



Screen Time 0-5

POLICY / APPROACH

We follow the NAEYC and the Fred Rogers Center recommendations for Screen Time in Early Childhood programs which supports the selection of technology that is developmentally appropriate, has quality content and has opportunities for co-engagement. We **prohibit the use of technology for any children younger than 3**, as well as **passive and non-interactive use for any children**. Any use of television, videos, DVD, and other technology tools is related to instructional goals, integrated into studies and projects and can be valuable tools when used intentionally with children to extend and support active, hands-on, creative, and authentic engagement with those around them and with their world. We consider the screen time recommendations from public health organizations for children from birth through age 5 when determining appropriate limits on technology and media. Assistive technology is used to support children as indicated on their IFSP.

Policy Council Approval:

Board Approval:

HEAD START PROGRAM PERFORMANCE STANDARDS:

Oregon QRIS Health and Safety – Standard HS6

Title 42 Section 12102 II – Use of assistive technology

PROCEDURE:

Infants and Toddlers:

No screen time (video, computer, TV, etc.) for children under 3 years old. Any use of technology tools (co-viewing eBooks, Skype with loved ones, viewing digital photos) should be used only as a way to strengthen adult-child relationships. The use of these tools will be noted on the lesson plan and clearly shows the connection between the tools and strengthening adult-child relationships and approved by Education Supervisor.

Preschoolers:

Screen time is limited to no more than 30 minutes per day (total time spent in front of any screen in class.)

Selection of content follows the same guidelines as other curriculum decisions: non-commercial, aligned with curriculum study topics and goals, respectful, anti-bias, non-passive / hands on.

Lesson plans clearly show the connection between intentionally planned screen time activities and the curriculum topic as well as individual goals for children. Teachers **must** get approval from the Education Supervisor (or other designated person approving lesson plans, for example Coach or Education Manager) **PRIOR** to viewing with children. The **ONLY** exceptions are when using a digital book from the Children's Library in My Teaching Strategies for a read aloud (If the book cannot be found to use hands on) or in an impromptu investigation. Ex: during the bug study, a child asks about the differences in a bee and wasp and the teacher finds a video or pictures to share with the child (make note on posted lesson plan of what was viewed. File in Planning/Debrief binder at the end of the week).

Developmentally appropriate use of screen time offers opportunities for children regarding equity and access to similar digital literacy and technology handling as their peers in other socio-economic statuses.

Appropriate assistive technology for children with special needs matches the individual needs and learning styles of each child, and staff has adequate understanding and training in the use of those tools.

Developmentally appropriate technology strategies for Dual Language Learners are in place to ensure equity and access for them, providing learning opportunities in their home language as well as acquisition of English.

Screen time is used to support learning – balances and enhances the curriculum and individual goals for children – and is not an isolated activity.

Examples:

Appropriate: During the under the sea study, the teacher wants to show the children a short educational video about fish in the sea or coral reefs during group time etc.

Not Appropriate: During the under the sea study teacher wants to celebrate by watching Finding Nemo.

Other important considerations:

- ◇ Parents are informed if electronic media is used in the program.
- ◇ Ensure there is at least one alternative activity available while electronic media is used.
- ◇ The use of screen viewing encourages active child involvement.
- ◇ Electronic media is not on during non-viewing time and is not allowed during meal or snack time.

Consider if goals for children can be reached using traditional classroom materials or if technology extends learning and development in ways not possible otherwise.

Ensure the focus is on the activity or exploration itself, not on the technology or media being used, and offers a developmental progression similar to other skills with opportunities for exploration and experimentation.

Staff encourages families to limit screen time to fewer than 2 hours per day and model appropriate use of technology with families. Staff members use technology with families to strengthen the staff-family relationship.

Screen time will not be used for incentive or punitive purposes.

Screen time/Movies will not be used as classroom celebrations unless directly related to the curriculum and follows all above rules.

For more ideas on classroom celebration ideas see the *Classroom Celebrations Policy* or connect with your Education Supervisor/Coach.