

# The parents' rôle

Setting limits.  
Screens are very attractive and can easily become addictive.

Controlling the content of games, videos and films watched.

Taking an interest and talking with children about what they see and do on the screens.

## In everyday life

No screens:  
- during meals  
- in the bedroom  
- in the morning before school  
- in the evening one hour before bedtime.

Turn off the TV or other screen if no one is watching.

You are a role model for your child, so be vigilant about your own screen use!

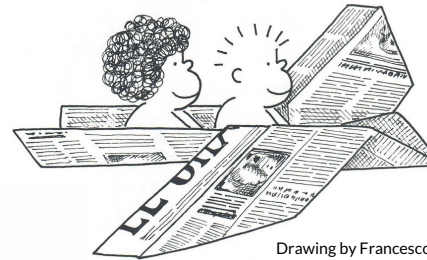
# Conclusion

Screens reduce verbal exchanges within the family and with peers.

We know that children grow and develop their communication, language and learning skills through direct interactions and through the manipulation of real objects.

Children need a space to act, speak and think.

Communication, imitation, manipulation, physical activity, creativity, emotions and social behaviour are not learned on screens!



Drawing by Francesco Tonucci  
Authorised use

Less screen time is better for children!

## To go further

- REPER : <https://prevention-ecrans.ch/>
- CSA: <https://www.csa.fr/Proteger/Protection-de-la-jeunesse-et-des-mineurs/La-protection-des-tout-petits>
- Book for children: « Nathan est accro aux écrans » de Julie Hausler, édition Helvetia

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# Screens or ... ?



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For the development of communication, language and learning:

Be mindful!  
Respect the child's needs.

# Screen-related risks

(Smartphone, tablet, television, computer)

On the development of communication, language and school learning:

Risk of developing a social communication disorder (looking, listening, responding).

Children who spend a lot of time on screens are statistically more likely to fail in school.

Two hours of screen time per day in children aged 2 to 4 years triples the risk of language delay.

Attention is lower in children who have been on a screen in the morning before school.

# What can we do?

## Before 3 years

Children grow and learn to talk by being with other people. These people stand as models for communication, language and emotions. With them, children learn to listen, to look, to imitate.

Advice: no screen.

### What do children do without screens?

Children explore, clean up, rearrange, transport, scribble. They crawl, walk, climb. They imitate the people around them. They babble, sing, tell and listen to stories.

## Between 3 and 6 years

Children need to experiment and to use real objects that they can manipulate and transform. They like to discover their environment and make up stories. They are interested in others: they are old enough to learn social rules.

Advice: depending on age, from 20 minutes to one hour of screen time per day, with parental guidance.

### What do children do without screens?

Physical activities: walking, learning to ride a bike, learning to ride a scooter, running, playing ball, going to playgrounds.

Communication and language activities : telling stories, questioning, participating in conversations, looking at books, listening to stories, nursery rhymes, singing.

Creative activities : Drawing, cutting, gluing, playing in the sand or in the water, dressing up, playing with dolls, animals and cars, building things, playing tea party, helping mum and dad with household chores (cooking, cleaning, DIY).

Social activities : participating in board games, meeting other children and learning to play with them, sharing.

## After 6 years

Children are interested in the world. They deepen their learning. They need attention and support in their achievements to continue playing, exploring, trying and making mistakes.

Advice: Control the use of screens and of the internet; limit the amount of time and content depending on the child's age.

### What do children do without screens?

They continue and expand their discovery of activities similar to the ones described for children between 3 and 6. They tell their story, explain what they think, begin to read and write, participate in domestic tasks, and become more and more social.

In global development with effects on :

Motivation   
Concentration   
Physical health   
Management of emotions 

Sleep   
Socialization   
Vision 

