

Center on Media and Human Development
at Northwestern University and
National Center for Families Learning

REVISED

Media, Technology, and Reading in Hispanic Families

A National Survey

Revised August 2014



NORTHWESTERN
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Introduction

We know from previous studies—and from what we see in the world around us every day—that electronic media play a huge role in children’s lives, starting at younger and younger ages. There are marketers and advertisers and all types of large corporations seeking to better understand these trends so they can capitalize on them with the next hot app, merchandisable cartoon character, or thoroughly addictive video game. But understanding these trends is also critical for those who strive to use media to promote children’s well-being and therefore need to understand the relationships between media use and children’s academic achievement, health, and social-emotional development.

The purpose of this report is to provide a detailed look at family practices related to reading and use of electronic media in Hispanic households with young children. In recent years there have been several large national surveys tracking media use among young children—by the Kaiser Family Foundation, Common Sense Media, and Northwestern University’s Center on Media and Human Development. Each of these studies included an oversample of Hispanic families, but none had a sample large enough to be able to study media use in Hispanic families in depth—exploring differences by age, gender, primary language, or socio-economic status. The present survey allows us to explore how those variables relate to media use, as well as how media practices in Hispanic families compare with other ethnic groups.

The survey was conducted in late fall 2012, as a companion to a study being conducted among a general population sample of parents of children ages 8 and under, about parenting in the age of digital technology. That broader survey was conducted

by Northwestern University’s Center on Media and Human Development, with the National Center for Families Learning providing the funding for a large sub-sample of Hispanic parents (663) on which this report is based.

This is a revised and corrected report. The original report was released in December 2013, but due to weighting and computational errors by the firm that fielded the survey, GfK, this corrected report was necessary. For children’s advocates, educators, public health groups, policymakers, and parents, it is important to have an accurate understanding of what Hispanic families’ lives really look like. Thus the goal of the present report is to deepen and sharpen that understanding.

The survey examines media use in the home, including “traditional” electronic media such as television, newer interactive screen media such as computers and video games, and the newest Internet-enabled mobile devices, such as smartphones and tablets. It also explores reading via traditional print as well as e-reading devices. In addition, the survey probes parents’ views about the impact of various types of media on different aspects of their children’s development, including academics, behavior, and social skills.

Our goal in offering this report is to help inform the work of educators, children’s advocates, health promoters, and child development experts who seek to leverage the power of media to improve the lives of Hispanic children.

Key Findings

1. **Hispanic children read for a substantial amount of time each day, but children with less-highly-educated parents and those in Spanish-dominant homes read far less than other children do.** On average, Hispanic children read for just under an hour a day (:52), but that average masks some significant differences. For example, those in homes where English is the dominant language spend twice as much time reading (1:19) as those whose primary home language is Spanish. There are similar but slightly smaller differences in reading patterns according to parent education, but no significant differences by family income.
2. **Access to new mobile media devices among Hispanic families is widespread.** Two out of three (68 percent) Hispanic families with children ages 8 and under own at least one mobile device: a smartphone (60 percent), a tablet computer such as an iPad, Kindle Fire, or Galaxy Tab (29 percent), or an iPod Touch or similar device (20 percent).
3. **There are still significant gaps in mobile and online access between Hispanic and non-Hispanic families.** For example, 29 percent of Hispanic parents own a tablet, compared with 46 percent of non-Hispanic White parents. Hispanic parents also own smartphones (60 percent) at a lower rate than non-Hispanic White parents (70 percent). And Hispanic families are much less likely to have high-speed Internet access (63 percent) than non-Hispanic White families are (90 percent).
4. **There is a substantial digital divide within the Hispanic population, by income, education, and language.** For example, just under half (40 percent) of lower-income (less than \$25,000 a year) Hispanic families own a smartphone, compared with 81 percent of higher-income families (more than \$75,000 a year); and just 15 percent of lower-income families have a tablet, compared with 60 percent of higher-income ones. Similar differences exist when examined by parent education or dominant language.
5. **Hispanic children whose families own mobile devices and computers use them more than non-Hispanic White children do.** The average difference is 11 minutes more per day using a computer (33 vs. 22 minutes), 10 minutes more using a tablet device (34 vs. 24 minutes), and 8 minutes more using a smartphone (19 vs. 11 minutes).
6. **Hispanic parents believe that television, computers, and mobile devices have more of a positive than negative effect on children's reading skills.** Six in ten (60 percent) parents say computers have a mainly positive effect on children's reading skills, compared with just 10 percent who say they have a mainly negative effect. For television and mobile devices, the positive rates are lower, but more still say the net effect of each medium is positive (47 percent vs. 25 percent for television, and 32 percent vs. 26 percent for mobile devices).
7. **Parents from different socio-economic groups have different perceptions of the impact of screen media on children's reading skills.** Lower-income parents are more likely than others to perceive a positive effect from TV (48 percent, vs. 35 percent of higher-income parents) and computers (66 percent, vs. 46 percent of higher-income parents). But higher-educated parents are more likely to see a positive effect from mobile devices (42 percent of parents with a college degree say mobile media have a mainly positive effect, compared with 28 percent of those with no more than a high school education). Spanish-language parents are more likely than others to think screen media have a negative effect on children's reading skills, especially mobile (38 percent, vs. 8 percent of English-dominant parents).

8. **Although access to and use of video games is widespread, Hispanic parents are more likely to hold negative than positive views of gaming's impact on their children.** Sixty-six percent of Hispanic families own a console video game player and children ages 8 and under spend an average of 17 minutes a day playing console games. But 46 percent of parents say video games have a mainly negative effect on children's social skills, compared with 14 percent who say positive. Forty-eight percent say they have a mainly negative effect on children's behavior, compared with 11 percent who say positive. And 42 percent say they have a mainly negative effect on attention span, compared with 23 percent who say positive.
9. **Most Hispanic parents are convinced that computer and digital literacy are essential skills for their children, but a sizeable proportion disagree.** Sixty percent of parents agree that their child needs to be skilled with computers and new devices like tablets to be successful in life, while 38 percent disagree. Lower-income and Spanish-dominant parents are less likely than others to consider these skills important. The vast majority of parents are confident about their child's skill levels—only 16 percent say they are concerned their child's peers may be able to use computers and tablets better than their child.
10. **Television dominates families' media lives.** Nearly all (99 percent) Hispanic families have a television set, and 48 percent have three or more sets in the home. Children spend far more time watching television than using any other medium—an average of 1:58 a day, compared with :33 using a computer, :25 with mobile devices, and :17 playing console video games.
11. **Hispanic children watch more TV than non-Hispanic White children do, but time spent viewing does not vary by socio-economic status.** Hispanic children average :20 more TV time per day than their non-Hispanic White counterparts (1:58 vs. 1:38), and they are much more likely to have a TV in their bedroom (49 percent, compared with 26 percent of non-Hispanic White children). Within the Hispanic population, there are substantial socio-economic differences in the presence of TV in the home, but not in total time spent watching. Lower-income Hispanic families are almost twice as likely to have a TV set in the child's bedroom (54 percent, compared with 28 percent in higher-income Hispanic families) and are more likely to report having a TV on all or most of the time in the home (49 percent, compared with 30 percent in the higher-income group). However, there is no statistically significant difference in the time Hispanic children spend watching TV based on either their parent's education or their family's income.

Results

FAMILY LIFE

Adults in the home. Many Hispanic children are growing up in homes that include adult relatives other than their parents, an aspect of childhood that could provide additional opportunities for learning and help shape the media environment these children experience at home. One in three (29 percent) Hispanic families with young children shares their home with adults other than the child’s parents, primarily other adult relatives such as grandparents (18 percent), uncles (9 percent), and aunts (5 percent). This compares to just 6 percent of non-Hispanic White families who have a grandparent in the home, and a total of 13 percent of White families who share the home with any non-parental adult.

Stresses and concerns. Among the items asked about in this survey, the biggest stress Hispanic parents face is money, with 31 percent saying they are “very” and 37 percent “somewhat” stressed about it. The next-most-pressing issue is having enough time to get everything done, with 23 percent being “very” and 38 percent “somewhat” stressed about that. For most issues raised in this survey, the concerns of Hispanic parents were fairly similar to those of other parents.

Not surprisingly, the issue at the top of parents’ list of concerns is their children’s health and safety, with 29 percent of Hispanic parents saying they are “very” concerned about that. Other issues parents are “very” concerned about include their child’s performance in school (25 percent), their behavior (20 percent), their fitness and nutrition (20 percent), and the development of their social and emotional skills (19 percent). Fifteen percent say they are “very” concerned about their child’s media use.

Parenting advice. Like all parents, Hispanic mothers and fathers are most likely to turn to their spouses or partners for advice about parenting (65 percent of those who are married or living with a partner are “very” likely to do so). Other top sources of parenting advice include the parent’s own mother (42 percent say they are “very” likely to ask their mother for

parenting advice), followed by pediatricians (33 percent), the parent’s father (30 percent), in-laws (25 percent), media sources such as books or magazines (21 percent), and the child’s teacher or childcare provider (20 percent). Fewer turn to other relatives (19 percent), parenting websites or blogs (17 percent), faith or religious leaders (17 percent), friends (16 percent), or to social networking sites (8 percent). Very few Hispanic parents belong to parenting organizations or groups (5 percent).

Favorite family activities. Cooking and eating meals together is a favorite family activity among Hispanic families, with 91 percent of parents saying this is something their family enjoys doing together “somewhat” or “a lot.” Other favorite family activities include doing things outside together, like going for walks or playing in the park (90 percent enjoy this somewhat or a lot); watching TV or movies together at home (87 percent); doing indoor activities such as playing games, playing with toys, or doing art projects (84 percent); reading together (81 percent); and singing songs or making music together (69 percent).

Table 1: Parenting Stresses among Hispanic Families

Among Hispanic parents of 0–8 year-olds, percent who are very or somewhat stressed about:

	Very	Somewhat
Money	31%	37%
Having time to get everything done	23%	38%
Parenting responsibilities	17%	30%
Having time to spend with family	15%	25%
Work	14%	33%
Health issues	10%	23%

Table 2: Favorite Family Activities

Among Hispanic parents of 0–8 year-olds, percent who say their family enjoys doing each activity

	A lot	Somewhat
Cooking and eating meals together	67%	24%
Doing things outside together (e.g., going for walks, playing in the park)	55%	35%
Watching TV or movies together at home	48%	39%
Reading together	42%	39%
Doing nonmedia activities inside together (e.g., games, toys, art)	41%	43%
Singing songs or making music together	35%	34%
Playing or attending sports together	23%	28%
Doing things on a computer, tablet, or smartphone together	18%	30%
Playing video games together	13%	24%
Participating in clubs or groups together	11%	22%

Table 3: Time Spent with Media, by Platform

Among Hispanic parents of 0–8 year-olds, average time spent using each medium per day, by parents and children

	Parents	Children
TV/DVD	2:40	1:58
Computer	1:31	:33
Video game console	:19	:17
Tablet	:15	:13
Smartphone	:52	:12
Handheld video game	NA	:14
Total screen time	5:37	3:27

OVERALL MEDIA USE, ATTITUDES, AND PATTERNS

Time parents spend with media. Hispanic parents with young children spend an average of 2:40 a day watching TV or DVDs, 1:31 using a computer at home, :52 minutes using a smartphone (for things other than texting or talking), :19 playing video games, and :15 using a mobile device like an iPad or other tablet. Altogether, these parents average 5:37 a day using screen media.

Time children spend with media. Hispanic children age 8 and under spend less time than their parents using screen media, averaging just under three and a half hours a day (3:27). This includes 1:58 a day watching TV or DVDs, about a half-hour (:33) using a computer, :31 playing video games on a console (:17) or hand-held (:14) device, :13 using a mobile device like a tablet, and :12 using a smartphone (for things other than texting or talking).

Joint media engagement. When it comes to using media with their children—what we call “joint media engagement”—parents are most likely to do so when their child is reading, and least likely to do so when their child is using a handheld video game player. Among those whose children engage in each of the following media activities, 58 percent of parents read with their child all or most of the time that the child is reading, and about three in ten use a smartphone (32 percent), watch TV (30 percent), use the computer (30 percent), and use a tablet (27 percent) with them all or most of the time. Smaller proportions say they co-engage with their children all or most of the time the child is using other platforms, such as a console video game player (13 percent), or a handheld video game player (11 percent). There were no statistically significant differences in joint media engagement by socio-economic status or primary language.

Concerns about media. At least with regard to their young children (8 or under), Hispanic parents don’t report many concerns about their child’s media use. Fifteen percent say they are “very” concerned about it, and 16 percent are somewhat concerned, compared with 57 percent who are either “not too” (27 percent) or “not at all” concerned (30 percent). For 13 percent of parents, concerns about children’s media use are not relevant for their child’s age.

Table 4: Parent Attitudes about Media and Children's Social and Behavioral Skills

Among Hispanic parents of 0–8 year-olds, percent who say each medium has a mainly positive or negative effect on children's:

	TELEVISION		COMPUTERS		VIDEO GAMES		MOBILE	
	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative
Social skills	48%	25%	34%	26%	14%	46%	20%	37%
Attention span	42%	32%	37%	24%	23%	42%	25%	35%
Creativity	58%	20%	62%	11%	30%	37%	36%	28%
Behavior	34%	32%	25%	19%	11%	48%	16%	32%

Views about television's impact on their young children are a bit more positive than negative. Hispanic parents are far more likely to say that TV has a positive than negative impact on children's creativity (58 percent vs. 20 percent negative) and social skills (48 percent vs. 25 percent negative), but they are more evenly split on its impact on attention span (42 percent positive and 32 percent negative) and behavior (34 percent positive and 32 percent negative). Parents also feel positively about the impact of computers on their children's creativity (62 percent positive vs. 11 percent negative). The one medium that gets markedly more negative than positive reviews is video games: for example, 48 percent say video games have a negative impact on children's behavior, compared with 11 percent who say positive.

Media rules. A majority of parents say they have rules about what type of media their children can use, and that they enforce these rules—including what types of TV shows, games or websites the child can use—most of the time (53 percent). Fewer parents (45 percent) have rules about how much time their child can spend using media that they enforce most of the time. Other parents have rules they enforce only some of the time (21 percent for content, 30 percent for time), while the rest have no rules or have rules they hardly ever enforce.

Choosing children's media. With regard to how they select media for their children, most parents (55 percent) say they watch or use the product first, while 29 percent say the child usually finds new media content his/herself. Many parents decide about the appropriateness of media for their children based on recommendations from friends (30 percent), while

26 percent say they rely on the reputation of the company or the television network behind the product. Very few parents say they select their children's media based on online (10 percent) or print (7 percent) reviews.

Conflicts over media. Few parents report conflict in their homes when it comes to managing their children's media use, either between children and their parents, or between the parents themselves. For example, 73 percent of parents disagree with the statement "Negotiating media use causes conflict in our home," compared with 25 percent who agree (5 percent "strongly," and 20 percent "somewhat"). Among those who are married or living with a partner, 51 percent strongly agree (and 35 percent somewhat agree) that they and their partner usually have the same opinion when it comes to making decisions about their child's media use.

Media as a parenting tool. Parents use media in a variety of situations to help out with parenting duties, such as having their child watch a TV show while the parent is doing chores around the house or getting dinner ready (76 percent are very or somewhat likely to do that), or letting a child play on the computer as a reward for good behavior (50 percent). At the same time, it is clear that media are just one of many tools parents use, and that they are much more likely to turn to books, toys, and other activities in these situations than to media. On balance, most parents (69 percent) don't think that new mobile devices, such as smartphones and tablets, have made parenting any easier; only 4 percent feel strongly that they have made parenting easier, compared with 43 percent who feel strongly that they have not.

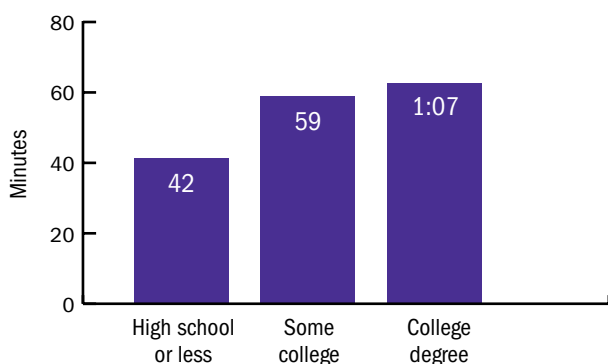
Table 5: Use of Media as a Parenting Tool

Among Hispanic parents of 0–8 year-olds, percent who are very/somewhat likely to use each tool when:

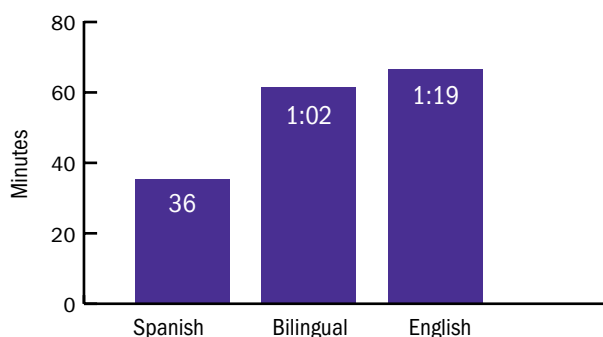
	BOOK	TV	HANDHELD GAME PLAYER	MOBILE DEVICE	COMPUTER	ACTIVITY OR TOY
Making dinner or doing chores	79%	76%	21%	24%	36%	86%
Getting child ready for bed	68%	28%	1%	5%	4%	19%
Calming down an upset child	57%	43%	11%	13%	16%	63%
Rewarding a child for good behavior	74%	72%	30%	31%	50%	86%

Chart 1: Demographic Differences in Time Spent Reading, by Highest Parent Education

Among Hispanic children ages 0–8, average time spent reading per day:

**Chart 2: Demographic Differences in Time Spent Reading, by Dominant Home Language**

Among Hispanic children ages 0–8, average time spent reading per day:



READING

Time spent reading. On average, Hispanic children ages 0–8 read or are read to for almost an hour a day (:52). This includes all reading at home, whether for school or for pleasure, and whether in print, electronic, or online format. The amount of time spent reading or being read to varies by age, from an average of :37 a day for children under 2, to :53 among 2- to 5-year-olds and :57 among 6- to 8-year-olds.

There are substantial differences in the amount of time children spend reading based on their parents' education level and on the primary language spoken at home. Children of Spanish-dominant parents spend the least amount of time reading (:36) compared with children of bilingual parents (1:02) or English-dominant parents (1:19). Similarly, children

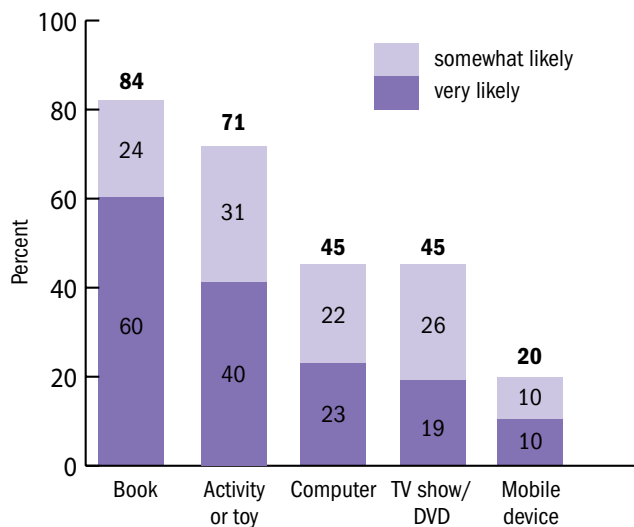
of Hispanic parents with no more than a high school education read significantly less (:42) per day than those whose parents have some college (:59) or have a college or advanced degree (1:07). On the other hand, there are no significant differences in reading time by family income.

Parents themselves report spending an average of just under an hour a day (:56) reading at home (the survey did not specify whether this was for work or pleasure, or how much occurred in print or on other platforms).

Books as a parenting and educational tool. Parents see books as an important educational tool, with 60 percent of parents saying they are “very” and 24 percent “somewhat” likely to give their child a book when they are looking for an educational activity for the child to engage in. Many Hispanic

Chart 3: Books as an Educational Activity

Among Hispanic parents of 0–8 year-olds, percent who are likely to suggest each of the following as an educational activity for their child



parents use books as part of their children's bedtime rituals, with two-thirds (68 percent) saying they are either “very” (45 percent) or “somewhat” (24 percent) likely to give their child a book to read or look at when getting them ready for bed. Non-Hispanic White parents appear to be more likely to use books at bedtime (84% are either “very [59%] or “somewhat” [25%] likely to do so). But within the Hispanic population the likelihood of using books at bedtime does not vary by socio-economic status or language.

Many Hispanic parents report using books as a tool in various other parenting situations, such as when they need to keep their child occupied as they do things around the home (45 percent say they are “very” likely to give their child a book in this situation), or when their child is upset and needs help calming down (23 percent).

Screen media and literacy. Hispanic parents believe that television, computers, and mobile devices have more of a positive than negative effect on children's reading skills. Six in ten (60 percent) parents say computers have a mainly positive effect on children's reading skills, compared with just 10 percent who say they have a mainly negative effect. For television and mobile devices, the positive rates are lower,

Table 6: Impact of Media on Children's Reading Skills—Parents' Perspectives

Among Hispanic parents of 0–8 year-olds, percent who say each medium has a mainly positive or negative effect on children's reading skills

	Mainly positive	Mainly negative
Computers	60%	10%
Television	47%	25%
Mobile devices	32%	26%
Video games	19%	40%

but more still say the net effect of each medium is positive (47 percent vs. 25 percent for television, and 32 percent vs. 26 percent for mobile devices). The exception to this pattern is video games, which 40 percent of parents think has a negative impact on children's reading, compared with 19 percent who say positive.

Parents from different socio-economic groups have different perceptions of the impact of screen media on children's reading skills. Lower-income parents are more likely than others to perceive a positive effect from TV (48 percent, vs. 35 percent of higher-income parents) and computers (66 percent, vs. 46 percent of higher-income parents). But higher-educated parents are more likely to see a positive effect from mobile devices (42 percent of parents with a college degree say mobile media have a mainly positive effect, compared with 28 percent of those with no more than a high school education). Spanish-language parents are more likely than others to think screen media have a negative effect on children's reading skills, especially mobile (38 percent, vs. 8 percent of English-dominant parents).

E-reading. Many Hispanic children now have the opportunity to read on electronic devices—29 percent have a multi-purpose tablet device such as an iPad in the home, while 9 percent have a dedicated e-reader, such as a Kindle or a Nook. However, Hispanic children are still much less likely to have these devices at home than are non-Hispanic White youth (46 percent of White children have tablets and 30 percent have e-readers in the home).

Table 7: Impact of Media on Children's Reading and Speaking Skills—Parents' Perspectives by Socio-economic Status and Dominant Language

Among Hispanic parents of 0–8 year-olds, percent who say each medium has a mainly positive or negative effect on children's reading skills

	INCOME			EDUCATION			DOMINANT LANGUAGE		
	Lower (<\$25,000/ year)	Middle (\$25– \$75,000/ year)	Higher (>\$75,000/ year)	High school or less	Some college	College degree	Spanish	Bilingual	English
Percent who say each medium has mainly a POSITIVE effect on children's....									
Reading skills									
TV	48% ^{ab}	51% ^a	35% ^b	55%	38%	40%	53%	41%	44%
Computer	66% ^a	62% ^a	46% ^b	63%	55%	59%	63% ^a	61% ^{ab}	49% ^b
Mobile	30%	33%	33%	28% ^a	32% ^{ab}	42% ^b	30%	36%	29%
Video games	28%	16%	14%	21%	17%	17%	22%	14%	21%
Speaking skills									
TV	63%	67%	59%	70%	55%	61%	71% ^a	56% ^b	60% ^b
Computer	43% ^a	40% ^a	20% ^b	43% ^a	33% ^{ab}	30% ^b	43% ^a	37% ^a	20% ^b
Mobile	32%	22%	27%	25%	28%	25%	23% ^{ab}	33% ^a	17% ^b
Video games	22% ^a	13% ^{ab}	8% ^b	19%	9%	10%	18%	12%	9%
Percent who say each medium has mainly a NEGATIVE effect on children's....									
Reading skills									
TV	27%	19%	37%	24%	26%	25%	27%	26%	16%
Computer	17%	8%	7%	15% ^a	7% ^{ab}	5% ^b	15% ^a	7% ^{ab}	3% ^b
Mobile	32%	25%	17%	34% ^a	18% ^b	16% ^b	38% ^a	17% ^{ab}	8% ^b
Video games	37%	42%	43%	46%	32%	37%	44% ^a	40% ^{ab}	30% ^b
Speaking skills									
TV	21%	14%	11%	15%	17%	14%	16%	18%	7%
Computer	22%	16%	19%	17%	18%	20%	20%	16%	18%
Mobile	32% ^a	26% ^{ab}	16% ^b	35% ^a	15% ^b	17% ^b	39% ^a	15% ^b	13% ^b
Video games	36%	43%	35%	44%	30%	38%	45% ^a	36% ^{ab}	30% ^b

Note: Within the Income, Education, and Dominant Language columns, percentages with different superscripts differ at the level of $p < .05$. Items that share a common superscript or have no superscripts do not differ significantly. Significance should be read across rows.

Table 8: Mobile Access, by Income

Among Hispanic parents of 0–8 year-olds, percent who own a:

	Lower income (<\$25,000/yr)	Middle income (\$25–75,000/yr)	Higher income (>\$75,000/yr)
Smartphone	40% ^a	64% ^b	81% ^c
iPod Touch/ similar	9% ^a	22% ^b	28% ^b
iPad/other tablet	15% ^a	24% ^a	60% ^b

Note: Only items with different superscripts differ at the level of $p < .05$. Items that share a common superscript do not differ significantly. Significance should be read across rows.

Table 9: Average Time Spent Using Computers and Mobile Digital Media, by Race/Ethnicity

Among 0–8 year-olds with each device in the home, average amount of time spent per day using them

	Hispanic	Non-Hispanic Black	Non-Hispanic White
Computer	:33 ^a	:30 ^{ab}	:22 ^b
Tablet	:34 ^a	:35 ^{ab}	:24 ^b
Smartphone	:19 ^a	:16 ^{ab}	:11 ^b

Note: Only items with different superscripts differ at the level of $p < .05$. Items that share a common superscript do not differ significantly. Significance should be read across rows.

COMPUTERS AND MOBILE MEDIA

Computer and Internet access. Because this was an online survey, it is not an appropriate vehicle for measuring computer or Internet access. However, it is a useful tool for exploring how those who have computers and Internet access use them. Additionally, because the sample for this study was drawn from a survey panel that includes people who were not online when they were recruited (those households were provided with computers and dial-up access so they could participate in surveys), it does as good a job as possible of reflecting the experiences of “offline” families. Thirty-one percent of Hispanic respondents do not own a computer aside from the notebook laptop provided by the research firm so they could participate in surveys (they are free to use the computer and Internet access for whatever other purposes they would like), compared with 9 percent of non-Hispanic Whites. Thirty-seven percent of the Hispanic sample does not have high-speed Internet access, compared with 10 percent of non-Hispanic Whites in the general sample.

Mobile access. Many Hispanic families have access to online content and tools through mobile devices. Sixty-eight percent own some type of Internet-capable mobile device (not including e-readers)—60 percent have a smartphone, 29 percent

have a tablet such as an iPad, Kindle FIRE, or Galaxy Tab, and 20 percent own an iPod Touch or similar device. Hispanic parents own smartphones (60 percent) at a lower rate than non-Hispanic White parents (70 percent), and they are less likely to own a tablet device (46 percent of White parents own one).

There are significant socio-economic differences in mobile access among Hispanic parents. Among lower-income Hispanic families (less than \$25,000 a year), less than half (40 percent) own a smartphone, whereas among middle- and higher-income families, two-thirds or more do. Fifteen percent of lower-income families own tablet devices such as iPads or similar products, compared with 60 percent of those earning over \$75,000 a year. Ownership patterns also vary by parent’s primary language: 77 percent of those who are English-dominant own a smartphone, compared with 43 percent of those who are Spanish-dominant.

Time with computers. On average, Hispanic children ages 0–8 who live in a home with a computer spend a little more than a half-hour a day using it (:33). More than half (58 percent) of 2- to 5-year-olds and 80 percent of 6- to 8-year-olds in homes with computers have ever used them. Among those who do use a computer, the most common activities are playing games (65 percent often or sometimes do this), listening to music (49 percent), watching videos on sites like YouTube (46 percent), watching TV shows (39 percent), and searching

Table 10: Top Computer Activities among Hispanic Children

Among Hispanic children ages 0–8 who use a computer, percent who engage in each activity often or sometimes:

Play games	65%
Listen to music	49%
Do homework	47%
Watch YouTube or other videos	46%
Watch TV shows online	39%
Search for online information	37%
Visit virtual worlds	15%
Post photos or videos	9%
Visit social networking sites	5%

for information (37 percent). Relatively few young computer users are visiting virtual worlds (15 percent often or sometimes do this), posting photos or music (9 percent) or visiting social networking sites (5 percent).

Time with mobile devices. On average, Hispanic children spend 25 minutes a day using mobile devices such as smartphones (:12) and tablets (:13). Among families that own each of these devices, children spend an average of :34 a day using a tablet and :19 a day using a smartphone. Use of smartphones by those who own one varies by age, from an average of :06 among the youngest children to :20 and :23 a day respectively among the older groups (among children whose families own a smartphone). Children in families with higher incomes that own smartphones spend significantly less time on them (:10) than lower-income children with smartphones do (:24). If a family has a tablet at home, use does not vary based on gender or socio-economic status.

Demographic differences. If a Hispanic family owns a computer, smartphone, or tablet, their children tend to spend more time using them than children in non-Hispanic families with these devices. For example, Hispanic children spend an average of :11 more per day using the computer than non-Hispanic White children with a computer; :10 more using a tablet; and :08 more using a smartphone.

Attitudes toward computer and mobile media skills. The majority of Hispanic parents (60 percent) agree that their child needs to be skilled with computers and new devices like tablets to be successful in life (38 percent disagree). Lower-income and less-highly-educated parents are less likely than others to say their child needs digital skills to succeed: for example, 52 percent of high-school-educated parents vs. 74 percent of those with a college degree agree that their child needs such skills.

The vast majority of Hispanic parents are confident about their child's skill levels—only 16 percent say they are strongly or somewhat concerned that their child's peers may be able to use computers and tablets better than their child can (82 percent disagree with this statement). But parents are more concerned about a different aspect of mobile media use—half (50 percent) say they are worried about their child becoming addicted to gadgets like smartphones or iPads, compared with 48 percent who say they are not.

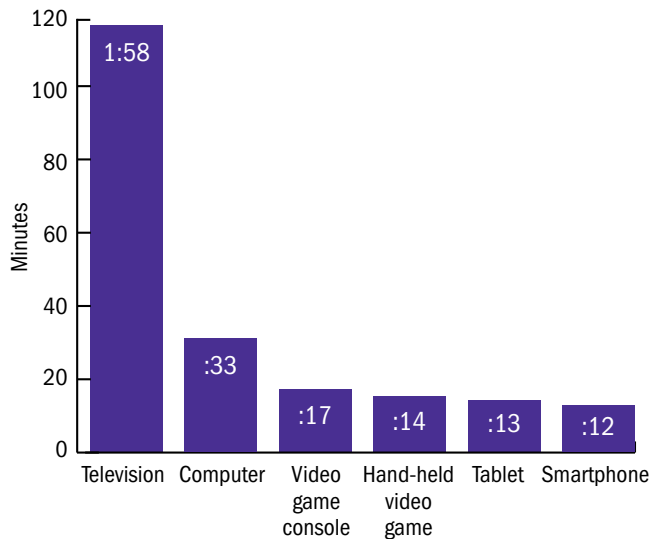
TELEVISION

Access and use. Almost all (99 percent) Hispanic families have at least one television set in the home. Among these, 69 percent have access to cable or satellite programming. Many also have ways to time-shift their viewing—just over a third (38 percent) have TVs that are connected to the Internet, so they can download or stream programming, and the same proportion (38 percent) have a digital video recorder (DVR) such as TiVo or another service provided through their cable or satellite company.

About one in three (36 percent) of Hispanic parents say the TV is usually left on in their home, whether anybody is watching it or not, either “all” or “most” of the time. Nearly half (49 percent) of Hispanic children ages 8 or under have a TV set in their bedroom.

Chart 4: Time Spent with Media

Among Hispanic children ages 0–8, average amount of time spent each day with:



Watching TV together is a popular family activity, with 48 percent saying this is something their family enjoys “a lot” and another 39 percent saying they enjoy it “somewhat.” On average, Hispanic children spend just under two hours a day watching TV (1:58), while the parents themselves average 2:40 of their own viewing. Time spent watching TV by children varies by age, from an average of 1:19 a day among those under 2, to 2:06 a day for those in the 6- to 8-year-old group (2:02 among 2- to 5-year-olds).

Socioeconomic differences in television access. There are some significant differences between Hispanic families from different socio-economic groups with regard to television in the home, but despite these differences there are no statistically significant differences in the average amount of time children from different economic groups spend watching TV.

For example, access to cable or satellite television varies substantially by income, with 81 percent of higher-income families subscribing to such services, compared with 47 percent of lower-income ones. Likewise, higher-income families are

Table 11: TV in the Home, by Income

Among Hispanic families with 0–8 year-olds, percent that:

	Lower income (<\$25,000/yr)	Middle income (\$25-75,000/yr)	Higher income (>\$75,000/yr)
Have a TV in the home	99%	99%	100%
Have cable or satellite TV	47% ^a	76% ^b	81% ^b
Have a DVR	16% ^a	39% ^b	62% ^c
Have a TV in the child's bedroom	54% ^a	54% ^a	28% ^b
Say the TV is left on all or most of the time in the home	49% ^a	32% ^b	30% ^b
Enjoy watching TV together as a family a lot or somewhat	91% ^a	89% ^a	76% ^b
Average time child spends watching TV per day	1:54	2:05	1:47

Note: Only items with different superscripts differ at the level of $p < .05$. Items that share a common superscript do not differ significantly. Significance should be read across rows.

significantly more likely to be able to time-shift their children's viewing (and fast-forward through commercials), since 62 percent have a DVR, compared with 16 percent of lower-income families.

But while access to premium content and the ability to time-shift viewing increase with income, the overall presence of TV within the home and in family life decreases with income and education. For example, 91 percent of lower-income families say watching TV together is something their family enjoys doing a lot or somewhat, compared with 76 percent of higher-income families. Likewise, 54 percent of lower-income families report having a TV in their child's bedroom, compared with 28 percent among the higher-income group. Additionally, 49 percent of those in the lower-income group say the TV is usually on in their home, compared with 30 percent of those in the higher-income group. These differences could be a matter of preference, or could be due to some other factor

such as whether the child has to share a bedroom, the types of activities the family can afford to do together, or how often the parent is home. But as mentioned above, despite all these differences, there are no statistically significant differences in the amount of time Hispanic children from different economic groups spend watching TV.

Differences by race/ethnicity. Hispanic children spend more time watching television than non-Hispanic White children do, and less time than non-Hispanic Black children do. Among 0- to 8-year-olds, Hispanic children spend an average of 1:58 per day watching TV, compared with 1:39 among non-Hispanic White children, and 2:23 among non-Hispanic Black children.

VIDEO GAMES

Access and co-engagement. Nearly two-thirds (65 percent) of Hispanic homes with young children have a console video game player, such as an X-Box, Playstation, or Wii, and 44 percent have a handheld video game player, such as a Gameboy, PSP, or DS. Forty-four percent of parents who own a gaming device say playing video games together is something their family enjoys doing “a lot” (16 percent) or “somewhat” (29 percent). Thirteen percent of parents say that they play console video games with their child all or most of the time when their child plays, and 35 percent say they play with their child some of the time.

Socioeconomic differences. Ownership of console game-players varies substantially by income, with 85 percent of higher-income families owning one, compared with half (50 percent) of lower-income families. On the other hand, among those that do own a console player, lower-income families seem to get more enjoyment out of them, with 50 percent saying playing video games is something their family likes doing together a lot or somewhat, compared with 37 percent of higher-income families that own a player. There are no differences by family income in the frequency of parents and children playing video games together.

Time spent playing video games. Hispanic children ages 8 and under spend an average of :31 a day playing video games, include :17 of console games and :14 of handheld games (on a platform such as a Gameboy, PSP, or DS). Parents spend an average of :19 a day playing console games (the survey did not ask about handheld play among parents).

Attitudes about video games. Despite the widespread presence of video games in homes, and the fact that some families enjoy playing them together, Hispanic parents on average have a more negative than positive view of the effect video games have on children. For example, 46 percent say video games have a mainly negative effect on children’s social skills, compared with 14 percent who say positive; and 48 percent say they have a mainly negative effect on children’s behavior, compared with 11 percent who say positive.

Table 12: Impact of Video Games on Children			
Among Hispanic parents of 0–8 year-olds, percent who say video games have mainly a positive or negative effect on children’s:			
	Positive	Negative	No effect
Social skills	14%	46%	37%
Attention span	23%	42%	32%
Creativity	30%	37%	29%
Behavior	11%	48%	38%

Table 13: Impact of Media on Academic Skills

Among Hispanic parents of 0–8 year-olds, percent who say each medium has a mainly positive or negative effect on children's academic skills

	READING		SPEAKING		MATH	
	Positive	Negative	Positive	Negative	Positive	Negative
Television	47%	25%	64%	15%	46%	22%
Computers	60%	10%	37%	18%	57%	11%
Video games	19%	40%	14%	39%	20%	39%
Mobile devices	32%	26%	26%	26%	32%	27%

MEDIA AND EDUCATION

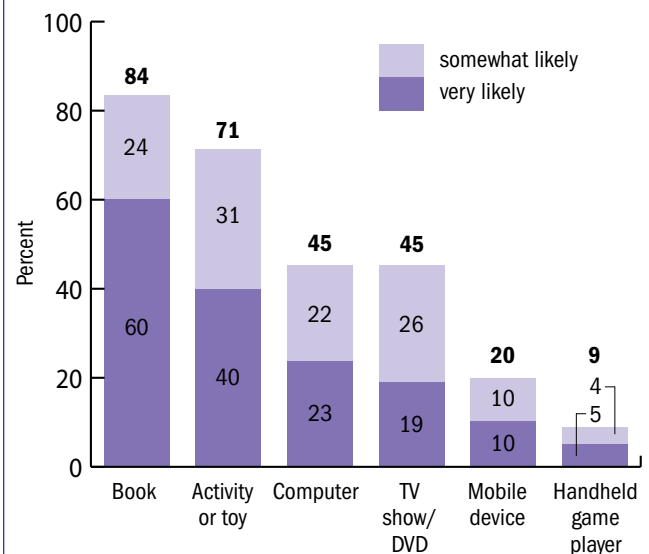
Screens vs. books and activities. When Hispanic parents are looking for an educational activity for their young children, they are most likely to turn to books (60 percent are “very” likely to do so) and then to offering their child a toy or an activity to do (40 percent very likely). Media activities are much further down on the list—23 percent are very likely to let the child use the computer, 19 percent to watch a TV show or DVD, 10 percent to give him or her a mobile device to use, and 5 percent to play with a handheld game player like a Gameboy, PSP, or DS.

Impact of screen media on literacy and academic skills.

Although most Hispanic parents don't turn to media first when looking for an educational activity for their child, they are more likely to attribute a positive than a negative effect to media use on their children's academic skills, with the exception of video games. For example, 64 percent say television has a mainly positive effect on children's speaking skills, 60 percent say computers have a mainly positive effect on children's reading skills, and 57 percent say computers have a mainly positive effect on children's math skills. The only medium parents are more likely to attribute a negative than positive effect to when it comes to academic skills is video games.

Chart 5: Educational Activities and Media

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



Methodology

This report presents the results of a nationally representative survey of 663 Hispanic parents of children ages 8 or under. The survey was conducted online by the firm GfK, from November 27 through December 10, 2012, and was offered in English or Spanish. Forty-eight percent of respondents opted to take the survey in English, while 52 percent opted for Spanish.

This is a revised and corrected report. The original report was issued in December 2013, but due to a weighting error by the research firm GfK, this corrected report was necessary.

The survey was conducted among a broad population of parents from various ethnicities, but this report is based on findings among the 663 Hispanic respondents only. In the original analyses, responses from the over-sample of Hispanic parents were weighted to reflect their natural occurrence in the population. In this report, the findings among Hispanic parents have been analyzed separately. The completion rate among Hispanic parents who were invited to take the survey was 44 percent, and the margin of error is +/-7.00 percentage points.

The purpose of the survey was to document how much time Hispanic infants, toddlers, and young school-aged children spend using media, the types of media they use, their parents' attitudes toward various types of media, and the media-related environment in their homes. A copy of the full questionnaire, and the topline results among all Hispanic respondents, can be found in the Appendix to this report.

The survey used GfK's KnowledgePanel, an online probability panel recruited through random-digit-dial telephone surveys and address-based sampling. Recruits who were not already online were provided with computers and dial-up Internet access so they could serve on the panel. Online surveys that use convenience panels (rather than the probability panel used here) include only respondents who are already online, and

who volunteer or are recruited to participate through word of mouth. In a probability sample, results are more reliable, since only persons who are recruited through the random-sampling techniques mentioned above are eligible to participate.

Throughout the report, when we refer to "Hispanic families" we mean those with children in this age range. Occasionally we refer simply to "families" or "parents" by which we mean Hispanic parents with children age 8 or under, or "children," by which we mean Hispanic children in this age range. For purposes of this report, "lower-income" families refers to those earning less than \$25,000 a year, "middle-income" means those earning \$25,000 to 75,000, and "higher-income" includes those earning more than \$75,000 a year.

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

In tables where statistical significance has been calculated, the results are noted in a series of superscripts (a, b, or c). Only items with different superscripts differ significantly; those that share a common superscript (or that have no superscripts) do not differ significantly ($p < .05$). Times are presented in hours:minutes. For example, 1:30 denotes an hour and a half. Throughout the report, an asterisk (*) indicates a value of more than zero, but less than .5.

Appendix: Survey Topline

Conducted November 27–December 10, 2012

N=663

Q1A. Please mark the box that best describes where [Childname] fits in your family.

An only child	20
The youngest child	53
A middle child	13
The oldest child	14

**Q1B. Besides [Childname's] parents, which other adults, if any, live at your home?
(Indicate the adult's relationship to [Childname].)**

Aunt(s)	5
Uncle(s)	9
Grandparent(s)	18
Other relatives	5
Other unrelated adults	2
No other adults live in home	71

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

Yes	54
No	45

Q3. We understand that there are many different types of households and that children may have more than one residence. Does [Childname] live full-time with you, or does [IF GENDER=1, USE he; IF GENDER=2, USE she] live in more than one household?

[Childname] lives full-time with me	95
[Childname] splits his/her time between more than one household	4

Q4. [IF Q3=2, SHOW: When [Childname] is staying at your home,] how much time do you personally spend with [IF GENDER=1, USE him; IF GENDER=2, USE her] on a typical *weekday*?

All or almost all of the day	30
Most of the day	18
About half of the day	30
A few hours	20
Less than a few hours	2

Q5. [IF Q3=2, SHOW: When [Childname] is staying at your home,] how much time do you personally spend with [IF GENDER=1, USE him; IF GENDER=2, USE her] on a typical *weekend* day?

All or almost all of the day	75
Most of the day	17
About half of the day	5
A few hours	3
Less than a few hours	*

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

a. You	38
b. Your spouse	13
c. Both equally	47
d. Someone else	1

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

Yes	5
No	95

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

	A lot	Somewhat	Not too much	Not at all
a. Easy and adaptable	57	34	7	2
b. Active and energetic	68	23	6	3
c. Easily overwhelmed or overstimulated	7	17	34	41
d. Fidgets and squirms frequently	12	27	35	26
e. Has difficulty focusing	5	16	30	49

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

None	1
One	16
Two	35
Three	25
Four	16
Five	5
Six	1
Seven	2
More than seven (specify)	*

[IF Q7>0]

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

Always	7
Most of the time	29
Some of the time	42
Hardly ever	19
Never	2

[IF Q7>0]

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

Cable or satellite TV	69
A laptop or desktop computer (do not include the computer provided by GfK, formerly Knowledge Networks)	69
High-speed Internet access (such as cable, wireless, or DSL)	63
A video game player (such as an X-box, Playstation, or Wii)	66
A handheld video game player (like a Gameboy, PSP, or Nintendo DS)	44
A DVR (digital video recorder) like TiVo or through your cable company	38
A DVD player	71
A smartphone, that is, a cellphone that can be used to send email, watch videos, download apps, or access the Internet (like an iPhone, Galaxy, or Droid)	60
An e-reader (like a Kindle or a Nook)	9
A video iPod (like an iPod Touch)	20
A tablet device (like an iPad, Kindle FIRE, or Galaxy Tab)	29

[IF Q7>0]

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

Among All

Yes	38
No	54
Not sure	7

Q11A. Which of the following items, if any, are available in [Childname]'s room? [RANDOMIZE RESPONSE OPTIONS.]

Among all

[IF Q7>0] Television set	49
[IF Q9=4] Video game console	12
[IF Q9=7] DVD player	19
Computer	7
None of the above	48

[IF Q11A=4]

Q11B. Is the computer in [Childname]'s room connected to the Internet?

Among all

Yes	6
No	1
No computer in child's room	93

Q11C. Does [Childname] have [his/her] own:

Cellphone	3
iPod Touch or similar video iPod	3
Educational game player like Leapster	19
Other handheld game player like Nintendo DS or PSP	32
iPad or similar tablet	7

[IF Q11C=1]

Q11d. Is [Childname]'s cellphone a smartphone, or not? That is, can you use apps or go online with it?

	<i>Among all</i>
Yes	1
No	1
Child doesn't have cellphone	98

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

	A lot	Somewhat	Not too much	Not at all
a. [IF Q7>0 OR Q9=7] Watching TV or movies together at home (among all)	48	39	12	*
b. Reading together	42	39	15	4
c. Doing things outside together, like playing, taking a walk, or going to the park	55	35	8	1
d. Doing indoor activities together, like playing with toys, games, or art projects (not TV or video games)	41	43	11	4
e. [IF Q9=4, 5, 8, 10, 11] Playing video games together (among all)	13	24	29	17
f. Playing or attending sports events together	23	28	33	16
g. Participating in clubs or other groups together	11	22	34	32
h. Singing songs or making music together	35	34	21	10
i. Cooking and eating meals together	67	24	6	2
j. [IF Q9=2, 8, 10, 11] Doing things on a computer, tablet, or smartphone together	18	30	32	19

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

Among all

- | | |
|---|------|
| a. [IF Q7>0 OR Q9=7] Watching TV or DVDs | 2:33 |
| b. Using the computer | 1:39 |
| c. Reading | :59 |
| d. [IF Q9=4] Playing video games on a console game player | :17 |
| e. [IF Q9=10 OR 11] Using an iPad, iPod Touch, or similar device | :16 |
| f. [IF Q9=8] Using a smartphone for things like playing games, watching videos, or surfing the Internet (don't count time spent talking on the phone) | :53 |

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

Among all

- | | |
|---|------|
| a. [IF Q7>0 OR Q9=7] Watching TV or DVDs | 3:09 |
| b. Using the computer | 1:24 |
| c. Reading | :54 |
| d. [IF Q9=4] Playing video games on a console game player | :24 |
| e. [IF Q9=10 OR 11] Using an iPad, iPod Touch, or similar device | :16 |
| f. [IF Q9=8] Using a smartphone for things like playing games, watching videos, or surfing the Internet (don't count time spent talking on the phone) | :52 |

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

Among all

- | | |
|---|------|
| a. [IF Q7>0 OR Q9=7] Watching TV or DVDs | 1:50 |
| b. Using the computer | :35 |
| c. Reading | :54 |
| d. [IF Q9=4] Playing video games on a console game player | :15 |
| e. Using a handheld game player (Gameboy, PSP) | :13 |
| f. [IF Q9=10 OR 11] Using an iPad, iPod Touch, or similar device | :13 |
| g. [IF Q9=8] Using a smartphone for things like playing games, watching videos, or surfing the Internet (don't count time spent talking on the phone) | :11 |

Type in any comments you have: OPEN-ENDED RESPONSES

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

Among all

- a. [IF Q7>0 OR Q9=7] Watching TV or DVDs 2:31
- b. Using the computer :35
- c. Reading :58
- d. [IF Q9=4] Playing video games on a console game player :25
- e. Using a handheld game player (Gameboy, PSP) :16
- f. [IF Q9=10 OR 11] Using an iPad, iPod Touch, or similar device :16
- g. [IF Q9=8] Using a smartphone for things like playing games, watching videos, or surfing the Internet (don’t count time spent talking on the phone) :13

Type in any comments you have: OPEN-ENDED RESPONSES

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

Among those who do each activity

	All or most of the time	Some of the time	Only once in a while	Never
a. [IF Q15a OR Q16a > 0] Watching TV	30	58	11	1
b. [IF Q15b OR Q16b > 0] Using the computer	30	48	18	5
c. [IF Q15c OR Q16c > 0] Reading	58	31	10	1
d. [IF Q15d OR Q16d > 0] Playing video games on a console game player	13	35	29	23
e. [IF Q15e OR Q16e > 0] Playing on a handheld game player like a Gameboy, PSP, or DS	11	26	30	33
f. [IF Q15e OR Q16e > 0] Using an iPad, iPod Touch, or similar device	27	47	19	8
g. [IF Q15f OR Q16f > 0] Using a smartphone for things like playing games, watching videos, or surfing the Internet	32	44	12	12

[RANDOMIZE THE ITEMS—KEEP C AND D TOGETHER.]

Q17A. When it comes to the TV shows, movies, video games, apps, or websites [Childname] uses, how do you usually find them?

- a. [Childname] finds them his/herself 29
- b. Recommendations from friends 30
- c. Website reviews 10
- d. Newspaper or magazine reviews 7
- e. I watch/play the content first 55
- f. Reputation of the company or network behind the project 26

[IF MORE THAN ONE OPTION SELECTED IN Q17A]

Q17B. Which way of finding media products for [Childname] do you use most often?

a. [Childname] finds them his/herself	11
b. Recommendations from friends	12
c. Website reviews	6
d. Newspaper or magazine reviews	3
e. I watch/play the content first	55
f. Reputation of the company or network behind the project	13

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

	Very stressed	Somewhat stressed	Not too stressed	Not at all stressed
a. Money	31	37	23	9
b. Work	14	33	26	27
c. Health issues	10	23	39	29
d. Having enough time to get everything done	23	38	25	14
e. Having enough time to spend with your family	15	25	30	30
f. [IF married/partnered] Your relationship with your partner	12	23	27	38
g. Your responsibilities as a parent	17	30	30	24

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

Strongly agree	49
Somewhat agree	43
Somewhat disagree	7
Strongly disagree	1

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

Excellent	31
Good	47
Fair	19
Poor	3

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

[RANDOMIZE STATEMENTS DOWN SIDE.]

	Very concerned	Somewhat concerned	Not too concerned	Not at all concerned	Not relevant for child's age
a. Health and safety	29	20	20	29	2
b. Media use	15	16	27	30	13
c. Social and emotional skills	19	18	25	33	4
d. Literacy skills (reading and letters)	20	14	24	29	13
e. Math and science skills	17	17	21	26	17
f. Verbal skills (talking)	19	12	25	39	4
g. Childcare experiences	14	11	21	29	24
h. Spirituality and religion	16	13	31	28	12
i. Extracurricular activities	11	16	28	27	17
j. Creativity and talent	14	13	27	39	6
k. Cultural awareness	12	18	31	25	13
l. Behavior	20	16	28	33	3
m. Performance in school	25	9	20	26	19
n. Fitness and nutrition	20	20	25	31	3
o. Sleep patterns	15	18	26	36	4

[RANDOMIZE QUESTION ORDER Q22–27. RANDOMIZE STATEMENTS, EXCEPT KEEP C and D TOGETHER, HOLD ORDER FOR Q23 TO Q27.]

Next we want to ask about how you handle some situations that often come up.

Q22. When you are out *at a restaurant* with [Childname], how likely are you to do each of the following?

	Very likely	Somewhat likely	Not too likely	Not at all likely	Don't have
a. Give [him/her] a book to read or look at	19	25	19	34	NA
b. [IF Q7>0 OR Q9=7] Let [him/her] watch a TV show or DVD	5	7	21	64	*
c. [If Q9=5] Let [him/her] play with a handheld game player (Gameboy, DS, PSP)	2	6	8	27	56
d. [If Q9=8, 10, 11] Give [him/her] a mobile device to use, like a smartphone or iPad	8	16	11	32	33
e. Let [him/her] use a computer	3	4	20	70	NA
f. Give [him/her] an activity to do or toy to play with	24	27	16	31	NA

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

	Very likely	Somewhat likely	Not too likely	Not at all likely	Don't have
a. Give [him/her] a book to read or look at	45	34	9	10	NA
b. [IF Q7>0 OR Q9=7] Let [him/her] watch a TV show or DVD	35	41	9	11	*
c. [If Q9=5] Let [him/her] play with a handheld game player (Gameboy, DS, PSP)	8	14	9	12	56
d. [If Q9=8, 10, 11] Give [him/her] a mobile device to use, like a smartphone or iPad	9	15	13	29	33
e. Let [him/her] use a computer	12	25	17	44	NA
f. Give [him/her] an activity to do or toy to play with	55	32	5	6	NA

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

	Very likely	Somewhat likely	Not too likely	Not at all likely	Don't have
a. Give [him/her] a book to read or look at	45	24	12	17	NA
b. [IF Q7>0 OR Q9=7] Let [him/her] watch a TV show or DVD	8	20	13	55	*
c. [If Q9=5] Let [him/her] play with a handheld game player (Gameboy, DS, PSP)	*	1	7	35	56
d. [If Q9=8, 10, 11] Give [him/her] a mobile device to use, like a smartphone or iPad	2	3	11	51	33
e. Let [him/her] use a computer	1	3	14	80	NA
f. Give [him/her] an activity to do or toy to play with	6	13	17	63	NA

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

	Very likely	Somewhat likely	Not too likely	Not at all likely	Don't have
a. Give [him/her] a book to read or look at	23	34	13	28	NA
b. [IF Q7>0 OR Q9=7] Let [him/her] watch a TV show or DVD	15	28	15	41	*
c. [If Q9=5] Let [him/her] play with a handheld game player (Gameboy, DS, PSP)	4	7	9	25	56
d. [If Q9=8, 10, 11] Give [him/her] a mobile device to use, like a smartphone or iPad	4	9	14	39	32
e. Let [him/her] use a computer	5	11	16	66	NA
f. Give [him/her] an activity to do or toy to play with	28	35	11	25	NA

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

	Very likely	Somewhat likely	Not too likely	Not at all likely	Don't have
a. Give [him/her] a book to read or look at	60	24	7	6	NA
b. [IF Q7>0 OR Q9=7] Let [him/her] watch a TV show or DVD	19	26	21	30	*
c. [If Q9=5] Let [him/her] play with a handheld game player (Gameboy, DS, PSP)	5	4	12	23	56
d. [If Q9=8, 10, 11] Give [him/her] a mobile device to use, like a smartphone or iPad	10	10	16	30	33
e. Let [him/her] use a computer	23	22	22	30	NA
f. Give [him/her] an activity to do or toy to play with	40	31	12	14	NA

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

	Very likely	Somewhat likely	Not too likely	Not at all likely	Don't have
a. Give [him/her] a book to read or look at	41	33	14	9	NA
b. [IF Q7>0 OR Q9=7] Let [him/her] watch a TV show or DVD	42	30	10	14	*
c. [If Q9=5] Let [him/her] play with a handheld game player (Gameboy, DS, PSP)	16	14	4	9	56
d. [If Q9=8, 10, 11] Give [him/her] a mobile device to use, like a smartphone or iPad	16	16	13	22	33
e. Let [him/her] use a computer	26	24	15	31	NA
f. Give [him/her] an activity to do or toy to play with	50	36	5	6	NA

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

	Very likely	Somewhat likely	Not too likely	Not at all likely	Don't have
a. Take away reading time	9	8	23	58	NA
b. [IF Q7>0 OR Q9=7] Take away TV or DVD time	58	17	5	18	*
c. If Q9=5] Take away time with their handheld game player	27	7	1	9	56
d. [If Q9=8, 10, 11] Take away time they can spend playing with mobile devices (e.g., smartphone, iPad)	37	9	4	17	33
e. Take away computer time	52	12	7	26	NA
f. Take away time with an activity or toy	48	23	8	19	NA

[RANDOMIZE STATEMENTS DOWN SIDE, HOLD ORDER FOR Q30–32.]

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

	Very positive	Somewhat positive	Neither	Somewhat negative	Very negative
a. Reading skills	16	31	27	14	11
b. Speaking skills	24	40	19	9	6
c. Math skills	14	32	31	12	9
d. Social skills	13	35	26	15	9
e. Physical activity	12	19	19	25	23
f. Attention span	14	28	25	19	13
g. Creativity	20	39	20	12	8
h. Behavior	10	25	31	22	11
i. Sleep	7	11	42	23	15

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

	Very positive	Somewhat positive	Neither	Somewhat negative	Very negative
a. Reading skills	18	43	27	7	3
b. Speaking skills	12	25	42	12	6
c. Math skills	18	39	30	8	3
d. Social skills	7	27	37	19	7
e. Physical activity	5	11	34	25	21
f. Attention span	11	27	36	17	7
g. Creativity	17	46	23	8	3
h. Behavior	7	18	52	14	5
i. Sleep	4	8	55	18	13

Q31. In general, for children who are [Childname]’s age, do you think VIDEO GAMES mainly have a POSITIVE or NEGATIVE effect on their: [RANDOMIZE STATEMENTS DOWN SIDE.]

	Very positive	Somewhat positive	Neither	Somewhat negative	Very negative
a. Reading skills	4	15	38	21	20
b. Speaking skills	4	11	43	22	17
c. Math skills	2	18	38	20	19
d. Social skills	2	11	37	24	22
e. Physical activity	3	13	29	25	28
f. Attention span	4	18	32	23	19
g. Creativity	4	26	29	20	18
h. Behavior	2	9	38	29	19
i. Sleep	2	4	45	24	23

Q32. In general, for children who are [Childname]’s age, do you think MOBILE DEVICES like smartphones, video iPods, and iPads mainly have a POSITIVE or NEGATIVE effect on their: [RANDOMIZE STATEMENTS DOWN SIDE.]

	Very positive	Somewhat positive	Neither	Somewhat negative	Very negative
a. Reading skills	7	26	38	11	14
b. Speaking skills	7	19	46	11	14
c. Math skills	6	26	39	12	15
d. Social skills	4	16	41	17	20
e. Physical activity	4	7	39	23	24
f. Attention span	7	18	36	19	17
g. Creativity	8	27	33	12	15
h. Behavior	4	12	49	15	17
i. Sleep	3	6	50	17	20

Q33A. Does [Childname] ever use the computer?

Yes	60
No	40

Q33B. [IF Q33A=1] How often does [Childname] use the computer or Internet for the following activities?
[RANDOMIZE STATEMENTS DOWN SIDE.]

	Often	Sometimes	Hardly ever	Never	Doesn't use computer
a. Playing games	15	24	12	9	40
b. Visiting virtual worlds	2	7	7	44	40
c. Watching TV shows	6	18	9	27	40
d. Watching videos on YouTube or similar sites	7	21	11	22	40
e. Listening to music	10	20	8	23	40
f. Posting photos, videos, or music	1	4	6	48	40
g. Searching for information	6	17	9	28	40
h. Visiting social networks like Facebook or Togetherville	1	2	4	53	40
i. Doing homework	10	18	8	24	40

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

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. Smartphones and tablet devices make parenting easier	4	26	26	43
b. [Childname] needs to be skilled with computers and new tablet devices to be successful in life	20	40	18	20
c. I am concerned that [Childname] may become addicted to new mobile media like smartphones or tablet devices	20	30	20	28
d. Negotiating media use causes conflicts in our home	5	20	25	48
e. I am concerned that [Childname]'s peers may be able to use computers and tablet devices better than him/her	5	12	32	49
f. My partner and I usually agree when it comes to making decisions about [Childname]'s media use (if married/partnered)	52	33	10	4
g. I worry about [Childname]'s exposure to media when he/she is at someone else's home and not with me	19	34	20	25
h. I use media as a way to connect with [Childname]	2	15	25	56

Q34A. Why do you think smartphones and tablet devices have made parenting easier?

Among those who say smartphones and tablets make parenting easier

a. I can keep in touch with my children by phone or text	41
b. These devices have lots of fun things to keep kids entertained	69
c. These devices have lots of educational content that teaches important lessons	67
d. These devices help me get things done quicker	47
e. Other	8

Q34B. Why do you think smartphones and tablet devices haven't made parenting easier?

Among those who say smartphones and tablets have NOT made parenting easier

a. They are just one more thing for kids and parents to fight about	27
b. Kids always have their heads buried in their devices and it's harder to get their attention	62
c. Kids don't learn social skills because they spend so much time on devices	54
d. Kids get addicted to these media	63
e. Other	9

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

	All or most of the time	Some of the time	Hardly ever	Do not have rules about this	Child is too young/ doesn't use media
a. What TYPES of TV shows, games, and websites [Childname] can use	53	21	9	2	14
b. How LONG [Childname] can watch or play TV shows, games, or websites	45	30	10	3	10

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

	1 (No understanding)	2 (Little)	3 (Some)	4 (Good)	5 (Full understanding)
a. Advanced search	16	13	22	20	27
b. PDF	33	15	14	16	20
c. Spyware	32	17	14	16	20
d. Wiki	35	17	13	16	17
e. Cache	43	18	13	12	12
f. Phishing	43	17	13	12	13

Q37. We're interested in where you get advice about parenting. How likely are you to go to the following sources when searching for parenting advice or information? [RANDOMIZE STATEMENTS A–H; KEEP I–L AS A BLOCK BUT RANDOMIZE I–K; KEEP L LAST.]

	Very likely	Somewhat likely	Not too likely	Not at all likely	Not applicable
a. Friends	16	44	19	11	7
b. Child's pediatrician	33	38	13	8	6
c. Child's teacher/childcare provider	20	37	18	10	13
d. Faith or religious leader	17	26	25	14	16
e. [If married/partnered] Your spouse or partner	65	24	8	3	—
f. Books or magazines	21	38	17	12	10
g. Parenting websites or blogs	17	26	24	15	15
h. Social network sites	8	13	33	26	19
i. Your mother	42	29	13	6	8
j. Your father	30	23	19	10	17
k. [If married] Your in-laws	25	32	28	16	—
l. Another relative	19	34	22	14	10

Q38A. Next, we have a few more quick questions. How tall is [Childname] in feet and inches?

Q39. How many pounds does [Childname] weigh?

Q40. How much does the following statement describe you: "I am often sad or depressed." Is that:

a. A lot like you	7
b. Somewhat like you	12
c. Not too much like you	33
d. Not at all like you	48

* Indicates a value of more than 0 but less than .5.

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