2026 | THE COMMON SENSE MEDIA CENSUS

AI Use by Tweens and Teens

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YOUTH AI SAFETY INSTITUTE

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COMMON SENSE MEDIA IS GRATEFUL FOR THE GENEROUS SUPPORT
AND UNDERWRITING THAT FUNDED THIS RESEARCH SPOTLIGHT

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Introduction

Artificial intelligence (AI) is rapidly becoming woven into the everyday lives of American kids, despite a lack of safeguards in commonly used AI tools. Young people thrive when technology is carefully designed in ways that align with developmental needs and emotional well-being, so the swift pace of AI adoption by youth has raised concerns about an imbalance between risks and benefits. Young people's futures will be shaped by this fast-moving technology, and it is critical to better understand and support their needs, moving forward.

To better see what that future holds, Common Sense Media has embarked on an inaugural study of AI use among America's tweens and teens. This is the first in a series of studies tracking young people's experiences with AI over time. In subsequent years, we will engage new cohorts of tweens and teens to understand how their experiences with AI change or remain the same over time. Our hope is to establish a baseline in terms of how tweens and teens are using AI today, both to inform leaders and stakeholders and to observe trends as AI use expands and evolves.

This work builds upon our previous research starting in 2024: The Dawn of the AI Era (Madden et al., 2024), Teens, Trust, and Technology in the Age of AI (Calvin et al., 2025), Talk, Trust, and Trade-Offs (Robb & Mann, 2025), and Generation AI (Lake et al., 2026). Our past research has shown AI is being rapidly adopted by young people, primarily for schoolwork. Many parents are unaware of how their teens are using AI (Della Volpe et al. 2026; Lake et al., 2026), and schools are struggling to keep up with how AI is impacting teaching and learning. In a constantly changing AI landscape, this data provides important insights for parents and caregivers, educators, and policymakers to support kids' safety and well-being.

This report considers the knowledge and experience that kids age 9 to 17 have with AI, including how frequently they use it, what they use it for, and what questions and advice they are searching for. Additionally, we explore feelings of loneliness and happiness in the context of frequent AI use and signs of AI dependency. This report covers a broad range of topics, including:

- The frequency of kids' AI use, and how they are most often accessing AI (e.g., on a personal device vs. a school device)
- Types of AI uses (e.g., schoolwork, creative purposes)
- Conversations with parents about AI safety
- Communication from school or with teachers about AI for schoolwork (e.g., rules for using AI tools, AI safety, or AI literacy)
- Kids' experience with talking to AI about personal questions (e.g., advice about health or their body, their future, or how they feel)
- Kids' knowledge about how AI works (i.e., one component of AI literacy)

As our data shows, for this generation of tweens and teens, AI use is common and is serving a range of needs, from cognitive to emotional, but may not always be meeting those needs safely or fully.

The speed at which social media spread through young people's lives offered a clear lesson in how quickly new technologies can take hold. Pew Research found that about 73% of online American teens were using social networking sites by 2009, roughly three years after the launch of Facebook and six years after the launch of Myspace (Pew, 2010). Direct comparisons across eras are imperfect, but generative AI appears to be moving at least as fast, if not faster. Less than two years after OpenAI's public release of ChatGPT in 2022, 7 in 10 teens age 13 to 18 said they had used at least one type of generative AI tool (Madden et al., 2024).

Our new data, collected less than four years after ChatGPT's launch, shows that 86% of kids age 9 to 17 have now used AI in some form. These figures are not strictly comparable, as they come from different studies with different age ranges and definitions of "use," but the broad picture is consistent. Adoption may be shaped by how these technologies are encountered:

Social media platforms like Facebook and Myspace required teens to sign up and create a profile, while some AI tools are embedded in products that teens already use (e.g., Google Search), and others like ChatGPT can be used without needing to sign up.

With this work, we set out to understand how AI is being adopted today. Our past research with tweens and teens has determined that over two-thirds of 11- to 17-year-olds find it difficult to stop using technology once they start, or use it to escape from negative feelings. Additionally, almost one in five (18%) say they often feel restless, frustrated, or irritated when they cannot access the internet or check their phone (Radesky et al., 2023). In this study, we sought to understand the extent to which tweens and teens were experiencing this type of dependency on AI.

In the present study, we see tweens and teens are using these tools to create, to learn, to laugh, and to relate. But downsides lurk; heavier use of these tools is associated with loneliness and less happiness in young people. This could be because lonely or unhappy teens are seeking support from AI, or because an overreliance on AI is displacing healthy coping skills. Despite this evidence showing a need for more support, teens report that the rules guiding AI use are still being developed even as the journey is already underway, and that conversations about AI safety are still missing from many classrooms and dinner tables.

This inaugural Common Sense Media Census: AI Use by Tweens and Teens depicts a generation with mixed views on what this technology will mean for their lives. It is up to adults to develop the guidance that protects young people from AI's harms and helps them benefit from what well-designed AI can offer as they learn and grow.

The report takes an in-depth look at artificial intelligence (AI) use among children age 9 to 17 in the United States today—including how often they are using AI, for what, and with what guidance from parents and schools—to provide a foundation for understanding the evolving role that AI is playing in kids' lives. The survey was conducted by SSRS and fielded from March 18 to 26, 2026, among 1,204 children age 9 to 17 living in the United States.

The survey included the following definition of AI, which was shown to respondents to introduce the topic:

AI is a kind of computer program that learns from a lot of information. It can answer questions, create things, and help with tasks. For example, AI can chat with people, write text, make pictures or videos, and create sounds or music, among other things. Some examples of AI include:

- *AI chatbots (such as ChatGPT, Gemini, DeepSeek, Grok, Claude, or Copilot)*
- *AI-generated results or summaries that appear on search engines (such as Google)*
- *AI image or video generators or editors (such as AI Gallery, Remini, Midjourney, Photoroom, Veo, Sora, KlingAI, or Canva AI)*
- *AI-powered learning tools (such as AI in school apps or AI academic tutors, like Gauth AI, Khanmigo, or Socratic Owl)*
- *AI writing assistants (such as Grammarly or QuillBot)*

Key Findings

1.
Nearly 9 in 10 kids age 9 to 17 (86%) use or interact with AI, including about one in four (24%) who do so on a daily basis.

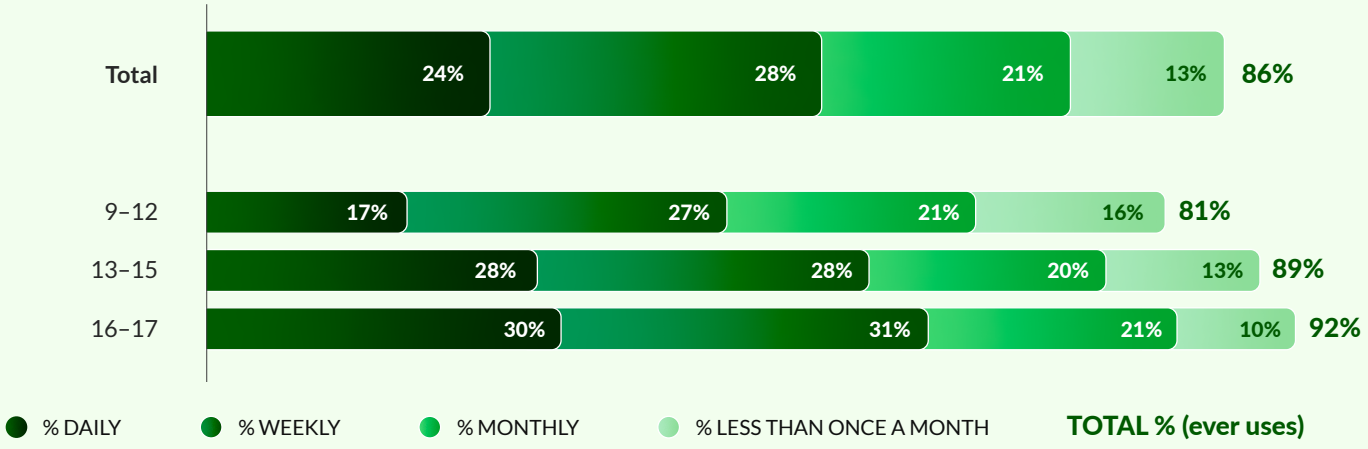
Teens use AI more often, but use is widespread even among younger adolescents, with 81% of 9- to 12-year-olds, 89% of 13- to 15-year-olds, and 92% of 16- to 17-year-olds saying they use or interact with AI. Nearly 3 in 10 teens (29% of 13- to 17-year-olds) and 17% of 9- to 12-year-olds use AI daily.

AI-generated summaries in search engine results are the most widely used form of AI among 9- to 17-year-olds, with 75% having used or interacted with them. Just over two-thirds (67%) have used AI chatbots, including 58% of 9- to 12-year-olds, 71% of 13- to 15-year-olds, and 77% of 16- to 17-year-olds.

However, when kids are asked which AI they use most often, ChatGPT is by far the most frequently mentioned (by 40% of all 9- to 17-year-olds), followed by Google's AI offerings, including Gemini, AI summaries, or other Google AI tools (24%).

FIGURE 1:

Rates of AI use among 9- to 17-year-olds, by age



Q: How often, if ever, do you use or interact with any type of AI?
Base: Kids age 9 to 17 (*N*=1,204).

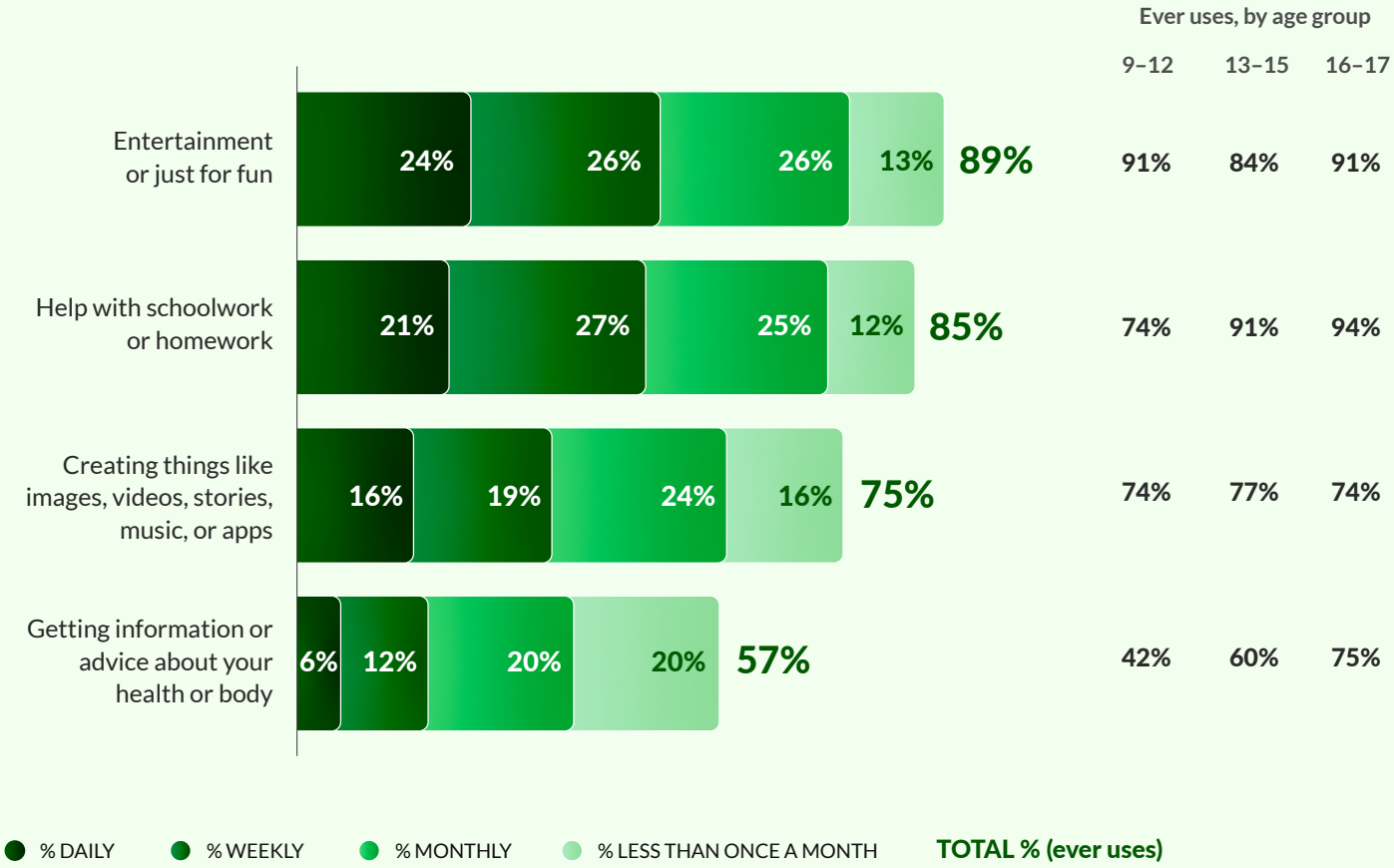
2.

Kids are using AI most often for fun and entertainment purposes, followed by school and homework.

Among kids who use AI, 89% say they use it for fun or entertainment, and 85% use it for help with schoolwork or homework. Three in four kids (75%) also say they use AI to create things. Close to half (48%) say they use AI to help with schoolwork at least once a week, including 21% who use it for schoolwork every day. Teens are at least twice as likely as preteens to be using AI for schoolwork on a daily basis, with 12% of 9- to 12-year-olds saying they do, compared to 24% of 13- to 15-year-olds and 30% of 16- to 17-year-olds.

FIGURE 2:

Top uses of AI among AI users age 9 to 17



Q. How often do you use AI for…?

Base: Kids who ever use or interact with AI (*n*=1,032).

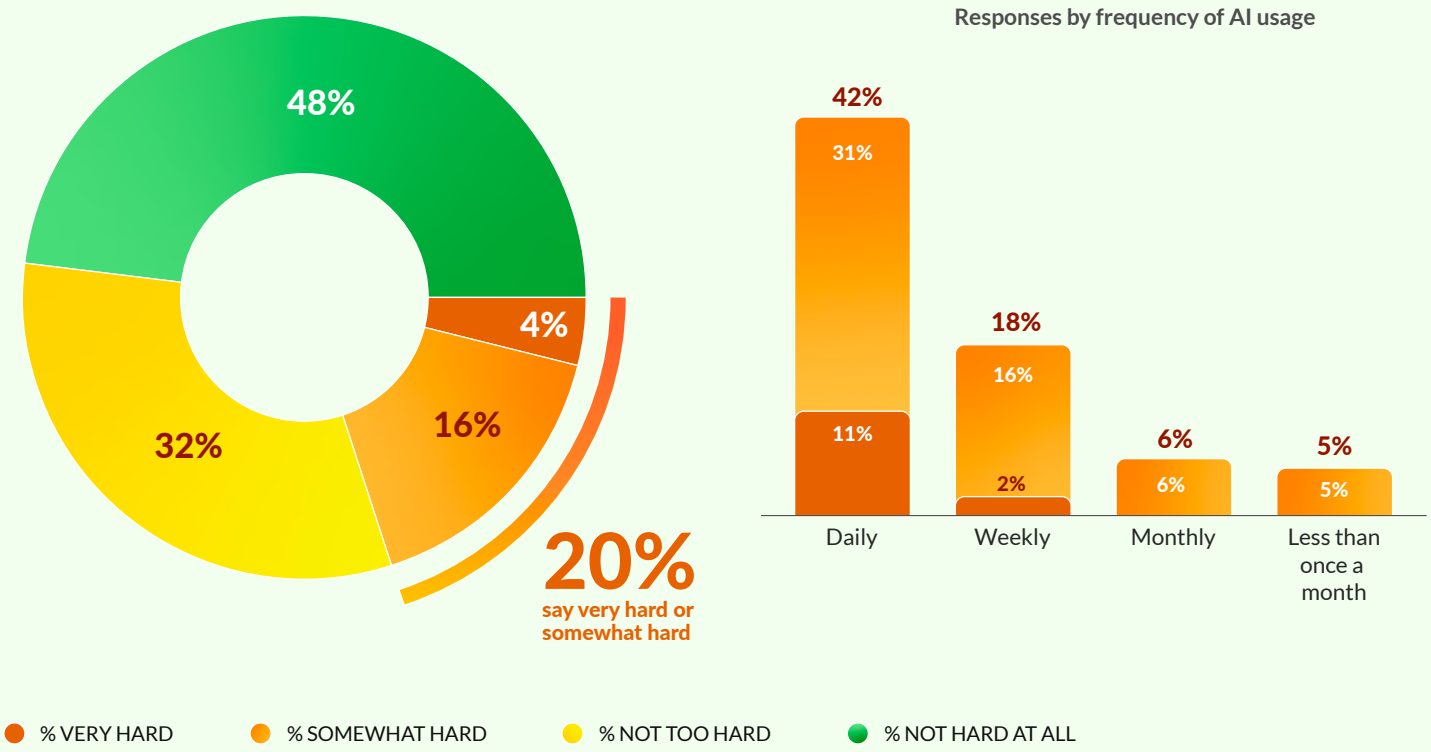
3.
Signs of AI dependency are showing up, especially among the most frequent users.

Twenty percent of kids who use AI, and 42% of kids who use AI daily, say it would be very or somewhat hard for them to go without AI for a month.

Among kids who use AI for homework help (85%), 16% say they have difficulty starting or completing their homework when they cannot use AI, and 28% of kids who use AI for homework on a daily basis say it is hard when they cannot use it.

FIGURE 3:

How difficult it would be for kids who use AI to stop using it for one month



Q: If you had to stop using AI for a month, how hard would that be for you?
Base: Kids who ever use or interact with AI (*n*=1,032).

4.

Kids who struggle with schoolwork are more likely to use AI frequently.

More than half of kids who have a hard time staying focused on school assignments use AI for schoolwork at least once a week (56%), compared to 45% of kids who don't struggle as much with focus.

Similar gaps in AI use for schoolwork or homework exist between kids who find it very or pretty hard to learn math skills and those who don't find it as hard (55% vs. 46% use AI weekly or more for schoolwork), to write essays (53% vs. 46%), and to keep working on something challenging even when they want to stop (55% vs. 45%).

FIGURE 4:

Kids who have a hard time staying focused on school assignments report using AI for schoolwork more frequently

Q: How hard is it for you to stay focused while working on school assignments?
Base: Kids age 9 to 17 (*N*=1,204).

5.

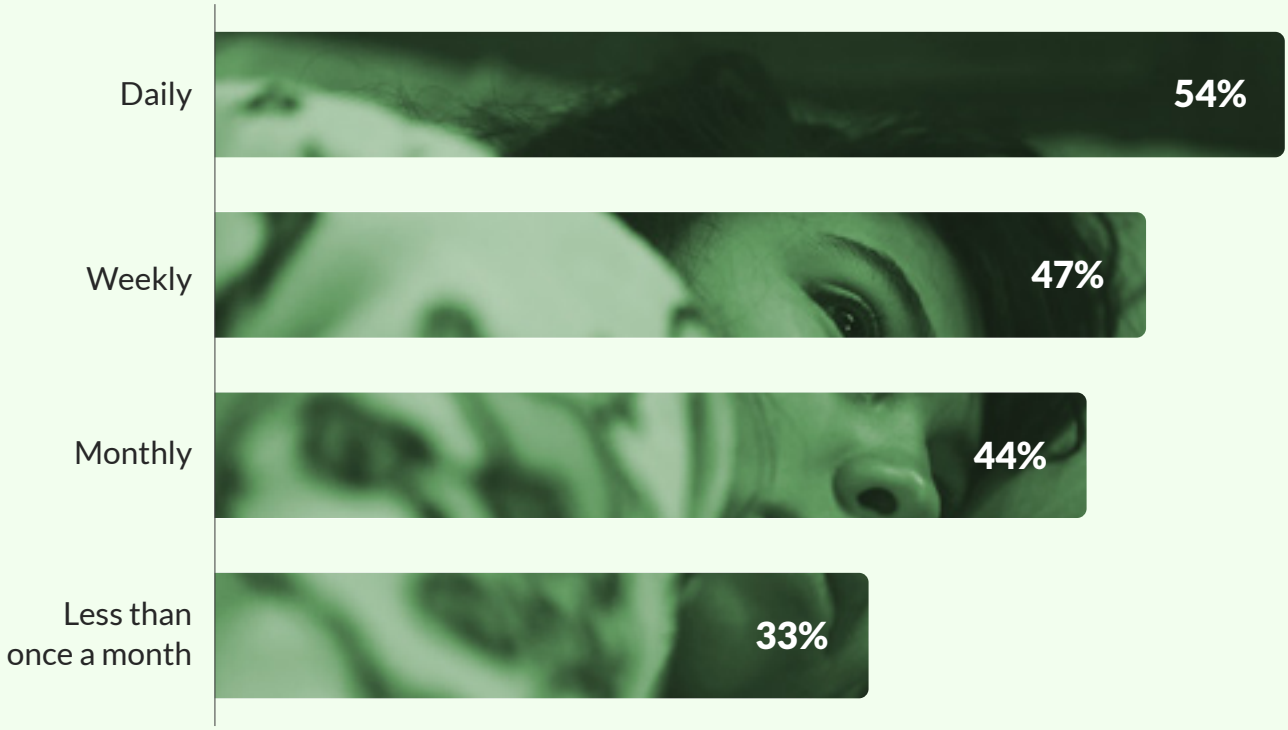
Kids who report feeling lonelier tend to use AI more frequently and use AI more often for social and emotional support.

About half of kids who use or interact with AI daily (54%) or weekly (47%), and 44% of monthly AI users, say they feel lonely at least some of the time, compared to a third (33%) of kids who use AI less than once a month or not at all.

Additionally, using AI for social and emotional support is more common among AI users who often or sometimes feel lonely (46% have used AI to practice conversations or social skills, and 45% to discuss feelings or personal problems) than among those who say they hardly ever or never feel lonely (36% and 31% have used AI for those respective purposes). Among kids who report having a harder time making friends, 47% have used AI to practice conversations or social skills compared to 37% of those who say it is not hard at all. Similarly, among kids who have a harder time making friends, 48% have used AI for discussing feelings or personal problems compared to 31% of those who say it is not hard at all.

FIGURE 5:

Kids who report feeling lonely, by AI usage frequency



Base: Kids age 9 to 17 (*N*=1,204).

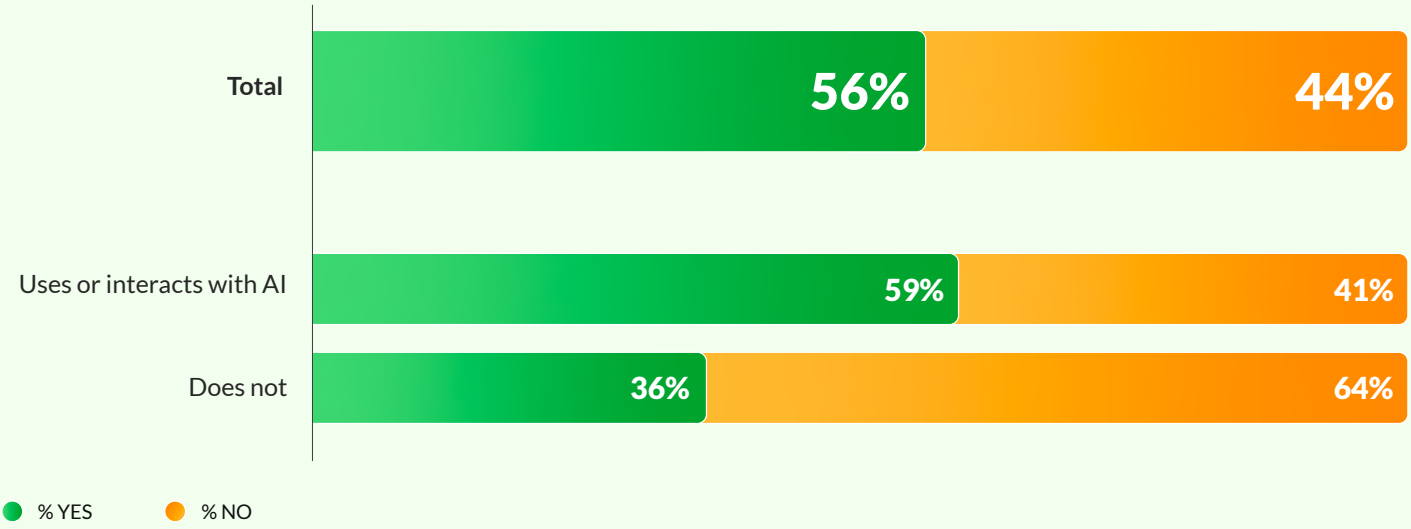
6.

More than 4 in 10 kids are not having AI safety conversations with parents or teachers.

While 56% of kids say one of their parents or guardians has talked to them about how to use AI safely, 44% say that has not happened. Among those who are currently using AI, 59% say a parent has had a conversation about AI safety with them; 41% have not.

FIGURE 6:

AI safety conversations with a parent or guardian, by whether child uses AI



Q: Has one of your parents or guardians talked with you about how to use AI safely?
Base: Kids age 9 to 17 (*N*=1,204).

Seventy-three percent of kids say their school or a teacher has communicated about what they should and should not use AI for in schoolwork. While 56% say their school has discussed how to use AI safely, 44% have not. Only half of kids (51%) have heard from their school or a teacher about how to tell if information from AI is accurate and trustworthy.

7.

Kids are taking personal questions to AI about their health, their futures, and how they feel.

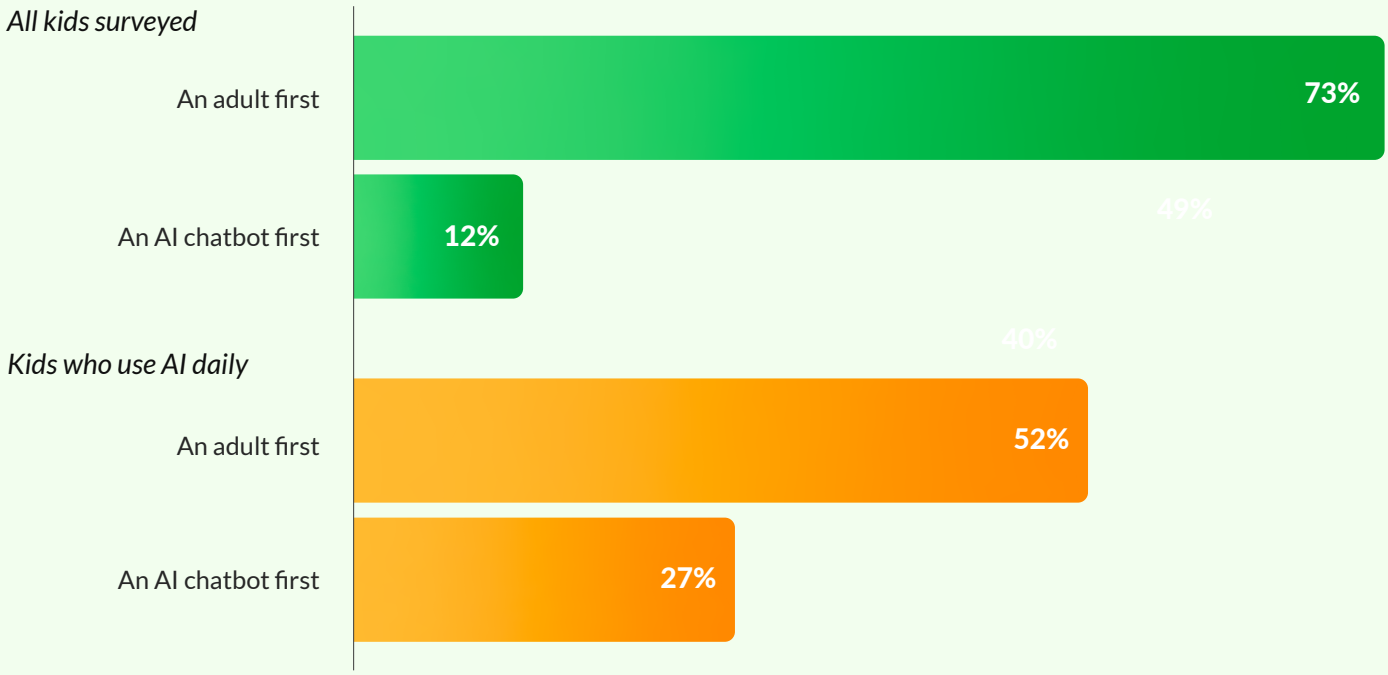
A majority (57%) of kids who use AI say they have used it to get information or advice about their health or body. Nearly half (49%) have used AI to get advice on decisions about their future or goals, 40% for practicing conversations and social skills, and 37% for discussing their feelings or personal problems.

While most kids say they would choose to go to a trusted adult first when they have questions regarding their health or body (73%), about 1 in 10 (12%) would turn to an AI chatbot before an adult—a figure that rises to 27% among kids who use AI daily.

Among kids who have used AI to discuss their feelings or personal problems (37% of kids who use AI), one in four (25%) say they sometimes feel AI understands them better than most people do.

FIGURE 7:

Where children turn to first about their health and body



Q. If given the choice, who would you ask or chat with first about each of the following?
[Item: Getting information or advice about your health or body]
Base: Kids age 9 to 17 (*N*=1,204).

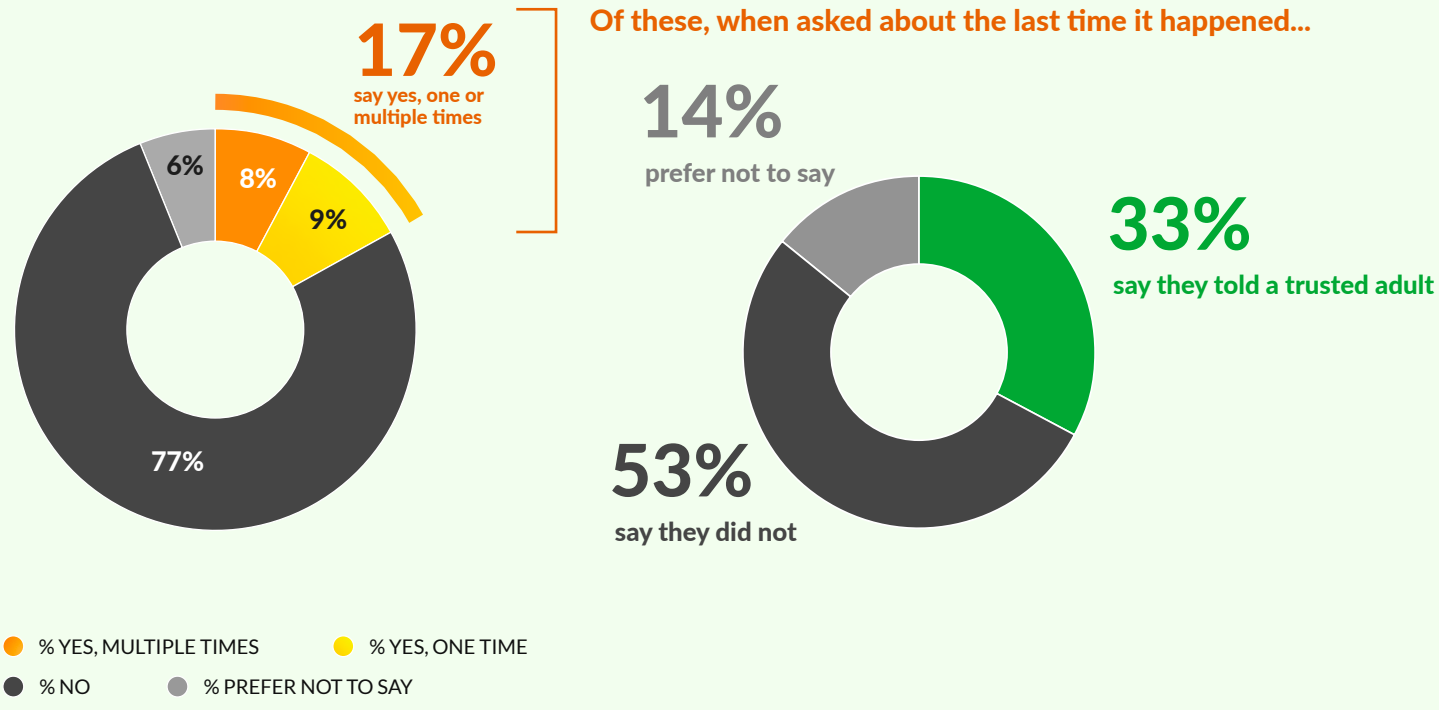
8.

One in six kids who have used AI chatbots say an AI has shown or said something they felt "wasn't OK or wasn't meant for someone their age"—and most never told a trusted adult about it.

Among 9- to 17-year-olds who use AI chatbots, 17% report seeing something inappropriate, including 8% who say it has happened more than once. Of those who have had this experience, only 33% told a trusted adult about it; 53% did not (14% declined to say whether they had told anyone).

FIGURE 8:

Kids who use AI chatbots who have been shown something they felt wasn't OK or wasn't meant for someone their age



Q: Has an AI chatbot ever said or shown you something that you felt wasn't okay or wasn't meant for someone your age?
[IF SAYS YES] Thinking about the last time an AI chatbot said or showed you something that you felt wasn't okay or wasn't meant for someone your age, did you tell a trusted adult (like a parent or teacher) about the interaction?

Base: Kids who have used AI chatbots (*n*=823).

9.

Kids age 9 to 17 have mixed feelings about how AI will affect their life in the next few years and in adulthood.

Most (52%) think AI will have equally positive and negative effects on their life in the next few years, with 26% saying mostly positive, 14% saying mostly negative, and 8% thinking AI won't affect their life at all. Kids' responses are similar when asked about the long-term effects on their adult life (48% expect equally positive and negative effects; 26% say mostly positive, 17% say mostly negative, and 8% say no effects at all).

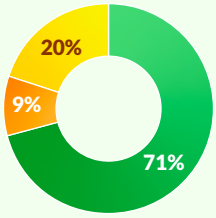
10.

Most kids overestimate what AI can do, even those who think they know a lot about how it works.

Sixty-eight percent say they know a little about how AI works, and 21% say they know a lot. While the majority (71%) are aware that AI chatbots may use your prompts and input for training purposes, just 35% know that AI cannot tell the difference between things that are true and things that are false.

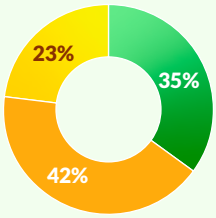
FIGURE 9:

Percentage of kids who correctly identify whether each statement is true or false



"AI chatbots might use what you tell them to train or improve the AI."

71% correctly responded TRUE (24% Definitely true, 46% Probably true)



"AI can tell the difference between things that are true and things that are false."

35% correctly responded FALSE (10% Definitely false, 25% Probably false)

% CHOSE CORRECT RESPONSE % CHOSE INCORRECT RESPONSE % CHOSE "DON'T KNOW"

Q: Based on what you know, do you think the following statement about AI is true or false?
Note: Correct answers reflect the current consensus on the capabilities and accountability of AI systems.
Base: Kids age 9 to 17 (*N*=1,204).

Main Report

Overall AI Usage and Perceptions

Nearly 9 in 10 kids age 9 to 17 (86%) use or interact with some type of AI. More than half (52%) use AI at least once a week, and nearly a quarter (24%) use it every day.

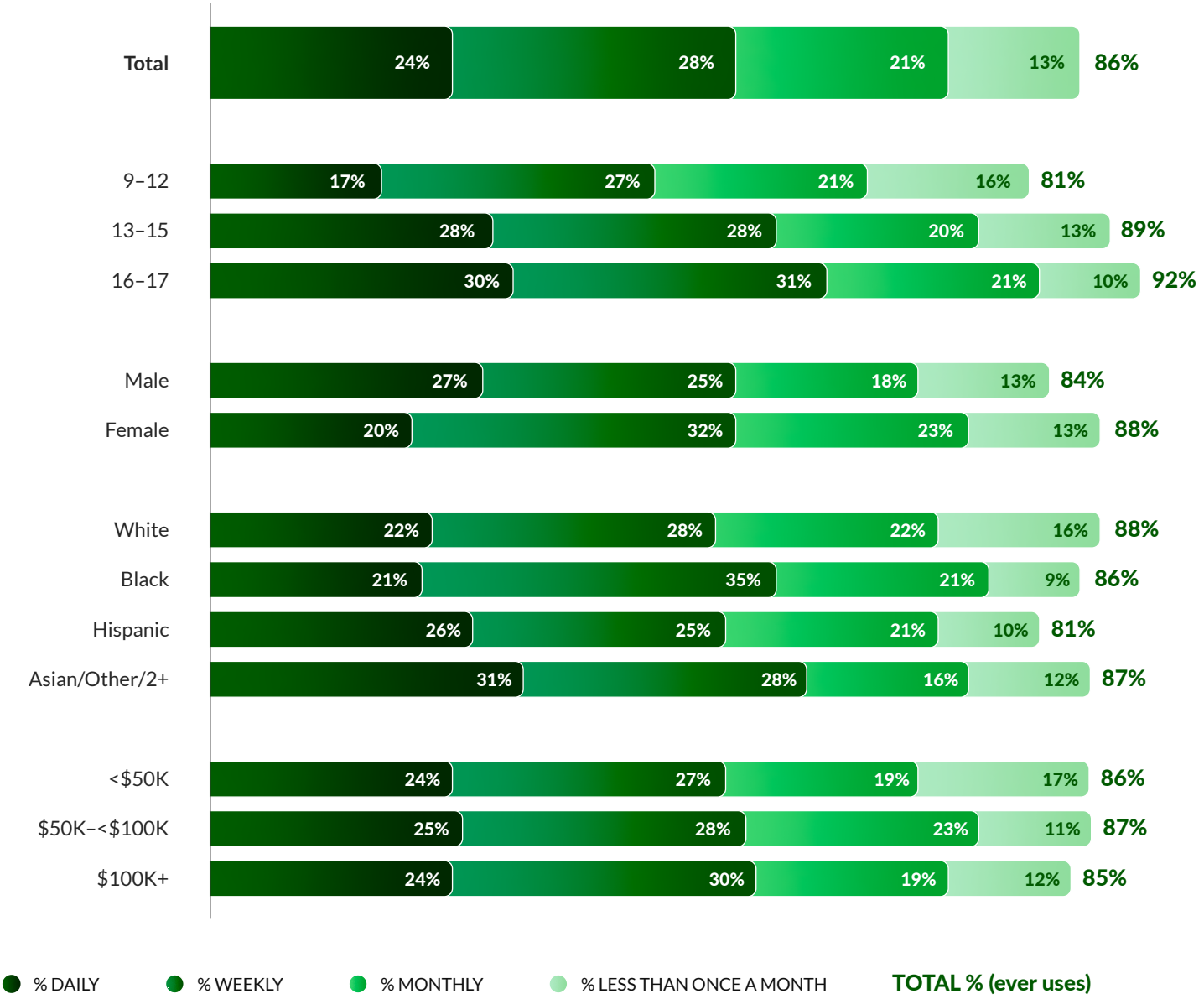
Teens use AI more often, but use is widespread even among younger kids. Among 9- to 12-year-olds, 81% use or interact with AI, including 17% who do so every day. About 9 in 10 teens use AI. For 13- to 15-year-olds, 89% use AI, including 28% who use it on a daily basis. Among 16- to 17-year-olds, 92% use AI, including 30% who do so on a daily basis.

Rates of AI use are similar across gender, race/ethnicity, and household income levels.

"More kids are using it than you think."

FIGURE 10:

Rates of AI use among 9- to 17-year-olds, by age, gender, race/ethnicity, and household income



Q: How often, if ever, do you use or interact with any type of AI?

Note: *Daily* includes "Almost constantly," "Several times a day," and "About once a day." *Weekly* includes "A few times per week" and "Once a week." *Monthly* includes "A few times per month" and "Once a month." The percentage who said "Never" is not shown in the chart.

Base: Kids age 9 to 17 (*N*=1,204).

The most common types of AI that kids interact with are 1.) AI-generated summaries from search engines, and 2.) AI chatbots, with ChatGPT topping the list as the single most often used AI.

Among the different kinds of AI that kids encounter, AI-generated summaries in search engine results are the most common, with 75% of all 9- to 17-year-olds saying they have used or interacted with them.

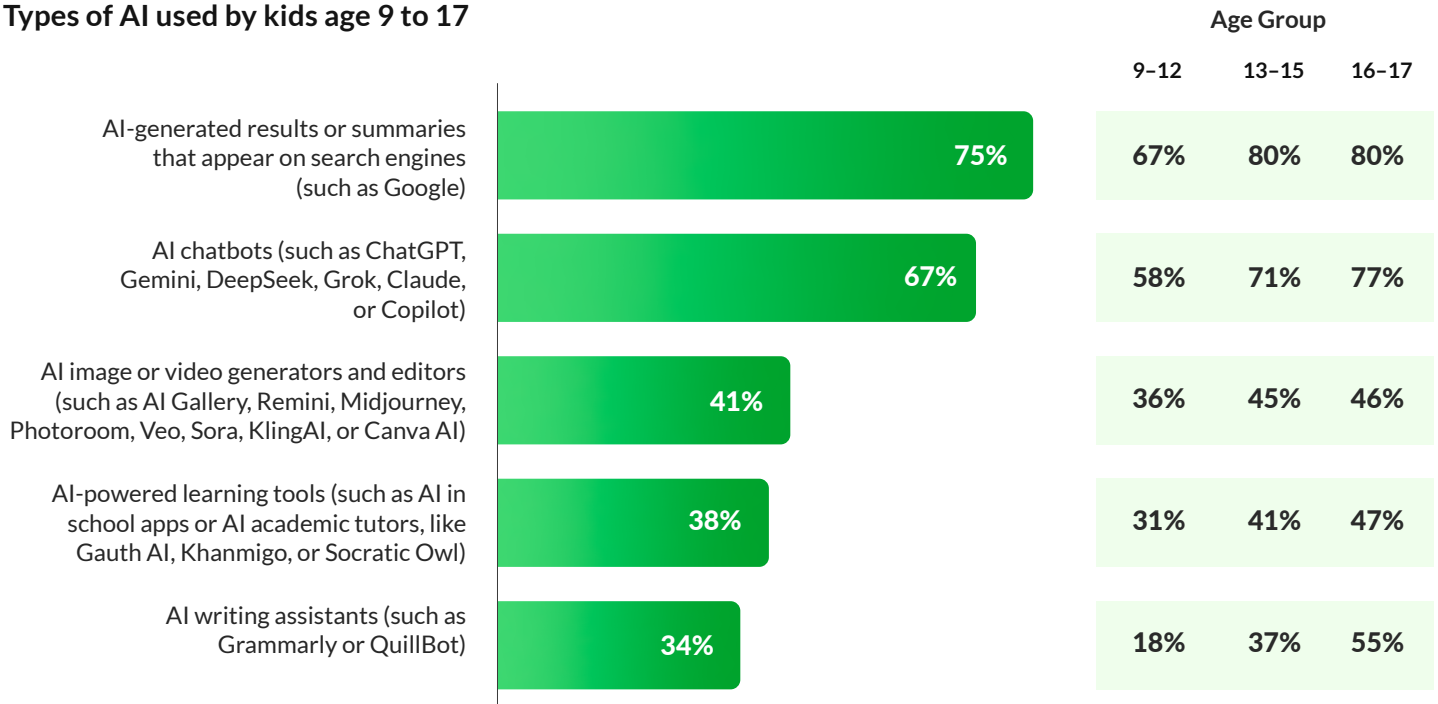
Two-thirds (67%) of 9- to 17-year-olds have used AI chatbots such as ChatGPT, Gemini, Claude, Grok, DeepSeek, or Copilot: 58% of 9- to 12-year-olds, 71% of 13- to 15-year-olds, and 77% of 16- to 17-year-olds.

When kids are asked which AI they use most often, ChatGPT is by far the most frequently mentioned (by 40% of all 9- to 17-year-olds), followed by Google's AI offerings, including Gemini, AI summaries, or other Google AI tools (24%).

Beyond search summaries and chatbots, 41% of kids age 9 to 17 have used AI image or video generators, 38% have used AI-powered learning tools such as Khanmigo or Socratic Owl, and 34% have used AI writing assistants such as Grammarly or QuillBot.

FIGURE 11:

Types of AI used by kids age 9 to 17

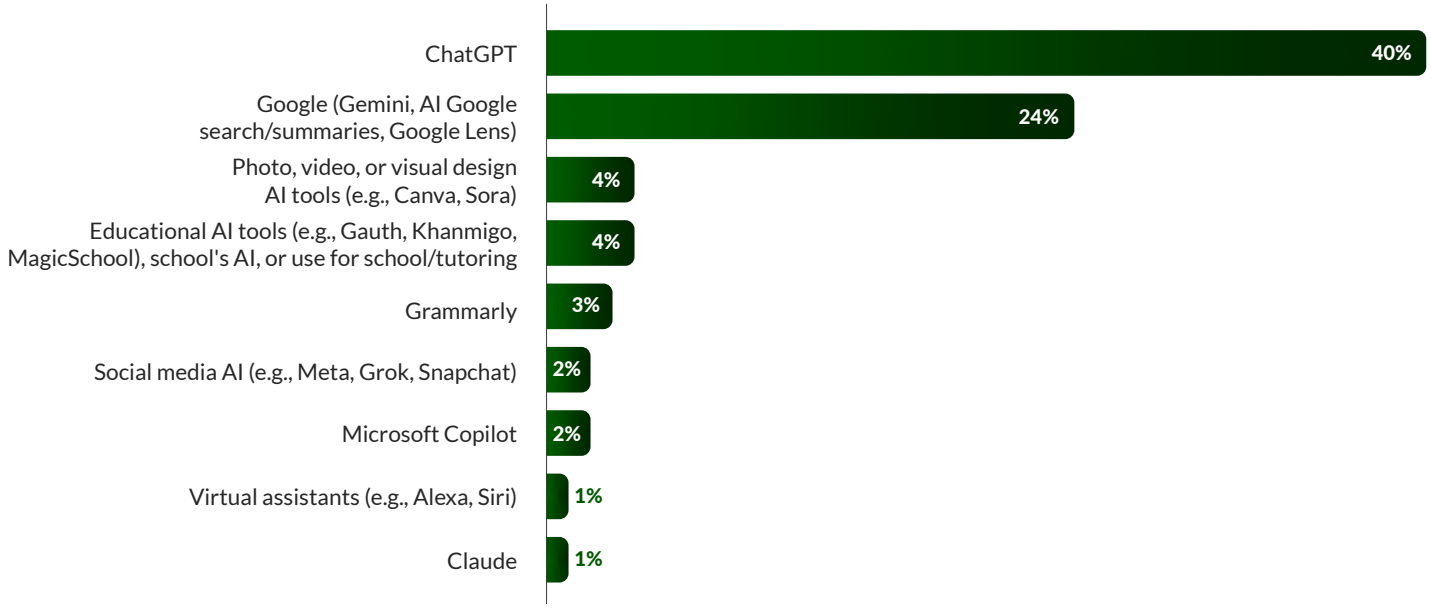


Q: Have you ever used...?

Base: Kids who ever use or interact with AI (*n*=1,032).

FIGURE 12:

AI or AI tool used most often by kids age 9 to 17



Q: Which AI or AI tool do you use MOST often? [Open-ended responses coded into categories.]
Base: Kids who ever use or interact with AI (*n*=1,032).

Personal devices are kids' main point of access to AI—but not their only one. More than 4 in 10 kids say they use AI on school computers or tablets.

Kids who use AI most often do so on their personal devices: 78% of kids do so on their own cellphone, computer, or tablet. But school devices are also a significant access point, with 44% saying they use AI on a school computer or tablet. Twenty-six percent use AI on a shared family device.

Reflecting broader patterns of device ownership, older kids are more likely than younger kids to be using AI on their own personal device. Among those who use AI, over 9 in 10 teens age 16 to 17 (94%) and 83% of teens age 13 to 15 do so on their own device. Among 9- to 12-year-olds who use AI, 64% use AI on their own device, 47% on a school device, and 37% on a shared family device.

Kids think adults may not know that...

"You can use it even on school-distributed devices."

"They don't know that I use it in school often."

"AI is used every day, multiple times at school by everyone."

Kids have mixed feelings about how AI could affect their lives.

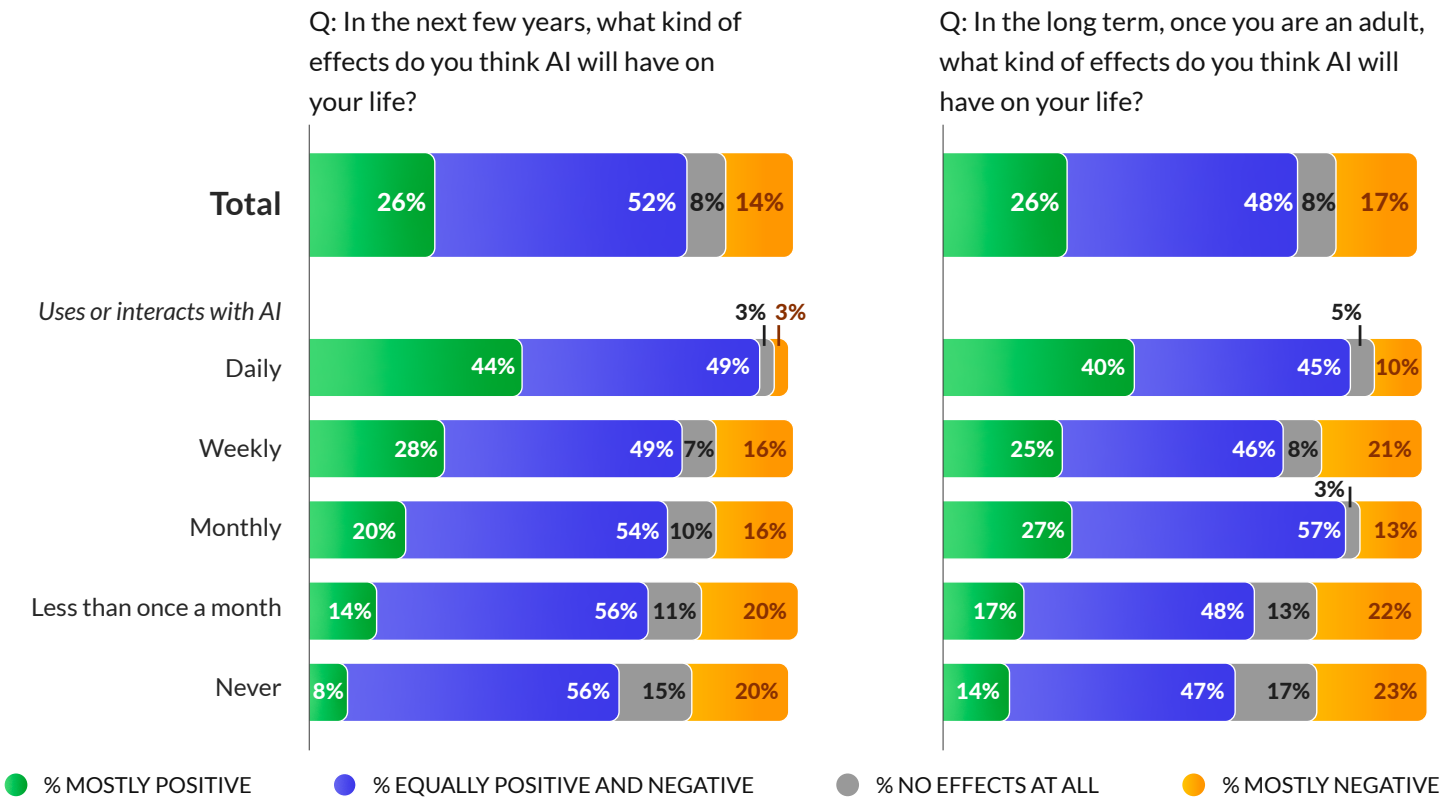
When asked how they think AI will affect their life in the next few years, most (52%) say AI will have "equally positive and negative" effects. Twenty-six percent think the effects will be mostly positive, while 14% expect effects to be mostly negative, and 8% think AI will not affect their life in the next few years at all.

They have similarly mixed expectations about the effects that AI will have on their lives in the long term. Thinking about their lives once they are adults, 26% say AI's effects on their life will be mostly positive, 48% say equally positive and negative, 17% say mostly negative, and 8% say AI will have no effect.

Kids who use or interact with AI more frequently are more optimistic about the effects that AI will have on their lives than those who use AI infrequently or do not use AI at all, though a plurality still see the effects as an equal mix of positive and negative.

FIGURE 13:

How kids think AI will affect their lives in the next few years and the long term



Base: Kids age 9 to 17 (*N*=1,204).

Kids who use AI frequently also tend to report feeling lonelier and somewhat less happy with their lives.

About half of kids who use or interact with AI daily (54%) or weekly (47%) and 44% of monthly AI users say they feel lonely at least some of the time, compared to a third (33%) of kids who use AI less than once a month or not at all.

While kids overall are generally happy with their lives, and differences are modest (more than 80% rate their happiness at a 7 or higher on a zero to 10 scale, including among daily AI users), more frequent AI use is associated with lower happiness scores. The average (mean) happiness score among kids who use AI daily is 7.9, with 41% rating their happiness at a 9 or 10. At the other end of the AI usage spectrum, kids who never use AI have an average happiness score of 8.5, with 54% rating their happiness at a 9 or 10.

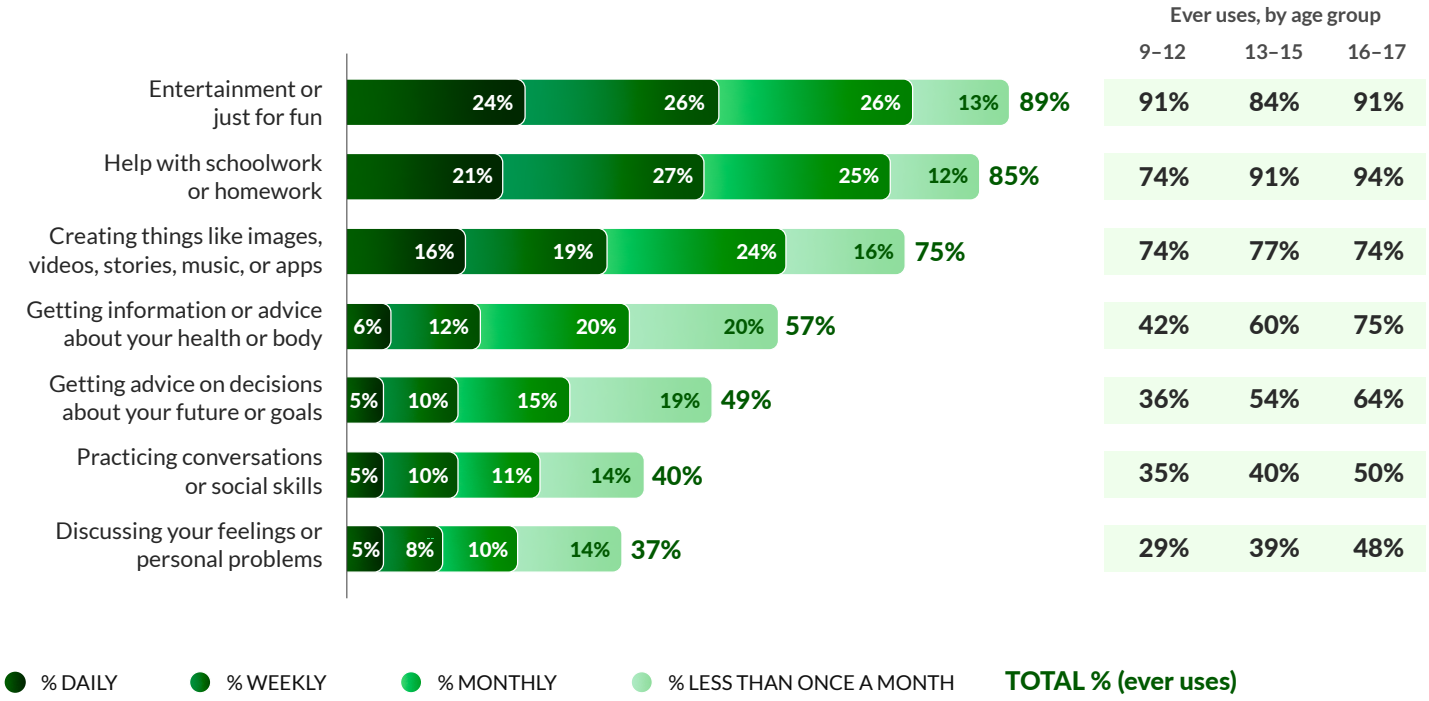
It is important to note that the results of a single survey cannot determine whether more frequent AI use may lead to increased loneliness and lower life satisfaction, or whether children who feel lonelier and less happy with their lives are more likely to use AI in the first place. We also cannot determine whether other factors may be contributing to both loneliness and AI use for these youth. However, these associations point to a need for additional research to examine whether increased AI use may have effects on children's well-being, as well as to understand whether and how AI might play a role in the lives of children experiencing loneliness or other adversity.

How Kids Are Using—and in Some Cases Depending on—AI

For kids age 9 to 17 who use AI, AI is most often a tool for entertainment, help with schoolwork or homework, or creating things. But some are also going to AI for advice, information, or support on other important parts of life, including their health, feelings or personal problems, social skills, and decisions about their future.

FIGURE 14:

Uses of AI among AI users age 9 to 17



Q: How often do you use AI for...?

Note: *Daily* includes "Almost constantly," "Several times a day," and "About once a day." *Weekly* includes "A few times per week" and "Once a week." *Monthly* includes "A few times per month" and "Once a month." The percentage who say "Never" is not shown in the chart.

Base: Kids who ever use or interact with AI (*n*=1,032).

Entertainment and getting help with schoolwork or homework are the top purposes for which kids are using AI, followed by creative uses.

Close to 9 in 10 AI users age 9 to 17 (89%) say they use AI for "entertainment or just for fun," with half saying they use it for fun weekly or more often, though teen girls are less likely to be using AI for that purpose (80%) than teen boys (94%) or 9- to 12-year-old boys (91%) or girls (90%).

"You can exploit AI to do all your assignments from school, and use multiple AIs to make it look handmade."

Using AI to help with schoolwork or homework is the second-most common use among AI users overall, and the top use among older youth. Eighty-five percent of AI users age 9 to 17 use it for help with schoolwork or homework, with close to half (48%) using it at least once a week, including 21% who use it for schoolwork every day. Teens use AI for schoolwork more often than preteens, with 60% of 16- to 17-year-olds and 50% of 13- to 15-year-olds saying they use it for that purpose weekly or more—including 30% and 24% in each group, respectively, who do so daily. In comparison, 39% of 9- to 12-year-olds use AI for schoolwork at least weekly, including 12% who do so on a daily basis.

Latino and Black youth are somewhat more likely than White youth to be using AI for help with schoolwork or homework on a regular basis, with over half of Latino (55%) and Black (53%) 9- to 17-year-old AI users saying they use it for that purpose weekly or more often, compared to 44% of White 9- to 17-year-old AI users. Those figures include 29% of Latino youth, 23% of Black youth, and 17% of White youth who use it for academic help on a daily basis.

"If we use AI as a resource and make sure we back up the information, I think it's still a helpful tool, we aren't trying to cheat our way out, we just want to make lives a bit easier!"

Some youth think adults may not realize how AI is being used for schoolwork. When asked an open-ended question about what people their age know about AI that adults may not, one of the top themes was about how it can be—or is being—used for school or homework (including to cheat), with 21% mentioning something about that.

Kids who use AI and struggle more academically tend to use AI for schoolwork or homework more frequently. More than half of kids who have a very or pretty hard time staying focused on school assignments (56%) use AI for schoolwork at least once a week, compared to 45% of kids who don't struggle as much with focusing. Similar gaps in AI use for schoolwork or homework exist between kids who find it very or pretty hard to learn math skills and those who don't find it as hard (55% vs. 46% use AI weekly or more for schoolwork), write essays (53% vs. 46%), and keep working on something challenging even when they want to stop (55% vs. 45%).

Creative uses are also common among kids who use AI, with three in four (75%) saying they have used AI to create things like images, videos, stories, music, or apps, including 74% of 9- to 12-year-olds, 77% of 13- to 15-year-olds, and 74% of 16- to 17-year-olds. And when youth were asked what people their age know about AI that adults may not, familiarity with those types of uses was one of the top themes (after general knowledge and how it can be used for schoolwork), with 15% mentioning how AI can be used to create images, videos, or other content.

75%

use AI to create things like images, videos, stories, music, or apps

A majority of kids who use AI have used it to get information or advice about their health or body, and smaller but substantial shares have used AI for other advice or social or emotional support.

Fifty-seven percent of 9- to 17-year-olds who use AI have used it to get information or advice about their health or body, and older teens are even more likely to have used AI for that purpose: 75% of 16- to 17-year-olds who use AI have turned to it for health information, compared with 60% of 13- to 15-year-old AI users and 42% of 9- to 12-year-old AI users.

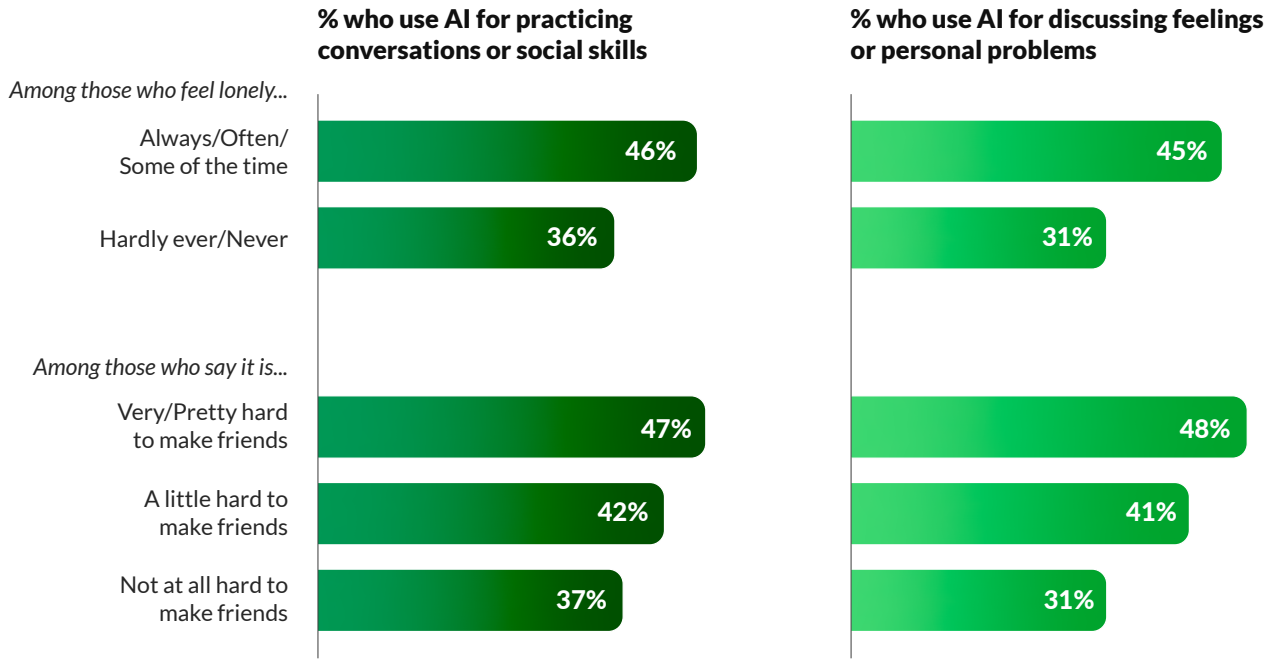
Close to half (49%) of kids who use AI have used it to get advice on decisions about their future or goals. Among AI users age 16 to 17—who are in the decision-making phase about their first steps into adult life—64% have used AI to get advice on decisions, compared to 54% of 13- to 15-year-old AI users and 36% of 9- to 12-year-old AI users.

> ***"You can use it for a wide range of topics like making creatures (my personal fave), playing games, or just overall expressing yourself creatively. It's not just a way to cheat on homework or get a quick recipe. There's so much more."***

Around 4 in 10 kids who use AI have used it to practice conversations or social skills (40%) and to discuss their feelings or personal problems (37%). Use of AI for those purposes is more common among young AI users who often or sometimes feel lonely (46% have used AI to practice conversations or social skills, and 45% to discuss feelings or personal problems) than among those who say they hardly ever or never feel lonely (36% and 31% have used AI for those respective purposes). Similarly, kids who have a harder time making friends are more likely to use AI for those purposes: 47% of those who have a very hard or pretty hard time making friends have used AI to practice conversations or social skills, and 48% have to discuss feelings or personal problems. Among those who say it is a little hard to make friends, 42% and 41% have used AI for those respective purposes, and among those who don't have a hard time at all making friends, reported usage rates were 37% and 31% respectively.

FIGURE 15:

Using AI for social and emotional support is more common among kids who feel lonely or have a hard time making friends



Base: Kids who ever use or interact with AI (*n*=1,032).

Rates of using AI for information or advice about health, for advice on decisions about their future or goals, and for practicing conversations or social skills are somewhat higher among Black and Latino youth who use AI than among White youth. About 6 in 10 Black kids (63%) and Latino kids (62%) say they have used AI to get health information, compared to 51% of White kids. Fifty-eight percent of Latino kids and 56% of Black kids have used AI to get advice about their future or goals, compared to 44% of White kids. Around half of Black kids (52%) and Latino kids (48%) report using AI to practice conversations or social skills, compared to 35% of White kids.

Among all kids who have used AI to discuss their feelings or personal problems, 39% say an AI chatbot has given them information about where they could get support for their mental health, though the majority (61%) have never received that type of information from an AI chatbot. However, among kids who often or sometimes feel lonely and have discussed their feelings with AI, closer to half (48%) say an AI chatbot has given them information about where they could get support for their mental health—which is a move in the right direction, but nonetheless lower than ideal for kids who are struggling.

Most kids would still turn to people for support before AI, but AI has become a first choice for some kids when it comes to schoolwork and health questions.

To get a sense of where AI fits relative to other sources of support or advice, kids were asked who they would ask or chat with first about different topics, if given the choice: a trusted adult (such as a parent, teacher, or counselor), a friend, an AI chatbot, someone else, or no one.

"ChatGPT can talk to you like [a] real convo. ChatGPT is my friend."

For help with schoolwork or homework, 58% of kids age 9 to 17 would ask a trusted adult first, but more than one in five (23%) would ask an AI chatbot first. Teens are more likely than younger kids to choose to ask for help from an AI chatbot first, with 38% of 16- to 17-year-olds, 25% of 13- to 15-year-olds, and 14% of 9- to 12-year-olds giving that response.

For questions about their health or body, 73% of kids age 9 to 17 would go to a trusted adult first, but about 1 in 10 (12%) would ask an AI chatbot before any person. Among kids who use AI on a daily basis, 52% would go to a trusted adult first, but more than one in four (27%) would go to an AI chatbot first with health questions. Although most youth across age groups would go to a trusted adult first, older teens are more likely than younger kids to say an AI chatbot would be their first choice, with nearly one in five 16- to 17-year-olds (19%) giving that response, compared to 11% of 13- to 15-year-olds and 9% of 9- to 12-year-olds.

People—not AI—remain the go-to source of support for the vast majority of kids when it comes to discussing their feelings or personal problems, as well as needing advice on decisions about their future. Fifty-six percent would chat with a trusted adult first about their feelings or personal problems, and 32% would go to a friend first, while just 5% say an AI chatbot would be their first choice. When needing advice regarding decisions about their future, 75% would go to a trusted adult first, 14% to a friend, and 5% to an AI chatbot.

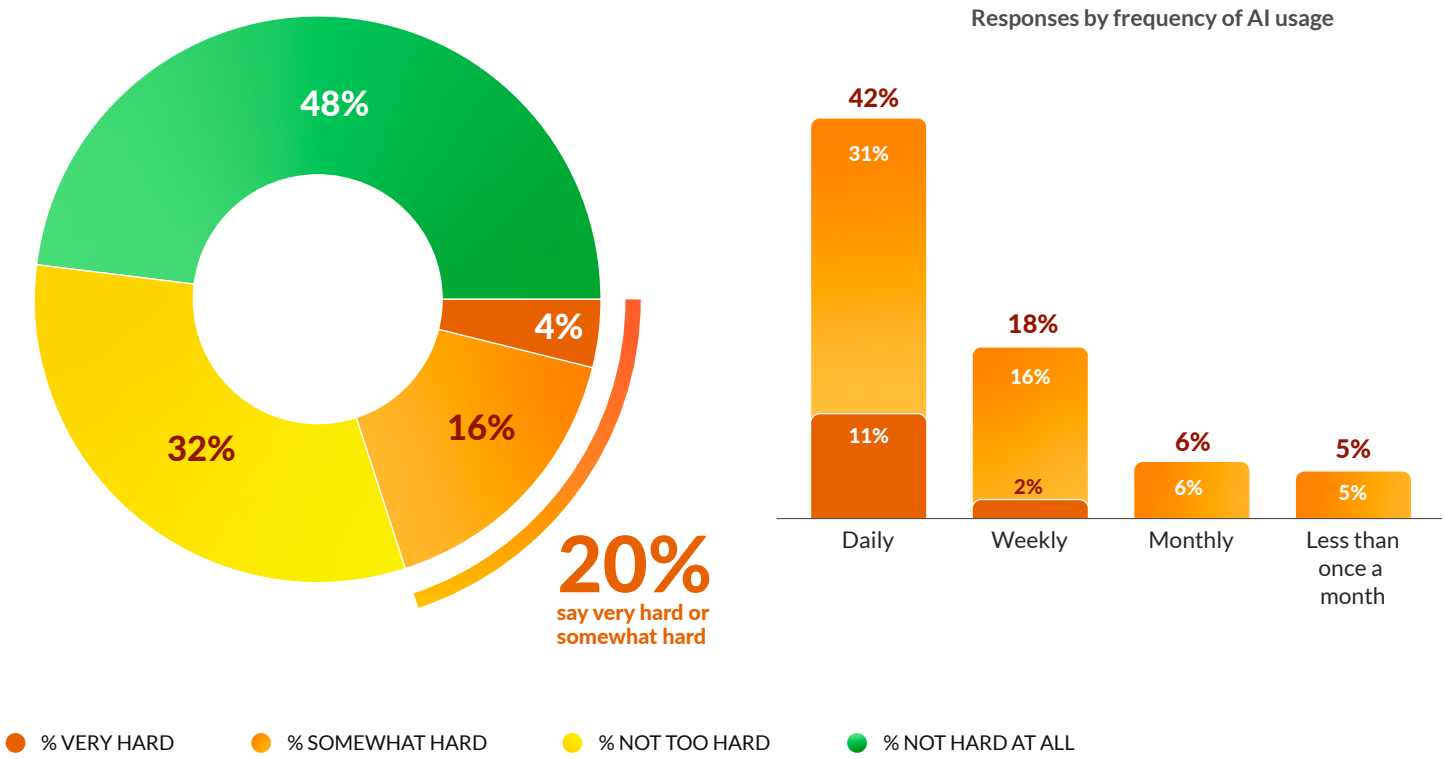
Kids who report lower happiness with their lives are more likely than those who report a high level of happiness to turn to an AI chatbot first to discuss their feelings or personal problems (16% of those who rate their happiness as a 6 or lower say an AI chatbot would be their first choice, compared to 2% among those with happiness ratings of 9 or 10), although most would still turn to a person first. Similarly, an AI chatbot is more likely to be the first choice for kids who feel lonely often (14%) or some of the time (7%) than kids who hardly ever or never feel lonely (3%).

Kids who use AI more frequently show more signs of AI dependency.

Most kids who use AI say it would not be too difficult for them to stop using AI for a month (48% say "not at all hard" and 32% say "not too hard"). But one in five (20%) say going without AI would be "very hard" or "somewhat hard"—and kids who use AI frequently are more likely to feel that way. Among kids who use AI every day, 42% say going a month without AI would be hard, including 11% who say it would be "very hard."

FIGURE 16:

How difficult it would be for kids who use AI to stop using it for one month



Q: If you had to stop using AI for a month, how hard would that be for you?
Base: Kids who ever use or interact with AI (*n*=1,032).

To assess AI dependency in other ways, the survey also asked kids who use AI how much they agreed or disagreed with two different statements:

- "I find it difficult to start or complete my homework when I can't use AI."
- "Sometimes I feel that AI understands me better than most people do.

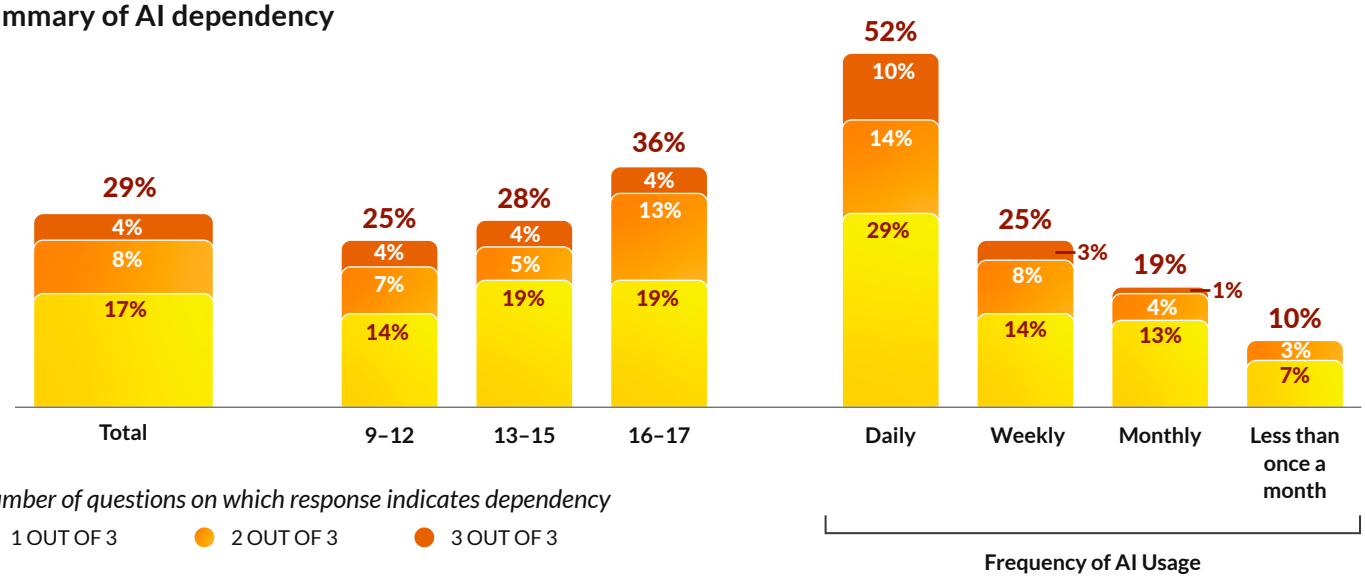
For descriptive purposes, we counted the number of dependency-related questions that each respondent endorsed. The questions included the two statements above, as well as the question about how hard it would be to stop using AI for a month. The following responses to each question were categorized as indicating dependency:

- "Very hard" or "Somewhat hard" if you had to stop using AI for a month.
- "Strongly agree" or "Somewhat agree" that "I find it difficult to start or complete my homework when I can't use AI."
- "Strongly agree" or "Somewhat agree" that "Sometimes I feel that AI understands me better than most people do."

Close to 3 in 10 youth who use or interact with AI (29%) gave a response indicating AI dependency on at least one of the three questions, including 25% of 9- to 12-year-olds, 28% of 13- to 15-year-olds, and more than a third of 16- to 17-year-olds (36%). Among kids who use AI on a daily basis, over half (52%) indicated AI dependency on at least one question.

FIGURE 17:

Summary of AI dependency



Base: Kids who ever use or interact with AI (*n*=1,032).

Among kids who use AI for help with schoolwork or homework at all, 16% agree that they have difficulty starting or completing their homework when they cannot use AI, 62% disagree, and 22% neither agree nor disagree. Among kids who use AI for schoolwork on a daily basis, 28% say it is hard when they cannot use AI; 44% disagree.

About 1 in 10 (11%) kids age 9 to 17 who use or interact with AI agree that they sometimes feel AI understands them better than most people do, and 19% of daily users feel that way. Those who struggle with making friends are more likely to say they sometimes feel that AI understands them better than most people: 22% of kids who have a very hard or pretty hard time making friends agree with that statement, compared to 11% among those who say making friends is a little hard, and 8% among those who say making friends is not hard for them at all.

Among kids who have discussed their feelings or personal problems with AI, one in four (25%) agree that they sometimes feel AI understands them better than most people do, compared to 3% of young AI users who have never discussed their feelings or personal problems with AI.

Frequent AI users are also less likely to agree with a statement indicating independence: "When I have a question, I usually try to solve it myself before using AI." Seventy-seven percent of all kids who use AI agree, compared to 65% of daily AI users.

1 in 10

kids who use or interact with AI feel AI understands them better than most people do

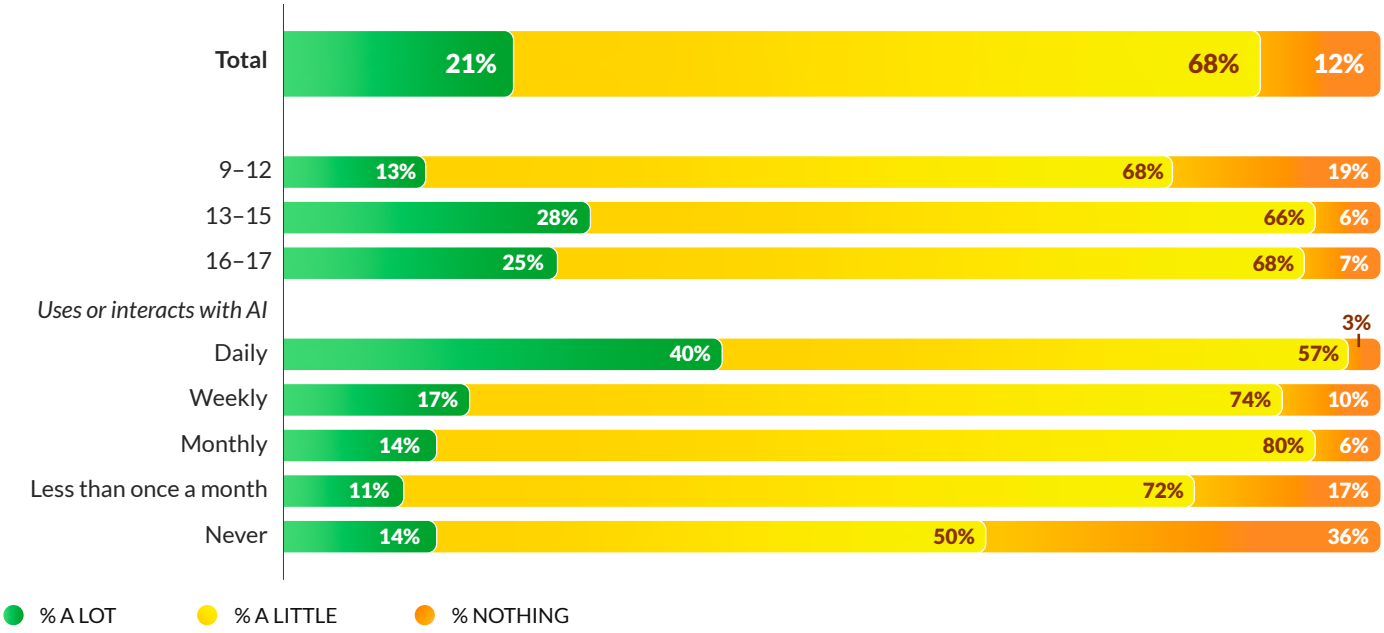
"I just think that the adults don't understand the concept of AI like the kids do."

AI Literacy: How Much Kids Know About AI

Most 9- to 17-year-olds (68%) say they know "a little" about how AI works, while 21% say they know "a lot," and 12% say they know nothing. Older youth and those who use AI on a daily basis are more likely to describe themselves as knowledgeable about AI.

FIGURE 18:

How much kids say they know about the way AI works



Q: How much do you know about the way artificial intelligence (AI) works?
Base: Kids age 9 to 17 (*N*=1,204).

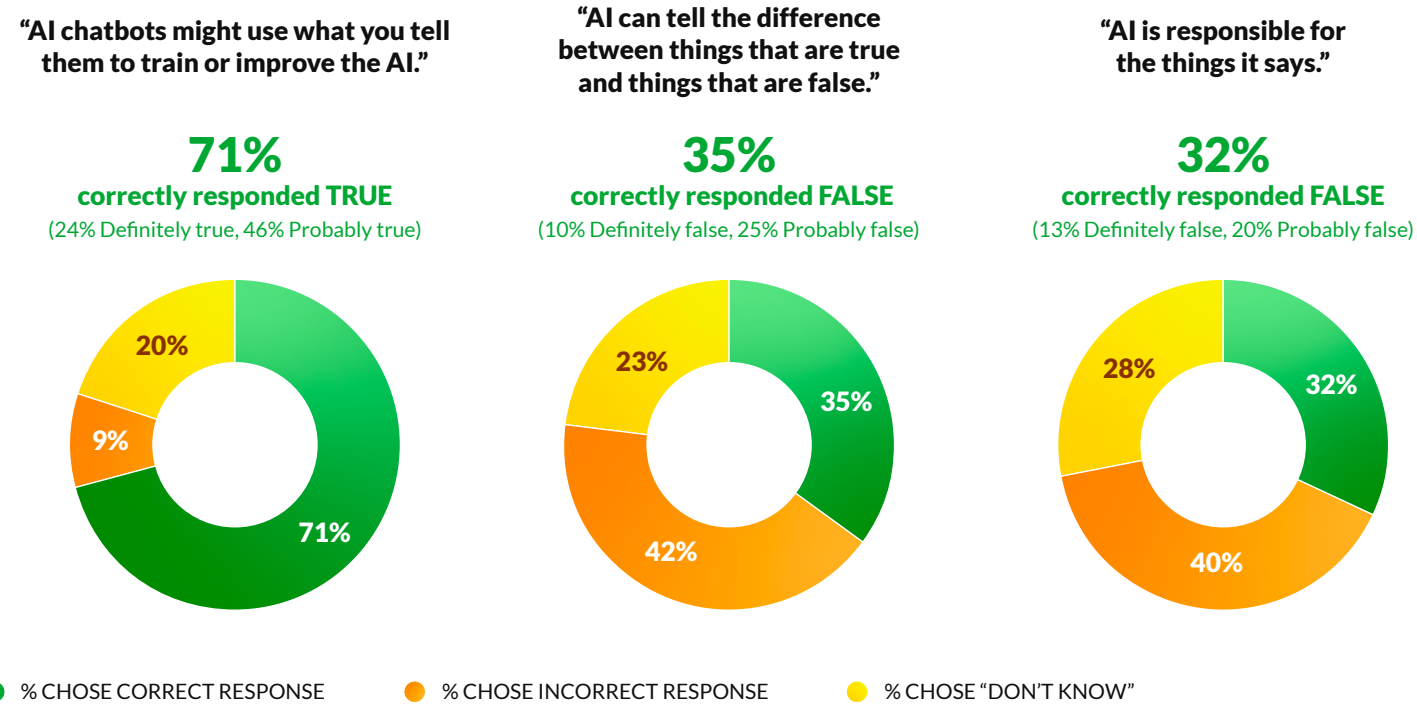
In addition to measuring self-assessed knowledge, the survey also presented some statements about AI, asking kids whether they were true or false as a way to assess AI literacy.

The majority (71%) of 9- to 17-year-olds correctly recognize that AI chatbots might use what you tell them to train or improve AI, although only about one in four (24%) are certain that is definitely true. Just 9% incorrectly think that is false, and 21% say they don't know.

However, kids may not be as cognizant of important limits when it comes to accuracy and accountability. Just 35% of kids age 9 to 17 correctly say it is false that "AI can tell the difference between things that are true and things that are false." More (42%) believe that the statement is true, and 23% say they don't know. When shown the statement "AI is responsible for the things it says," only about a third (32%) recognize that it is false, with 40% believing that to be true, and 28% saying they don't know.

FIGURE 19:

Percentage of kids who correctly identify whether each statement is true or false



Q: Based on what you know, do you think the following statement about AI is true or false?
Note: Correct answers reflect the current consensus on the capabilities and accountability of AI systems.
Base: Kids age 9 to 17 (*N*=1,204).

Even among kids who say they know "a lot" about how AI works, just 37% know AI cannot tell the difference between things that are true and things that are false, and just 38% know AI is not responsible for what it says.

While boys are more likely than girls to think they know "a lot" about AI (25% vs. 15%, respectively), they are not any more likely to correctly identify which statements about AI are true or false.

What Young People Think People Their Age Know About AI That Adults Don't

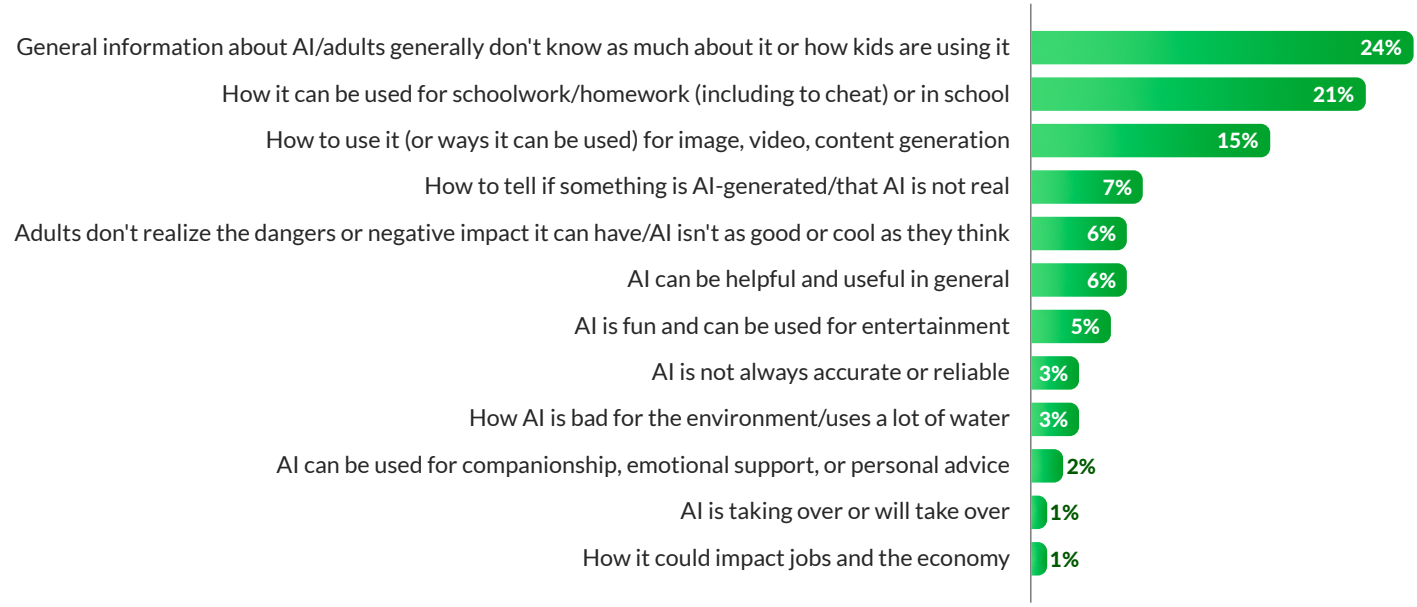
Although most 9- to 17-year-olds say they don't know a lot about how AI works, some think adults may know even less about AI and how to use it. When asked an open-ended question about what people their age know about AI that they think adults may not know, most had something to say, with 24% mentioning general facts about AI or that adults generally don't know as much about AI, how to use it, or how kids are using it.

Another top theme was about how AI can be used—and is being used—for schoolwork or homework (21%). Some kids discussed how it can help with learning, while others focused on how it can be used to cheat or do their work for them, and how kids can get away with using AI for schoolwork even when they are not supposed to.

Kids also mentioned adults not knowing as much about using AI to generate images, videos, or other content (15%) and adults not being as good at detecting whether something is AI-generated or real (7%). Some kids felt adults don't realize how AI can be beneficial, while others felt adults don't recognize the risks or how AI can be harmful.

FIGURE 20:

What kids think people their age know that adults may not



Note: 19% said they don't know, don't think kids know anything adults don't, or did not have an answer. One percent gave other responses not categorized above.

Base: Kids age 9 to 17 (*N*=1,204).

"I know how to work it better than my parents, I know I can look stuff up, and use it to help with things where parents might not."

"Adults seem to have a hard time knowing which videos or reels are real or AI. I have to tell my mom it's fake a lot."

"That it can basically break down anything for you, from a math equation to the writing of an essay. You can also work around AI detection."

"Old people keep saying it is scary but I love it. It's so helpful, I use it all the time. It's fun to make stuff with it."

"I think younger people are more aware of the environmental impact of AI than old people."

"We use it for more than just schoolwork. Sometimes we use it for advice on friends or dating or whatever."

AI Safety: Inappropriate Experiences and Safety Conversations

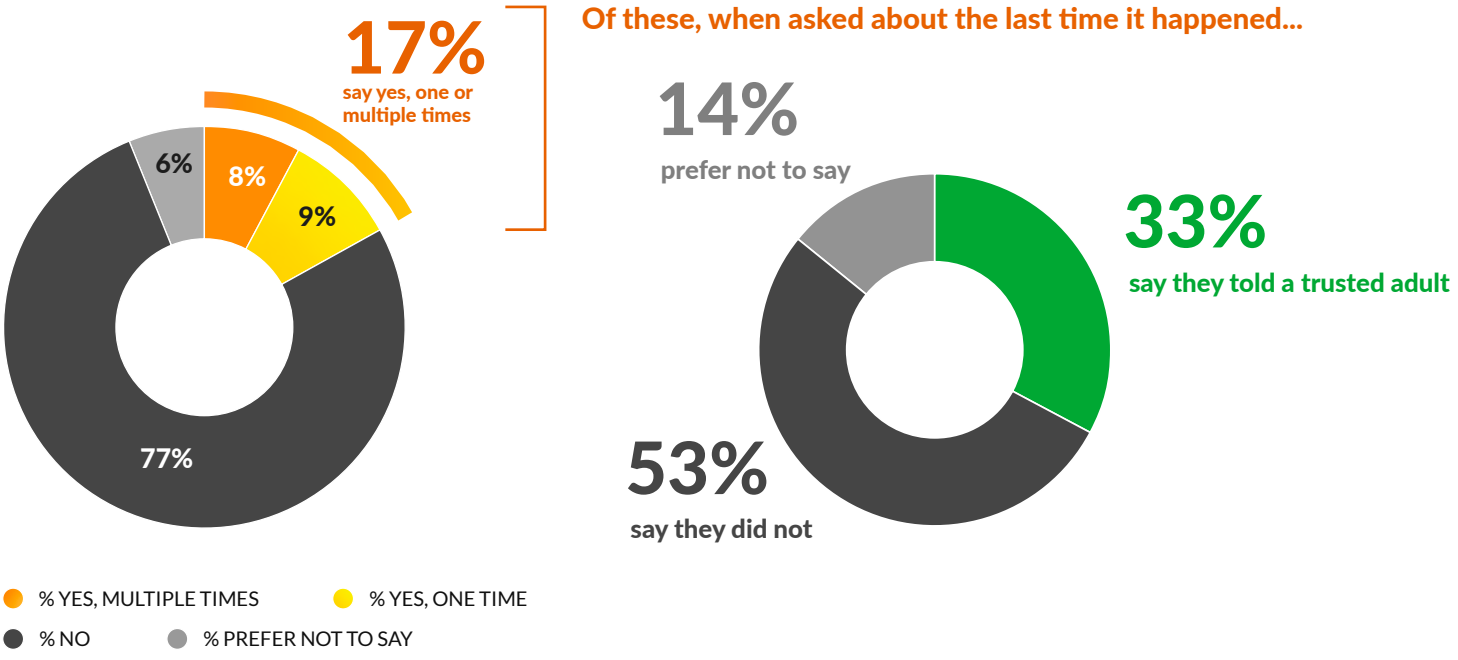
AI has become part of everyday life for American kids, but conversations and education on AI safety and accuracy are lagging behind AI usage. This may leave kids unprepared to recognize or handle problematic AI interactions—which some are already having.

Among 9- to 17-year-olds who use AI chatbots, one in six (17%) say an AI chatbot has shown them something they felt wasn't OK or wasn't meant for someone their age, including 8% who say that has happened more than once. Sixteen percent of 9- to 12-year-old users, 13% of 13- to 15-year-old users, and 21% of 16- to 17-year-old users say that has happened to them at least once.

Of kids who have been shown something inappropriate, only 33% told a trusted adult the last time it happened; most (53%) did not.

FIGURE 21:

Kids who use AI chatbots who have been shown something they felt wasn't OK or wasn't meant for someone their age



Q: Has an AI chatbot ever said or shown you something that you felt wasn't okay or wasn't meant for someone your age?
[IF SAYS YES] Thinking about the last time an AI chatbot said or showed you something that you felt wasn't okay or wasn't meant for someone your age, did you tell a trusted adult (like a parent or teacher) about the interaction?

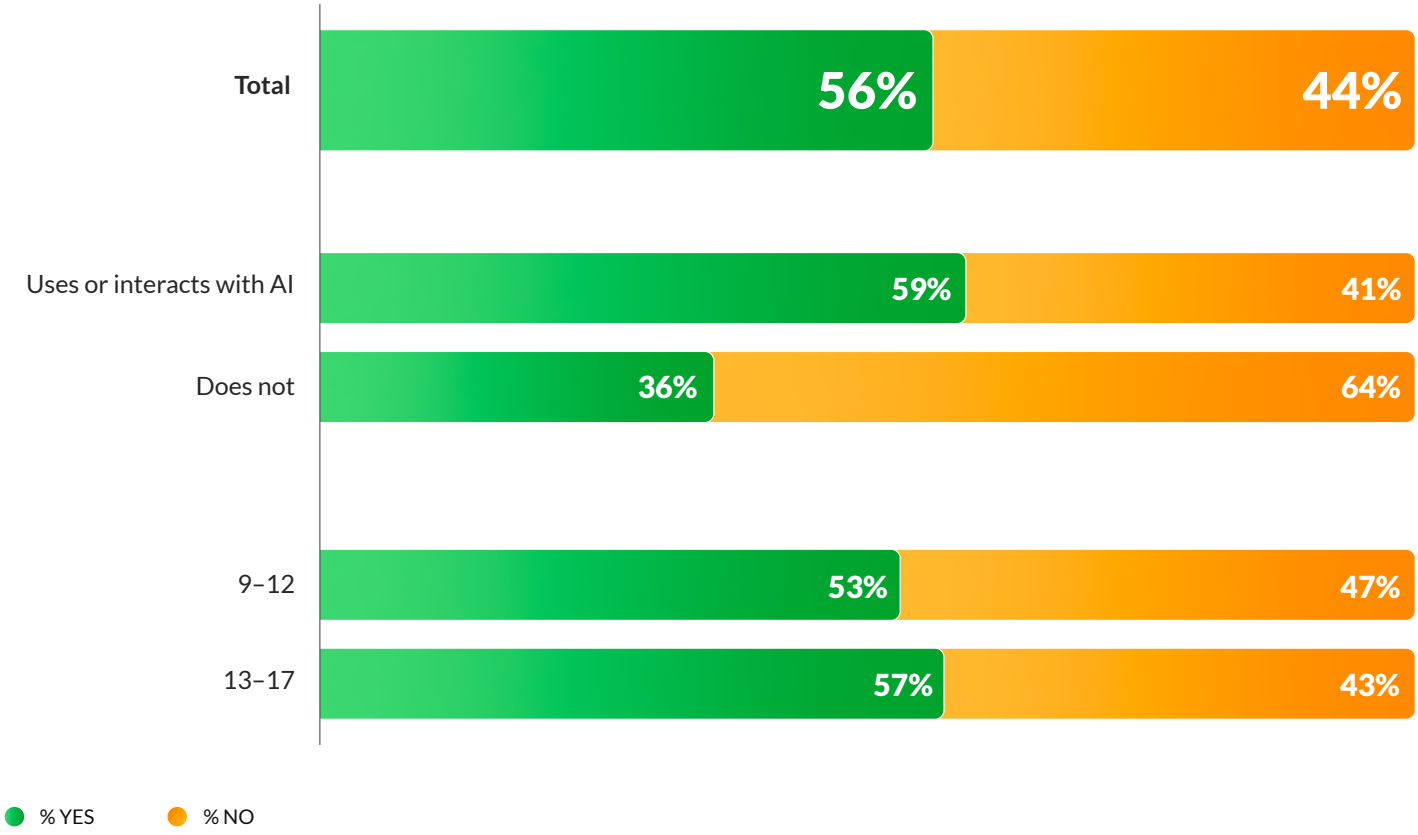
Base: Kids who have used AI chatbots (*n*=823).

More than 4 in 10 kids say their parents have not discussed AI safety with them.

While 56% of kids age 9 to 17 say that a parent or guardian has talked with them about how to use AI safely, 44% say they have not. Kids who use AI are more likely to have discussed AI safety with a parent than those who have not (59% vs. 36%), but 41% of kids who use AI say their parents have not talked with them about that. Even among kids who use AI on a daily basis, over a third (34%) say they have not had a safety talk.

FIGURE 22:

How many kids have had a parent or guardian give them an AI safety talk



Q: Has one of your parents or guardians talked with you about how to use AI safely?
Base: Kids age 9 to 17 (*N*=1,204).

Kids hear more from schools about policies for AI use in schoolwork than about AI safety or accuracy.

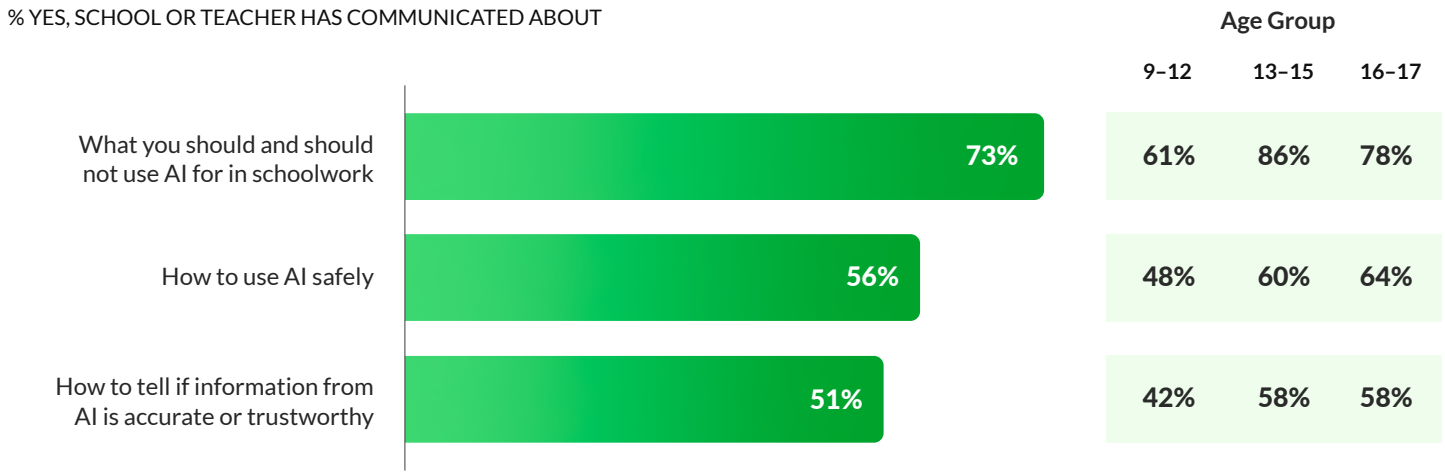
More than 7 in 10 kids (73%) say their school or a teacher has communicated with them this school year about what they should and should not use AI for in schoolwork. Fewer kids—though still over half—have heard their school or a teacher discuss how to use AI safely (56%) or how to tell if information from AI is accurate and trustworthy (51%).

There are no significant differences by school type, with similar shares of public school students and kids who attend other types of schools reporting hearing from their schools about AI use, safety, and accuracy.

Kids age 9 to 12 are less likely than older kids to have heard from their schools about these topics.

FIGURE 23:

School communication about AI



Q: Has your school or a teacher communicated with you about the following this school year?
Base: Kids age 9 to 17 (*N*=1,204).

Conclusion

The picture that emerges from the 2026 Common Sense Media Census: AI Use by Tweens and Teens is of a technology that has already become part of American childhood. Although questions may remain about how using AI in different ways will affect kids' lives, learning, and development, those questions are clearly no longer hypothetical.

With nearly 9 in 10 kids age 9 to 17 using AI, and a majority using it on a weekly basis, there is an urgent need to continue identifying ways to help kids benefit from AI's potential positive uses while mitigating its risks. This report provides foundational insights into how kids are currently using AI, what learning, social, and emotional needs are driving this AI use, and how risk may be unevenly distributed across kids. However, more work must be done to understand AI's impacts and put safeguards in place.

Our data shows a need for prompt efforts on:

- **Keeping inappropriate content out of kids' AI experiences.** With one in six children encountering something inappropriate while using AI, and few talking to an adult about it, the onus is on the developers of these tools to do more to protect young users from content they should not see. What makes this particularly urgent is scale: A single AI system can reach millions of children simultaneously, which means even a low rate of inappropriate interactions translates to an enormous number of harmful experiences.
- **Avoiding AI dependence.** While AI has the ability to assist young people on a wide range of tasks, important questions are raised about what we as a society want kids and teens to learn to do for themselves, particularly during a developmental period when habits and skills are still being formed. Notably, kids who already struggle with focusing on schoolwork or persisting on challenging tasks are more likely to lean on AI for homework help, which raises questions about whether AI may be substituting for skill building among the young people who most need to develop their skills. In our current survey, kids who use AI on a daily basis show indica-

tions of AI dependency or a worry that they simply can't answer questions for school or life without help from AI. Thankfully, the data today tells us that most kids report wanting to try to answer questions themselves first, but we must be proactive to ensure this remains the case in the future. AI guardrails are needed that don't hand kids all the answers, but instead scaffold them to help build their own knowledge. Parents and educators have an important role to play in modeling and encouraging independent problem-solving alongside any developer-side protections.

- **Helping adults talk with kids about AI safety.** Kids need to know how to use AI safely and understand its limitations. Many kids over-trust that AI will always be right and moral. But while many kids are currently using these tools, far fewer have had safety conversations in their households or schools. They know they don't know everything about AI, but also think adults know even less. Parents and teachers are clearly grappling with rules about what appropriate AI use looks like, and kids are looking for guardrails and guidance. More than just being handed a set of do's and don'ts, kids need to have conversations with trusted adults that can ground them in a shared, informed understanding of what it means to responsibly engage and disengage with AI. To be able to hold these conversations, parents and teachers will need access to trusted and actionable information or training on AI literacy and safety.
- **Being intentional about kids' AI access points.** School devices are the second-most common gateway to AI access, so schools need clear, consistent practices in place to ensure only safe, approved AI tools are being used by students. Educators are navigating a rapidly evolving landscape of AI tools, often without clear guidance or dedicated resources, and they need support from administrators and policymakers to make informed decisions about what belongs in the classroom. In addition, parents can work with their kids to decide which AI apps, if any, should be on their smartphone.
- **Understanding what gets missed when questions go to AI instead of humans.** Some of the most sensitive questions about health, dating, or future decisions are going to AI products rather than friends or trusted adults. This could have implications for knowing what teens are struggling with, what coping skills they need, and how to help them face uncertainty. At the same time, kids who turn to AI for sensitive questions may be receiving answers that are incomplete or unvetted, without a trusted adult

to support them, a concern that is heightened by our finding that many kids may overestimate AI's accuracy and sense of accountability. Similarly, more needs to be known about whether searches for homework help, and assignments handed in that are bolstered by AI, diminish teachers' understanding of the help that students need.

- **Supporting young people's mental health.** With loneliness and lower reported happiness correlating with higher AI use, unpacking that relationship is critical to protecting the emotional and mental well-being of kids and teens. Whether kids and teens are turning more often to AI because they are lonely, or whether the AI use itself is driving the feelings, ensuring that young people are being supported by adults and systems is critical—as is making sure that AI products direct kids in crisis to mental health supports. Our data also offers a hopeful signal: Among lonely kids who have used AI to discuss their feelings, nearly half report having been referred to mental health resources by a chatbot. But questions remain about the quality and appropriateness of those referrals, and about what happens when kids in crisis turn to AI as a first stop but never make it to the human support they need. We have separately rated both purpose-built AI mental health apps and use of chatbots like ChatGPT for mental health support as an "unacceptable risk" for teens. For kids who feel that AI understands them better than the people in their lives do, the solution is not only better AI behavior, but also stronger connections to the adults and peers around them.

It is important to understand how AI tools integrate into kids' lives at home and school, and what this means for their well-being. We hope the data presented in this report will inform the work of educators, policymakers, researchers, and other stakeholders as they consider the role that AI is playing in kids' lives. These findings should be a call to action for a coordinated effort to help kids better navigate the evolving reality of life with AI, and to ensure that policies and guidance are in place to benefit and protect them.

Methodology

Common Sense Media partnered with Echelon Insights to develop the survey questionnaire, with input from advisors.

Common Sense Media engaged SSRS to conduct cognitive interviews with youth to evaluate the survey questionnaire, as well as to conduct the national survey among youth age 9 to 17 living in the United States.

SSRS invited youth to participate in a self-administered online survey through their parents, who are members of the SSRS Opinion Panel. Data collection was conducted from March 18 to 26, 2026, among a sample of 1,204 youth.

The survey was conducted via web in English (1,154) and Spanish (50). Data was weighted to represent the target population of youth age 9 to 17. The margin of sampling error for the complete set of weighted data is ± 3.8 percentage points.

Sample Design: SSRS Opinion Panel

SSRS Opinion Panel members are recruited randomly based on nationally representative ABS (Address Based Sample) design (including Hawaii and Alaska). ABS respondents are randomly sampled by Marketing Systems Group (MSG) through the U.S. Postal Service's Computerized Delivery Sequence File (CDS), a regularly updated listing of all known addresses in the U.S. For the SSRS Opinion Panel, known business addresses are excluded from the sample frame. Additional panelists are recruited via a random digit dial (RDD) telephone sample of cellphone numbers connected to a prepaid cellphone. This sample is selected by MSG from the cellphone RDD frame using a flag that identifies prepaid numbers. Prepaid cell numbers are associated with cellphones that are "pay as you go" and do not require a contract.

The SSRS Opinion Panel is a multi-mode panel (web and phone). Most panelists take self-administered web surveys; however, the option to take surveys conducted by a live telephone interviewer is available to those who do not use the internet, as well as those who use the internet but are reluctant to take surveys online.

Survey Sampling

The sample for this study consisted of U.S. youth age 9 to 17. Participants were recruited through SSRS Opinion panelists who are U.S. adults (18+) with children age 9 to 17 living in their household. The sample was drawn using a probability proportional to size (PPS) methodology to ensure adequate representation of each demographic group while minimizing the variability of the final weights. The sample was additionally stratified by preferred survey language, mode, and age group of child/children in their household (either age 6 to 11 or age 12 to 17) to meet the sample size targets.

Cognitive Interviews and Questionnaire Refinement

SSRS conducted online in-depth interviews with six youth age 9 to 17, recruited through friends and families. Recruitment took place from February 20 to 25, 2026, and the interviews were conducted from February 26 to March 1, 2026. The youths' valuable insights played a key role in helping Common Sense Media with fine-tuning the web questionnaire, ensuring that it was easy to navigate and answer among people their age.

After the pretests, SSRS made adjustments to the survey instrument based on the feedback collected from the youth. Changes to the survey instrument did not substantially change its content but further clarified questions and response options to ensure data validity.

SSRS reviewed the questionnaire primarily to identify potential problems in the instrument that might increase respondent burden, cause respondents to refuse or terminate the survey, create problems with respondent comprehension, or pose practical challenges for mode-specific administration such as complex skip patterns.

To enhance accessibility, the questionnaire was translated into Spanish, and respondents were provided with the option to take the survey in either English or Spanish based on their comfort level. With the exception of the screening questions, both the parent and the child respondents were allowed to (or "could") skip questions if they wanted.

Data Collection

Screening

Panelists were screened at the start of the survey for their parental status. Respondents who indicated that they are not a parent/legal guardian of a youth age 9 to 17, or if they were but did not consent their child to take the survey were not invited to continue with the survey.[1]

Web Contact Procedures

A "soft launch" inviting a limited number of panelists to have their child take the survey was conducted from March 18 to 20, 2026. Soft launch data was checked to ensure that the functionality of the program and the administration length of the survey were within the scope of work. After checking soft launch data to ensure that all questionnaire content and skip patterns were correct, an additional sample was released to ensure that the final sample met the study goals.

In households with multiple eligible youth, the parent or legal guardian was instructed to select the youth with the most recent birthday. The survey could be completed immediately if the selected child was available or resumed later when they became available.

Web panelists were emailed an invitation to complete the survey online. The email for each respondent included a unique password-embedded link. All panelists who did not respond to the email invitation received a reminder email, and panelists who had opted to receive text messages from the SSRS Opinion Panel received a text message reminder. The reminder email or SMS was sent on March 26, 2026.

In appreciation for consenting for their child to participate in the survey, panelists received post-paid compensation in the form of an electronic gift card, sent via email immediately after completion of the survey. Youth respondents also received post-paid compensation.

Median web survey length was approximately seven minutes.

1 A total of *n*=285 panelists were screened out as ineligible (6% of invited sample).

Programming, Data Processing, and Integration

Programming

Prior to the field period, SSRS programmed the study into its Forsta Plus (formerly known as Confirmit) Web/CATI platform for administration in English or Spanish. Extensive checking of the program was conducted to ensure that skip patterns and sample splits followed the design of the questionnaire.

Additional steps were employed to ensure a quality experience in survey administration regardless of the device utilized by respondents, whether a desktop computer, tablet, or mobile phone. The web program was optimized for administration via smartphone or other mobile handheld devices. The web program was also checked on multiple devices, including desktop computers and handheld mobile devices, and different web browsers to ensure consistent and optimized visualization across devices and web browsers. The web survey was accessed directly by respondents, using their unique survey links with embedded passwords. This also gave them the ability to return to their survey later if they chose to suspend their survey.

Quality Control Checks

For web surveys, quality checks were incorporated into the survey. For the study, respondents who failed the quality checks were not included in the final data set. This included:

1. Age and gender of the child could not be confirmed due to missing or skipped data on the parent screener section (*n*=8).
2. Respondents who sped through the survey (*n* =2).

A total of *n*=10 completed surveys were removed after applying these cleaning standards (0.8%).

Weighting and Design Effects

Data was weighted to represent the population of youth age 9 to 17 living in the United States. The weighting involves multiple stages, reflecting the nature of sampling for probability-based panels. First, to account for recruitment into the Panel, a base weight was created for the entire SSRS Opinion Panel. Then, a study-level base weight was created by adjusting this Panel-wide base weight for the probability of selection into the individual study. An adjustment for sampling only one child in the household was made to the study-level base weight. To create the final weight, the study-level data was calibrated to parameters for the study's target population.

Panel-Wide Base Weight

The Panel-wide base weight adjusts for the SSRS Opinion Panel recruitment and retention process—specifically, differential probabilities of being selected for the recruitment sample, completing the registration survey, joining the Panel, and remaining on the Panel.

Recruitment Design Weight

The design weight accounts for differential probabilities of selection for the recruitment sample. The design weight for the SSRS Opinion Panel was computed differently depending on whether the panelist was recruited from address-based sample (ABS), a prepaid cell sample, or the SSRS dual-frame RDD telephone Omnibus.

ABS Recruits

The design weight for ABS recruits corrects for the disproportionate ABS design by adjusting the distribution of sample across the ABS strata to match the distribution of the ABS frame across strata.

ABS recruits come from a variety of sample sources, some of which employ different stratification schemes. The design weight for ABS recruits is tailored to the stratification scheme used for the sample from which the panelist was

recruited. Currently, ABS recruitment waves for the SSRS Opinion Panel are stratified on a combination of geographic region and model-based indicators of the presence of key subpopulations.

Prepaid Cell Recruits

The design weight for prepaid cell recruits accounts for any disproportionate sampling of prepaid cellphone numbers from the cellphone RDD frame.

Telephone Omnibus Recruits

The design weight for the telephone Omnibus recruits is their original base weight computed at the time of the original omnibus interview. This base weight accounts for selection probabilities associated with the overlapping dual-frame Omnibus sample design.[2] This base weight is a function of the land-line and cell frame sample sizes as well as each respondent's telephone usage and number of adults in the household.

Recruitment, Non-Response, and Attrition Adjustments

Two adjustments are applied to the recruitment design weight:

- A nonresponse adjustment correcting for variability in the recruitment response rate.
- An attrition adjustment correcting for variability in the rate at which originally recruited panelists are retained on the Panel.

Both steps use a weighting class adjustment in which adjustment cells are defined by a cross of the recruitment channel and geographic strata.

For ABS recruits, a household size adjustment is also applied to correct for the sampling of one adult within each sampled address.

2 Buskirk, T. D., & Best, J. (2012) Venn diagrams, probability 101, and sampling weights computed for dual frame telephone RDD designs. *Journal of Statistics and Mathematics*. Vol. 15: 3696–3710.

Non-Internet Adjustment

For projects that collect data entirely online, people who do not use the internet are necessarily not included in the sample. To account for this non-coverage and make the results more representative of the entire target population, we make a non-internet adjustment to the base weight.

This uses a model-based propensity score adjustment to make adults with internet access representative of all adults (regardless of whether they have internet access). Propensity scores are estimated by modeling panel response mode on a range of demographic, attitudinal, and behavioral covariates. The model is a conditional inference tree built in R using the *partykit* package.

Panel-Wide Calibration

To create the final Panel-wide base weight, the full Panel is raked to target parameters for the population of U.S. adults (ages 18+). Panel-wide raking parameters include gender, age, educational attainment, race/ethnicity, Census division, civic engagement, population density, internet use frequency, voter registration status, party identification, religion, household size, and home tenure. This raking step uses panelist profile variables; missing data in these variables is filled in using hot decking prior to raking.

Study-Level Base Weight

The study-level base weight adjusts for differential probabilities of selection from the SSRS Opinion Panel into the sample for this specific study. The study-level base weight is calculated as:

$$P_{ABW} * \frac{N_h}{n_h}$$

where P_{ABW} is the Panel-wide base weight calculated as described above; and, for each stratum h, N_h is the number of panelists available and n_h is the number invited into the study.

Study-level sampling strata were formed from quantiles of P_{ABW}, with higher-weight panelists being given a higher probability of selection. These weight-

based strata were crossed with preferred survey language to meet the required sample size targets for each group. In alignment with the study's target population, web panelists that are a parent or guardian of a child age 9 to 17 in the household were eligible for selection into the sample.

Within Household Probability of Selection Adjustment for the Children

An adjustment was made to account for the fact that only one child age 9 to 17 was interviewed within each household. If the number of children age 9 to 17 in the household is denoted by *A*, then the probability that any child age 9 to 17 is interviewed is *1/A* and the probability of selection adjustment, a_1, would be $a_1 = (1/A)^{-1} = A$.[3]

Final Study-Level Weight

The adjusted final base weight is the product of the Study-Level base weight and the within household probability of selection adjustment for children age 9 to 17:

$$Final\ BW = PPS\_base\ weight \times A$$

Study-Level Calibration

With the study-level base weight applied, the data was weighted to balance the demographic profile of the sample to the target population parameters.

Weighting was accomplished by raking sample distributions to target population distributions using iterative proportional fitting. This procedure balances each calibration variable to target benchmarks individually and iteratively. The entire set of calibration variables is cycled through until the weights converge across all dimensions.

Data was weighted to distributions of: age (child), sex (child), education (child), race/ethnicity (child), region (child), education (child), sex by education (parent), age by education (parent), number of children age 9 to 17 in household (parent), home tenure (parent), civic engagement (parent), population density (parent), and internet use frequency (parent). Missing data in the raking variables was

3 The standard procedure is to cap *A* at 3.

imputed using hot decking. Hot deck imputation replaces the missing values of a respondent randomly with another similar respondent without missing data. The following table shows the data sources used for calibration totals.

TABLE 1:

Calibration variable sources

Dimensions	*Source*
Sex (child) Age (child) Education (child) Race/ethnicity (child) Region (child) Parent's education (parent) Parent's sex (parent) Parent's age (parent) Number of children age 9–17 in household (parent) Home tenure (parent)	2024 American Community Survey[4]
Population density (parent) Internet frequency (parent) Civic engagement (parent)[5]	Weighted SSRS Opinion Panel

Weights were trimmed at the second and 98th percentiles to prevent individual interviews from having too much influence on survey-derived estimates. The table below compares unweighted and weighted sample distributions to target population benchmarks.Weights were trimmed at the second and 98th percentiles to prevent individual interviews from having too much influence on survey-derived estimates. The table below compares unweighted and weighted sample distributions to target population benchmarks.

4 Ruggles, S., Flood, S., Sobek, M., Backman, D., Cooper, G., Rivera Drew, J. A., et al. (2025). IPUMS USA: Version 16.0 [data set]. https://doi.org/10.18128/D010.V16.0

5 Civically engaged respondents are defined as those who have volunteered in the past 12 months or who talk to/spend time with their neighbors daily.

TABLE 2:

Sample demographics

Category	Values	Parameter	Unweighted	Weighted
Sex (child)	Male	51.3%	52.2%	51.0%
	Female	48.7%	47.8%	49.0%
Age (child)	9–11 years old	32.7%	40.5%	33.8%
	12–14 years old	33.4%	28.4%	32.6%
	15–17 years old	33.9%	31.1%	33.6%
Education (child)	Public school/Not attending	87.2%	87.3%	86.8%
	Private school	12.8%	12.7%	13.2%
Race/ethnicity (child)	White, non-Latino	47.4%	48.3%	47.4%
	Black, non-Latino	12.0%	14.3%	12.4%
	Latino, born in	23.2%	22.3%	23.0%
	Latino, born out	3.3%	2.2%	3.2%
	Asian, non-Latino	5.4%	4.5%	5.6%
	Other non-Latino	8.7%	8.5%	8.3%
Region (child)	Northeast	15.9%	15.8%	16.4%
	Midwest	20.8%	21.7%	20.5%
	South	39.5%	40.7%	40.0%
	West	23.8%	21.8%	23.1%
Education (parent)	Less than high school	11.1%	3.7%	9.0%
	High school grad	22.3%	22.8%	22.2%
	Some college/assoc degree	27.7%	32.1%	28.4%
	College grad+	38.9%	41.4%	40.4%
Gender, by education (parent)	Male, HS grad or less	16.7%	5.5%	14.1%
	Male, some college	11.9%	5.8%	12.0%
	Male, college grad+	17.2%	15.5%	17.9%
	Female, HS grad or less	16.7%	21.0%	17.1%
	Female, some college	15.7%	26.3%	16.4%
	Female, college grad+	21.7%	25.8%	22.5%
Age, by education (parent)	18–34, HS grad or less	6.0%	6.7%	5.8%
	18–34, some college	4.0%	6.9%	4.2%
	18–34, college grad+	1.7%	2.7%	1.7%
	35–54, HS grad or less	25.2%	18.7%	23.2%
	35–54, some college	22.0%	24.0%	22.4%
	35–54, college grad+	34.1%	35.9%	35.5%
	55+, HS grad or less	2.3%	1.1%	2.2%
	55+, some college	1.7%	1.2%	1.7%
	55+, college grad+	3.1%	2.7%	3.2%
Child 9–17 in household (parent)	1	58.3%	52.6%	59.6%
	2	31.8%	32.6%	30.6%
	3+	9.9%	14.9%	9.9%
Home tenure (parent)	Own	72.2%	60.0%	71.8%
	Rent	27.8%	40.0%	28.2%
Civic engagement (parent)	Civically engaged	44.1%	54.6%	45.6%
	Not civically engaged	55.9%	45.4%	54.4%
Population density (parent)	1 Lowest 20%	20.9%	19.5%	20.6%
	2	21.3%	22.8%	20.8%
	3	21.4%	21.7%	21.7%
	4	19.0%	18.6%	19.0%
	5 Highest 20%	17.3%	17.4%	17.8%
Internet frequency (parent)	Almost constantly	52.7%	65.8%	53.1%
	Several times a day or less	47.3%	34.2%	46.9%

Effects of Sample Design on Statistical Inference

Post-data collection statistical adjustments require analysis procedures that reflect departures from simple random sampling. SSRS calculates the effects of these design features so that an appropriate adjustment can be incorporated into tests of statistical significance when using this data. The so-called "design effect" or *deff* represents the loss in statistical efficiency that results from a disproportionate sample design and systematic non-response. The total sample design effect for this survey is 1.77.

SSRS calculates the composite design effect for a sample of size *n*, with each case having a weight, *w*, as:[6]

$$deff = \frac{n\sum w^2}{(\sum w)^2}$$

The survey's margin of error is the largest 95% confidence interval for any estimated proportion based on the total sample—the one around 50%. For example, the margin of error for the entire sample is ± 3.8 percentage points. This means that in 95 out of every 100 samples drawn using the same methodology, estimated proportions based on the entire sample will be no more than 3.8 percentage points away from their true values in the population. Margins of error for subgroups will be larger. It is important to remember that sampling fluctuations are only one possible source of error in a survey estimate. Other sources, such as respondent selection bias, questionnaire wording, and reporting inaccuracy, may contribute additional error of greater or lesser magnitude.

6 Kish, L. (1992). Weighting for unequal pi. *Journal of Official Statistics*, Vol. 8, No. 2, 183–200.

Sample Disposition and Response Rate

Table 3 details the completion and response rates for this study.

TABLE 3:

Completion rate/response rate (child)

Completion Rates/Composite Response Rates	*Total*
Total sample (Invited to participate)	1,421
Screen-outs	0
Total eligible	1,421
Quality control removals	10
Incompletes	135
Quota full	65
Completions*	1,204
Incidence/Eligibility rate	100%
Survey completion rate (completions/total invited to participate)	84.73%
Survey RR3	84.73%

**Excludes screen-outs or data quality removals that completed the survey.*

Cumulative Response Rate

Cumulative response rate takes into consideration the response rate for the panel recruitment survey, the percent of recruitment survey respondents who agree to join the panel, and this survey's response rate. The cumulative RR3 comes to 4.01%.

Additional Information

For some questions, results may not sum or add to 100% due to rounding or multiple responses.

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Supplemental Tables

Letters indicate statistically significant differences (95% confidence) versus columns to which the letter refers, within each banner group:

- Gender: a=Male, b=Female
- Race/Ethnicity: a=White, b=Black, c=Hispanic/Latino, d=Asian/Other/2+.
- Household Income: a=<$50K, b=$50K–<$100K, c=$100K+.

* indicates value less than 0.5%.

Q4:

How much do you know about the way artificial intelligence (AI) works?

		Gender		Race/Ethnicity				Household income		
	TOTAL	*Male[a]*	*Female[b]*	*White[a]*	*Black[b]*	*Hispanic[c]*	*Asian, Other or Multiple races[d]*	*<$50K[a]*	*$50K–<$100K[b]*	*$100K+[c]*
A lot	**21%**	25%[b]	15%	16%	22%	27%[a]	21%	21%	23%	19%
A little	**68%**	63%	72%[a]	71%[c]	69%	61%	66%	68%	68%	67%
Nothing	**12%**	12%	13%	13%	9%	12%	13%	11%	9%	15%

Base: Kids age 9 to 17 (*N*=1,204).

Q7:

In the next few years, what kind of effects do you think AI will have on your life?

		Gender		Race/Ethnicity				Household income		
	TOTAL	*Male[a]*	*Female[b]*	*White[a]*	*Black[b]*	*Hispanic[c]*	*Asian, Other or Multiple races[d]*	*<$50K[a]*	*$50K–<$100K[b]*	*$100K+[c]*
Mostly positive	**26%**	28%	23%	27%	19%	25%	28%	20%	23%	32%[ab]
Equally positive and negative	**52%**	50%	54%	51%	50%	53%	56%	54%	57%[c]	47%
Mostly negative	**14%**	12%	16%	16%	14%	15%	9%	17%[b]	9%	16%[b]
No effects at all	**8%**	10%	7%	7%	18%[a,c,d]	8%	7%	9%	11%[c]	5%

Base: Kids age 9 to 17 (*N*=1,204).

Q8:

In the long term, once you are an adult, what kind of effects do you think AI will have on your life?

		Gender		Race/Ethnicity				Household income		
	TOTAL	*Male*[a]	*Female*[b]	*White*[a]	*Black*[b]	*Hispanic*[c]	*Asian, Other or Multiple races*[d]	*<$50K*[a]	*$50K–<$100K*[b]	*$100K+*[c]
Mostly positive	**26%**	28%	24%	28%	26%	22%	26%	20%	26%	31%[a]
Equally positive and negative	**48%**	46%	51%	45%	45%	50%	59%[a]	52%[c]	53%[c]	42%
Mostly negative	**17%**	17%	18%	19%	19%	17%	11%	16%	13%	21%[b]
No effects at all	**8%**	9%	7%	8%	10%	11%[d]	3%	12%[c]	7%	6%

Base: Kids age 9 to 17 (*N*=1,204).

Q9 SUMMARY:

Have you ever used the following AI systems? (% Has used, among all kids)

	TOTAL	Gender		Race/Ethnicity				Household income		
	Kids who use or interact with AI	*Male*[a]	*Female*[b]	*White*[a]	*Black*[b]	*Hispanic*[c]	*Asian, Other or Multiple races*[d]	*<$50K*[a]	*$50K–<$100K*[b]	*$100K+*[c]
VERY/SOMEWHAT HARD	**20%**	20%	19%	18%	18%	24%	18%	22%	10%	18%
Very hard	**4%**	4%	4%	3%	5%	4%	2%	4%	4%	3%
Somewhat hard	**16%**	16%	15%	15%	13%	19%	16%	18%	16%	15%
Not too hard	**32%**	30%	35%	29%	36%	34%	37%	33%	31%	33%
Not at all hard	**48%**	50%	46%	52%[c]	47%	42%	44%	45%	49%	50%

Base: Kids age 9 to 17 (*N*=1,204).

Q10:

Which AI or AI tool do you use MOST often?

	TOTAL	Gender		Race/Ethnicity				Household income		
	Kids who use or interact with AI	*Male*[a]	*Female*[b]	*White*[a]	*Black*[b]	*Hispanic*[c]	*Asian, Other or Multiple races*[d]	*<$50K*[a]	*$50K–<$100K*[b]	*$100K+*[c]
Chatgpt	**40%**	40%	40%	38%	41%	46%	38%	39%	41%	41%
Google (Gemini, AI Google search/summaries, Google Lens)	**24%**	22%	27%	27%[c]	21%	19%	28%	24%	26%	24%
Photo, video, or visual design AI tools (e.g., Canva, Sora)	**4%**	4%	4%	5%	3%	4%	5%	2%	7%[a]	4%
Educational AI tools (e.g., Gauth, Khanmigo, MagicSchool), school's AI, or use for school/tutoring	**4%**	3%	5%	3%	8%[a]	3%	4%	4%	4%	3%
Grammarly	**3%**	3%	2%	3%	1%	3%	2%	2%	2%	4%
Social media AI (e.g., Meta, Grok, Snapchat)	**2%**	3%	1%	3%	2%	1%	2%	3%	1%	2%
Microsoft Copilot	**2%**	2%	2%	2%	3%	1%	2%	1%	2%	2%
Virtual assistants (e.g., Alexa, Siri)	**1%**	1%	2%	1%	5%[a,c]	1%		1%	2%	1%
Claude	**1%**	1%	*	1%		*	2%	*	*	1%
Perplexity	*	*	*	1%			*		*	1%
AI chatbots (unspecified)	**1%**	1%	2%	1%	*	*	6%[a,b,c]	2%	2%	1%
AI search (unspecified)	**1%**	1%	1%	2%		1%		*	1%	2%[a,b]
Other specific AI tools or types	**2%**	1%	3%	3%	2%	1%	1%	2%	4%[c]	1%
Unsure or no specific tool/type mentioned	**3%**	3%	3%	2%	3%	5%	2%	5%	1%	2%
Doesn't "use" AI /None	**3%**	3%	2%	3%	2%	2%	1%	4%	3%	2%
Not asked (Never uses or interacts with AI)	**14%**	16%	12%	12%	14%	19%[a]	13%	14%	13%	15%

Base: Kids age 9 to 17 (*N*=1,204).

Q11:

Which of the following devices do you use AI or AI tools on? (among AI users)

	TOTAL	Gender		Race/Ethnicity				Household income		
	Kids who use or interact with AI	*Male*[a]	*Female*[b]	*White*[a]	*Black*[b]	*Hispanic*[c]	*Asian, Other or Multiple races*[d]	*<$50K*[a]	*$50K–<$100K*[b]	*$100K+*[c]
My own phone, computer, or tablet, or other device	**78%**	77%	80%	76%	76%	79%	88%[a,b]	78%	81%	76%
A school computer or tablet	**44%**	41%	46%	41%	49%	47%	43%	40%	40%	49%
A shared family computer, tablet, or phone, or other device	**26%**	24%	28%	24%	28%	27%	29%	24%	20%	31%[b]
Other	**2%**	2%	1%	3%		2%		2%	1%	2%

Base: Kids who ever use or interact with AI (*n*=1,032).

Q12 SUMMARY:

Specific uses of AI (% Ever use, among AI users)

	TOTAL	Gender		Race/Ethnicity				Household income		
	Kids who use or interact with AI	*Male*[a]	*Female*[b]	*White*[a]	*Black*[b]	*Hispanic*[c]	*Asian, Other or Multiple races*[d]	*<$50K*[a]	*$50K–<$100K*[b]	*$100K+*[c]
Entertainment or just for fun	**89%**	93%[b]	84%	88%	88%	88%	91%	88%	88%	89%
Help with schoolwork or homework	**85%**	85%	85%	82%	86%	89%[a]	87%	83%	84%	87%
Creating things like images, videos, stories, music	**75%**	76%	74%	74%	73%	77%	79%	79%	73%	74%
Getting information or advice about your health or body	**57%**	59%	54%	51%	63%	62%[a]	63%[a]	65%[c]	58%[c]	48%
Getting advice on decisions about your future/goals	**49%**	52%	46%	44%	56%[a]	58%[a]	48%	54%[c]	49%	44%
Practicing conversations or social skills	**40%**	39%	41%	35%	52%[a]	48%[a]	36%	54%[b,c]	40%[c]	30%
Discussing your feelings or personal problems	**37%**	37%	37%	35%	37%	45%[a]	32%	49%[b,c]	35%	28%

Base: Kids who ever use or interact with AI (*n*=1,032).

Q13:

If given the choice, who would you ask or chat with first about each of the following?

	TOTAL	Gender		Race/Ethnicity				Household income		
	Kids who use or interact with AI	*Male[a]*	*Female[b]*	*White[a]*	*Black[b]*	*Hispanic[c]*	*Asian, Other or Multiple races[d]*	*<$50K[a]*	*$50K–<$100K[b]*	*$100K+[c]*
Your feelings or personal problems										
A trusted adult	**56%**	59%	54%	56%	68%[a,c,d]	53%	54%	56%	58%	56%
A friend	**32%**	28%	35%	31%	25%	33%	38%	32%	28%	33%
An AI chatbot	**5%**	6%	4%	6%	5%	6%	2%	7%	5%	4%
Someone else	**1%**	1%	2%	2%	1%	1%	1%	1%	2%	1%
No one	**5%**	6%	5%	6%[b]	1%	7%[b]	5%	4%	7%	5%
Questions about your health or body										
A trusted adult	**73%**	72%	74%	73%	73%	73%	71%	74%	72%	72%
A friend	**8%**	7%	9%	9%	6%	8%	4%	8%	7%	9%
An AI chatbot	**12%**	13%	10%	10%	17%	13%	13%	11%	14%	11%
Someone else	**2%**	2%	2%	2%	1%	2%	3%	2%	2%	2%
No one	**5%**	5%	6%	6%	3%	4%	9%	5%	6%	6%
Needing help with schoolwork or homework										
A trusted adult	**58%**	55%	61%	62%[c]	59%	51%	58%	56%	61%	57%
A friend	**15%**	14%	17%	14%	11%	21%[b]	13%	16%	15%	15%
An AI chatbot	**23%**	27%[b]	19%	20%	28%	25%	26%	24%	22%	23%
Someone else	**1%**	2%	1%	1%	1%	1%	3%	2%	1%	2%
No one	**2%**	2%	2%	3%	1%	2%	1%	2%	1%	3%
Needing advice on decisions about your future or goals										
A trusted adult	**75%**	73%	77%	75%	84%[c]	70%	72%	72%	75%	76%
A friend	**14%**	14%	14%	13%	9%	16%	18%	13%	15%	13%
An AI chatbot	**5%**	5%	4%	6%	4%	6%	3%	8%	4%	4%
Someone else	**1%**	1%	1%	1%	1%	1%	2%	1%	1%	1%
No one	**5%**	7%[b]	3%	5%	2%	7%	6%	6%	4%	6%

Base: Kids age 9 to 17 (*N*=1,204).

Note: Full response option was "A trusted adult (like a parent, teacher, or counselor)"

Q15:

If you had to stop using AI for a month, how hard would that be for you? (among AI users)

	TOTAL	Gender		Race/Ethnicity				Household income		
	Kids who use or interact with AI	*Male*[a]	*Female*[b]	*White*[a]	*Black*[b]	*Hispanic*[c]	*Asian, Other or Multiple races*[d]	*<$50K*[a]	*$50K–<$100K*[b]	*$100K+*[c]
VERY/SOMEWHAT HARD	**20%**	20%	19%	18%	18%	24%	18%	22%	10%	18%
Very hard	**4%**	4%	4%	3%	5%	4%	2%	4%	4%	3%
Somewhat hard	**16%**	16%	15%	15%	13%	19%	16%	18%	16%	15%
Not too hard	**32%**	30%	35%	29%	36%	34%	37%	33%	31%	33%
Not at all hard	**48%**	50%	46%	52%[c]	47%	42%	44%	45%	49%	50%

Base: Kids who ever use or interact with AI (*n*=1,032).

Q16:

AI Dependency Summary - Number of dependence indicators (among AI users)

	TOTAL	Gender		Race/Ethnicity				Household income		
	Kids who use or interact with AI	*Male*[a]	*Female*[b]	*White*[a]	*Black*[b]	*Hispanic*[c]	*Asian, Other or Multiple races*[d]	*<$50K*[a]	*$50K–<$100K*[b]	*$100K+*[c]
SUMMARY: Response indicated dependency on at least 1 question	**29%**	31%	26%	26%	35%	33%	26%	34%[c]	30%	22%
0 indicators	**71%**	69%	74%	74%	65%	67%	74%	66%	66%	78%[a]
1 indicator	**17%**	19%	15%	14%	22%	19%	17%	21%	21%	14%
2 indicators	**8%**	9%	7%	7%	8%	10%	7%	9%	9%	6%
3 indicators	**4%**	4%	4%	4%	5%	5%	2%	5%	6%[c]	2%

Base: Kids who ever use or interact with AI (*n*=1,032).

Q17:

Has an AI chatbot ever said or shown you something that you felt wasn't okay or wasn't meant for someone your age?

	TOTAL	Gender		Race/Ethnicity				Household income		
	Kids who use AI chatbots	*Male*[a]	*Female*[b]	*White*[a]	*Black*[b]	*Hispanic*[c]	*Asian, Other or Multiple races*[d]	*<$50K*[a]	*$50K–<$100K*[b]	*$100K+*[c]
TOTAL YES	**17%**	17%	16%	15%	15%	17%	23%	19%	17%	13%
Yes, multiple times	**8%**	8%	7%	6%	4%	10%	12%	9%	6%	6%
Yes, one time	**9%**	9%	8%	8%	11%	7%	11%	10%	11%	6%
No	**77%**	75%	79%	80%	76%	74%	72%	75%	77%	80%
Prefer not to say	**6%**	8%	5%	5%	9%	9%	5%	5%	6%	8%

Base: Kids who have used AI chatbots (*n*=823).

Q19:

Has an AI chatbot ever given you information about where you could get support for your mental health? (among AI users)

	TOTAL	Gender		Race/Ethnicity				Household income		
	Kids who use AI chatbots	*Male*[a]	*Female*[b]	*White*[a]	*Black*[b]	*Hispanic*[c]	*Asian, Other or Multiple races*[d]	*<$50K*[a]	*$50K–<$100K*[b]	*$100K+*[c]
Yes	**24%**	26%	22%	20%	21%	28%	32%[a]	39%[b,c]	20%	15%
No	**76%**	74%	78%	80%[d]	79%	72%	68%	61%	80%[a]	85%[a]

Base: Kids who have used AI chatbots (*n*=823).

Q20:

Has one of your parents or guardians talked with you about how to use AI safely?

	TOTAL	Gender		Race/Ethnicity				Household income		
		Male[a]	*Female*[b]	*White*[a]	*Black*[b]	*Hispanic*[c]	*Asian, Other or Multiple races*[d]	*<$50K*[a]	*$50K–<$100K*[b]	*$100K+*[c]
Yes	**56%**	54%	57%	56%	69%[a,c,d]	51%	51%	60%[c]	58%	50%
No	**44%**	46%	43%	44%[b]	31%	49%[b]	49%[b]	40%	42%	50%[a]

Base: Kids age 9 to 17 (*N*=1,204).

Q21 SUMMARY:

Has your school or a teacher communicated with you about the following this school year? (% Yes)

	TOTAL	Gender		Race/Ethnicity				Household income		
	Kids who use or interact with AI	*Male*[a]	*Female*[b]	*White*[a]	*Black*[b]	*Hispanic*[c]	*Asian, Other or Multiple races*[d]	*<$50K*[a]	*$50K–<$100K*[b]	*$100K+*[c]
What you should and should not use AI for in schoolwork	**73%**	71%	75%	75%	76%	68%	70%	71%	74%	74%
How to use AI safely	**56%**	56%	55%	56%	63%[c]	50%	58%	61%[b]	52%	54%
How to tell if information from AI is accurate/trustworthy	**51%**	54%	48%	54%	58%	45%	48%	51%	51%	51%

Base: Kids age 9 to 17 (*N*=1,204).

Credits

Authors:
Kristen Soltis Anderson, Eleanor O'Neil, Baxter White (Echelon Insights)
Michael Robb, Laura Zimmermann, Supreet Mann (Common Sense Media)

Designers:
Mina Cheong, Ian Mintz

Copy Editor:
Christopher Dare

Advisers:
Jacqueline Nesi, PhD, Brown University
Jenny Radesky, MD, University of Michigan
Ying Xu, PhD, Harvard University

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About Common Sense Media and the Youth AI Safety Institute

The Common Sense Media Youth AI Safety Institute sets standards, conducts research, and independently tests the AI products children use most.

Common Sense Media is the leading nonprofit organization dedicated to improving the lives of kids and families by providing the research-backed information, education, and independent voice they need to thrive in the age of apps, algorithms, and AI. We rate, educate, and advocate for policies to protect and prepare kids online. Our ratings, research, and resources reach more than 150 million users globally, over 1.4 million educators, and more than 100,000 schools worldwide every year. Learn more at commonsense.org/research.