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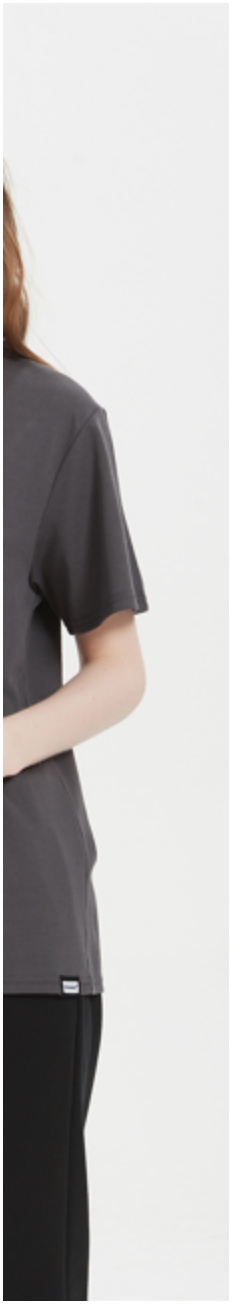
Be sure to check out [ScreenTime Action Network Fairplay](#)and sign up for their News You Can Use Updates

https://docs.google.com/document/d/1qodE3AQiHENzMESkTLMcAJngvRbyHPhR/edit

Digital devices and learning

Various studies have shown that the use of internet-connected devices has harmful effects on learning. Here are just a few.

- **A 2018 study found that restricting children's screen time was associated with improved performance in cognition. [3]**
- **Scientists from Western Sydney University, Oxford University and the University of Manchester found that internet use caused changes in aspects of cognition,affecting memory and social activity. [4]**
- **Using mobile phones during a break from work was shown to reduce performancesubsequently. [5]**
- **A University of Chicago study found that even the presence of a smart phone reduced 'available cognitive capacity' and the greatest losers were those who were most dependent on smart phones. [6]**



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2. Associations between 24 hour movement behaviours and global cognition in US children: a cross-sectional observational study
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6. **Adrian F Ward, Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity, Journal of the Association for Consumer ResearchVolume 2, Number 2, 2017,**

The Impact of Screens on Children's Health and Wellbeing School, State and Federal Policy

Screen use in children and teens has escalated to unprecedented levels. In 2020, the American Academy of Child and Adolescent Psychiatry estimated that on average, children ages 8-12 in spend 4-6 hours a day watching or using screens, and teens spend up to 9 hours. A study in JAMA Pediatrics found adolescents screen time has doubled since the pandemic.

A 2022 Pew Research Center survey found 35% of teens are "nearly constantly" on at least one of the top five social media platforms: YouTube, TikTok, Instagram, Snapchat, and Facebook. Yet research indicates that adolescents who spend more than 3 hours per day using social media may be at heightened risk for mental health problems,

Children starting screens early in life under two years old **associated** with speech and language delays. Studies have found children's excessive use of screens and digital media with a myriad of adverse effects including social (social skills, cyberbullying), psychological (depression, **aggression,** suicidal ideation, social emotional development, obsessive compulsive disorder), neurodevelopmental (cognitive development, visual motor, attention), and physical (obesity, eye disease, metabolic syndrome, reduced sleep time) consequences.

Scientists state the chronic sensory overstimulation of excessive screen time on brain development in youth will increase the risk of neurodegeneration and early onset dementia in in

adulthood that will “result in widespread societal and economic distress” and “Preventative measures must be set in place immediately including investments and interventions in public education, social policy, laws, and healthcare.”

The largest long-term study of brain development and youth health in the U.S., the Adolescent Brain Cognitive Development (ABCD) Study, funded by NIH with 21 research sites across the country, analyzing brain scans of over 4,000 children who use electronic devices for seven hours or more each day have premature thinning of the brain cortex, the outer brain layer that processes information from the five physical senses (taste, touch, sight, smell and sound).

Expert Recommendations

In late May, U.S. Surgeon General Vivek Murthy, MD, issued an advisory on social media and youth mental health, calling for technology companies to do better, policymakers to strengthen safety rules, and researchers to focus on the issue.

The American Psychological Association has issued a set of recommendations on social media use in youths that includes limiting harmful content and screening youth for “problematic social media use” that can impair daily life and risk serious psychological harms.

The American Academy of Pediatrics discourages media use by children younger than 2 and recommends limiting older children's screen time to no more than one or two hours a day.

Unesco, the United Nation’s education, science and culture agency released a report in 2023 entitled “Global education monitoring report, 2023: technology in education: a tool on whose terms?” stating that there was scientific evidence that excessive mobile phone use was linked to reduced educational performance and that high levels of screen time had a negative effect on children’s mental health and emotional stability.

“Even if connectivity was universal, it would still be necessary to demonstrate, from a pedagogical point of view, that digital technology offers real added value in terms of effective learning, especially at a time when we are all becoming aware of the risks of excessive screen time.”

“There is little robust evidence on digital technology’s added value in education. Technology evolves faster than it is possible to evaluate it: Education technology products change every 36 months, on average. Most evidence comes from the richest countries. In the United Kingdom, 7% of education technology companies had conducted randomized

controlled trials, and 12% had used third-party certification. A survey of teachers and administrators in 17 US states showed that only 11% requested peer-reviewed evidence prior to adoption.

A lot of the evidence comes from those trying to sell it. Pearson funded its own studies, contesting independent analysis that showed its products had no impact."

Protective Policy

Governments have banned cell phones in schools due to the impact on children's learning range from France, Netherlands, Finland nd Israel, China, Australia Ontario and Greece to Ghana, Rwanda: and Uganda.

According to the National Center for Education Statistics, in 2020, cellphone bans were in place in 76% of U.S. schools. Public schools and districts from Pennsylvania, Maine, and New York to Missouri, to California, have instituted various types of cell phone and digital device bans, generally citing the cell phones ability to distract students from learning goals.

Parents are organizing to support healthier screen use initiatives. In Maryland for example, the Montgomery County Parent Teacher Association passed a resolution to combat excessive screen time and learning loss by passing the nation's first parent-led Digital Balance Resolution.

Research is finding these bans have a positive overall impact on academic attainment and student wellbeing. For example, research on two regions in Spain that banned phones in schools found significant reductions of bullying incidence as well as positive impacts on learning math and science. Banning smartphones in Norwegian middle schools significantly increased girls' grade point average improved their math test scores and increased their likelihood of attending an academic high school track.

State Laws

The New Hampshire executive order signed by Gov. Chris Sununu that aims to address the impact of social media on children calling on the attorney general to investigate the possible harmful effects of social media and create an educational curriculum for students.

Numerous states have passed bills to address various issues related to children and screens.

- New Jersey: S-715/A-1992 forms a commission, comprising experts, educators, and advocates, tasked with investigating the impact of social media on youth. They are proposing usage standards and strategies to mitigate its adverse effects within one year.
- Utah: The Utah Social Media Regulation Acts SB 152 and HB 311 restrict children and teens from using social media without their parents' consent and social media companies will have to instate a curfew for minors in the state, barring them from using

their accounts from 10:30pm to 6:30 am. In addition, social media companies: cannot collect a minor's data, target minor's social media accounts for advertising or target minor's social media accounts with addictive designs or features.

- Maryland: HB1110 mandated the development of Digital Best Practices for screens in the the classroom.
- Louisiana passed HB548 requiring the state Department of Education to develop and distribute health and safety guidelines relative to best practices for the use of digital devices in public schools, resulting in these guidelines:
- California: AB 2273, the bipartisan Age-Appropriate Design Code Act requires tech companies to default to privacy and safety settings 'that protect children's mental and physical health and well-being.'
- Florida: HB 379 prohibits the use of TikTok on devices owned by school districts and through internet access provided by districts. Cell phones cannot be used during lessons unless "expressly directed by a teacher solely for educational purposes."
- Minnesota: 124D.166 says preschool and kindergarten students can only use an individual-use screen, like an iPad or tablet with engagement from a teacher or other adult.
- Arkansas legislation requires minors to get their parents' permission to create a new account.
- Montana: SB 429 banned the social media app TikTok.

Examples of Proposed Federal Policy

At the federal level, Rep. Chris Stewart (R-UT) introduced the Social Media Child Protection Act, which would make it unlawful for social media platforms to provide access to children under the age of 16.

U.S. Senators Brian Schatz (D-Hawai'i), Tom Cotton (R-Ark.), Chris Murphy (D-Conn.), and Katie Britt (R-Ala.) introduced the Protecting Kids on Social Media Act would set a minimum age of 13 to use social media apps and would require parental consent for 13 through 17 year-olds.

Sen. Blumenthal, Sen. Dick Durbin (D-IL) and Sen. Mazie Hirono (D-HI) reintroduced the Clean Slate for Kids Online Act, which would require that websites delete data collected from children under 13 upon their request

Lawsuits

The Social Media Victims Law Center in Seattle has sued more than a dozen cases against the world's biggest social media companies, alleging wrongful death, emotional and mental damage caused by cyberbullying, and the intentional creation of products children find addicting.

A multidistrict litigation claim filed in the U.S. District Court for the Northern District of California by 235 school districts, individuals and local and state governments against Google, Meta (Facebook), Snap (SnapChat) and ByteDance (TikTok) states:

> *American children are suffering an unprecedented mental health crisis fueled by Defendants' addictive and dangerous social media products.*
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> *Instagram, Facebook, TikTok, Snapchat, and YouTube have rewired how our kids think, feel, and behave. Disconnected "Likes" have replaced the intimacy of adolescent friendships. Mindless scrolling has displaced the creativity of play and sport. While presented as "social," Defendants' products have in myriad ways promoted disconnection, disassociation, and a legion of resulting mental and physical harms.*

V

The American Academy of Child and Adolescent Psychiatry Screen Time and Children
https://www.sciencedirect.com/science/article/abs/pii/S0927537116300136?casa_token=BftSuGlPHFsAAAAA:Si6NTOo4pga0c0zwLi9owgonliECr1raGURE3FrlsbFpR9QiDlfPE8nVCygV9R9Rb3_2hvRn9Q

https://cep.lse.ac.uk/pubs/download/dp1350.pdf

The Impact of Screens on Children's Health and Wellbeing

Escalating Screentime

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Governments That Bans on Cell Phones in Schools

France: Classrooms, hallways, playgrounds for students up to 14 years old (2018).

Netherlands to ban cell phones and other devices to be banned from classrooms.

Australia: Most regions have bans including New South Wales, Tasmania, Victoria, South and Western Australia.

Israel: (2016)

Ghana: (2018).

Rwanda: Primary and secondary schools (2018)

Uganda

China: The Education Ministry said the move is to protect their eyesight and improve their concentration in class (2021)

Canada: Ontario Educational ministry bans cell phones in classrooms.

Greece: Ban in primary and secondary school classrooms.

Links to learn more
https://www.theguardian.com/world/2023/jul/26/put-learners-first-unesco-calls-for-global-ban-on-smartphones-in-schools?

Cellphone Distraction in the Classroom Can Lead to Lower Grades, Rutgers Study Finds

https://www.nea.org/advocating-for-change/new-from-nea/cellphone-bans-school-are-back-how-far-will-they-go#:~:text=According%20to%20the%20National%20Center,restrictions%20on%20cellphones%20than%20others.

https://nces.ed.gov/programs/digest/d21/tables/dt21_233.50.asp

Policy on Screens and Children

In all, more than 11,000 children will be followed for a decade to assess how various childhood experiences and environments affect brain development and psychological health.
As noted by the researchers:

“The data will provide a resource of unprecedented scale and depth for studying typical and atypical development.”
These preliminary findings, based on the

Quotes
“Even though mobile phones are intertwined with our lives, they do not belong in the classroom,” education minister of Netherlands Robbert Dijkgraaf said.
“Students need to be able to concentrate and need to be given the opportunity to study well. Mobile phones are a disturbance, scientific research shows. We need to protect students against this.”

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https://www.neuroregulation.org/article/view/23383

> Over the past 2 decades, there has been a significant increase in the prevalence of autism, attention-deficit/hyperactivity disorder (ADHD), anxiety, depression, and pediatric suicidal behavior. Based upon the evolutionary perspectives of Nassim Taleb and educator Joseph C. Pearce, discussed are three identified behavioral risk factors that may contribute to activate, maintain, and increase the prevalence and severity of these disorders. These include the reduction of infant and caretaker bonding, increase in screen time, and disruption of circadian rhythms. Prevention strategies are suggested to reduce the risk factors.

Sapien 2023 Report: Age of First Smartphone/Tablet and Mental Wellbeing Outcomes found there are cumulative effects of smartphones obtained in childhood on mental wellbeing and getting a smartphone at a younger age increases impacts to mental wellbeing. Smartphones were found to hinder development of social skills and social bonds and the problems most significantly related to the age of first smartphone acquisition were suicidal thoughts, feelings of aggression towards others and a sense of being detached from reality. They also found at females are significantly more negatively affected than males.

Researchers from Iowa State University recently took on that daunting challenge, limiting a group of students to only 30 minutes of social media a day to see what happens. Two weeks into the study, the students reported improvement in psychological well-being and other important measures, including sleep quality, compared to a control group assigned to continue using social media as usual.

Montgomery County Public Schools Join Federal Lawsuit Against Social Media Companies
Cision PR Newswire
Reasons to read: Encouraged by Screens in Schools Work Group co-chair Lisa Cline, Montgomery County Public Schools in Maryland has joined 500 other school districts across the country in filing a federal lawsuit against social media companies, alleging the platforms cause known emotional harm to their students.

vhttps://www.npr.org/search/?query=state%20law%20social%20media&page=1

Greece: Ban in primary and secondary school classrooms.

Greece bans mobile phones in schools | SBS Greek

After France, that recently announced the ban of mobile phone use in all nursery, primary and middle schools as of September, now Greek Education Minister Kostas Gavroglou announced the ban of mobile phones and the ban of security cameras, during school hours in primary and secondary schools across Greece.

According to a circular issued by the Education Minister on June 22nd the ban is expected to be implemented at the beginning of the Greek school year in September. Teachers will have to use electronic devices only for teaching purposes and students will not be able to use their mobile phones, tablets or other electronic devices during school hours.

Furthermore, the use of private mobile phones by teachers is conditional and only for teaching purposes and teachers will only be using devices provided by the school they work for. The use of security cameras in schools is forbidden as well as the posting of videos that include images of students.

New bill would ban Florida students from using social media at school
HB 379, awaiting governor's signature, requires social media safety lessons for middle, high school students

Government Bans on Cell Phones in Schools
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Policy on Screens and Children

At the local level, numerous public schools and districts in Missouri, Pennsylvania, Maine, and New York State have instituted various types of cell phone and digital device bans, generally citing the cell phones ability to distract students from learning goals.

- In addition, parents are organizing to support healthier screen use. In Maryland for example, the **Montgomery County Parent Teacher Association passed a resolution to** combat excessive screen time and learning loss by passing the nation's first parent-led Digital Balance Resolution.

Judge Broderick:

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Taiwan

The Center for Humane Technology
https://www.humanetech.com

This organization offers many resources specifically for educators:
https://www.humanetech.com/families-educators

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https://publications.aap.org/pediatrics/article/138/5/e20162591/60503/Media-and-Young-Minds?autologincheck=redirected

Recommendations

Pediatricians

- Start the conversation early. Ask parents of infants and young children about family media use, their children's use habits, and media use locations.
- Help families develop a Family Media Use Plan (**www.healthychildren.org/MediaUsePlan**) with specific guidelines for each child and parent.
- Educate parents about brain development in the early years and the importance of hands-on, unstructured, and social play to build language, cognitive, and social-emotional skills.
- For children younger than 18 months, discourage use of screen media other than video-chatting.
- For parents of children 18 to 24 months of age who want to introduce digital media, advise that they choose high-quality programming/apps and use them together with children, because this is how toddlers learn best. Letting children use media by themselves should be avoided.
- Guide parents to resources for finding quality products (eg, Common Sense Media, PBS Kids, Sesame Workshop).
- In children older than 2 years, limit media to 1 hour or less per day of high-quality programming. Recommend shared use between parent and child to promote enhanced learning, greater interaction, and limit setting.
- Recommend no screens during meals and for 1 hour before bedtime.
- Problem-solve with parents facing challenges, such as setting limits, finding alternate activities, and calming children.

Families

- Avoid digital media use (except video-chatting) in children younger than 18 to 24 months.
- For children ages 18 to 24 months of age, if you want to introduce digital media, choose high-quality programming and use media together with your child. Avoid solo media use in this age group.
- Do not feel pressured to introduce technology early; interfaces are so intuitive that children will figure them out quickly once they start using them at home or in school.

- For children 2 to 5 years of age, limit screen use to 1 hour per day of high-quality programming, coview with your children, help children understand what they are seeing, and help them apply what they learn to the world around them.
- Avoid fast-paced programs (young children do not understand them as well), apps with lots of distracting content, and any violent content.
- Turn off televisions and other devices when not in use.
- Avoid using media as the only way to calm your child. Although there are intermittent times (eg, medical procedures, airplane flights) when media is useful as a soothing strategy, there is concern that using media as strategy to calm could lead to problems with limit setting or the inability of children to develop their own emotion regulation. Ask your pediatrician for help if needed.
- Monitor children's media content and what apps are used or downloaded. Test apps before the child uses them, play together, and ask the child what he or she thinks about the app.
- Keep bedrooms, mealtimes, and parent–child playtimes screen free for children and parents. Parents can set a "do not disturb" option on their phones during these times.
- No screens 1 hour before bedtime, and remove devices from bedrooms before bed.
- Consult the American Academy of Pediatrics Family Media Use Plan, available at: **www.healthychildren.org/MediaUsePlan**.

Industry

- Work with developmental psychologists and educators to create design interfaces that are appropriate to child developmental abilities, that are not distracting, and that promote shared parent–child media use and application of skills to the real world. Cease making apps for children younger than 18 months until evidence of benefit is demonstrated.
- Formally and scientifically evaluate products before making educational claims.
- Make high-quality products accessible and affordable to low-income families and in multiple languages.
- Eliminate advertising and unhealthy messages on apps. Children at this age cannot differentiate between advertisements and factual information, and therefore, advertising to them is unethical.
- Help parents to set limits by stopping auto-advance of videos as the default setting. Develop systems embedded in devices that can help parents monitor and limit media use.

Ken Trump, president of National School Safety and Security Services, cautions that cellphone communication during such an emergency can actually *increase* safety risks.

"During a lockdown, students should be listening to the adults in the school who are giving life-saving instructions, working to keep them safe," Trump explains. "Phones can distract from that. Silence can also be key, so you also don't want that phone noise attracting attention."