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THE COMMON SENSE CENSUS: PLUGGED-IN PARENTS OF TWEENS AND TEENS

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INTRODUCTION

COMMON SENSE REGULARLY MEASURES child, tween, and teen media use, demonstrating that media is unquestionably a powerful presence in the lives of American youth. From this research, we know that media use among tweens and teens is ubiquitous. Tweens and teens have access to a number of media technologies and often own their own personal devices. Media technologies are used to maintain contact with friends, complete schoolwork, watch television, and connect on social media. It is not clear, however, how parents navigate and manage this media environment with their children. One obstacle to our understanding is that parents' own media use is not well understood; nor are their attitudes and concerns about their children's media use. We also do not fully understand how parent media use and management differ based on important demographics, including race/ethnicity, parent and child age, parent and child gender, and socioeconomic status. The main goal of this survey is to provide current information about parent perceptions of and behaviors regarding youth media use. Therefore, we conducted focus groups and a nationally representative survey in order to:

- Provide a comprehensive picture of parents' media use and the media ecology of the home environment.
- Document parents' attitudes, both positive and negative, toward their tweens' and teens' media use.
- Explore the ways in which parents mediate, monitor, and manage the media issues relevant to this generation of youth.

Parental mediation. Parental attempts to regulate and contextualize media activities for children through verbal and nonverbal interactions.

Parental monitoring. Parental behaviors of observing, checking, and remaining aware of what content children are viewing, with whom they're communicating, and how long they're exposed to media.

Parental management. A set of practices and tools utilized to control children's media use or exposure.

This survey is a unique and valuable addition to our knowledge of parents' media use and the ways parents manage their tweens' and teens' media use, because it:

- Uses data collected from a large, probability-based, nationally representative sample of nearly 1,800 parents, making results reliable and generalizable.
- Includes parents of both tweens (age 8–12) and teens (age 13–18), thereby broadening the scope of these findings.
- Provides information about parents' media use, including time spent using computers, tablets, and smartphones, watching television (both live and recorded), and reading (both print and electronic books).
- Documents parents' attitudes toward their children's use of media, their concerns about media use, and the age at which they allowed their children to own specific media.
- Illustrates the methods parents use to mediate, monitor, and manage their children's media use.

This study seeks not only to understand how parents personally engage with media in the home environment but also how they monitor and perceive their children's media-use experiences. What makes this such a complex issue is that there are a number of different media technologies, as well as a variety of ways that parents can mediate, monitor, and manage those media. Moreover, these techniques differ based on the interaction between unique family characteristics and broader social contexts. As such, we report on these data from a number of angles. Doing so allows us to more fully illustrate parent media use and management in the home environment.

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This is the first time that Common Sense has conducted a study specifically on *parents* of tweens and teens, with the intention of providing answers to the following questions:

- What do parents' media-use habits look like? How much time do they spend using media each day? Do they engage in media multitasking?
- How do parents mediate their children's media use? Do they talk about media content with their children? Do they set and enforce rules about content or time spent with media? Do these rules differ as a function of device or context? For example, do parents set rules on child media use during family meals or at bedtime?
- At what age do children get their own media devices and create their own social media accounts?
- Which methods do parents use to manage their children's media use? How aware are parents about their children's media use? How is awareness related to attitudes and concerns?
- What are parents' positive and negative attitudes regarding media use?
- Do parents think that different types of media use, such as the use of social media or mobile devices, have different influences on child outcomes, including emotional well-being, relationships, or behavior?
- What benefits do parents see from their children's media use?

The findings from this survey and the examples from focus group quotes can be used by those who are interested in how parents attempt to manage tween and teen media use in a media-saturated world; parents of tweens and teens who are trying to understand how other parents use media with their children and how they integrate media into the home environment; researchers interested in studying parent media use, including the methods that parents use to mediate, monitor, and manage their children's media use; organizations seeking to reach parents through media and provide them with information about parenting tweens and teens; and policymakers who create public policies involving media use among parents and children.

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METHODOLOGY

THIS REPORT IS BASED on a nationally representative survey of 1,786 parents of children age 8 to 18 living in the United States that was conducted from July 8, 2016, to July 25, 2016. The project was directed by Michael Robb, director of research at Common Sense, and Alexis R. Lauricella, associate director of the Center on Media and Human Development at Northwestern University, with oversight from Ellen Wartella, director of the Center on Media and Human Development at Northwestern University. Data analyses were conducted by Melissa Saphir of Saphir Research Services. The report was written by Alexis R. Lauricella, Drew P. Cingel, Leanne Beaudoin-Ryan, and Ellen Wartella of the Center on Media and Human Development at Northwestern University, Michael Robb of Common Sense, and Melissa Saphir of Saphir Research Services. We thank Zackary Lochmueller, Megan Olsen, and Yalda Uhls for their help with this report.

The survey was administered by GfK, using their KnowledgePanel©, a probability-based web panel designed to be representative of the population of the United States. A copy of the complete questionnaire and topline results are provided in the Appendix to this report. The survey was offered in English and Spanish.

Survey Sample

The use of a probability sample. GfK's KnowledgePanel© members were recruited using probability-based methods such as address-based sampling and random-digit-dial telephone calls. Households that were not already online were provided with a notebook computer and internet access for the purpose of participating in surveys. The use of a probability sample means the results are substantially more generalizable to the U.S. population than are results based on "convenience" samples. Convenience samples only include respondents who are already online and/or who volunteer through word of mouth or advertising to participate in surveys.

Participant consent and respondent compensation. Consent was obtained for all respondents. Respondents received a cash equivalent of $5 for their participation; some black respondents received an additional $5 equivalent to improve response rates among this lower-incidence demographic group.

Weighting. The use of probability-based recruitment methods for the KnowledgePanel© is designed to ensure that the resulting sample properly represents the population of the U.S. geographically, demographically (e.g., age, gender, race/ethnicity, income), and in terms of home internet access. Study-specific post-stratification weights were applied once the data were finalized, to adjust for any survey nonresponse and to ensure the proper distributions for the specific target population (in this case, parents of 8- to 18-year-olds). Geo-demographic distributions for this population were obtained from the most recently available supplemental data from the U.S. Census Bureau's Current Population Survey.

Treatment of media-use outliers. Because modern technologies facilitate media multitasking—i.e., using two or more devices at the same time—there are individuals with total media-time estimates that are quite high, some even in excess of 24 hours. Media-use outliers were defined as individuals who reported using a *single* device yesterday for more than 24 hours. By this definition, 13 parents were outliers in computer usage and 16 parents were outliers in smartphone/tablet usage. The rest of these individuals' time estimates appeared credible. Therefore, we replaced these individuals' time estimates for each activity on their outlier devices with the mean time spent on that activity among respondents of the same age, gender, and race. All other answers provided by these respondents were left unchanged.

Detailed Description of Relevant Variables

Media included in the study

Overview of media covered. The parent media *activities* covered in the survey include watching television, movies, and videos, playing video games, listening to music, using social media, reading either print or electronic books, and using digital devices for other purposes, such as browsing websites, playing games, or any other activity. We also asked about computer, smartphone, and tablet (and similar device) use for work purposes. The media *devices* or *technologies* covered in the survey include video game consoles, hand-held video game players, television sets, desktop

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and laptop computers, tablets, smartphones, cell phones that are not smartphones, and e-readers. Although this report focuses on media devices and technologies, the survey also asked about print reading materials, such as books, newspapers, and magazines.

Different ways of presenting time spent with media

Averages "among all" and "among users." In the survey, respondents estimated the amount of time (in hours and minutes) they engaged in each activity and on each media device "yesterday"—that is, the day prior to completing the survey. We report their average (or "mean") times two ways: Averages *among all* are based on all respondents in our sample, regardless of whether they engaged in the activity (e.g., watching shows) or used those devices (e.g., TVs, smartphones/tablets, or computers) yesterday. Averages *among users* are based only on those respondents who did engage in the activity or who did use the devices yesterday. The averages *among users* are always higher than the averages *among all*, because averages *among users* include only respondents who reported *more* than zero minutes yesterday, while averages *among all* include those who reported zero minutes.

Personal media. The term "personal media" is occasionally used in the report to distinguish media used for work from media used for other purposes. Personal media use may include media use for entertainment, functional media use such as looking up directions or checking the weather, or communication with others.

Total time with screen media for work purposes. This is the sum of time spent using a computer and smartphone/tablet for work purposes. It is important to note that we did not explicitly ask about using screen media for work during work hours or after work hours. Therefore, the extent to which parents reported using screen media during work hours and during non-work hours is not known.

Total time with screen media for personal purposes. This is the sum of time spent watching shows or movies on a TV set, on a computer, or on a smartphone/tablet (live, time-shifted, and streaming), playing console video games, using a computer for non-work purposes (social networking, browsing the internet, playing games), using a smartphone/tablet for non-work purposes (social networking, browsing the internet, playing games), and using an e-reader.

Total screen media time. This is the sum of time spent with screen media for work purposes and for non-work purposes.

Media multitasking. The fact that individuals spend a certain amount of time each day with media does not mean that they spend that time doing *nothing else* but using media. If a parent spends an hour watching TV, an hour listening to music, an hour reading, and an hour using social media, she will have a total of four hours of media use. But it is important to remember that for a portion of the time she was using media, she may have been doing other activities at the same time. For example, she may have been watching TV while getting dressed, browsing social media while eating breakfast, and listening to music while working out. This study documents the amount of time parents spend with media, but it does not determine whether the time was spent *only* with media.

In addition, many individuals often use more than one medium at the same time. For example, a parent who spends an hour browsing websites on a desktop computer and an hour listening to music has a total of two hours of media use. But he may have been doing both activities simultaneously—listening to music while playing games and browsing websites. In other words, he may have used two hours' worth of media in one hour, due to simultaneous media use. The survey does not document what proportion of an individual's media time is spent "media multitasking".

Media multitasking. Using more than one media platform or device at the same time.

Demographic and grouped variables

Focal child. Parents were asked to respond to each survey question for one particular, focal child in their family. The focal child was selected at random using a computer algorithm from a prior question that asked parents to report the age and gender of all their children between the ages of 8 and 18.

Income categories. For purposes of this report, "lower-income" families are defined as those with incomes of less than $35,000 a year; "middle-income" families are those earning from $35,000 to $99,999 a year; and "higher-income" families are those earning $100,000 a year or more.

Education categories. For purposes of this report, parents who have a high school degree or less are referred to as "less educated," parents with some college experience are referred to as "middle educated," and parents with a college degree or higher are referred to as "highly educated."

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Age groups. This report refers to 8- to 12-year-olds as "tweens." There is no formal definition of "tweens," and usage of the term varies widely. The term is used as shorthand and does not reflect a belief about developmental stages of childhood and adolescence. Moreover, the report uses "teens" to refer to the age group of 13- to 18-year-olds. Lastly, the report divides parents into two groups: "younger parents," who are less than 45 years old, and "older parents," who are 45 years of age or older.

Race/ethnicity. The term "black" refers to any respondents who self-identify as black, non-Hispanic. The term "white" refers to any respondents who self-identify as white, non-Hispanic. The term "Hispanic" refers to any respondents who self-identify as Hispanic. The term "other" is a collapsed category that includes individuals who self-identify as another racial group or as two or more races, none of which is Hispanic. Where findings are broken out by race/ethnicity, results are only presented for white, black, and Hispanic parents. Respondents in the "other" category are included in results based on the total sample but not in results that are broken out by race, because the cell sizes of each individual group in the "other" category are not large enough to examine differences among them.

Parent media-awareness groups. Parents were asked about their level of awareness of what their children watch on television, which movies and online videos their children watch, which websites or apps their children use, what their children see on social media, what their children post about themselves online, and which video games their children play. Response options ranged from 1 ("never") to 5 ("all of the time"). A total parent media-awareness score was calculated by taking the average of the responses to these eight items. For some analyses, two groups were created—parents in the "highly aware" group had a mean of 4 or higher, corresponding to "most of the time" or "all of the time" on average across all their children's media activities, while parents in the "less aware" group had mean scores lower than 4, corresponding to being aware "some of the time," "only once in a while," or "never."

Parent confidence. To get a sense of parents' self-efficacy around managing the role of technology in their children's lives, we asked about their confidence and ability to perform parenting tasks. Parent confidence was measured using five questions from the Parent Empowerment and Efficacy Measure (PEEM) (Freiberg, Homel, & Branch, 2014[1]). The parent confidence scale was calculated by averaging scores for these five questions (see Appendix). We created three relatively equal groups based on average scores. "High confidence" parents scored 8.5 or above, "middle confidence" parents scored between 7 and 8.4, and "low confidence" parents scored below 7 on the parenting confidence combined measures.

Other parent variables. The survey also included measures of parents' rules around media content and media time, other methods of managing children's media use, and discussion of media content. We also collected data on parents' perceptions of media effects, worries about technology, and attitudes toward the role of media technology in their children's educations.

Presentation of data in the text

Statistical significance. Where relevant, differences among demographic and other groups have been tested for statistical significance. Findings are described in the text in a comparative manner (e.g., "more than," "less than") only if the differences are statistically significant at the level of $p < .05$. In tables where statistical significance has been tested, superscripts are used to indicate whether results differ at a statistically significant level ($p < 0.05$) within a set of columns (e.g., parent race/ethnicity). Means that share a common superscript, and means that have no superscript at all, are not significantly different from each other.

Notation of hours and minutes. Throughout the report, times spent with media are presented in hours:minutes. For example, two hours and 10 minutes is presented as 2:10, and 10 minutes is presented as :10.

Percentages. Percentages will not always add up to 100 due to rounding, due to multiple response options, or because those who marked "don't know" or did not respond are not included.

Cell sizes. Many findings are reported for subsets of the full survey sample. For example, the report provides the average amount of time spent playing video games among those parents who used them yesterday, but it also breaks down those averages by gender, race, and other demographic variables. If a subgroup has fewer than 75 members—for example, if fewer than 75 mothers played video games—we do not report on the average amount of time for that subgroup, because the sample size is too small for reliable results.

1. Freiberg, K., Homel, R., & Branch, S. (2014). The parent empowerment and efficacy measure (PEEM): A tool for strengthening the accountability and effectiveness of family support services. *Australian Social Work*, *67* (3), 405-418.

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KEY FINDINGS

1

Parents spend more than nine hours a day with screen media, and the vast majority of that time is spent with personal screen media.

Parents of American tweens (age 8–12) and teens (age 13–18) average more than nine hours (9:22) with screen media each day, with 82 percent of that time devoted to personal screen media (7:43) (see Table A). Parents use over an hour and a half of screen media for work (1:39). Indeed, when work and personal media are combined, 51 percent of parents reported spending eight hours or more with screen media each day, and 30 percent spent four to less than eight hours. Almost all parents (99 percent) reported using some sort of screen media "yesterday." However, rates varied by type of activity; for example, 91 percent watched TV/DVDs/videos, but only 19 percent used e-readers.

2

Yet 78 percent of all parents believe they are good media and technology role models for their children.

Mothers (81 percent) were more likely to report this than fathers (74 percent), and more highly educated and middle-educated parents (81 percent of each group) believed that they are good role models, as compared with less educated parents who believed they are good role models (73 percent).

TABLE A. Average time spent with screen media, *among all parents*

		Parent's Education			Parent's Race/Ethnicity			Household Income		
Media Activity	**All**	**High school or less**	**Some college**	**BA degree or more**	**White**	**Black**	**Hispanic**	**<$35K**	**$35K to <$100K**	**$100K+**
Watching TV/DVDs/video*	3:17	4:05[a]	3:13[b]	2:24[c]	2:48[a]	4:35[b]	4:00[b]	4:15[a]	3:14[b]	2:42[c]
Video gaming†	1:30	1:56[a]	1:31[b]	1:00[c]	1:11[a]	2:29[ab]	1:56[b]	1:53[a]	1:36[a]	1:04[b]
Social networking‡	1:06	1:15	1:01	1:00	1:00	1:12	1:06	1:15	1:06	1:00
Browsing websites‡	0:51	0:47	0:55	0:52	0:46[a]	1:02[b]	0:47[a]	0:46	0:49	0:56
Using e-readers	0:15	0:16	0:14	0:14	0:12[a]	0:23[b]	0:17[ab]	0:16	0:14	0:14
Doing anything else on a computer, smartphone, or tablet	0:44	0:45	0:48	0:40	0:41	0:56	0:46	0:50	0:42	0:45
Personal screen media	*7:43*	*9:03[a]*	*7:41[b]*	*6:10[c]*	*6:38[a]*	*10:37[b]*	*8:52[c]*	*9:15[a]*	*7:42[b]*	*6:41[c]*
Work screen media‡	*1:39*	*1:06[a]*	*1:57[b]*	*2:03[b]*	*1:44[a]*	*2:05[a]*	*1:09[b]*	*1:05[a]*	*1:31[b]*	*2:13[c]*
Grand total screen media	**9:22**	**10:10[a]**	**9:38[a]**	**8:13[b]**	**8:22[a]**	**12:42[b]**	**10:01[c]**	**10:21[a]**	**9:13[b]**	**8:54[b]**

*Includes shows and movies watched on a TV set, whether live, streamed, via DVDs or any other technology, and watching videos on a computer, smartphone, or tablet.

†Includes games played on a console video player, such as an Xbox, PlayStation, or Wii, and games played on a computer, smartphone, or tablet.

‡Includes activity on a computer, smartphone, or tablet.

Note: Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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3

Many parents are concerned about their children's social media use and other online activities—for example, they worry that their children may become addicted to technology and believe that technology use negatively impacts their children's sleep.

Social media use. Fifty percent of parents indicated they thought that using social media hurts children's physical activity. Fewer parents believed that social media hurts children's ability to focus (35 percent), face-to-face communication (34 percent), behavior (24 percent), school performance (22 percent), emotional well-being (20 percent), or relationships with friends (15 percent) (see Figure A). In other areas, parents reported perceptions of key positive benefits regarding their children's social media use. Specifically, many parents (44 percent) said that social media *helps* their children's relationships with friends.

Internet use. Regarding children's internet activities, the top four concerns that parents said they were "moderately" or "extremely" worried about were: spending too much time online (43 percent), over-sharing personal details (38 percent), accessing online pornography (36 percent), and being exposed to images or videos of violence (36 percent). While more than one-third of parents reported being "moderately" or "extremely" worried about their children's internet use in a variety of ways, parents of tweens were consistently more worried than parents of teens (see Table B). However, the majority of parents were generally not worried about their children's internet use.

Other concerns. Over half (56 percent) of all parents indicated concern that their children may become addicted to technology. Additionally, 34 percent of parents were concerned that technology use negatively impacts their children's sleep. A higher proportion of parents of teens (41 percent) were concerned about sleep, compared with 26 percent of parents of tweens.

FIGURE A. Parents who believe their children's use of social media helps, hurts, or makes no difference, by child outcome

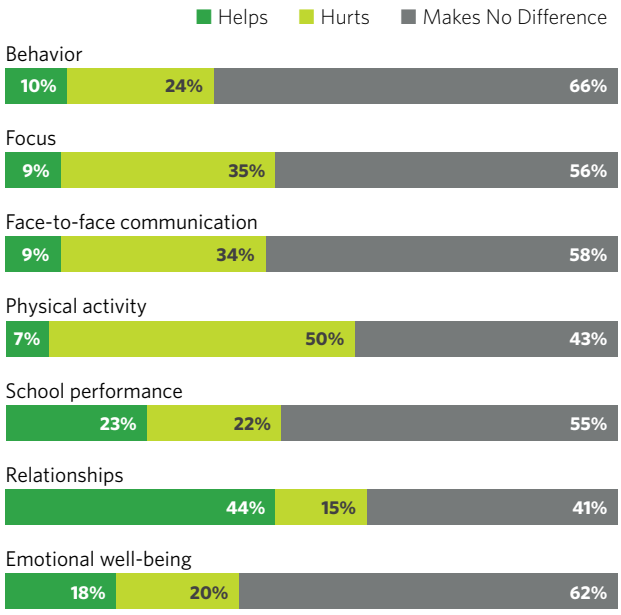

TABLE B. Parents who are "moderately" or "extremely" worried about their children's use of the internet

Percent of parents who worry about their children ...	All	Child's Age	
		Tweens	Teens
Spending too much time online	43%	47%[a]	39%[b]
Over-sharing personal details	38%	42%[a]	34%[b]
Being exposed to images/video of violence	36%	44%[a]	29%[b]
Accessing online pornography	36%	42%[a]	31%[b]
Receiving hurtful comments	34%	39%[a]	31%[b]
Receiving/sending sexual images	33%	37%[a]	30%[b]
Being exposed to drug/alcohol use	32%	38%[a]	27%[b]
Being exposed to consumerism	30%	36%[a]	24%[b]
Losing ability to communicate well	27%	31%[a]	24%[b]

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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4

Two-thirds (67 percent) of parents say that monitoring their children's media use is more important than respecting their privacy.

Most parents (85 percent) said that monitoring their children's media use is important for their children's safety. For example, 41 percent of parents reported checking the content of their children's devices and social media accounts "always" or "most of the time," while 21 percent reported doing this "some of the time," and 37 percent of parents reported doing this "only once in a while," if at all. Parents of tweens (57 percent) were more likely to check their children's devices and social media accounts "always" or "most of the time" than parents of teens (27 percent). Parents in the lowest income bracket (47 percent) engaged in this type of management behavior "always" or "most of the time," compared with only 41 percent of middle-income parents and 34 percent of higher-income parents. Monitoring is particularly important to parents of tweens (90 percent) compared with parents of teens (81 percent).

In addition to monitoring, most parents reported having a range of media rules for their teens and tweens. For example, a majority of parents reported that mobile devices were not allowed during family meals (78 percent) or during bedtime (63 percent). Seventy percent reported that they must approve their children's app purchases "most of the time" or "always." However, most parents (68 percent) reported that their children are allowed to use mobile devices in the car when they are passengers.

5

Hispanic parents tend to be more aware and more concerned, and they manage their children's media use more than other parents.

Nearly two-thirds of Hispanic and black parents (66 percent and 65 percent, respectively) reported being highly aware of the content their children see or hear when they're using media, compared to half of white parents (51 percent). Compared to black and white parents, Hispanic parents were also more concerned about technology addiction (63 percent) and the impact of technology on their children's sleep (43 percent), as well as the content to which their children were exposed while using the internet (42 percent to 63 percent, depending on the type of content; see Table C). Hispanic parents (56 percent) were also more likely to check devices and social media accounts "always" or "most of the time" compared with their white (35 percent) and black (44 percent) counterparts.

TABLE C. Parents who are "moderately" or "extremely" worried about their children's use of the internet, by race/ethnicity

Percent of parents who worry about their children ...	All	Parent's Race/Ethnicity		
		White	Black	Hispanic
Spending too much time online	43%	37%[a]	33%[a]	60%[b]
Over-sharing personal details	38%	30%[a]	35%[a]	57%[b]
Being exposed to images/video of violence	36%	29%[a]	36%[a]	54%[b]
Accessing online pornography	36%	26%[a]	31%[a]	63%[b]
Receiving hurtful comments	34%	28%[a]	30%[a]	53%[b]
Receiving/sending sexual images	33%	23%[a]	33%[b]	59%[c]
Being exposed to drug/alcohol use	32%	22%[a]	32%[b]	57%[c]
Being exposed to consumerism	30%	22%[a]	28%[a]	46%[b]
Losing ability to communicate well	27%	21%[a]	23%[a]	42%[b]

Note: Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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More generally, parent media use, concerns, and awareness of children's exposure to media content differed greatly by ethnicity, household income, and parent education. Parental personal screen media use varied considerably as a function of race/ethnicity, with black parents (10:37) spending about an hour and a half more time than Hispanic parents (8:52), who spent about two and a half more hours with personal screen media than white parents (6:38). Parents from lower-income households spent more time with screen media for personal use (9:15) than middle-income parents (7:42), who spent more time than higher-income parents (6:41). Lastly, less educated parents spent the most time with personal screen media (9:03), as compared with middle-educated parents (7:41), who spent more time than highly educated parents (6:10).

6

Parents overwhelmingly have positive attitudes about the role of technology in their children's education and development of important skills.

Parents agreed that technology positively supports their children with schoolwork and education (94 percent). Parents also felt that technology can support their children by supporting them in learning new skills (88 percent) and preparing them for 21st-century jobs (89 percent). Parents agreed that technology increases their children's exposure to other cultures (77 percent), allows for the expression of their children's personal opinions and beliefs (75 percent), supports their children's creativity (79 percent), and allows their children to find and interact with others who have similar interests (69 percent). Only 54 percent of parents felt that technology supports their children's social skills.

This study seeks not only to understand how parents personally engage with media in the home environment but also how they monitor and perceive their children's media-use experiences. What makes this such a complex issue is that there are a number of different media technologies, as well as a variety of ways that parents can mediate, monitor, and manage those media.

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MEDIA IN THE HOMES OF TWEENS AND TEENS

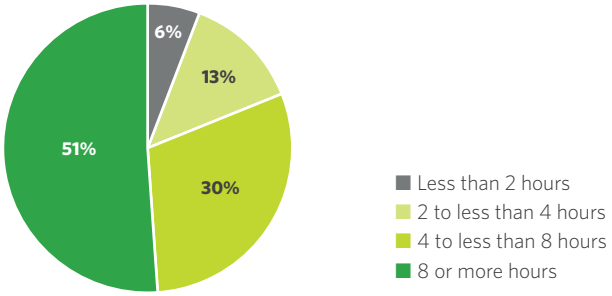
IT IS DIFFICULT TO understand youth media use without understanding the family media culture that may influence youth use. Parents are active role models for their children, and parents' attitudes and behaviors around media are a significant component of a family's media environment. It is therefore important to measure parents' media use and the types of media technologies present in the home. Our survey of parents reveals that the majority of American families with children between the ages of 8 and 18 currently have access to a wide range of media technologies. The decades-long ubiquity of television in American homes persists, as nearly all parents (98 percent) report having a television set in the home. In addition, the vast majority of today's parents also have wireless internet access (96 percent), a smartphone (91 percent), a video game system (81 percent), and a tablet computer (80 percent), such as an iPad, Samsung Galaxy, or Kindle Fire.

Parent Screen Media Use

Overall, among all individuals in our sample, parents reported that they spend more than nine hours (9:22) with screen media per day, with 82 percent of that time devoted to personal screen media (7:43) (see Table 1, page 12, "All" column). They spend more than an hour and a half (1:39) using screen media for work. When personal and work screen time are combined, 51 percent of parents reported spending eight hours or more with screen media each day; thirty percent spent four to less than eight hours; thirteen percent spent two to less than four hours; and just 6 percent spent less than two hours with screen media (see Figure 1).

Parents spent the most personal screen time (3:17) watching shows and movies on TV or DVDs, as well as other videos on computers, smartphones, or tablets. In addition, parents spent an hour and a half (1:30) playing video games (on console players, computers, smartphones, or tablets) and more than an hour (1:06) on social-networking sites each day. Total personal screen media time was highest for black parents (10:37), followed by Hispanic parents (8:52) and white parents (6:38). Lower-income parents spent more time with personal screen media (9:15) than parents from middle-income households (7:42), who spent more time than parents from higher-income households (6:41).

FIGURE 1. Time spent by parents with screen media, for personal and work purposes combined



Additionally, less educated parents spent the most time with personal screen media (9:03), as compared with middle-educated parents (7:41), who spent more time than highly educated parents (6:10). Interestingly, parents' time spent with social media was consistent across education, race/ethnicity, and household income, at about one hour per day (see Table 1, page 12).

Almost all parents (99 percent) reported using some sort of screen media "yesterday." However, rates varied by type of activity; for example, 91 percent watched TV/DVDs/videos, but only 19 percent used e-readers (see Table 2, page 12). Therefore, it is important to examine parent media use *among media users*, or only those who reported engaging in each particular media activity yesterday. For media activities that are less ubiquitous than watching TV/DVDs/videos, looking at the data in this way can influence the picture of parent media use drastically. For example, only 61 percent of parents reported playing video games yesterday; these users played video games for an average of 2:27, compared to only 1:30 among all parents in our sample, which includes the 39 percent of parents who played no video games at all yesterday. Similarly, the 61 percent of parents who used social media yesterday spent 1:48 doing so, compared with the average of 1:06 among all parents. Only 19 percent of parents used e-readers yesterday, but those who did spent 1:16 reading e-books.

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TABLE 1. Average time spent with screen media, *among all parents*

Media Activity	All	Parent's Education			Parent's Race/Ethnicity			Household Income		
		High school or less	Some college	BA degree or more	White	Black	Hispanic	<$35K	$35K to <$100K	$100K+
Watching TV/DVDs/video*	3:17	4:05[a]	3:13[b]	2:24[c]	2:48[a]	4:35[b]	4:00[b]	4:15[a]	3:14[b]	2:42[c]
Video gaming†	1:30	1:56[a]	1:31[b]	1:00[c]	1:11[a]	2:29[ab]	1:56[b]	1:53[a]	1:36[a]	1:04[b]
Social networking‡	1:06	1:15	1:01	1:00	1:00	1:12	1:06	1:15	1:06	1:00
Browsing websites‡	0:51	0:47	0:55	0:52	0:46[a]	1:02[b]	0:47[a]	0:46	0:49	0:56
Using e-readers	0:15	0:16	0:14	0:14	0:12[a]	0:23[b]	0:17[ab]	0:16	0:14	0:14
Doing anything else on a computer, smartphone, or tablet	0:44	0:45	0:48	0:40	0:41	0:56	0:46	0:50	0:42	0:45
Personal screen media	*7:43*	*9:03[a]*	*7:41[b]*	*6:10[c]*	*6:38[a]*	*10:37[b]*	*8:52[c]*	*9:15[a]*	*7:42[b]*	*6:41[c]*
Work screen media‡	*1:39*	*1:06[a]*	*1:57[b]*	*2:03[b]*	*1:44[a]*	*2:05[a]*	*1:09[b]*	*1:05[a]*	*1:31[b]*	*2:13[c]*
Grand total screen media	**9:22**	**10:10[a]**	**9:38[a]**	**8:13[b]**	**8:22[a]**	**12:42[b]**	**10:01[c]**	**10:21[a]**	**9:13[b]**	**8:54[b]**

*Includes shows and movies watched on a TV set, whether live, streamed, via DVDs or any other technology, and watching videos on a computer, smartphone, or tablet.

†Includes games played on a console video player, such as an Xbox, PlayStation, or Wii, and games played on a computer, smartphone, or tablet.

‡Includes activity on a computer, smartphone, or tablet.

TABLE 2. Average time spent with screen media, *among users* **(i.e., parents who engaged in each activity yesterday)**

Media Activity	Did This Activity Yesterday	All	Parent's Education			Parent's Race/Ethnicity			Household Income		
			High school or less	Some college	BA degree or more	White	Black	Hispanic	<$35K	$35K to <$100K	$100K+
Watching TV/DVDs/video*	91%	3:36	4:26[a]	3:31[b]	2:40[c]	3:12[a]	4:50[b]	4:13[b]	4:37[a]	3:35[b]	2:56[c]
Video gaming†	61%	2:27	2:57[a]	2:21[b]	1:50[c]	2:03[a]	3:35[b]	2:51[b]	2:52[a]	2:34[a]	1:54[b]
Social networking‡	61%	1:48	2:10[a]	1:35[b]	1:35[b]	1:33[a]	2:09[b]	2:13[b]	2:15[a]	1:45[b]	1:36[b]
Browsing websites‡	66%	1:17	1:21	1:20	1:11	1:09[a]	1:28[b]	1:24[b]	1:24	1:15	1:17
Using e-readers	19%	1:16	1:27[a]	1:13[ab]	1:06[b]	1:10[a]	1:41[b]	1:19[ab]	1:25	1:15	1:11
Doing anything else on a computer, smartphone, or tablet	51%	1:27	1:43[a]	1:29[a]	1:12[b]	1:21[a]	1:52[b]	1:40[ab]	1:54[a]	1:24[ab]	1:18[b]
Personal screen media	*99%*	*7:49*	*9:10[a]*	*7:48[b]*	*6:13[c]*	*6:42[a]*	*10:37[b]*	*9:04[c]*	*9:26[a]*	*7:47[b]*	*6:45[c]*
Work screen media‡	*47%*	*3:31*	*2:59[a]*	*3:43[b]*	*3:47[b]*	*3:46[a]*	*4:01[a]*	*2:44[b]*	*2:53[a]*	*3:28[b]*	*3:51[b]*
Grand total screen media	**99%**	**9:27**	**10:16[a]**	**9:44[a]**	**8:17[b]**	**8:27[a]**	**12:43[b]**	**10:10[c]**	**10:32[a]**	**9:19[b]**	**8:56[ab]**

*Includes shows and movies watched on a TV set, whether live, streamed, via DVDs or any other technology, and watching videos on a computer, smartphone, or tablet.

†Includes games played on a console video player, such as an Xbox, PlayStation, or Wii, and games played on a computer, smartphone, or tablet.

‡Includes activity on a computer, smartphone, or tablet.

Note: Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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Parent Media Multitasking While Working

Media multitasking may be what makes it possible for parents to spend so much time each day with personal media. Many of the parents we surveyed reported using media while working. More than half of parents (58 percent) reported that they listen to music while working, 48 percent sent text messages, 38 percent used social media, and 33 percent watched television (see Table 3).

The majority of parents felt that multitasking had no influence on the quality of their work. About two-thirds (66 percent to 69 percent, depending on the medium) reported that watching television, texting, and using social media while working "makes no difference" to the quality of their work, while about a quarter (24 percent to 30 percent) reported that engaging in these multitasking behaviors "mainly hurts" their work. Black parents were less likely to say that watching television "mainly hurts" their work (12 percent), compared with white parents (25 percent) and Hispanic parents (26 percent). Black parents were also less likely to say that social media-multitasking hurts their work (15 percent), compared with white parents (31 percent) and Hispanic parents (31 percent). Parent education played an important role on these perceptions as well. For example, 33 percent of highly educated parents reported that watching television "mainly hurts" their work, compared with 23 percent of middle-educated and 18 percent of less educated parents. Thirty-nine percent of highly educated parents said that social media use "mainly hurts" their work, compared with 24 percent of middle-educated and 25 percent of less educated parents. Finally, 29 percent of highly educated parents said that texting "mainly hurts" the quality of their work, compared with 21 percent of middle-educated and 20 percent of less educated parents. In contrast with these media, only about half of parents (54 percent) said that listening to music "makes no difference," and 41 percent said that listening to music "mainly helps" their work.

Youth Media Ownership

Many parents reported that their tweens and teens own their own media devices (see Table 4). Although television has been ubiquitous in American homes for decades, today's youth are more likely to own cell phones, tablets, and video game players than a television set. Almost two-thirds of parents (63 percent) reported that their tweens and teens have their own cell phones: Fifty-six percent own a smartphone, and 7 percent own a cell phone without internet capabilities. Parents reported that 51 percent of tweens and teens have their own tablet. About half of tweens and teens had their own video game system (45 percent). Overall, fewer youth owned their own TV sets (43 percent), laptops (30 percent), portable game players (29 percent), desktop computers (11 percent), or e-readers (10 percent).

Teens were more likely than tweens to own most devices, except for tablets (see Table 4). The largest ownership gap between tweens and teens was for smartphones: Seventy-nine percent of teens owned their own smartphones compared with only

TABLE 4. Teens and tweens who personally own each device

Percent who own a ...	All	Child's Age	
		Tweens	Teens
Smartphone	56%	28%[a]	79%[b]
Tablet	51%	58%[a]	45%[b]
Video game system	45%	39%[a]	51%[b]
TV	43%	35%[a]	49%[b]
Laptop	30%	14%[a]	43%[b]
Portable game player	29%	31%	28%
Desktop computer	11%	8%[a]	13%[b]
E-reader	10%	9%	11%
Cell phone without internet	7%	5%[a]	8%[b]

TABLE 3. Parents who "sometimes" or "often" use media while working, by race/ethnicity, age, and household income

Media Type	All	Parent's Race/Ethnicity			Parent's Age		Household Income		
		White	Black	Hispanic	Younger	Older	<$35K	$35K to <$100K	$100K+
Music	58%	57%	64%	57%	62%[a]	54%[b]	58%	61%	55%
Texting	48%	47%	52%	47%	54%[a]	41%[b]	41%[a]	48%[b]	53%[b]
Social Media	38%	34%[a]	43%[ab]	42%[b]	48%[a]	25%[b]	48%[a]	35%[b]	36%[b]
TV	33%	30%[a]	46%[b]	32%[a]	33%	32%	39%[a]	32%[b]	31%[b]

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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28 percent of tweens. Further, almost half of all teens (49 percent) had their own televisions compared with 35 percent of tweens, and more than half of all teens (51 percent) had their own video game systems compared with only 39 percent of tweens. Computer ownership was also higher for teens than tweens, with 43 percent having their own laptops and 13 percent having their own desktop computers, compared with only 14 percent and 8 percent of tweens, respectively. While teens had higher rates of ownership of most technologies, tweens had higher rates of tablet ownership, with 58 percent of tweens having their own tablets, compared with 45 percent of teens.

Beyond age, the child's birth order also impacted whether and when they got their own digital devices. Generally, *only children* were more likely than middle and older children in multi-child households to have their own devices (see Table 5). It also paid to be the *youngest* child in the family. The youngest child in the family was more likely than middle and older children to have a smartphone (62 percent), video game system (48 percent), portable game player (32 percent), or laptop computer (33 percent) (see Table 5).

Only child. Only child in the family at the time of the survey.

TABLE 5. Youth who personally own each device, by birth order

	Child's Birth Order			
Percent who own a ...	**Only**	**Youngest**	**Middle**	**Oldest**
Smartphone	59%[ad]	62%[a]	48%[bc]	52%[bcd]
Tablet	56%[a]	48%[b]	50%[ab]	52%[ab]
Video game system	65%[a]	48%[b]	36%[c]	38%[c]
TV	52%[a]	48%[a]	36%[b]	37%[b]
Laptop	35%[a]	33%[a]	20%[b]	28%[ab]
Portable game player	35%[a]	32%[ab]	25%[bc]	25%[c]
Desktop computer	13%	10%	9%	11%
E-reader	12%	10%	7%	11%
Cell phone without internet	9%[ab]	9%[a]	7%[ab]	5%[ab]

While access to and ownership of media technologies was high for almost all families, household income and race/ethnicity did influence children's ownership of more traditional technologies such as laptop computers, video game systems, portable game players, television, and e-readers (see Table 6). Almost half of youth from higher-income homes (43 percent) had a laptop compared with youth from middle- (26 percent) or lower-income (20 percent) homes. While the differences were much smaller, we saw a similar pattern for youth ownership of smartphones and portable video game players, with 64 percent of youth from

TABLE 6. Youth who personally own each device, by parent's race/ethnicity and household income

	Parent's Race/Ethnicity			Household Income		
Percent who own a ...	**White**	**Black**	**Hispanic**	**<$35K**	**$35K to <$100K**	**$100K+**
Smartphone	57%	57%	52%	44%[a]	56%[b]	64%[c]
Tablet	50%	49%	53%	45%	52%	52%
Video game system	43%[a]	55%[b]	50%[ab]	45%[ab]	49%[a]	41%[b]
TV	39%[a]	61%[b]	52%[b]	56%[a]	45%[b]	30%[c]
Laptop	32%[a]	25%[b]	19%[b]	20%[a]	26%[a]	43%[b]
Portable game player	34%[a]	21%[b]	29%[ab]	22%[a]	31%[b]	31%[b]
Desktop computer	9%	14%	14%	11%	11%	9%
E-reader	12%[a]	6%[b]	7%[b]	2%[a]	10%[b]	16%[c]
Cell phone without internet	6%	5%	7%	10%[a]	5%[b]	9%[a]

Note: Superscripts (a,b,c,d) are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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higher-income homes owning their own smartphones compared with middle- (56 percent) and lower-income (44 percent) youth. Additionally, 31 percent of children from higher- and middle-income homes owned their own portable game players compared with only 22 percent of children from lower-income homes. In contrast, youth from lower-income homes were more likely to have their own televisions (56 percent) compared with middle- and higher-income children (45 percent and 30 percent, respectively, owned their own TVs). Similarly, children from middle-income homes were more likely to have their own video-game systems (49 percent) than higher-income children (41 percent).

Differences also existed as a function of race/ethnicity, although for fewer technologies (see Table 6, page 14). There was no difference in children's ownership of smartphones, cell phones, tablets, or desktop computers as a function of ethnicity. However, black children (61 percent) and Hispanic children (52 percent) were more likely to have their own televisions compared with white children (39 percent). Black children were more likely to have their own video game systems (55 percent) compared with white children (43 percent). White children were more likely to have their own portable game players (34 percent), e-readers (12 percent), and laptop computers (32 percent).

Social Media Access

As with personal ownership of mobile technology, youth varied in the age at which they signed up for social media accounts. Overall, parents reported that 56 percent of youth have their own social media accounts; however, this is much higher for teens (80 percent) than tweens (23 percent). Among the 80 percent of teens who did have a social media account, parents reported that the average age they signed up for an account was 13.2 years. Of the 23 percent of tweens who had a social media account, the average age they got their account was about 9.6 years. Among all youth who had a social media account, parents reported that the average age of sign-up was 12.6 years. Higher-income parents reported that their children got social media accounts at a later age (12.9 years) compared with lower-income parents (12.1 years).

Fifty-six percent of youth have their own social media accounts; however, this is much higher for teens (80 percent) than tweens (23 percent).

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PARENTING SKILLS AND AWARENESS OF CHILD MEDIA USE

BEING A PARENT CAN be a difficult job, and navigating the current media landscape can be an endeavor as well. Therefore, we asked parents to report on their perceptions of their skills and abilities as parents, which we defined as "parenting confidence," as well as their perceptions of themselves as media use role models for their children. We also asked parents to report on their level of awareness regarding their children's media use.

Parenting confidence. A parent's confidence in his or her ability to organize and perform parenting tasks. The higher one's parental efficacy, the greater one's confidence in his or her skills.

Parenting Confidence

Overall, parents were relatively confident in their parenting skills and abilities. On a scale from 1, indicating a "poor match," to 10, indicating a "perfect match," across the five questions that assessed parenting confidence (see Q27 in the Appendix), parents averaged 7.6 (SD = 1.5). There were few demographic differences in parenting confidence. Hispanic parents reported higher parenting confidence (M = 8.0, SD = 1.6) than white parents (M = 7.6, SD = 1.4). The mean parenting confidence score for black parents was 7.8 (SD = 1.7) and did not differ significantly from either white or Hispanic parents. There were no differences in parenting confidence as a function of parent education or parent age.

Parents reported trying to be good technology role models for their children, with 78 percent of all parents feeling that they were good role models. Mothers (81 percent) were more likely to report this than fathers (74 percent), and highly educated and middle-educated parents (81 percent of each group) were more likely to feel that they were good technology role models than less educated parents (73 percent). Among parents who were married or living with a partner, 84 percent said that they generally agreed with their partners in terms of making technology decisions.

Despite many parents reporting that they were good technology role models and that they tended to agree on technology decisions with their partners, 37 percent said that negotiating media use with their children causes conflicts. Forty percent of parents of boys said that negotiating media use causes conflicts, compared to 34 percent of parents of girls. Additionally, only 35 percent of parents felt that technologies such as smartphones and tablets make parenting easier.

Parent Awareness of Tween and Teen Media Use

We asked parents how often they were aware of the content to which their children were exposed when they were using media—that is, what their children saw or heard and which games they played. We defined parents as "highly aware" if they reported being aware "most of the time" or "all of the time" of the content on all the media that their children use. By this definition, most parents were highly aware of their children's exposure to content from more traditional technologies, such as television and movies, and smaller majorities were highly aware of their children's exposure to content via newer technologies, such as apps and websites (see Table 7, page 18). For example, 82 percent of parents were highly aware of the shows their children watched on television; eighty-one percent were highly aware of the movies their children saw; and 73 percent were highly aware of the video games their children played. In contrast, smaller majorities of parents were highly aware of the apps their children used (63 percent) and the websites their children visited (58 percent). Only 40 percent of parents were highly aware of what their children saw on social media (see Table 7).

Only 40 percent of parents were highly aware of what their children saw on social media.

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TABLE 7. Parent awareness of their children's exposure to content via media

Aware of ...	Among Those Whose Child Uses Each Medium, Percent of Parents Who Are:		
	Highly aware	Somewhat aware	Never aware
What child sees on TV	82%	16%	2%
Which movies child watches	81%	17%	2%
Which video games child plays	73%	22%	5%
Which apps child uses	63%	32%	6%
Which websites child views	58%	37%	5%
Which online videos child watches	56%	39%	5%
What child sees on social media	40%	52%	8%

Notes: Percentages are based on parents whose child uses each medium. *Highly aware* is "most of the time" or "all of the time." *Somewhat aware* is "some of the time" or "only once in a while."

Averaging over all the media used by their children, parents of tweens were more aware than parents of teens of the content to which their children were exposed. This difference was most striking for use of websites, apps, and online videos. The vast majority of parents of tweens (76 percent to 84 percent, depending on the platform) reported being highly aware of their children's exposure to content on these platforms, compared with less than half of parents of teens (40 percent to 46 percent). For both age groups, parent awareness of what their children was doing on social media was the lowest of all the media (60 percent for tweens, 36 percent for teens) (see Table 8).

Regardless of platform, parent awareness of their children's exposure to media content varies among demographic groups. On average across all the awareness questions we asked, the biggest differences had to do with parent age. Nearly two-thirds of younger parents (65 percent), compared with 43 percent of older parents, reported being highly aware of their children's media use across all platforms. In terms of ethnicity, nearly two-thirds of Hispanic and black parents were highly aware (66 percent and 65 percent respectively), compared with half of white parents (51 percent). Awareness was also inversely related to education and income. Parents who had low and middle levels of education and income differed from each other, but both were more highly aware of their children's media use than parents with the highest levels of education and income. Awareness also differed as a function of parent gender, with 58 percent of mothers reporting that they were highly aware, compared with 52 percent of fathers.

TABLE 8. Parents who are highly aware of their child's exposure to media content, by child's age

Percent of parents whose child is exposed to: ...	All	Child's Age	
		Parents of Tweens	Parents of Teens
TV	82%	93%[a]	73%[b]
Movies	81%	92%[a]	71%[b]
Websites	58%	80%[a]	41%[b]
Apps	63%	84%[a]	46%[b]
Video games	73%	88%[a]	61%[b]
Online videos	56%	76%[a]	40%[b]
Social media	40%	60%[a]	36%[b]

Notes: Percentages are based on parents whose child uses each medium. *Highly aware* is "most of the time" or "all of the time." Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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PARENT PERCEPTIONS, WORRIES, AND ATTITUDES ABOUT MEDIA

CONSIDERING CHILDREN'S HIGH RATES of access, children's media use can be scary for parents, as it adds a layer of complexity onto the already challenging job of parenting. Parents tend to struggle with many aspects of their children's media use, from knowing what types of material are accessible to their child, to how much screen time is appropriate, to dealing with concerns around privacy and internet safety. In more extreme cases, parents must consider the implications of their children's potential exposure to more adult content, such as sex and violence, or how their children might deal with something like cyberbullying. Overall, parents do have a number of concerns about their children's use of media. Additionally, however, parents report positive attitudes across a number of dimensions regarding their children's use of technology.

Parent Perceptions of Media Effects

Social media. When asked about whether social media "helps," "hurts," or "makes no difference" in terms of seven children outcomes, parents of children who had social media accounts largely responded that their children's use of social media "makes no difference": A majority of parents thought that social media use "makes no difference" in their children's emotional well-being (62 percent), school performance (55 percent), ability to communicate face-to-face (58 percent), ability to focus (56 percent), and behavior (66 percent). The remainder of parents were split as to whether they thought that social media "helps" or "hurts" (see Table 9). For example, 20 percent of parents thought using social media "hurts" their children's emotional well-being, while 18 percent thought it "helps." Similarly, 23 percent of parents thought that using social media "helps" their children's school performance, while nearly the same percentage (22 percent) thought it "hurts." In contrast, 34 percent of parents thought that using social media "hurts" face-to-face communication, and 24 percent thought it "hurts" behavior, compared with 9 percent and 10 percent, respectively, who said it "helps" their children in these ways.

While the majority of parents thought social media use makes no difference across most of the outcomes measured in our survey, there are two outcomes in which parents perceived more of an influence of their children's social media use. Specifically, 44 percent of parents reported that using social media "helps" their children's relationships with friends. In contrast, 50 percent of parents thought that social media "hurts" their children's physical activity levels.

TABLE 9. Parent perceptions of effects of social media on child outcomes, among those whose child has a social media account

	Percent of Parents Who Think Their Child's Use of Social Media:		
Child Outcomes	**"Helps"**	**"Hurts"**	**"Makes no difference"**
Emotional well-being	18%	20%	62%
Relationships with friends	44%	15%	41%
School performance	23%	22%	55%
Physical activity	7%	50%	43%
Face-to-face communication	9%	34%	58%
Ability to focus	9%	35%	56%
Behavior	10%	24%	66%

These perceptions varied by parent race/ethnicity and income level. Forty-seven percent of white parents thought that social media "helps" their children's relationships with their friends, compared with 30 percent of black parents. Only 9 percent of black parents thought that social media use "hurts" their children's emotional well-being, compared with 21 percent of white and 26 percent of Hispanic parents. Similarly, 8 percent of black parents thought that social media use "hurts" school performance, compared with 19 percent of white parents. Additionally, half of higher-income parents (50 percent) and 44 percent of middle-income parents thought that social media use "helps" their children's relationships with their friends, compared with only 34 percent of lower-income parents. Regarding children's ability to communicate face-to-face, 14 percent of Hispanic parents and 11 percent of black parents thought that social media use "helps," compared with only 4 percent of white parents. Conversely, 37 percent of white parents thought social media use "hurts" face-to-face communication, compared with 19 percent of black parents.

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> **"They don't do a lot of the basics. Their friend will be sitting right across from them and they won't say anything. I really think it will affect them in the long run, because again they don't know how to go to a job or college interview. As great as technology is, there is that downside because they're losing a lot of common skills."**
>
> — Mother of 16-year-old

Smartphones and tablets. About half of parents said that smartphones and tablets "make no difference" in their children across the same seven outcomes detailed above. Of those parents who did think these technologies made a difference, however, more than one-third thought that smartphones and tablets "help" their children's relationships with friends. This was particularly so for parents of older children (40 percent), middle-income (35 percent) and higher-income parents (43 percent), and highly educated parents (44 percent), compared with parents of younger children (30 percent), lower-income parents (26 percent), and less educated parents (29 percent).

Almost two-thirds of parents thought that smartphones and tablets "make no difference" in their children's ability to communicate face-to-face, while one-third (34 percent) reported that these devices "hurt." There was no difference by ethnicity in the perception that these devices hurt face-to-face communication, but Hispanic parents (10 percent) were more likely to think that these devices "help" than white parents (4 percent). Thirty-nine percent of higher-income parents thought that smartphones and tablets "hurt" this ability, compared with 32 percent of middle-income and 28 percent of lower-income parents.

As with perceptions of social media effects on children, physical activity was the one child outcome that many parents thought was negatively affected by the use of smartphones and tablets. Half of parents (50 percent) thought that smartphones and tablets "hurt" their children's levels of physical activity. This perception varied by race, in a pattern similar to perceptions of social media effects: Fifty-four percent of white parents thought that smartphones and tablets "hurt" their children's levels of physical activity, compared with 41 percent of black parents.

The role of parent awareness. Parents' awareness of what their children see on social media is associated with their perceptions of the effects of using social media and smartphone/tablets. Parents who were *more* aware of what their child sees on social media sites were also *less likely* to think that using social media "hurts" their child's physical activity, face-to-face communication, behavior, school performance, and emotional well-being compared to parents who are less aware (see Table 10). The same pattern of results occurred for smartphones and tablets: Parents who were more aware of what their children saw while using smartphones and tablets were less likely to think that using smartphones and tablets hurts these child outcomes. This suggests that it may be a fear of the unknown that is driving parents' perceptions of the effects of using social media and smartphones/tablets.

TABLE 10. Parent perception that using media hurts child outcomes, by awareness of what child sees on social media

	Percent of parents who think using ...			
	Social media hurts child		Smartphones/ tablets hurts child	
Child Outcomes	Highly aware	Less aware	Highly aware	Less aware
Physical activity	38%[a]	55%[b]	47%[a]	54%[b]
Focus	29%[a]	38%[b]	29%	34%
Face-to-face communication	24%[a]	38%	29%[a]	38%[b]
Behavior	16%[a]	28%[b]	19%[a]	25%[b]
School performance	16%[a]	25%[b]	17%[a]	24%[b]
Emotional well-being	13%[a]	24%[b]	15%[a]	22%[b]
Relationships	12%	16%	13%	17%

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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Technology as a Support for Education and Learning

In addition to asking questions about specific media technologies, we also asked parents about the potential for technology to influence their children's learning and about their concerns regarding children's use of technology. Parents have largely positive attitudes about the impact of technology on children's education, learning, and development of important skills. Most parents (94 percent) agree that technology supports their child in regards to their schoolwork and education. Parents also agree that technology can support their children by helping them to learn new skills (88 percent) and preparing them for 21st-century jobs (89 percent). Parents agree that technology increases their child's exposure to other cultures (77 percent), allows for the expression of their child's personal opinions and beliefs (75 percent), supports their child's creativity (79 percent), and allows their child to find and interact with others who have similar interests (69 percent). Parents are more split over whether technology supports their child's social skills, with only 54 percent agreeing.

> **"They can research so much now. It helps a lot with homework. You don't have to worry about going to the library, they don't have to carry all their books, and [on] the World Wide Web they can find a lot of things and learn a lot."**
>
> — Mother of 16-year-old

There are few meaningful demographic differences in these attitudes. For example, parents at different income levels differ, but by no more than seven percentage points. Moreover, a majority of all three income groups express positive attitudes on every question we asked about technology's role in supporting children's education and learning (see Table 11).

Parent Concerns About Child Technology Use

Technology addiction. Parents express some concerns about their children's use of technology. For example, 56 percent of parents are concerned that their children may become addicted to technology. This is especially so for Hispanic parents, 63 percent of whom are concerned about child technology addiction, compared to white parents (55 percent); both Hispanic and white parents are more concerned about child technology addiction than black parents (42 percent). We did not define technology addiction in the survey, however, so the degree to which parents think technology addiction is a serious problem is unclear.

Sleep disruption. Thirty-four percent of parents think that using technology disrupts their child's sleep. A higher percentage of parents of teens (41 percent) think this, compared to only 26 percent of parents of tweens. More Hispanic parents (43 percent) think using technology disrupts their child's sleep, compared to 28 percent of black parents and 30 percent of white parents.

TABLE 11. Parent attitudes about technology's role supporting children's education, by household income

	Household Income		
Percent of parents who "agree" or "strongly agree" that technology ...	<$35K	$35K to <$100K	$100K+
Supports my child's social skills	54%	53%	55%
Helps with schoolwork or education	91%[a]	94%[ab]	95%[b]
Increases my child's exposure to other cultures	78%[ab]	79%[a]	72%[b]
Allows for expression of personal opinions or beliefs	74%	75%	75%
Supports the learning of new skills	87%	89%	87%
Supports my child's creativity	79%	78%	80%
Allows my child to find and interact with others with similar interests	66%	68%	72%
Will help prepare my child for 21st-century jobs	86%[a]	90%[ab]	91%[b]

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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> **"I like to play Words with Friends, and sometimes I'll find that after a while I'll be like, oh my God, I've been on this for an hour, and you have to say, OK, I have to put this away. I can see how children can get hooked on playing video games or using media the entire weekend."**
>
> — Mother of 15-year-old

Worries about children's use of the internet. The majority of parents are generally not very worried about their children's use of the internet, at least in terms of the aspects of internet usage that we asked about (see Table 12). Parents are least worried about internet use leading to their child losing the ability to communicate well, as only 27 percent are "moderately worried" or "extremely worried" about this. Parents are most worried about their child spending too much time online, but fewer than half (43 percent) are "moderately worried" or "extremely worried" about this. The percentage of parents who are "moderately worried" or "extremely worried" about their child's exposure to inappropriate content online, such as consumerism, violent or sexual images, and hurtful comments, for example, ranges from 30 percent to 38 percent, depending on the specific type of content.

Parent worry varies by their child's age, as well as by parent race/ethnicity and income (see Table 12). More parents of tweens than teens are worried about their child's internet use, across all nine aspects measured in the survey. Hispanic parents are generally more worried (59 percent) than black or white parents about their children sending or receiving sexual images (i.e., sexting), receiving hurtful comments (i.e., cyberbullying) (53 percent), accessing pornography (63 percent), over-sharing personal details online (57 percent), spending too much time online (60 percent), losing the ability to communicate well with others (42 percent), being exposed to violent videos or images (54 percent), being exposed to images of drugs or alcohol (57 percent), and being exposed to consumerism (46 percent). Additionally, lower-income parents are generally more worried than middle- and higher-income parents. Specifically, lower-income parents are more worried about their child sexting (49 percent), being cyberbullied (48 percent), accessing pornography (49 percent), over-sharing personal details online (50 percent), losing the ability to communicate well with others (35 percent), being exposed to violent images or videos (49 percent), being exposed to images of drugs or alcohol (47 percent), and being exposed to consumerism (42 percent).

TABLE 12. Parents who are "moderately" or "extremely" worried about their children's use of the internet, by demographic

Percent of parents worried about child ...	All	Child's Age		Parent's Race/Ethnicity			Household Income		
		Tweens	Teens	White	Black	Hispanic	<$35K	$35K to <$100K	$100K+
Spending too much time online	43%	47%[a]	39%[b]	37%[a]	33%[a]	60%[b]	54%[a]	40%[b]	39%[b]
Over-sharing personal details	38%	42%[a]	34%[b]	30%[a]	35%[a]	57%[b]	50%[a]	35%[b]	32%[b]
Being exposed to images/video of violence	36%	44%[a]	29%[b]	29%[a]	36%[a]	54%[b]	49%[a]	35%[b]	28%[c]
Accessing online pornography	36%	42%[a]	31%[b]	26%[a]	31%[a]	63%[b]	49%[a]	35%[b]	28%[c]
Receiving hurtful comments	34%	39%[a]	31%[b]	28%[a]	30%[a]	53%[b]	48%[a]	33%[b]	27%[c]
Receiving/sending sexual images	33%	37%[a]	29%[b]	23%[a]	33%[b]	59%[c]	49%[a]	33%[b]	23%[c]
Being exposed to drug/alcohol use	32%	38%[a]	27%[b]	22%[a]	32%[b]	57%[c]	47%[a]	32%[b]	22%[c]
Being exposed to consumerism	30%	36%[a]	24%[b]	22%[a]	28%[a]	46%[b]	42%[a]	28%[b]	24%[b]
Losing ability to communicate well	27%	31%[a]	24%[b]	21%[a]	23%[a]	42%[b]	35%[a]	26%[b]	23%[b]

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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PARENT MEDIATION, MONITORING, AND MANAGEMENT OF CHILD MEDIA USE

THERE ARE MANY DIFFERENT ways that parents can mediate and otherwise manage their child's media use. We measured a number of these different methods in the survey. For example, parents may engage in restrictive mediation, limiting their child's time spent with media or certain content. They may also limit the contexts in which children are allowed to use media. Additionally, parents may actively mediate their child's use by discussing media content with their child. Finally, parents can use other methods to monitor and manage their child's use. For example, parents can shut off the internet at night or log in and check the content of their child's social media accounts.

Content Rules

Over three-quarters of parents (77 percent) have rules about the content that their children can view. Parents of tweens (88 percent) are more likely to have content rules than parents of teens (67 percent). Moreover, the percentage of parents with content rules varies as a function of their child's birth order. In this case, fewer parents whose focal child was the youngest (71 percent) in the family have media content rules, compared to parents whose focal child was either a middle (81 percent) or oldest child (82 percent). Lastly, older parents (70 percent) and fathers (73 percent) are less likely to have rules about content than younger parents (82 percent) and mothers (80 percent). Despite the differences in content and experiences that children may have with different types of media technologies, parents do *not* tend to have different content rules for different media. Among parents who have rules about media content, two-thirds (67 percent) report that their content rules do not differ based on the technology their child uses, and only 33 percent report that their content rules do differ based on technology.

Seventy-seven percent have rules about the content that their children can view.

Time Rules

Among parents who have rules about media content, more than half (59 percent) also report that they enforce rules about the amount of time their child spends using media technologies such as computers, video games, and television. As with parents' rules for media content, their enforcement of time rules varies along demographic lines. In this case, both the age of the child and the age of the parent make a difference. Parents of tweens are more likely than parents of teens to enforce time rules — 34 percent of parents of tweens do this "all of the time," compared with 21 percent of parents of teens. Younger parents are more likely than older parents to enforce time rules "all of the time" (33 percent versus 20 percent, respectively). Hispanic parents (38 percent) and black parents (35 percent) are more likely than white parents (22 percent) to enforce time rules "all of the time."

Rules About Context of Child Mobile Device Use

There is far less variability in terms of the contexts in which parents permit their children to use mobile devices. Over two-thirds (68 percent) of parents allow their children to use their devices when they are passengers in cars; 74 percent of parents of tweens allow this, compared to only 63 percent of parents of teens. A majority of parents do report, however, that children are *not* allowed to use devices during family meals (78 percent) or at bedtime (63 percent). Parents are slightly less strict about mobile media use in these two contexts with teens, with 8 percent being allowed to use mobile devices at family meals (compared to only 5 percent of tweens), and 20 percent of teens are allowed to use mobile devices at bedtime (compared to only 12 percent of tweens). Outside of these times, parents are more ambivalent about their child's device usage. For example, parents are evenly split when it comes to allowing children to use their devices when guests are visiting. For example, 33 percent of parents allow their children to use their devices during this time, 34 percent do not allow this, and 32 percent have no rules at all about using devices in this situation. Parents are split along similar lines when asked if their children are allowed to use their devices while watching movies or television (see Table 13, page 24).

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TABLE 13. Rules about the context in which children can use mobile devices

Mobile device used ...	Percent of parents who ...		
	Allowed	Didn't allow	Had no rules
As passenger in a car	68%	9%	22%
While watching movies/TV	38%	26%	35%
When guests are visiting	33%	34%	32%
At bedtime	16%	63%	19%
At family meals	6%	78%	15%

Parent Active Mediation of Child Media Use

The vast majority of parents talk to their children about media content at least some of the time (see Table 14). Parents are most likely to talk with their children about television content, with 44 percent of parents doing this "most of the time" or "always" and another 47 percent doing this "some of the time" or "once in a while." Similar percentages of parents discuss the content of apps at these rates (43 percent and 46 percent) and computer content (40 percent and 50 percent). Parents are less likely to discuss the content of video games and social media. Still, one-third of parents (34 percent) discuss video game content "most of the time" or "always," half (49 percent) discuss it "some of the time" or "once in a while," and only 16 percent never do this. Similarly, only 17 percent of parents "never" discuss social media content, while the rest are evenly split between those who discuss it "most of the time" or "always" and those who do so "some of the time" or "once in a while."

Mothers and parents of tweens were significantly more likely than fathers and parents of teens to discuss content that their children see or hear via each of the five media "most of the time" or "always." For example, 45 percent of mothers versus 34 percent of fathers discuss content their child sees when using a computer for something other than homework "most of the time" or "always" (see Table 15, page 25). Over half (51 percent) of parents of tweens versus only 36 percent of parents of teens discuss "most of the time" or "always" the content their child sees or hears when using apps on a tablet, smartphone, or similar device (see Table 15). Both Hispanic parents and black parents were more likely than white parents to discuss the content of all five media technologies (see Table 16, page 25). Similarly, lower-income parents and middle-income parents are both more likely to have these conversations with their children than higher-income parents, for all the media except apps on a tablet, smartphone, or similar device (see Table 16).

Hispanic parents and black parents were more likely than white parents to discuss the content of all five media technologies.

TABLE 14. Parent discussion with children of media content, by frequency of discussion

Among parents whose child uses each medium, percent who talk to their child about content their child sees or hears while ...	Frequency of Discussion		
	"Most of the time" or "Always"	"Some of the time" or "Once in a while"	"Never"
Watching television, either online or on a television set	44%	47%	8%
Using apps on a tablet, smartphone, or similar device	43%	46%	11%
Using a computer for something other than homework	40%	50%	9%
Playing video games either on an Xbox, Wii, or PlayStation or on a mobile device like a phone or tablet	34%	49%	16%
Using social media	42%	41%	17%

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TABLE 15. Parent discussion with children of media content, by parent gender and child age

Among parents whose child uses each medium, percent who talk to their child "most of the time" or "always" about content their child sees or hears while ...	Parent's Gender		Child's Age	
	Mothers	Fathers	Tweens	Teens
Watching television, either online or on a television set	48%[a]	40%[b]	55%[a]	35%[b]
Using apps on a tablet, smartphone, or similar device	47%[a]	37%[b]	51%[a]	36%[b]
Using a computer for something other than homework	45%[a]	34%[b]	46%[a]	35%[b]
Playing video games either on an Xbox, Wii, or PlayStation or on a mobile device like a phone or tablet	39%[a]	28%[b]	42%[a]	27%[b]
Using social media	49%[a]	33%[b]	40%	43%

TABLE 16. Parent discussion with children of media content, by race/ethnicity and household income

Among parents whose child uses each medium, percent who talk to their child "most of the time" or "always" about content their child sees or hears while ...	Parent's Race/Ethnicity			Household Income		
	White	Black	Hispanic	<$35K	$35K to <$100K	$100K+
Watching television, either online or on a television set	39%[a]	54%[b]	60%[b]	50%[a]	46%[a]	39%[b]
Using apps on a tablet, smartphone, or similar device	36%[a]	50%[b]	59%[b]	45%	44%	39%
Using a computer for something other than homework	34%[a]	57%[b]	52%[b]	46%[a]	43%[a]	31%[b]
Playing video games either on an Xbox, Wii, or PlayStation or on a mobile device like a phone or tablet	29%[a]	41%[b]	50%[b]	39%[a]	37%[a]	25%[b]
Using social media	36%[a]	52%[b]	54%[b]	45%[a]	43%[ab]	36%[b]

Other Methods of Monitoring and Managing Child Media Use

In addition to placing rules on children's media time and access to certain content, as well as actively discussing content with their children, parents use numerous other methods to monitor and manage their children's media use. There is wide variation among parents, indicating that finding the balance between respecting their child's privacy and monitoring their child's media use can be difficult. For example, 41 percent of parents report checking the content of their children's devices and social media accounts "always" or "most of the time," while 21 percent report doing this "some of the time." Thirty-seven percent of parents report doing this "only once in a while," if at all. Parents of tweens (57 percent) are more likely to check their children's devices and social media accounts "always" or "most of the time" than parents of teens (27 percent). Differences occur along racial and ethnic lines, such that Hispanic parents (56 percent) are more likely to check devices and social media accounts "always" or "most of the time" than white (35 percent) and black (44 percent) parents. Lastly, parent income and education matter as well. A greater percentage of lower-income parents (47 percent) engage in this type of management behavior "always" or "most of the time," compared with 41 percent of middle-income parents and 34 percent of higher-income parents.

There is a similar pattern for other monitoring behaviors. For example, when asked whether their children's texts and/or emails are sent through the parents' own phone, a majority of parents (57 percent) say this is "never" the case or happens only "once in a while." However, such behaviors do seem to occur more frequently in specific demographic groups. Almost half of parents of tweens (49 percent) have text messages sent through their phone "always" or "most of the time," compared with 15 percent of parents of teens, and younger parents (38 percent) are more likely to do this "always" or "most of the time" than older parents (21 percent). Almost half of Hispanic parents (44 percent) do this "always" or "most of the time", compared with white or black parents (26 percent and 28 percent, respectively). Lastly, 40 percent of lower-income parents do this "always" or

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"most of the time," compared with 29 percent of middle-income parents and 26 percent of higher-income parents.

Similar demographic patterns are seen regarding the likelihood that parents engage in management behaviors like turning off access to their home internet at night or using a third-party app or other tool to manage their child's device use, such as an internet filter, Net Nanny, or Circle. Over two-thirds of parents report that they "never" or "only once in a while" turn off the internet at night (70 percent) or use a third-party app to manage their child's use (72 percent). Parents of tweens, lower-income parents, and Hispanic parents are all more likely than other parents to use these managing methods (see Table 17).

Interestingly, some parents (39 percent) report that they require that smartphones, tablets, and laptops be kept outside of a child's room at night "most of the time" or "always." More than two-thirds (70 percent) report that they must approve their child's app purchases "most of the time" or "always." For the most part, these particular behaviors vary along the same demographic lines as the other management methods discussed. The main exception is for requiring parental approval of the child's app purchases, in that there are no ethnic or income differences in the percent of parents who "most of the time" or "always" require approval.

Parenting Confidence: Relationships with Parent Mediation and Management of Child Media Use

Parents reported relatively high levels of parenting confidence, as previously discussed in the Parenting Confidence section of this report. To examine differences in parents' media-related behavior as a function of their level of parenting confidence, the one-third of parents with parenting confidence scores of 7.0 or lower were coded as "low confidence"; the one-third of parents with scores that were higher than 7.0 but less than 8.4 were coded as "middle confidence;" and the one-third with scores of 8.4 or higher were coded as "high confidence."

Forty-one percent of parents reported checking the content of their children's devices and social media accounts "always" or "most of the time."

TABLE 17. Methods of managing child media use, by race/ethnicity, income, and child age

Percent of parents who "always" or "most of the time" do the following to manage their child's media use to ...	Parent's Race/Ethnicity			Household Income			Child's Age	
	White	Black	Hispanic	<$35K	$35K to <$100K	$100K+	Tweens	Teens
Approve app purchases	70%	65%	75%	65%	72%	71%	84%[a]	59%[b]
Check content of devices/social media accounts	35%[a]	44%[a]	56%[b]	47%[a]	41%[a]	34%[b]	57%[a]	27%[b]
Keep all devices outside of child's room at night	36%[a]	32%[a]	49%[b]	43%[a]	39%[ab]	35%[b]	59%[a]	22%[b]
Send child's texts/emails through my phone	26%[a]	28%[a]	44%[b]	40%[a]	29%[b]	26%[b]	49%[a]	15%[b]
Shut off home internet at certain time of night	16%[a]	21%[a]	31%[b]	33%[a]	18%[b]	15%[b]	26%[a]	16%[b]
Use a third-party app or tool to manage device use	16%[a]	22%[ab]	29%[b]	24%[a]	19%[ab]	17%[b]	26%[a]	14%[b]

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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Overall, we found that parents in the "high confidence" group used more methods to manage their child's media use (see Table 18). On average, the high-confidence parents used an average of 2.7 of the six management methods we asked about either "most of the time" or "always." In contrast, low confidence parents used 1.9 of these methods "most of the time" or "always." Parents in the "high confidence" group were much more likely than parents in the "low confidence" group to manage their child's media use "most of the time" or "always" with each of the methods we measured (see Table 18).

Similarly, parents in the "high confidence" group were more likely than parents in the "low confidence" group to engage in active mediation or talk to their children "most of the time" or "always" about the content they saw when using media (see Table 19). More than half of parents in the "high confidence" group reported that they talked to their child about the content their child was seeing when using a computer (52 percent), watching TV (55 percent), using apps on a tablet or smartphone (53 percent), and using social media (54 percent). In contrast, only about one-third of parents in the "low confidence" group (29 percent to 35 percent, depending on the media use situation) reported talking to their child about content when the child was engaging with these media technologies (see Table 19).

TABLE 18. Parents' management of children's media use behaviors, by parenting confidence

Percent of parents who use each method "most of the time" or "always" to ...	Parenting Confidence Group			Difference Between High and Low Groups
	Low	Medium	High	
Approve app purchases	63%[a]	72%[b]	77%[b]	14%
Check content of devices/social media accounts	31%[a]	37%[b]	54%[c]	23%
Keep all devices outside of child's room at night	33%[a]	35%[a]	48%[b]	14%
Send child's texts/emails through my phone	25%[a]	29%[a]	39%[b]	15%
Shut off home internet at certain time of night	20%[a]	15%[a]	27%[b]	7%
Use a third-party app or tool to manage device use	16%[a]	16%[a]	27%[b]	11%
Average number of methods used	*1.9*[a]	*2.0*[a]	*2.7*[b]	*0.8*
Unweighted n	*552*	*649*	*572*	—

TABLE 19. Parent discussion of media content with their children, by parenting confidence

Percent of parents who talk with their child "most of the time" or "always" when their child is ...	Parenting Confidence Group			Difference Between High and Low Groups
	Low	Medium	High	
Using a computer for something other than homework	29%[a]	40%[b]	52%[c]	22%
Playing video games	26%[a]	33%[b]	44%[c]	18%
Watching TV	35%[a]	45%[b]	54%[c]	20%
Using apps on a tablet or smartphone	33%[a]	43%[b]	53%[c]	20%
Using social media	34%[a]	29%[a]	54%[b]	20%
Unweighted n	*552*	*649*	*572*	—

Note: Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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PARENTING CHALLENGES SURROUNDING TWEEN AND TEEN TECHNOLOGY USE

AS WE HAVE REPORTED, parents have positive attitudes regarding the role of media in their children's lives, but they do have some concerns as well. Perhaps as a result, parents place rules on their children's media time and exposure to certain content, and they often talk with their children about the content that they are exposed to. Even with rules, parents report that they sometimes struggle as a result of their children's media use.

Turning Off Devices

Almost two-thirds of parents (62 percent) *disagree* that getting their children to turn off a smartphone or tablet is a struggle. There are certain groups that are more likely to agree that this is a struggle, however. For example, more parents of tween boys (41 percent) agreed that it is a struggle to get their child off their smartphones or tablets compared to parents of tween girls (31 percent). In addition, parents of teens who have worse grades (C's, D's, & F's) are more likely (63 percent) to report that getting their teens to turn off their mobile devices is a struggle than parents of teens with better grades (38 percent).

> **"I think it's too much [time spent on devices]. I wish they would read. Reading has just gone out the window, which is disappointing because I was a big reader."**
>
> — Mother of 15-year-old

Data Plan Limits

While unlimited data plans are becoming more available, youth who use up their data quota before the month ends may trigger additional fees or may not have fully functional devices for the entire month. Over three-quarters of parents (78 percent) *disagree* that this is a struggle. That means that for about one-quarter of families (21 percent), data-plan management remains a problem. As might be expected, parents of teens (25 percent) struggle with this more than parents of tweens (16 percent). Hispanic parents of teens (26 percent) are more likely to struggle with this than white parents (15 percent) and black parents (20 percent) of teens.

Face-to-Face Communication

The popular press and anecdotes portray tweens and teens as mobile phone-addicted individuals who cannot and do not want to engage in face-to-face communication. In contrast to this stereotype, over three-quarters of parents (81 percent) *disagree* that their child is more willing to communicate with them via text than in person. This seems to be more problematic for parents of teens — 21 percent of parents of teens agree that their child is more willing to communicate via text than in person, compared with 11 percent of parents of tweens.

> **"Well, that's like their lifeline nowadays: their phones, texting. They don't care to call anybody. They want to text everybody."**
>
> — Mother of 16-year-old

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> **"I still think you should respect some privacy. If they're texting what movie they're going to, it's not my business to go on there. It's her responsibility to let me know what movie she's going to."**
>
> — Mother of 14-year-old

> **"If she's not doing her homework or playing a game or something … we'll see it and she'll get in trouble. And her punishment is that she gets her electronics taken away, loses her phone, loses her computer privileges. All the kids, even the seven-year-old, know what the limits and boundaries are, so I trust them and they're getting good grades."**
>
> — Mother of 14-year-old

Monitoring for Safety Versus Protecting Youth Privacy

Most parents (85 percent) agree that monitoring their child's media use is important for their child's safety. Two-thirds of parents (67 percent) say that monitoring their child's media use is more important than protecting their child's privacy. Monitoring is particularly important to parents of tweens (90 percent) compared with parents of teens (81 percent). More parents of tweens (71 percent) say that monitoring is more important than protecting their child's privacy compared to parents of teens (64 percent). Also, 87 percent of higher-income, and 86 percent of middle-income, parents say that monitoring is important, compared with 80 percent of lower-income parents. Eighty-eight percent of both highly educated and middle educated parents agree that monitoring is important for children's safety, compared with 81 percent of lower-income parents. Also, 73 percent of highly educated parents agree that monitoring is more important than protecting their child's privacy, whereas only 62 percent of middle-educated and 65 percent of less educated parents agree.

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CONCLUSION

THE MAIN GOALS OF the present survey were to provide parents, educators, researchers, and policymakers with a comprehensive picture of how parents of tweens and teens use media themselves, their attitudes and concerns about their children's media use, and the methods with which they mediate, monitor, and manage their children's media use. Despite its breadth, there were some questions that we were not able to ask in the survey questionnaire, and others bring certain limitations to these findings. For example, parents were asked to retrospectively report when their child first got a social media account or when they first acquired their own personal media devices like smartphones. Especially for parents with older children, these events may have occurred many years prior to our survey, and parent memory of these dates may not be entirely accurate.

Additionally, time spent using media is becoming harder to measure as device use becomes less concrete and more continuous. Parents and children alike are checking smartphones and tablets over the course of a day and are watching content on a variety of platforms including TV, computers, and tablets. Together these issues make keeping track of the total amount of time individuals spend using technology increasingly more challenging. Additional work is ongoing to determine the best way to measure media use in a constantly connected world.

Despite these limitations, this study's large, nationally representative sample of parents of tweens and teens provides a wealth of data that illustrates the complex nature of media use in the home environment. After analyzing data from more than 1,700 parents of tweens and teens from across the United States, we forward the following five conclusions:

First, parents of tweens and teens are avid media users, and they multitask with media, too. Past reports have examined American youth media use, finding that youth spent quite a lot of their days engaging with media. In this report, we found that parents of tweens and teens spend more than nine hours (9:22) with screen media each day. While an hour and a half (1:39) of this time involves using screen media for work purposes, the majority (7:43) is spent using media for personal purposes. There are major differences in parent media use as a function of race/ethnicity. Black parents report using personal screen media for more than 10 hours a day (10:37), about an hour and a half more than Hispanic parents (who spend 8:52) and almost four hours more than white parents (who spend 6:38). In addition, the homes of these parents are filled with different media technologies. Vast majorities of parents report that they have access to wireless internet (96 percent), smartphones (91 percent), video game systems (81 percent), or tablet computers (80 percent). Finally, parents are media multitaskers. A majority of parents (58 percent) reported working while listening to music, 48 percent reported working while texting, and about one-third reported working while watching television (33 percent) or while using social media (38 percent). Parents do not think, for the most part, that media multitasking negatively impacts their work.

Second, parents report mixed concerns about their tweens' and teens' media use, with Hispanic parents expressing the most concern about children's online activities. Overall, parents are somewhat concerned about their children's use of the internet and do have some worries about their children becoming addicted to technology, or the relationship between their children's technology use and the quality of their sleep. These worries and concerns are highest among Hispanic parents. Indeed, the majority of Hispanic parents in our survey reported being worried about their children sending or receiving sexual images (sexting), receiving hurtful comments, accessing pornography, and spending too much time online, for example. Approximately one-quarter to one-third of black parents and white parents shared these concerns (specific percentages varied by issue). Despite these general worries about possible harmful effects of media technologies, the majority of parents think that their children's use of social media and smartphones/tablets has no influence, either positive or negative, on their children across a variety of dimensions, including emotional well-being, school performance, and ability to communicate face-to-face. In sum, while parents express concerns regarding aspects of media exposure, they generally do not think that media technologies as a whole have an impact on their children's development and behavior more broadly.

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Third, parents who are **less** *aware of their tweens' and teens' media activities are* **more** *concerned about their media use.* We found that parents' awareness of their children's media activities (e.g., being aware of what their children watch on television, what online videos they are exposed to, and what they post about themselves online), was related with parents' concerns. For example, parents who were less aware of their tweens' and teens' media use were more likely to think that social media use would hurt their children's levels of physical activity, their ability to focus, their ability to communicate face-to-face, their behavior, their school performance, and their emotional well-being. We found the same pattern of results for perceptions of the effects of using smartphones and tablets.

Fourth, monitoring child media use is important to parents, and even more important to parents protecting their tweens' and teens' privacy. A vast majority of parents (85 percent) agree that monitoring their children's media use is important for safety. Interestingly, two-thirds of parents (67 percent) agree that monitoring their children's media use is *more* important than protecting their children's privacy. Parents monitor and manage their children's media use in a number of ways: Forty-one percent check their children's social media accounts, 30 percent route their children's texts through their own phones, and 39 percent require that their children keep their smartphones, tablets, or laptops outside of their rooms at night "always" or "most of the time." In short, parents are actively engaged in their children's media experiences: Parents actively mediate or discuss media content with their children, make rules and use other means to manage their children's media use, and monitor their children's use of a variety of media.

Finally, parents view media technologies as important educational tools. One topic on which parents largely agreed was the educational potential of media technologies. For example, 94 percent of all parents reported that media technologies help tweens and teens with schoolwork and education. More than 85 percent of parents said that these technologies support learning and prepare children for 21st-century jobs. Finally, about three-quarters of parents said that media technology helps children learn about other cultures, express their personal opinions and beliefs, and be creative. In total, despite some specific concerns and worries about the tweens' and teens' use of media technologies, parents' attitudes are generally positive about media technologies' roles as educational tools for their children.

Today's parents are raising their children in an extraordinary time of technology ubiquity. Tweens' and teens' relatively easy access to media technologies has made parenting even more complex as parents work to integrate these tools into the family environment. These findings demonstrate that parents are using multiple methods to manage and remain aware of their children's media use. Further, these results demonstrate that parents are concerned about aspects of their tweens' and teens' media use but, also, that they see great potential for media technologies to help their children learn, grow, and thrive in the 21st century. Altogether, these findings illustrate the importance of parents as technology role models, who balance their own media use and needs while simultaneously managing and supporting their children's use of media so that they can grow to be responsible media users and digital citizens.

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APPENDIX: QUESTIONNAIRE

Unless otherwise noted, averages and percentages are based on all respondents (*n* = 1,786). Beginning with question 4, parents of more than one child were asked to focus on only one of their children when replying to questions that referred to a child. This focal child was chosen randomly by the survey software from the children each respondent listed in response to question 3. In this appendix, where "**your child**" appears in a question, the respondent saw "**your ___-year-old son/daughter/child**" or that child's name, if the respondent chose to provide the child's name.

Q1. Are you the parent of any children between the ages of 8–18 years old?

Yes	100%
No	0%

Q2. How many children do you have between the ages of 8–18 years old?

1	50%
2	38%
3	9%
4 or more	3%

Q3. Please provide information on each child age 8 to 18 in your household for which you are the parent. Begin with youngest age child.

	1. Age (in years)	2. Gender (male, female, or prefer not to say)
Child 1		
Child 2		
Child 3		
Child 4		
Child 5		

In this survey we will be asking questions specifically about **your ___-year-old son/daughter/child**. So that we can refer to **him/her** by name or initial in this survey, what is this child's first name or first initial?

Q4. What is your child's date of birth?

Percent of respondents whose focal child is ...

8 years old	10%
9 years old	9%
10 years old	9%
11 years old	9%
12 years old	8%
13 years old	9%
14 years old	11%
15 years old	10%
16 years old	10%
17 years old	9%
18 years old	6%

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Q5. Please mark the box that best describes where your child fits in your family.

An only child	14%
The youngest child	38%
A middle child	15%
The oldest child	32%

Q6. Did your child spend the day in your home yesterday?

Yes	100%
No	0%

[If NO, terminate survey]

Q7. Do you have any of the following in your home? (Check all that apply.)

a. Television Set	98%
b. Tablet (such as iPad, iPad Mini, Galaxy Tab, Nexus tablet, Kindle Fire, or similar device	80%
c. Smartphone (such as iPhone, Galaxy, Nexus, or other phone that connects to the internet)	91%
d. Cell phone that is not a smart phone	22%
e. Video game player (such as Xbox, Wii, or PlayStation)	81%
f. Portable game player (such as DS, Gameboy, or similar device)	39%
g. eReader (such as Kindle or Nook)	30%
h. Desktop computer	58%
i. Laptop computer (not including the computer provided by GfK/Knowledge Networks in exchange for your participation in these surveys)	74%

Q8. Which of the following, if any, belong specifically to your child, even if he/she does not have this in your home?

a. Television Set	43%
b. Tablet (such as iPad, iPad Mini, Galaxy Tab, Nexus tablet, Kindle Fire, or similar device	51%
c. Smartphone (such as iPhone, Galaxy, Nexus, or other phone that connects to the internet)	56%
d. Cell phone that is not a smart phone	7%
e. Video game player (such as Xbox, Wii, or PlayStation)	45%
f. Portable game player (such as DS, Gameboy, or similar device)	29%
g. eReader (such as Kindle or Nook)	10%
h. Desktop computer	11%
i. Laptop computer (not including the computer provided by GfK/Knowledge Networks in exchange for your participation in these surveys)	30%

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Q9. (Each sub-item asked only of those whose child owns that device) How old was your child when he/she got his/her own ...

	Average age	Unweighted group *n*
a. Television Set	7.9 years	*731*
b. Tablet (such as iPad, iPad Mini, Galaxy Tab, Nexus tablet, Kindle Fire, or similar device	9.9 years	*882*
c. Smartphone (such as iPhone, Galaxy, Nexus, or other phone that connects to the internet)	12.1 years	*965*
d. Cell phone that is not a smart phone	11.0 years	*138*
e. Video game player (such as Xbox, Wii, or PlayStation)	9.1 years	*801*
f. Portable game player (such as DS, Gameboy, or similar device)	7.7 years	*549*
g. eReader (such as Kindle or Nook)	10.2 years	*192*
h. Desktop computer	10.2 years	*187*
i. Laptop computer (not including the computer provided by GfK/Knowledge Networks in exchange for your participation in these surveys)	12.1 years	*549*

Q10. Do you have wireless internet access (Wi-Fi) in your home?

Yes	96%
No	3%

Note: Percentages do not sum to 100% due to rounding, and because 0.4% of respondents refused this question.

Q11. At what age did your child set up their first social media account (e.g. Facebook,Twitter, Snapchat, Instagram, etc.)?

0 years old	1%
1-7 years old	0%
8 years old	1%
9 years old	1%
10 years old	4%
11 years old	4%
12 years old	10%
13 years old	12%
14 years old	8%
15 years old	6%
16 years old	3%
17 years old	1%
18 years old	0%
My child does not have a social media account	41%

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Q12. Thinking just about YESTERDAY, how much time did you spend doing each of the following?

	Average among all respondents
Reading books, magazines, or newspapers in print	0:34
Reading books, magazines, or newspapers on an e-reader (such as a Kindle or Nook)	0:15
Playing games on a console video player like an Xbox, Playstation, or Wii	0:39

Q13. Thinking just about YESTERDAY, how much time did you spend doing each of the following activities on a TV SET?

	Average among all respondents
Watching shows or movies live on a TV set	1:33
Watching shows or movies streamed through Netflix, Amazon Prime, Hulu, etc. on a TV set	0:45
Watching other content on your TV set (e.g. through a DVR, OnDemand, or other ways)	0:30

Q14. Thinking just about YESTERDAY, how much time did you spend doing each of the following activities on a COMPUTER?

	Average among all respondents
Using computer for work purposes	1:09
Using a computer for non-work activities such as using social networking sites	0:30
Using a computer for non-work activities such as browsing websites	0:28
Using a computer for non-work activities such as playing video games	0:20
Using a computer for non-work activities such as watching videos	0:15
Using a computer for non-work activities such as listening to music	0:27
Using a computer to do anything else non-work related	0:19

Q15. Thinking just about yesterday, how much time did you spend doing each of the following activities on a smartphone, tablet, or similar device?

	Average among all respondents
Using a smartphone, tablet, or similar device for work purposes	0:30
Using a smartphone, tablet, or similar device for non-work activities such as using social networking sites	0:36
Using a smartphone, tablet, or similar device for non-work activities such as browsing websites	0:23
Using a smartphone, tablet, or similar device for non-work activities such as playing video games	0:31
Using a smartphone, tablet, or similar device for non-work activities such as watching videos	0:14
Using a smartphone, tablet, or similar device for non-work activities such as listening to music	0:25
Using a smartphone, tablet, or similar device for anything else non-work related	0:25

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Q16. To the best of your knowledge, how much time did your child spend doing each of the following yesterday?

	Average among all respondents
Using a computer	0:46
Using a smartphone	1:28
Using a tablet	0:33
Playing video games on a console (such as on an Xbox, Wii, or Playstation)	0:37
Watching TV/DVDS on a television	1:15
Reading print books, magazines, or newspapers	0:25
Listening to music	0:48

Q17. How often do you talk to your child about the content (e.g. storyline, lessons, violence, strong language) he/she is seeing or hearing when doing the following?

1. Using a computer for something other than homework

Never	9%
Only once in awhile	18%
Some of the time	30%
Most of the time	21%
All of the time	18%
My child never uses this technology	4%

2. Playing video games either on an Xbox, Wii or PlayStation, or on a mobile device like a phone or tablet

Never	15%
Only once in awhile	19%
Some of the time	27%
Most of the time	17%
All of the time	15%
My child never uses this technology	6%

3. Watching television, either online or on a television set

Never	8%
Only once in awhile	17%
Some of the time	29%
Most of the time	26%
All of the time	18%
My child never uses this technology	1%

4. Using apps on a tablet, smartphone, or similar device

Never	10%
Only once in awhile	16%
Some of the time	27%
Most of the time	22%
All of the time	19%
My child never uses this technology	4%

5. Using social media

Never	12%
Only once in awhile	11%
Some of the time	19%
Most of the time	14%
All of the time	17%
My child never uses this technology	27%

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Q18. Do you have rules about the content (e.g., storyline, lessons, violence, strong language) that your child is allowed to see or hear when using technology (e.g., computers, video games, television)?

Yes	77%
No	22%

Q19. (Asked only of those who have rules) Do these content rules differ based on the technology that your child uses?

	Among parents who have rules
Yes	33%
No	67%

Q20. (Asked only of those who have rules) How often do you enforce rules about the amount of time your child can spend using technology (e.g., computers, video games, television)?

	Among parents who have rules
Never	4%
Only once in awhile	10%
Some of the time	21%
Most of the time	32%
All of the time	27%
My child never uses this technology	0%
I do not have time rules	6%

Q21. How often are you aware of the following?

	Never	Only once in awhile	Some of the time	Most of the time	All of the time	My child does not do this activity/ use this technology
What your child watches on television	2%	5%	10%	46%	34%	2%
Which movies your child watches	2%	5%	12%	39%	40%	1%
Which online videos your child watches (e.g. YouTube)	5%	11%	26%	32%	20%	4%
Which websites your child uses	5%	11%	23%	30%	24%	5%
What your child sees on social media (e.g. Facebook, Snapchat, Instagram, Twitter)	4%	10%	16%	13%	7%	49%
What your child posts about himself/ herself online	5%	8%	15%	19%	19%	33%
Which apps your child is using	5%	11%	18%	30%	29%	6%
Which video games your child is playing (computer, mobile, or console)	3%	5%	12%	28%	28%	3%

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Q22. How often do you use these methods of managing your child's device use, if any?

	Never	Only once in awhile	Some of the time	Most of the time	Always
I check the content of his/her devices/social media accounts	22%	15%	21%	19%	22%
My child's texts and/or emails are sent through my phone	49%	8%	12%	11%	19%
I shut off the home internet at a certain time at night, so my child cannot use his/her devices	64%	6%	8%	8%	12%
All smartphones, tablets, and laptops are kept outside of my child's room at night	39%	10%	11%	14%	25%
His/Her app purchases must be approved	15%	5%	9%	13%	57%
I use a third-party app or other tool to manage their device use (e.g. internet filter, Net Nanny, Circle)	67%	5%	7%	7%	12%

Q23. Please indicate whether your child is allowed to use mobile devices (e.g. cell phones, smartphones, tablets) in the following places or at the following times.

	Mobile devices are allowed	Mobile devices are not allowed	There are no rules about this
Family meals	6%	78%	15%
Bedtime	16%	63%	19%
In cars when your child is a passenger	68%	9%	22%
When guests are visiting	33%	34%	32%
While watching movies or TV	38%	26%	35%
Other	4%	8%	33%

Q24. How often do you text with your child when he/she is not with you?

Never	11%
Less than once a week	8%
Once a week	4%
A few times a week	18%
Once a day	8%
Multiple times a day	31%
Not applicable	20%

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Q25. In terms of internet use, how worried are you about your child ...

	Not at all worried	Slightly worried	Somewhat worried	Moderately worried	Extremely worried
Receiving/sending sexual images or videos ("sexting")	34%	16%	16%	18%	14%
Receiving nasty or hurtful comments from others online ("cyber-bullying")	26%	18%	21%	21%	13%
Accessing online pornography	30%	17%	16%	20%	15%
Over-sharing personal details of life	26%	16%	20%	24%	13%
Spending too much time online	19%	15%	22%	28%	14%
Losing the ability to communicate well with other people	34%	18%	21%	16%	10%
Being exposed to images or videos of violence	20%	20%	23%	23%	13%
Being exposed to images of drugs, alcohol, and tobacco use	25%	21%	21%	20%	11%
Being exposed to consumerism (e.g. advertising, content that emphasizes importance of material things)	26%	21%	22%	21%	8%

Q26. How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Technology supports my child's social skills	10%	36%	49%	4%
Technology helps with schoolwork or education	2%	4%	67%	26%
Technology increases my child's exposure to other cultures	3%	20%	63%	13%
Technology allows for expression of personal opinions or beliefs	5%	20%	64%	9%
Technology supports the learning of new skills	2%	10%	72%	15%
Technology supports my child's creativity	3%	17%	63%	15%
Technology allows my child to find and interact with others with similar interests	6%	24%	58%	10%
Technology will help prepare my child for 21st century jobs	3%	8%	66%	22%

Q27. Use a scale of 1 to 10 to show how well you think each statement describes the way you feel. For example you would say '"10" if it was a perfect match and described exactly how you feel; but you would say "1" if it is a poor match and nothing like the way you feel.

	Average score
We have clear rules and routines in my family	7.6
I stay calm and manage life even when it's stressful	7.1
I believe that my children will do well at school	8.3
I feel that I'm doing a good job as a parent	7.8
I have good friends outside my family	7.4

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Q28. Please mark how much you AGREE or DISAGREE with each of the following statements.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Smartphones and tablet devices make parents easier*	24%	39%	31%	5%
Negotiating media use causes conflicts with my child	30%	32%	28%	8%
My partner and I usually agree when it comes to making decisions about our child's media use†	4%	11%	42%	42%
I use media as a way to connect and communicate with my child	30%	25%	35%	9%
I believe monitoring my child's media use is important for his/her safety	3%	9%	34%	51%
I believe monitoring my child's media use is more important than protecting his/her privacy	10%	22%	35%	32%
I am concerned that my child may become addicted to technology	16%	28%	39%	16%
I am concerned that my child's peers may be able to use computers and tablet devices better than him/her	44%	36%	15%	4%
If my child pays for his/her own cell phone bill, he/she is entitled to privacy on his/her device	48%	26%	19%	7%
When it comes to media and technology habits, I am a good role model for my child	4%	17%	55%	23%
My child's media and technology use disrupts his/her sleep	36%	30%	26%	8%

*Asked only of parents who have a smartphone or tablet in the household.

†Asked only of parents who are married or living with a partner.

Q29. How much do you agree or disagree with the following statements?

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Getting my child to turn off a smartphone or tablet is a struggle	33%	28%	30%	8%
Getting my child to stay within their data use plan on a smartphone is a struggle	53%	24%	14%	7%
I find that my child is more willing to communicate with me via text than in-person	58%	23%	14%	3%

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Q30. (Asked only of parents whose child has a social media account) Do you think your child's use of social media hurts, helps, or makes no difference on the following?

	Percentages among parents whose child has a social media account				
	Hurts a lot	Hurts a little	Makes no difference	Helps a little	Helps a lot
Emotional well being	4%	16%	61%	16%	2%
Relationships with friends	3%	12%	41%	37%	7%
School performance	5%	17%	54%	18%	5%
Physical activity	16%	33%	43%	6%	2%
Ability to communicate face-to-face with another person	7%	26%	57%	6%	3%
Ability to focus	8%	27%	56%	7%	1%
Behavior	5%	19%	65%	8%	2%

Q31. (Asked only of those whose child has a smartphone or tablet) Do you think your child's use of smartphones and tablets hurts, helps, or makes no difference on the following?

	Hurts a lot	Hurts a little	Makes no difference	Helps a little	Helps a lot
Emotional well being	3%	15%	66%	12%	2%
Relationships with friends	3%	12%	48%	31%	5%
School performance	4%	16%	49%	22%	7%
Physical activity	15%	35%	44%	4%	1%
Ability to communicate face-to-face with another person	6%	27%	59%	5%	1%
Ability to focus	7%	24%	58%	8%	2%
Behavior	4%	18%	68%	7%	2%

Q32. What were your child's grades for this past academic school year?

Mostly As	37%
Mostly As/Bs	35%
Mostly Bs	7%
Mostly Bs/Cs	13%
Mostly Cs	3%
Mostly Cs/Ds	2%
Mostly Ds	1%
Mostly Ds/Fs	1%
Mostly Fs	0%

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Q33. How would you rate the safety of your neighborhood?

Very unsafe	4%
Somewhat unsafe	7%
Somewhat safe	33%
Very safe	56%

Q34. How well do the following statements describe your child?

	Strongly disagree	Disagree	Agree	Strongly agree
My child finds it hard to talk to strangers	16%	40%	33%	10%
My child feels tense when he/she is with people he/she doesn't know well	13%	40%	37%	9%
My child feels nervous when speaking to someone in authority	15%	47%	31%	6%
My child is often uncomfortable at parties and other social functions	22%	50%	22%	6%
My child is more shy with members of the opposite sex	19%	48%	28%	4%
My child likes to be with people	3%	16%	56%	24%
My child welcomes the opportunity to mix socially with people	4%	21%	51%	23%
My child prefers working with others rather than alone	5%	29%	48%	16%

Q35. Has your child been diagnosed with any of the following?

Autism Spectrum Disorder	3%
Social Anxiety	2%
Generalized Anxiety	4%
Depression	3%
ADHD	9%
Other	4%

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Now we have some questions about YOU.

Q36. When you are working, how often do you:

	Never	Hardly ever	Sometimes	Often
Have TV on at the same time	51%	15%	23%	10%
Use social media at the same time (such as Facebook, Twitter, Instagram)	43%	19%	27%	10%
Listen to music at the same time	26%	16%	35%	23%
Text at the same time	26%	25%	38%	10%

Q37. (Each sub-item asked only of those who use each medium while working) Do you think doing these activities while you do your work mainly helps, hurts, or doesn't make a difference to the quality of your work?

	Mainly helps my work	Mainly hurts my work	Doesn't make a difference	Unweighted group *n*
Having the TV on at the same time	9%	25%	66%	*837*
Using social media at the same time	4%	30%	66%	*988*
Listening to music while doing work	41%	5%	54%	*1,303*
Texting while doing work	7%	24%	69%	*1,284*

Q38. Please indicate which, if any, of the following providers of family and child entertainment reviews, ratings or advice you have heard of.

MPAA	16%
Focus on the Family	24%
ESRB	9%
Fandango	48%
Parent Previews	8%
Common Sense Media	9%
Kids in Mind	5%
Parents' Choice Awards	41%
Rotten Tomatoes	42%
Metacritic	6%
Plugged in Online	4%

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THE COMMON SENSE CENSUS: PLUGGED-IN PARENTS OF TWEENS AND TEENS

Credits

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About Common Sense

Common Sense is a nonprofit, nonpartisan organization dedicated to improving the lives of kids, families, and educators by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology. Our independent research is designed to provide parents, educators, health organizations, and policymakers with reliable, independent data on children's use of media and technology and the impact it has on their physical, emotional, social, and intellectual development. For more information, visit **www.commonsense.org/research**.

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