Talk or act?

Effects of screen availability vs. effects of parental mediation style on children´s problematic media use

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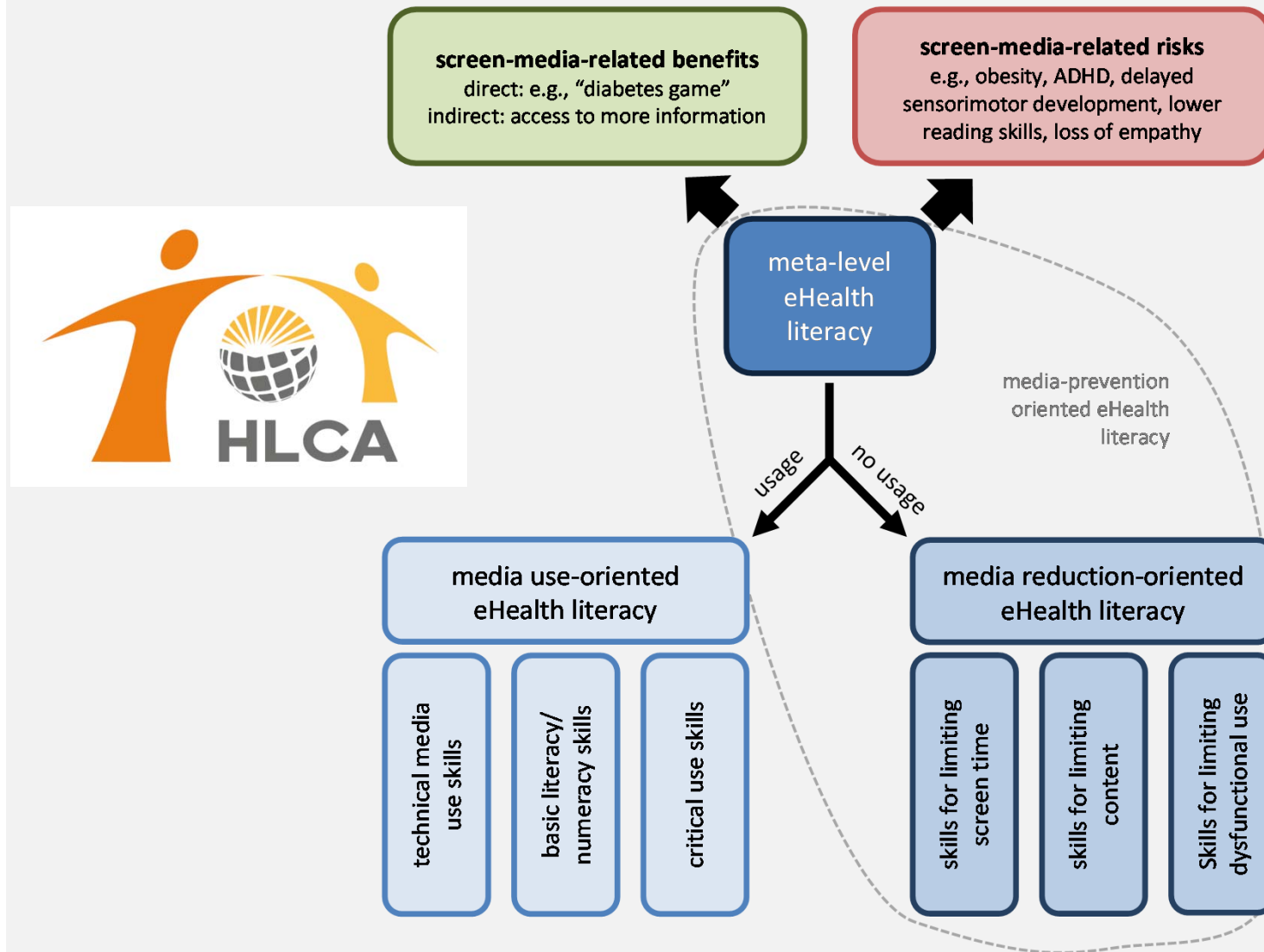
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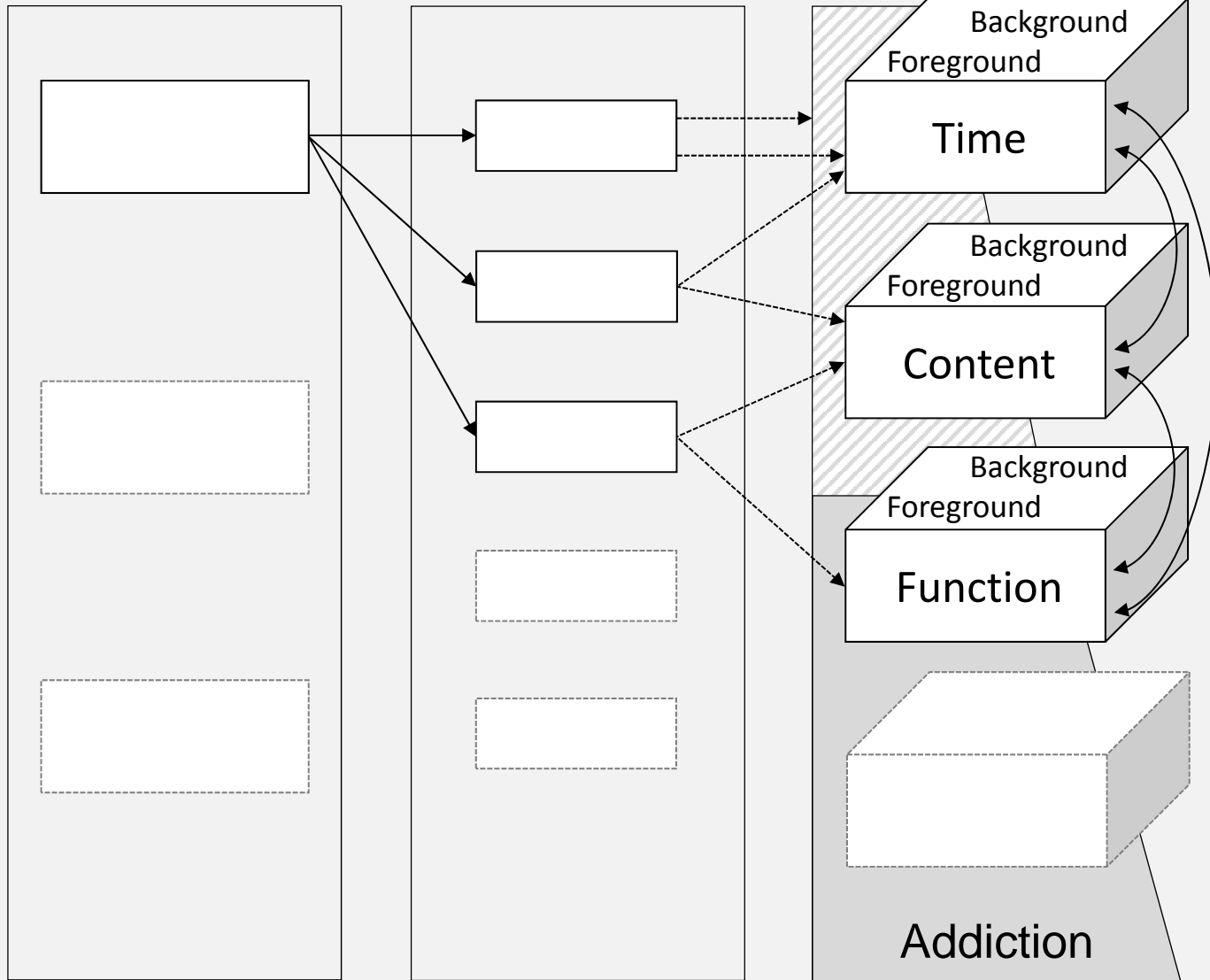
Widened concept of eHealth literacy

Conceptual clarification in Health Literacy in Childhood and Adolescence consortium

Prevention strategies

Mediating pathways

Problem dimensions

Background
Foreground

Time

Background
Foreground

Content

Background
Foreground

Function

Addiction

Effects of problematic screen media use under discussion

- ## Overweight and Obesity

  (Brettschneider et al., 2006; Danielsen et al., 2011; Epstein et al., 2011; Kautiainen et al., 2005; Laurson et al., 2008; Marshall et al., 2004; Stettler et al., 2004; Tremblay & Willms, 2003; van Egmond-Fröhlich et al., 2007)

- ## Lower academic achievement (school and university level)

  (Razel, 2001; Anderson et al. , 2001; Hancox et al., 2005; Zimmerman & Christakis, 2005; Mößle et al., 2007; Ennemoser & Schneider, 2009; Mößle et al., 2010; Baier & Pfeiffer, 2011)

- ## Conspicuous Social and Communicative Behaviour and Aggression

  (Anderson & Bushman, 2001; Bushman & Huesmann, 2006; Anderson et al., 2010; Slater et al., 2003; von Salisch et al., 2007; Zimmerman et al. 2005; Anderson et al., 2008; Gentile & Gentile, 2008; Hopf et al., 2008; Möller & Krahé, 2009; Krahé & Möller, 2010)

- ## Internet Gaming Disorder, other Cyber Disorders

  (te Wildt, 2004; Spitzer, 2005; Bergmann & Hüther, 2006; Grüsser, & Thalemann, 2006; Griffiths, 2007; Wölfling et al., 2008; Wölfling & Müller, 2008; Batthyány & Pritz, 2009; Wessel et al., 2009; Müller, et al., 2011).

- ## Background media exposure and parent-child interaction

  (Kirkorian et al., 2009; Ward, 1999; Christakis et al., 2009, Radesky 2015)

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Parental mediation of children´s media use – commonly used three-dimensional constructs

Two dimensions in common

A) **Active/ínstructive mediation** – Parents talk to child about the media content, be it TV or video gaming or Internet. BUT: there´s positive and negative active mediation depending on whether parents critizise or support violent/pornographic media messages, the latter leading to more acceptance of problematic content.

B) **Restrictive mediation** – Parents set up and enforce rules to limit media time and content BUT: For adolescents, this is related to less positive attitudes towards parents and more positive attitudes toward the restricted content, in this case violence (Nathanson 2003) and is related to higher risk of internet addiction (cf. Mücken 2002)

→ There is no consistent evidence that active or restrictive mediation are effective in preventing problematic use

One additional dimension which varies between authors:

C)   **co-viewing** TV (Valkenburg et al 1999)/**co-playing** video games (Nikken Jansz, 2006) OR **unlimited use** (Barkin et al, 2006)**, OR technical limitation and monitoring** (Livingstone and Helsper 2008).

→ evidence that this type of parental mediation is related to higher risks of problematic screen media use in children

Ineffective or counterproductive parental mediation. So how about the effects of screen availability compared to that?

METHOD

Sample Description

The *Berlin Longitudinal Study Media* is a four-year longitudinal study with 1 208 school children representative of the (federal) state of Berlin, Germany (3rd to 6th grade).

	t1 N (%)	t2 N (%)	t3 N (%)	t4 N (%)	t5 N (%)
Classes	47 (100%)	40 (100%)	44 (100%)	44 (94%)	44 (94%)
Teachers	47 (100%)	39 (98%)	39 (98%)	40 (91%)	41 (93%)
Parents	828 (88%)		686 (82%)	594 (72%)	571 (71%)
Students	**943 (84 %)**	**846 (88 %)**	**835 (87 %)**	**827 (83 %)**	**806 (79 %)**
Age (*M*)	8;11	9;6	10;5	11;5	12;5

Sample Characteristics

Percent male:	52%
Children from immigrant communities:	28%
Educational background	
Lower:	13%
Medium:	33%
Higher:	54%
Prosperity Index	
Q1:	20%
Q2:	20%
Q3:	20%
Q4:	20.2%
Q5:	19.8%

Parental Monitoring of Children´s Media Use

- 3 items per medium (TV/video games/Internet) on a 4-point scale (always, most of the time, rarely, never)

1. „In my home there are clear rules which shows I may watch on TV/video games I may play/sites I may visit on the Internet and which I am not allowed"

2. My parents want to know which shows I watch/games I play/sites I visit

3. We have clear rules concerning the time I may spend watching TV/playing video games/surfing the Internet

Parental monitoring calculated as a sum of active and restrictive items (none, low, medium, high)

RESULTS

Descriptive Statistics

	3rd grade	6th grade
TV in childrens´ bedroom	47%	59%
Game Console in childrens´ bedroom	42%	62%
Parental Media Education (Monitoring) (high)	35%	34%
TV times (index)	1.71 (1.02)	2.29 (1.05)
Computer Game times (index)	1.05 (0.97)	1.47(1.00)
Violent content TV (16/18)	52%	70%
Violent Content (Computer Games) (16/18)	37%	46%
Dysfunctional Computer Game Use („(fairly) agree")		12%

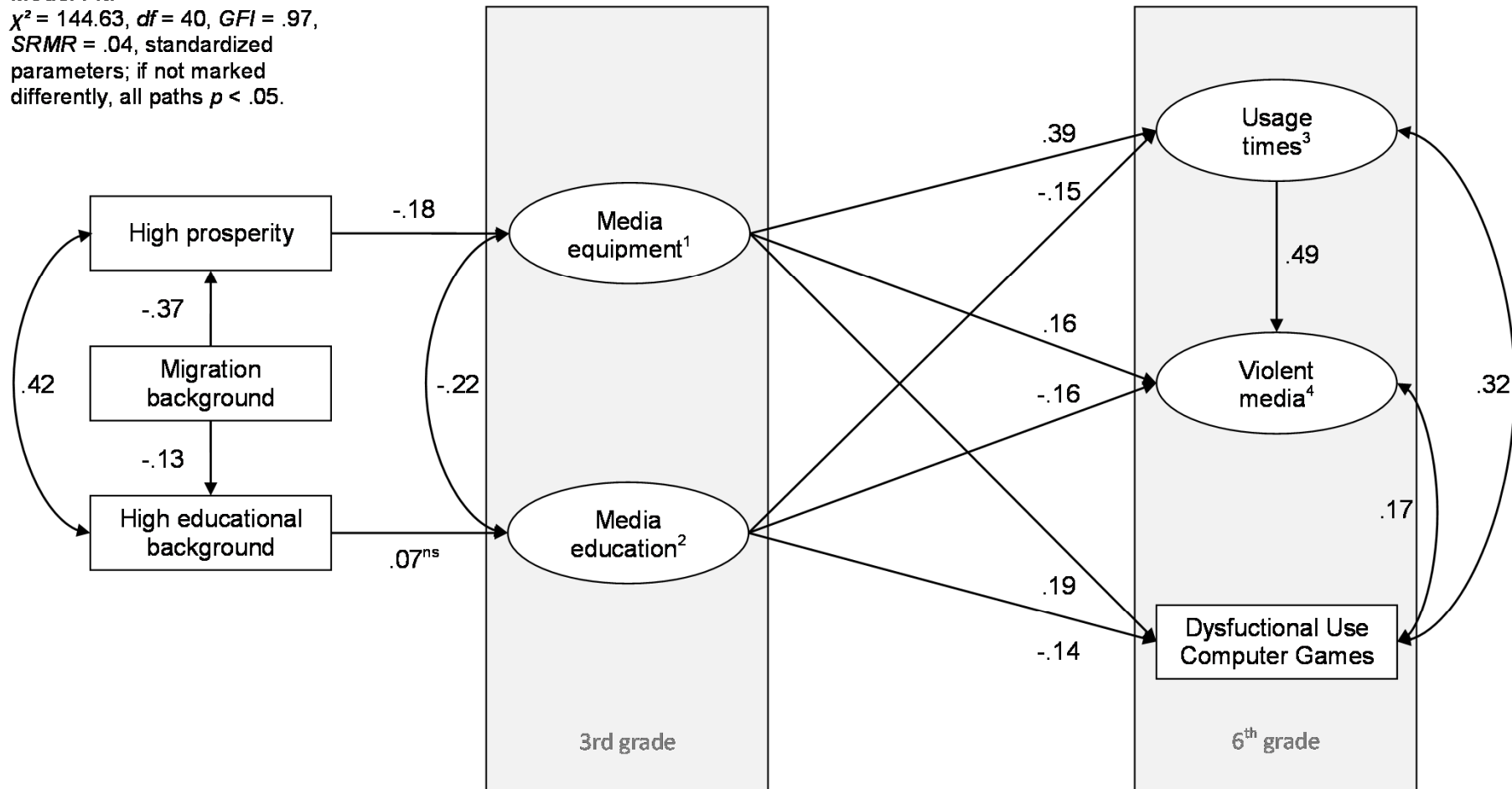**Index TV usage times**: 0 = „I don´t watch television", 1 = „< 1hour", 2 = „1 < 2 hours", 3 = „2 < 3 hours", 4 = „> 4hours".

$$\text{Index wöchentlicher Mediennutzung}_{TV} = \frac{5 \times \text{Weekday}_{TV} + 2 \times \text{Weekend}_{TV}}{7}$$

Structural Equation Model with longitudinal data

Model Fit:
χ^2 = 144.63, *df* = 40, *GFI* = .97, *SRMR* = .04, standardized parameters; if not marked differently, all paths *p* < .05.

High prosperity

Migration background

High educational background

.42

-.37

-.13

-.18

.07[ns]

-.22

Media equipment[1]

Media education[2]

.39

-.15

.16

-.16

.19

-.14

Usage times[3]

Violent media[4]

Dysfuctional Use Computer Games

.49

.32

.17

3rd grade

6th grade

Note. [1] TV: λ = .77, Game Console: λ = .76. [2] TV: λ = .79, Game Console: λ = .83. [3] TV: λ = .59, Game Console: λ = .76. [4] TV: λ = .62, Game Console: λ = .72.

DISCUSSION

- Sample includes only Berlin, not nationally representative

- Technical restrictions were not recorded, are currently fast increasing, especially for smartphones

- Items used for parental monitoring assessment differ from those of other authors

- „outdated" results? Screen availability in the bedroom loses importance with the increase of mobile devices esp. Smartphones

- Reducing screen availability is a promising prevention strategy in the family setting, esp. reducing screen time.

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a) from media industry

b) from parental convenience

c) From peer pressure among children.

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c) From peer pressure among children.

- Parental mediation strategies alone without reducing availability have been shown NOT to work for TV (Nathanson 2002 for TV, Mitchell 2003 for Internet)

- Best combined: lower screen availability, make rules and talk to the child about media experiences.

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Thank you for your attention!

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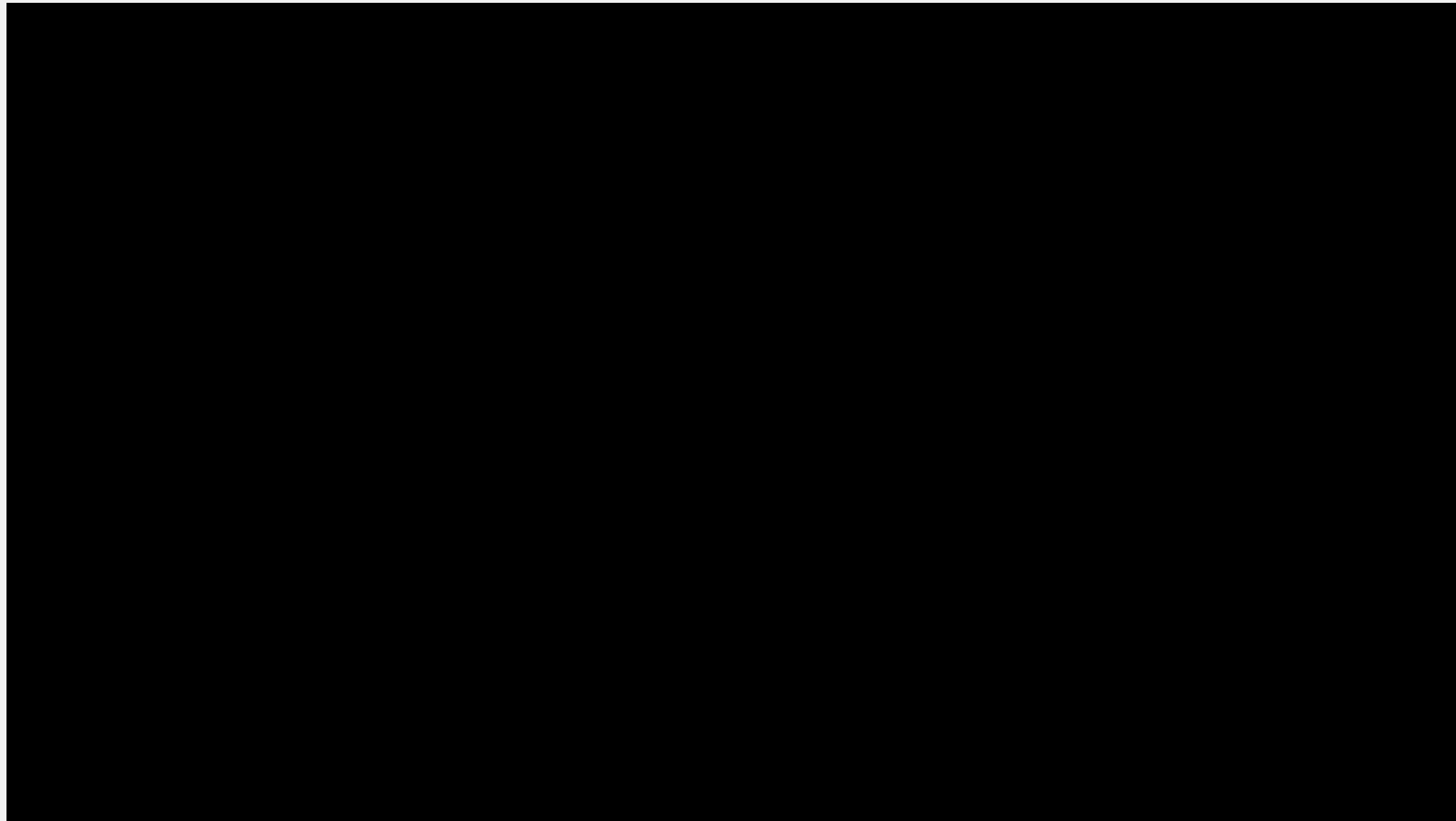Lützerodestraße 9
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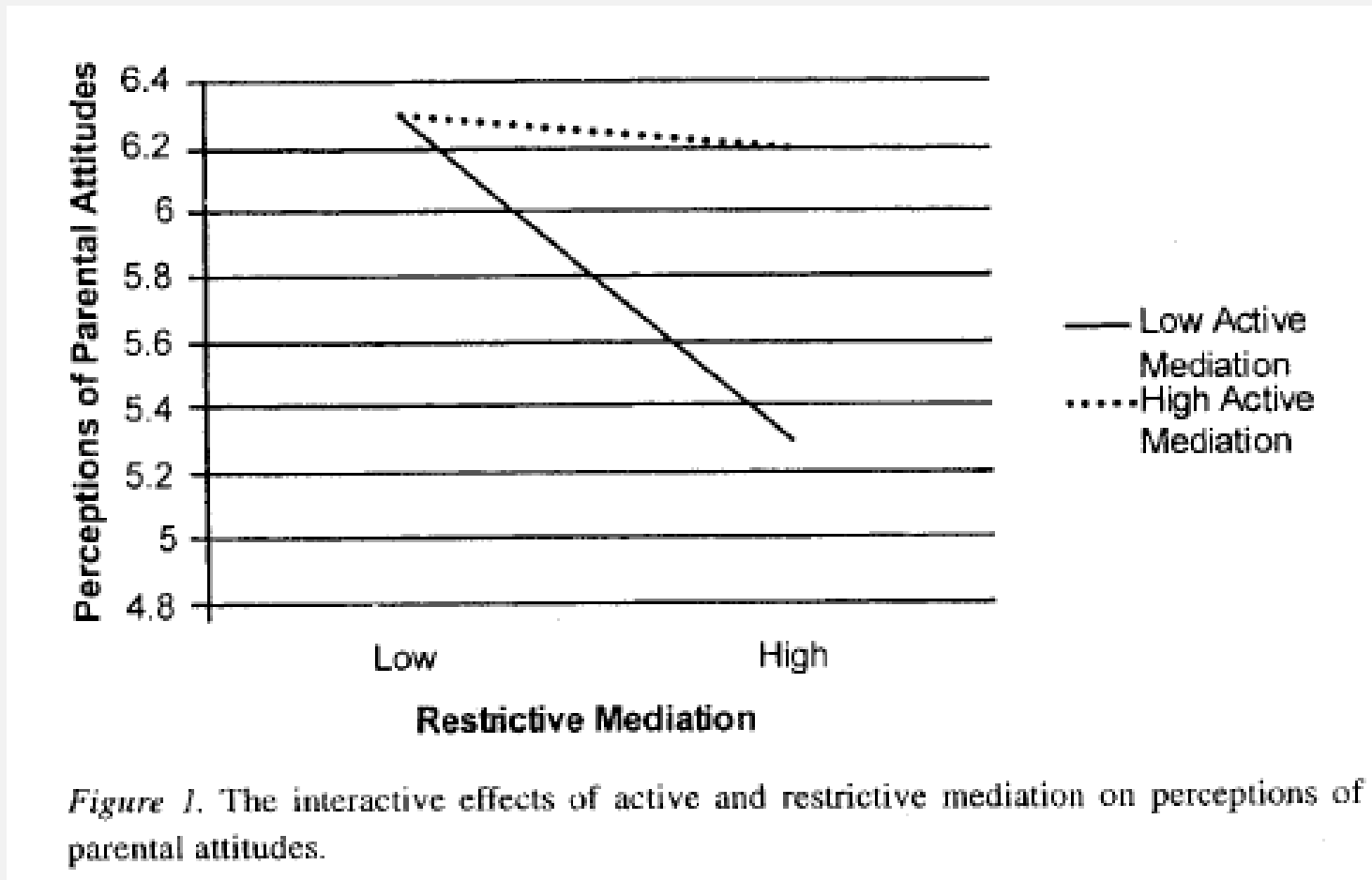
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Figure 1. The interactive effects of active and restrictive mediation on perceptions of parental attitudes.

Nathanson 2002 unintended effects