k.	[IF ppmarital=1] Your in-laws	11	23	19	16	4
l.	Another relative	17	35	28	15	4

Q39a. Next, we have a few more quick questions. How tall is [Childname] in feet and inches?

Q40. How many pounds does [Childname] weigh?

Q41. This is about Hispanic ethnicity. Is [Childname] of Spanish, Hispanic, or Latino descent?

No	81
Yes, Mexican, Mexican-American, Chicano	10
Yes, Puerto Rican	2
Yes, Cuban	1
Yes, Central American	1
Yes, South American	1
Yes, Caribbean	*
Yes, Other Spanish/Hispanic/Latino	3

Q42. Please check one or more categories below to indicate what race(s) you consider [childname] to be.

White	59
Black or African American	10
Hispanic	19
Other, Non-Hispanic	4
2+ races, Non-Hispanic	8

[IF ppmarit =1 OR 6]
Q43. Which statement best describes your [spouse's/partner's] employment status?

Working as a paid employee
Working – self-employed
Not working – on temporary layoff from job
Not working – looking for work
Not working – Retired
Not working – Disabled
Not working – Other

[IF ppmarit =1 OR 6]
Q44. What is the highest level of education your [spouse/partner] has completed?

High school or less	23
Some college	17
College or advanced degree	59

Q45. How much does the following statement describe you: "I am often sad or depressed." Is that:

a.	A lot like you	4
b.	Somewhat like you	15
c.	Not too much like you	35
d.	Not at all like you	46

Q46IDEO. In general, do you think of yourself as….

Extremely liberal	3
Liberal	12
Slightly liberal	11
Moderate, middle of the road	39
Slightly conservative	12
Conservative	18
Extremely conservative	6

REL1. What is your religion?

Baptist – any denomination	15
Protestant (e.g., Methodist, Lutheran, Presbyterian, Episcopal	14
Catholic	22
Mormon	4
Jewish	1
Muslim	1
Hindu	1
Buddhist	*
Pentecostal	4
Eastern Orthodox	*
Other Christian	19
Other non-Christian	3
None	17

REL2. How often do you attend religious services?

More than once a week	13
Once a week	23
Once or twice a month	12
A few times a year	15
Once a year or less	18
Never	20
Refused	*

PPA0063. Do you consider yourself to be….

Heterosexual or straight	97
Gay	*
Lesbian	*
Bisexual	2
Other (specify)	1

PPA0065. Do you consider yourself to be transgender?

Yes	*
No	99

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