

# Toddlers & Technology

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DIGITAL NATIVE

## BESAFE

Above all, the use of technology tools and interactive media should not harm children.



## FIND PROBLEMS AGE APPROPRIATE

Developmentally appropriate practices must guide decisions about where and when to integrate technology and interactive media into early childhood programs.

## PROFESSIONAL JUDGMENT

Professional judgment is required to determine if and when a specific use of technology or media is age appropriate, individually appropriate, and culturally and linguistically appropriate.

## TEACHING PRACTICES

Developmentally appropriate teaching practices must always guide the selection of any classroom materials, including technology and interactive media.

## CHILD CENTERED

Appropriate use of technology and media depends on the age, developmental level, needs interests, linguistic background and abilities of each child.

## HANDS-ON

Affective uses of technology and media are active, hands-on, engaging and empowering; give the child control; provide adaptive scaffolds to each the accomplishment of tasks; and are used as one of many options to support children's learning.

## NAEYC and the Fred Rogers Center Recommend that early childhood educators:

1. *Select, use, integrate, and evaluate technology and interactive media tools in the intentional and developmentally appropriate way, giving careful attention to the appropriateness and the quality of the child's experience, and the opportunities for co-engagement.*



2. *Provide a balance of activities in programs for young children, recognizing that technology and interactive media can be valuable tools when used intentionally with children to extend and support active, hands-on, creative and authentic engagement with those around them and with their world.*



3. *Prohibit the passive use of television, videos, DVD's and other non-interactive technologies and media in early childhood programs for children younger than 2, and discourage passive and non interactive uses with children ages 2 through 5.*



INTERACTIVE TOOLS

DIGITAL IMMIGRANTS

# bestpractices



## ENHANCE ABILITIES

When used appropriately, technology and media can enhance children's cognitive and social abilities.

## PLAY & CREATE

Interactions with technology and media should be playful and support creativity, exploration, pretend play, active play and outdoor activities.

## STRENGTHEN CONNECTIONS

Technology tools can help educators make and strengthen home-school connections.

## INTEGRATE ROUTINES

Technology and media can enhance early childhood practice when integrated into the environment, curriculum and daily routines.

## EQUITABLE

Assistive technology must be available as needed to provide equitable access for children with special needs.

## HOME LANGUAGE

Technology tools can be effective for dual language learners by providing access to a family's home language and culture while

## DIGITAL LITERACY

Digital literacy is essential to guiding early childhood educators and parents in the selection, use and integration and evaluation of technology and interactive media. Digital Citizenship is an important part of this.

## PROFESSIONAL DEVELOPMENT

Early childhood educators need training, professional development opportunities, and examples of successful practice to develop the technology and media knowledge, skills and experience needed to meet the expectations set forth in this statement.



*4. Limit any use of technology and interactive media in programs for children younger than 2 to those that appropriately support responsive interactions between caregivers and children that strengthen adult-child relationships.*

*5. Carefully consider the screen time recommendations from public health organizations for children from birth through age when determining appropriate limits on technology and media use in early childhood settings. Screen time estimates should include time spent in front of a screen at the early childhood program and, with input from parents and families, at home and elsewhere.*



*6. Provide leadership in ensuring equitable access to technology and interactive media experiences for the children in their care and for parents and families.*

## RESEARCH

Research is needed to better understand how young children use and learn with technology and interactive media and also to better understand any short- and long-term effects.

