

## May is Speech and Hearing Month

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Technology is an integral part of our homes, schools and work places. As technology has become more and more present in our lives, “screen time” has begun to dominate leisure time and social interactions for some children. Parents and educators frequently ask themselves, “Is all this screen time good or bad for my children?” The answer is: “it depends”. Pope Francis reminds us that internet and media, when used by responsible citizens, can help us to “feel closer to one another, creating a sense of unity of the human family” (Message for the 48<sup>th</sup> World Communications Day, Jan. 24, 2014).

The following article is provided to help parents evaluate screen time in their home. There are three key considerations:

1. opportunities for parent child interaction;
2. kinds of screen time activities;
3. amount of time spent using technology.

### Opportunities for parent child interaction

Turn screen time into talk time. Perhaps the most important consideration when evaluating screen time activities is the opportunity for **interaction between you and your child**. Screen time can promote language and social development if you are actively involved with your child. This means that when your child is looking at a screen you are sitting with them, watching and talking about what he or she is seeing or doing. Sit in a position that allows you to make frequent eye contact with your child and see the screen. Have a two way conversation, discuss thoughts and feelings, exchange ideas, ask & H



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on the screen. For emergent readers, talk about letters and the sounds they make. Help your child make connections between the story characters and their own

## Media and Learning Month

Why the limitations? Screens and others around them. Screen environment are experiences children. Children need to learn speaking and listening; initially typically limited when young actively discovering their world hands. It is important for toddlers play rather than receiving screen time for children under

For children aged 3 to 18 years recommend limiting the number with technology. Children need between sedentary (sitting) Consider allowing your child to have met their daily target for of screen time after one hour play with peers is an important social skills, which may or not screen time. Social skills are life affect the development of social

Stay tuned for a follow up article **to Promote Social Skills and**

For further information, speak literacy and social development

### References:

Durkin, K. & Conti Ramsden, G. (2013). about uses of new media and children Wiesen, N. April 15, 2014. Social Skills from re9-001ar(speak)Tj/TT11Tf2.3545

and toddlers from looking at their parents, siblings learning to read facial expressions and observing the cognitive, language and social development in young reciprocal nature of communication. We take turns to a common topic. These opportunities are looking at screens. In addition, toddlers need to be (sitting/walking) and manipulating objects with their toys and people games through physical and social screen time. That is why the CPS recommends no years.

screens after they activity, e.g. one hour activity. In addition, the development of during the child's opportunities to interact with others may

### Unplug and Communicate: 50 Screen Free Activities

school speech language pathologist about language,

What advice can SLTs, educational psychologists and teachers provide for children with communication difficulties? Child Language Teaching and Therapy, 30(2), 187-205. What's Screen Time Got to Do With It? Scientific Learning. Retrieved from 425800Tc@0s3t