

Zero to Eight

Children's Media Use in America 2013

A Common Sense Media Research Study

FALL 2013

Zero to Eight:

Children's Media Use in America 2013

Table of Contents

Introduction	7
Key Findings	9
Methodology	13
Results	15
Overall Media Use.....	15
Television.....	17
Mobile Media and Apps.....	20
Children Under 2	23
Educational Media	24
Computers.....	26
Media and Family Time	26
Video Games.....	27
Reading (Electronic and Print).....	28
The Digital Divide and the “App Gap”.....	29
Toplines	31

Table of Tables

Overall Media Use

Table 1: Time Spent with Media, by Age, 2013	15
Table 2: Time Spent with Media, by Activity, over Time.....	16
Table 3: Time Spent with Screen Media, by Platform, over Time.....	16
Table 4: Daily Media Activities, over Time	16

Television Use

Table 5: TV in the Home and Bedroom, by Income, 2013	18
Table 6: Types of TV Shows Watched, by Age, 2013	18
Table 7: Why Children Have TV in Their Bedrooms, 2013	18
Table 8: Television, Race, and Socio-Economic Status, 2013	19

Mobile Media and Apps

Table 9: Ownership of Mobile Media Platforms, over Time.....	21
Table 10: Use of Mobile Media for Specific Activities, over Time	21
Table 11: Use of Mobile Media for Specific Activities, by Platform, 2013	21
Table 12: Frequency of Mobile Media Use, over Time	21
Table 13: Amount of Time Spent Using Mobile Media, over Time.....	21
Table 14: Parents and Mobile Apps, over Time	21
Table 15: Types of Mobile Apps Used, by Age, 2013.....	22

Children Under 2

Table 16: Screen Media Activities Ever Engaged in by Children Under 2, over Time.....	23
Table 17: Time Spent Using Screen Media in a Typical Day Among Children Under 2, over Time.....	23
Table 18: Frequency of Media Use Among Children Under 2, 2013.....	24
Table 19: Types of Media Content Used by Children Under 2, 2013.....	24

Educational Media Use

Table 20: Use of Educational Media, by Age and Income, 2013.....	25
Table 21: Use of Educational Media, by Income and Ownership, 2013	25

Media and Family Time

Table 22: Use of Media to Occupy a Child or Parent, 2013	26
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Video Game Use

Table 23: Video, Computer, and Mobile Gaming, over Time	27
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Reading (Electronic and Print)

Table 24: Time Spent Reading or Being Read To, 2013	28
Table 25: Reading on New Media Devices, 2013	28

The Digital Divide and the App Gap

Table 26: Internet and Mobile Media Access, by Income, 2013.....	29
Table 27: Access to and Use of Mobile Media Among Lower-Income Families, over Time	29

Introduction

Even a casual observer of children and families today knows big changes are afoot when it comes to children and new media technologies.

This report, based on the results of a large-scale, nationally representative survey, documents for the first time exactly how big those changes are. The survey is the second in a series of national surveys of children’s media use; the first was conducted in 2011 (*Zero to Eight: Children’s Media Use in America*, Common Sense Media, 2011). By replicating the methods used two years ago, we are able to document how children’s media environments and behaviors have changed.

Teachers, parents, health providers, and child development experts all agree that the media children use can have a profound impact – both positive and negative – on learning, social development, and behavior. The only way to maximize the positive impact of media on children is to have an accurate understanding of the role it plays in their lives: which platforms they are using, the activities or content they are engaging on those platforms, and how their media use patterns vary by age, gender, or socioeconomic status. It is the purpose of this report to provide these data to all of those who are working to improve the quality of children’s media, protect children from harmful content, and increase the supply of educational and pro-social content. This group includes policy-makers, educators, public health advocates, content creators, and parents themselves. Because this study is based on a large, nationally representative sample of respondents who were recruited using probability-based methods of address-based sampling and random-digit-dialing, the results are a highly reliable method of documenting children’s media use and how it has changed over the past two years.

Among the questions we try to answer in this second wave of the study are:

- » How much time do children spend with television, computers, video games, and mobile media devices today?
- » How many children have access to new mobile media platforms such as smartphones, iPads, and other tablet devices? What’s the difference in use of these devices compared to two years ago?
- » What types of activities and content do children engage in online, on smartphones, and on iPads and other tablet devices?
- » Which platforms are most widely used for reaching children with educational content, and how does that vary by socioeconomic status?
- » How early in life are children starting to use media? Which media are babies and toddlers using and for how long?
- » Have the digital divide and the “app gap” begun to close, and if so, by how much?

We believe that public policy, parental decision-making, and the work of children’s advocates will all be more effective if they are grounded in up-to-date, reliable data about children’s media use. It is our goal to provide those data and thus to help shed light on the important role media play in the lives of infants, toddlers, and children everywhere.

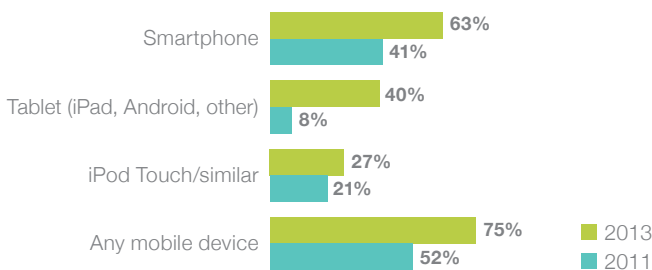
Key Findings

1. Children's access to mobile media devices is dramatically higher than it was two years ago.

Among families with children age 8 and under, there has been a five-fold increase in ownership of tablet devices such as iPads, from 8% of all families in 2011 to 40% in 2013. The percent of children with access to some type of "smart" mobile device at home (e.g., smartphone, tablet) has jumped from half (52%) to three-quarters (75%) of all children in just two years.

Ownership of Mobile Media Platforms, over Time

Among 0- to 8-year-olds, percent with each of the following in the home:



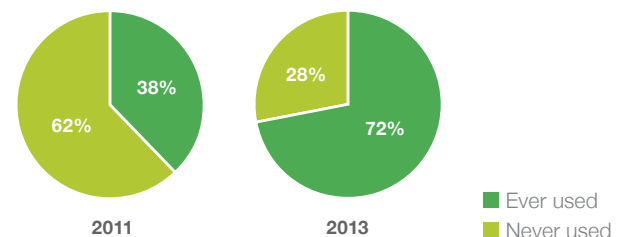
2. Almost twice as many children have used mobile media compared to two years ago, and the average amount of time children spend using mobile devices has tripled.

Seventy-two percent of children age 8 and under have used a mobile device for some type of media activity such as playing games, watching videos, or using apps, up from 38% in 2011. In fact, today, 38% of children *under 2* have used a mobile device for media (compared to 10% two years ago). The percent of children who use mobile devices on a *daily* basis – at least once a day or more – has more than doubled, from 8% to 17%.

The amount of time spent using these devices in a typical day has tripled, from an average of :05 a day among all children in 2011 up to :15 a day in 2013. [Throughout the report, times are presented in hours:minutes format. For example, "1:46" indicates one hour and 46 minutes.] The difference in the average time spent with mobile devices is due to two factors: expanded access, and the fact that those who use them do so for longer periods of time. Among those who use a mobile device in a typical day, the average went from :43 in 2011 to 1:07 in 2013.

Use of Mobile Media, over Time

Among 0- to 8-year-olds, percent who have ever used mobile devices such as smartphones or tablets:



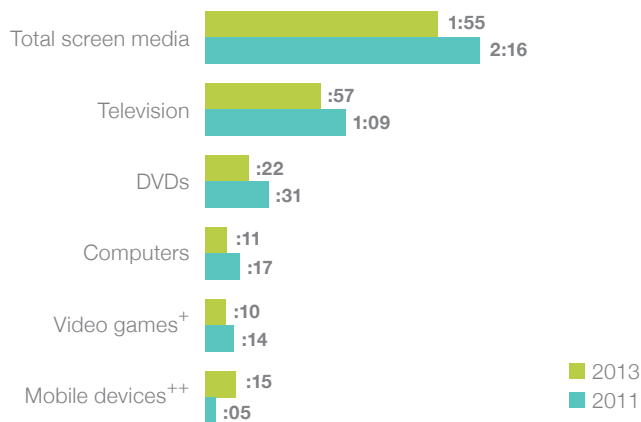
3.

Time spent with “traditional” screen media such as television, DVDs, video games, and computers is down substantially, by more than half an hour a day (:31).

Overall, children age 8 and under spend :12 less per day watching TV, :09 less watching DVDs, :06 less using a computer, and :04 less playing video games than they did just two years ago. On the other hand, time spent consuming media on mobile devices such as smartphones and iPads increased by :10 a day (from :05 in 2011 to :15 in 2013) but not enough to offset the decrease in other screen media. With the *increase* in mobile media use and the *decrease* in other screen media use, total screen time among 0- to 8-year-olds is down an average of :21 a day to just less than two hours a day (1:55, compared to 2:16 in 2011).

Screen Media Use, by Platform, over Time

Among children age 0-8, average time spent per day using:



⁺ Console and hand-held ⁺⁺ Such as smartphones and tablets

4.

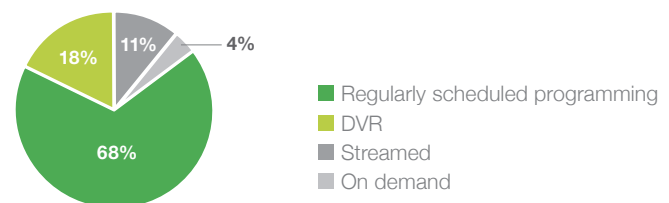
Television still dominates children’s media time, but new ways of watching now make up a large portion of viewing.

Despite the dramatic changes of the past two years, television still reigns supreme in children’s media lives. It is the medium children use most frequently, by far: nearly six out of 10 children (58%) watch TV at least once a day, compared to 17% who use mobile devices on an everyday basis, 14% who are daily computer users, and 6% who play video games every day. Also, of the roughly two hours (1:55) average screen media use each day, half (50%) is spent watching television on a TV set (:57). This compares to 19% spent watching DVDs, 13% using mobile devices, 10% using computers, and 9% using video game players.

However, the nature of TV viewing is changing, with time-shifting of programs becoming quite common. Of the :57 a day spent watching TV on a television set, almost a third (:18 or 32%) is spent watching programming that was recorded earlier on a DVR (:10), downloaded or streamed (:06), or accessed on demand (:02).

Time-Shifted vs. Live Television Viewing, 2013

Among children age 0-8, percent of viewing on a TV set that is:



Note: Total does not equal 100% due to rounding.

5.

Access to mobile media devices and applications among poor and minority children is much higher than it was two years ago, but a large gap between rich and poor still persists.

Two years ago, our study identified both an ongoing digital divide in home Internet access as well as a new “app gap,” a disparity in access to mobile devices and applications. With regard to the traditional divide, access to high-speed Internet among lower-income families has essentially stalled over the past two years (it was 42% in 2011 and is 46% today, a non-significant difference), and the gap between rich and poor endures (86% of higher-income families have high-speed access).

On the other hand, the gaps in mobile ownership, although still substantial, are closing. For example, access to smartphones has gone from 27% to 51% among lower-income families over the past two years, while tablet ownership has gone from 2% to 20% among the same group. Two years ago, 22% of lower-income children had ever used a mobile device; today, 65% have done so.

Despite this increase in ownership, the gaps remain large. For example, although 20% of lower-income children now have a tablet device at home, 63% of higher-income children do; and while 35% of lower-income parents have downloaded educational apps for their child, 75% of higher-income parents have done so.

6.

Television continues to be the most widely-used platform for children’s educational content.

This survey indicates that many young children are using educational media including content delivered on new mobile devices. But television is still the platform with the greatest reach (by far), especially among children in lower-income families.

Among all 0- to 8-year-olds, 61% often or sometimes watch educational TV shows, compared to 38% who use educational content on mobile devices as frequently and 34% who use educational games or software on computers at that rate. Among 5-to 8-year-old children, use of interactive media for educational content is higher than among younger children, but TV is still the most popular platform even for this age group (59% often or sometimes watch educational TV, 48% often or sometimes use educational computer games or software, and 44% often/sometimes use educational games or apps on mobile devices).

Educational content for mobile devices is much more likely to reach higher- than lower-income children. Half (54%) of higher-income children often or sometimes use educational content on mobile devices like smartphones and iPads, but only 28% of lower-income children do. Similarly, 44% of children in the higher-income group use educational games or software on a computer compared to 25% of lower-income children. By contrast, educational television is equally likely to reach lower- as higher-income children: 63% of lower-income children often or sometimes watch educational TV compared to 56% of higher-income youth (a non-significant difference).

Much of the gap in use of educational content on computers and mobile platforms is due to lack of access to these technologies among lower-income families. Among children whose families own a computer, the gap in use of educational content disappears. Among children whose families own a mobile device such as a smartphone or tablet, the gap in use for educational purposes diminishes to 14 percentage points (59% of higher-income children whose families own a mobile device often or sometimes use educational content on it compared to 45% of lower- and middle-income children whose families own such a device).

Methodology

This report is based on a nationally representative survey of 1,463 parents of children age 8 and under including an over-sample of African-American and Latino parents. The survey was designed by Common Sense Media and conducted by GfK from May 20 to June 12, 2013.

The survey is the second of a biennial series of tracking surveys designed by Common Sense Media to document children's media use. The baseline survey was conducted in May-June 2011. To the extent possible, the 2013 cross-sectional survey, conducted with a newly recruited sample of respondents, duplicates the questions asked two years ago. The full text of the questionnaire and all topline results can be found at the end of this report. In the few cases where questions have been updated or changed, those changes are noted in the tables.

GfK uses a probability-based online panel (called the KnowledgePanel) designed to be representative of the United States. Unlike other online surveys, KnowledgePanel members were randomly recruited to participate using address-based sampling and random-digit-dial telephone surveys. Households that were not already online were provided with notebook computers and dial-up Internet access for the purpose of participating. The use of a probability sample means that the results are substantially more generalizable to the population of the United States than are results based on so-called convenience panels. (Convenience panels include only participants who are already online and who volunteer through word-of-mouth or advertising to participate in online surveys.) By contrast, the KnowledgePanel methodology uses dual sampling frames that include both listed and unlisted telephone numbers, cell-phone-only households, telephone and non-telephone households, and households with and without Internet access.

The survey was offered in both English and Spanish. Parents were asked about a particular, randomly selected child in their household. The margin of error for the full sample is +/- 3.5 percentage points. The completion rate for the survey was 50%. Unless otherwise noted, all findings refer to the full sample of 0- to 8-year-olds. Many findings are broken out by age among 0- to 1-year-olds (in other words, children under two), 2- to 4-year-olds, and 5- to 8-year-olds. In addition, findings are sometimes presented by race, gender, or socio-economic status. In tables where statistical significance has been calculated, the results are noted through a series of superscripts (using letters such as *a*, *b*, or *c*). Only those items with different superscripts differ significantly ($p < .05$); those that share a common superscript do not differ. Percentages may not total 100 due to rounding or refused/don't know responses, or because multiple responses were allowed.

It should be noted that all findings in this report and the report on the 2011 survey are based on parents' responses to questions about their home and their children's use of media. No parent's estimate of their child's media use is likely to be exact. However, when dealing with children ages eight and under, time and frequency estimates from parents are more likely to be reliable than those obtained from the child. By asking parents to focus on a specific day in their child's life (the day prior to taking the survey), we hope to elicit more precise estimates of children's media use.

For this report, the term "mobile media" is used to refer to smartphones; tablet devices such as iPads, Androids, or similar products; and other devices such as the iPod Touch that can connect to the Internet, display videos, and download "apps" (mobile applications). For purposes of this study, "lower-income" is defined as families earning less than \$30,000 a year; "middle-income" includes those earning \$30-75,000 a year; and "higher-income" is families earning over \$75,000 a year (according to the U.S. Census, median household income in 2013 is \$51,017). Throughout the report, times are presented in hours:minutes format. For example, "1:46" indicates one hour and 46 minutes.

Overall Media Use

Children age 8 and under spend an average of 1:55 a day with screen media, :21 a day less than the average spent two years ago (2:16).

Screen media includes time spent watching TV, playing video games, using a computer, and using mobile devices such as smartphones and tablets. In addition to screen media, children this age spend an average of :28 a day reading or being read to and :20 a day listening to music. Time spent with screen media ranges from an average of about an hour a day among children under 2 years old (:58) to 1:58 among 2- to 4-year-olds and 2:21 among 5- to 8-year-olds.

The change in screen media use from 2011 to 2013 is a result of children spending less time using “traditional” screen media (:31 less per day) such as watching TV (:12 less) and DVDs (:09 less), using a computer (:06 less – not statistically significant), and playing console video games (:04 less). On the other hand, children are averaging more time consuming media on mobile devices such as smartphones and tablets in 2013 than they did two years ago (from :05 a day in 2011 to :15 in 2013) but not enough to offset the lower average time spent using other screen media.

Despite these trends, television continues to dominate children’s screen media time in 2013. It is the medium they spend the most time with, by far: an average of nearly an hour a day (:57) compared to :22 watching DVDs, :15 using mobile devices, :11 using computers, and :10 using video game players (including consoles and handheld gaming devices).

Table 1: Time Spent With Media, By Age, 2013

Time spent using media in a typical day:

	Child age			
	Among all	0-1	2-4	5-8
Watching TV	:57	:44 ^a	1:04 ^b	:58 ^{ab}
Reading/being read to	:28	:19 ^a	:29 ^{ab}	:32 ^b
Watching DVDs	:22	:11 ^a	:26 ^b	:25 ^b
Listening to music	:20	:34 ^a	:18 ^b	:15 ^b
Playing games on a mobile device ⁺	:08	:01 ^a	:07 ^b	:12 ^{ab}
Playing console video games	:06	* ^a	:02 ^b	:12 ^c
Playing computer games	:05	* ^a	:03 ^b	:09 ^c
Watching TV/video on a mobile device ⁺	:05	:01 ^a	:06 ^b	:05 ^{ab}
Playing handheld video games ⁺⁺	:04	:00 ^a	:02 ^a	:08 ^b
Watching TV/videos on a computer	:03	* ^a	:02 ^{ab}	:04 ^b
Using other apps on a mobile device ⁺	:02	*	:03	:03
Using educational software on a computer	:02	:01	:03	:02
Doing homework on a computer	:01	:00 ^a	:00 ^a	:02 ^b
Doing anything else on a computer ⁺⁺⁺	*	*	*	:01
Total screen media	1:55	:58	1:58	2:21

⁺Such as a smartphone or tablet ⁺⁺On a device such as a Game Boy, PSP, or DS ⁺⁺⁺Such as photos, graphics, or social networking

* Less than 1 minute but more than 0.

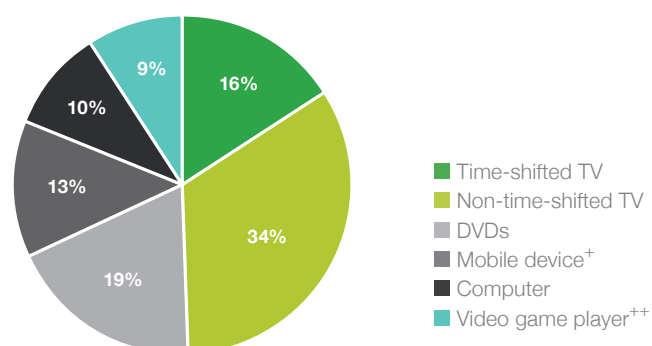
Table 2: Time Spent with Media, by Activity, over Time
Among 0- to 8-year-olds, average amount of time spent in a typical day:

	2011	2013
Watching TV, DVDs, or videos	1:44^a	1:27^b
TV on a TV set	1:09 ^a	:57 ^b
DVDs	:31 ^a	:22 ^b
TV/video on a computer	:03	:03
TV/video on a mobile device ⁺	:01 ^a	:05 ^b
Playing media games	:25	:23
Video games (console)	:10 ^a	:06 ^b
Video games (handheld)	:04	:04
Computer games	:08 ^a	:05 ^b
Mobile games ⁺	:03 ^a	:08 ^b
Other computer activities	:06	:03
Educational software	:03	:02
Homework	:02	:01
Anything else ⁺⁺	:01	*
Other apps on a mobile device⁺	:01^a	:02^b
Listening to music	:29^a	:20^b
Reading/being read to	:29	:28

Note: Totals may differ slightly due to rounding ⁺Such as a smartphone or tablet ⁺⁺Such as photos, graphics, or social networking
*Less than 1 minute but more than 0.

Screen Media Time by Platform, 2013

Among all 0- to 8-year-olds, percent of screen media use that occurs on each platform.



⁺Such as a smartphone or tablet ⁺⁺Console or handheld

Table 3: Time Spent with Screen Media, by Platform, over Time

Among 0- to 8-year-olds, average amount of time spent in a typical day using:

	2011	2013
Television	1:09^a	:57^b
DVDs	:31^a	:22^b
Computer	:17	:11
Computer games	:08 ^a	:05 ^b
Educational software	:03	:02
Homework	:02	:01
TV/video	:03	:03
Anything else ⁺	:01	*
Video game players	:14	:10
Console video game player	:10 ^a	:06 ^b
Handheld video game player	:04	:04
Mobile devices⁺⁺	:05^a	:15^b
Mobile games	:03 ^a	:08 ^b
TV/video on a mobile device	:01 ^a	:05 ^b
Other apps	:01 ^a	:02 ^b
Total screen media	2:16^a	1:55^b

⁺Such as photos, graphics, or social networking ⁺⁺Such as a smartphone or tablet

Table 4: Daily Media Activities, over Time

Among 0- to 8-year-olds, the percent who use engage in each activity at least once or more per day:

	2011	2013
Read/are read to	58%	60%
Watch TV	65% ^a	58% ^b
Watch DVDs	25% ^a	18% ^b
Use a mobile device ⁺	8% ^a ⁺⁺	17% ^b
Use a computer	14%	14%
Use handheld video game	NA ⁺⁺	7%
Use console video game	9% ^a	6% ^b
Read an ebook	2% ^a	4% ^b

⁺Such as a smartphone or tablet ⁺⁺In 2011, the mobile device question included handheld video game players; "handheld video game" was not a separate item.

Television

Television still reigns supreme in children's media lives. It is the medium children continue to use most frequently in 2013: nearly six out of 10 children (58%) watch TV at least once a day compared to 17% who use mobile devices on an everyday basis, 14% who are daily computer users, and 6% who play video games every day. Also, of the roughly two hours (1:55) of average screen media use each day, half (50%) is spent watching television on a TV set (:57). This compares to 19% spent watching DVDs, 13% using mobile devices, 10% using computers, and 9% using video game players. For many children, television is a constant companion whether they are actively "watching" it or not: a third (36%) of parents say the TV is left on in their homes all or most of the time whether anyone is watching it or not.

TV viewing by age

Children's TV-watching time varies by age, with children under 2 averaging :44 a day compared to 1:04 among 2- to 4-year-olds and :58 among 5- to 8-year-olds. Just under one-third (31%) of children under 2 watch TV one or more times a day, while two-thirds of children age 2 or older watch that frequently (67% of 2- to 4-year-olds and 64% of 5- to 8-year-olds).

Trends in television viewing

Despite television's continued dominance of children's screen time, changes are clearly evident. For example, the proportion of children who watch TV on an everyday basis has gone down somewhat over the past two years (2011 to 2013) from 65% to 58%; and the average time spent watching is down :12, from 1:09 to :57 per day. Similar trends are evident in DVD-watching as well.

New methods of watching TV

Almost all parents of 0- to 8-year-olds have a TV in their homes (96%), and 70% have cable or satellite service as well. In addition, three in 10 (30%) parents report having Internet connectivity with their TVs, meaning they can stream shows to their set through Netflix or a similar service. More than a quarter (28%) have a digital video recorder (DVR), so they can time-shift viewing and fast-forward through commercials. Further, since many parents also have a smartphone or tablet on which they can watch TV or movies through a variety of services, there are now many options for *how* children can watch TV.

Yet, the vast majority of viewing still occurs on a TV set with children consuming an average of just :08 a day of TV or video

on computers, phones, or tablets. Of the hour a day (:57) that is spent watching TV on a television set, about a third (:18 or 32%) is spent watching programs that were recorded earlier (:10), streamed (:06), or viewed on demand (:02).

Lower-income families (who make less than \$30,000 a year) are still more dependent on "real-time" television and on broadcast as opposed to cable. Two-thirds have cable (66% compared to 78% of those earning over \$75,000 a year), but only 12% report having a DVR and 17% having an Internet-enabled TV (compared to 46% and 45% of higher-income families, respectively). On the other hand, lower-income families are more likely to have TVs in their children's bedrooms and to leave the TV on whether anyone is watching or not.

TV content

Educational TV is the most popular genre among young children. Parents report that 61% percent of children often or sometimes watch educational shows, 52% watch children's entertainment shows that frequently, 11% watch "general audience" shows like *American Idol* or *Modern Family*, and 7% often or sometimes watch "adult" shows like *CSI* or *Grey's Anatomy*. At the same time, 23% of parents say they "often" let their child watch TV with them when they are watching their own (parental) TV shows, and 40% say they sometimes do – making it clear that many young children are viewing programming and advertising created for a more mature audience.

Viewing of educational TV peaks during the 2- to 4-year-old age range, when 76% often or sometimes watch, and falls to 59% among 5- to 8-year-olds. Children in the older age group are most likely to watch children's entertainment shows (70% do so often or sometimes).

Bedroom television

A third (36%) of children have TVs in their bedrooms, ranging from 16% of children under 2, to 37% of 2- to 4-year-olds and 45% of 5- to 8-year-olds. In some cases, there is a TV in the child's bedroom primarily because they share a room with others: a quarter (27%) of parents whose children have TVs in their rooms say the main reason is because the child shares a bedroom with an older sibling (12%) or adult (11%) or sleeps in a common room (4%). Besides that, the most commonly cited reason children have TVs in their rooms is to free up other TVs so other family members can watch their own shows (41% say it is one reason, and 22% say it is the main reason); the next-most-cited reason is because it keeps the child occupied so the parent can get things done around the house (28% list this as one reason, and 13% say it is the main reason).

Table 5: TV in the Home and Bedroom, by Income, 2013

Among 0- to 8-year-olds, percent who live in homes with:

	Among all	Parent income		
		Lower (<\$30K)	Medium (\$30K-75K)	Higher (>\$75K)
Cable or satellite TV	70%	66% ^a	66% ^a	78% ^b
A digital video recorder	28%	12% ^a	26% ^b	46% ^c
Internet-connected television	30%	17% ^a	29% ^b	45% ^c
TV in the bedroom	36%	56% ^a	33% ^b	21% ^c
TV left on all or most of the time	36%	47% ^a	37% ^b	27% ^c

Table 6: Types of TV Shows Watched, by Age, 2013

Among 0- to 8-year-olds, percent who often or sometimes watch:

	Among all	Child age		
		0-1	2-4	5-8
Educational shows	61%	40% ^a	76% ^b	59% ^c
Children's entertainment shows	52%	20% ^a	48% ^b	70% ^c
General audience shows	11%	8% ^a	8% ^a	15% ^b
Adult shows	7%	6%	6%	9%

Note: Examples of TV shows given in the questionnaire were *Sesame Street* or *Mythbusters* for educational shows; *SpongeBob* or *i-Carly* for children's entertainment shows; *American Idol* or *Modern Family* for general audience shows; and *CSI* or *Grey's Anatomy* for adult shows.

TV in the Bedroom, by Age, 2013

Percent of children with a TV in their bedrooms:

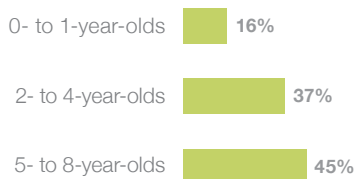


Table 7: Why Children Have TV in Their Bedrooms, 2013

Among the 36% of 0- to 8-year-olds with a TV in their rooms, the percent of parents who cite each of the following as a reason:

	A reason	Main reason
Frees up other TVs so family members can watch their own shows	41%	22%
Keeps the child occupied so parent can do other things	28%	13%
Child shares a room with an older sibling	24%	12%
It helps the child fall asleep	22%	12%
Family bought a new TV and decided to give child the old one	16%	9%
To get child to sleep in his/her own room	14%	7%
It was a reward for good behavior	12%	8%
Child shares a room with an adult	11%	11%
Child sleeps in a family room with a TV in it	4%	4%

Race/ethnicity, education, and income

There is a substantial difference in the amount of time spent with TV among families of different races/ethnicities and socioeconomic statuses. In general, African-American homes are the most oriented toward television with a much higher proportion saying the TV is left on all or most of the time (56%) and having a TV in a child's room (61%). Black children also average about :24 more a day of TV-viewing than white children (in all three measures, Latino families fall in the middle). Similar differences can be found among families of different incomes and levels of parent education.

To help tease out the nature of these relationships, the data were also analyzed by race/ethnicity *within* economic groups, where feasible. The results are inconclusive but appear to indicate that there is some association with family race/ethnicity regardless of socioeconomic status. Within lower-income families, there is no statistically significant difference between families of different races/ethnicities when it comes to leaving the TV on in the home or having a television in a child's bedroom;

but lower-income white children spend far less time watching TV than lower-income black or Latino children (:43 compared to 1:24 and 1:23 for blacks and Latinos).

On the other hand, within middle-income families (\$30,000-75,000 a year) there are significant differences by race/ethnicity in terms of the television environment in the home but not when it comes to the amount of time children spend watching. For example, 70% of middle-income black families say the TV is on in their homes most or all of the time, compared to 37% of whites and 30% of Latinos in this same income group. Similarly, 63% of black children in the middle-income group have a TV in their rooms, compared to 27% of whites and 42% of Latinos. However, the differences in the average amount of time spent watching TV each day among children in this income group are not statistically significant: 1:02 for white children, 1:15 for blacks, and :51 for Latinos. This survey did not include a large-enough sample of black and Latino families in the higher-income group to reliably compare those findings among those respondents.

Table 8: Television, Race, and Socioeconomic Status, 2013

Among 0- to 8-year-olds:

	Race/ethnicity			Parent income			Parent education		
	White	Black	Latino	Lower (<\$30K)	Medium (\$30K-75K)	Higher (>\$75K)	HS or less	Some college	College or advanced degree
Percent of homes with TV on all or most of the time	33% ^a	56% ^b	40% ^a	50% ^a	39% ^a	28% ^b	49% ^a	46% ^a	22% ^b
Percent with TVs in their bedrooms	28% ^a	61% ^b	50% ^b	60% ^a	35% ^b	21% ^c	56% ^a	46% ^b	16% ^c
Average time spent watching TV per day	:53 ^a	1:17 ^b	1:06 ^{ab}	1:07 ^a	:58 ^a	:46 ^b	1:08 ^a	1:06 ^a	:43 ^b

	Under \$30,000 a year			\$30,000-75,000 a year		
	White	Black	Latino	White	Black	Latino
Percent of homes with TV on all or most of the time	46%	45%	46%	37% ^a	70% ^b	30% ^a
Percent with TVs in their bedrooms	50%	60%	60%	27% ^a	63% ^b	42% ^c
Average time spent watching TV per day	:43 ^a	1:24 ^b	1:23 ^b	1:02	1:15	:51

Mobile Media and Apps

The past two years have seen an explosion in the use of mobile media platforms and applications (“apps”) among young children. To begin with, access has expanded dramatically among families with 0- to 8-year-olds: in 2011, 8% had an iPad or similar tablet device; today, 40% do. In fact, almost as many *children* now have their own tablets (7%) as *parents* did two years ago (8%). Also, smartphone ownership has expanded significantly from 41% of families to 63%. Two years ago, a total of half (52%) of all children ages 8 and under lived in a home where they had access to any type of new mobile media device such as a smartphone or tablet; today, three-quarters (75%) do.

With this expanded access has come greater use. Compared to two years ago, nearly twice as many children ages 8 and under have ever used a mobile device for some type of media activity (72% have done so compared to 38% in 2011). The percent of children who use mobile devices on a *daily* basis – at least once a day or more – has also more than doubled from 8% to 17%. And the amount of time spent using these devices in a typical day has tripled, from an average of :5 a day among all children in 2011 up to :15 a day in 2013. Among those who use a mobile device in a typical day, the average went from :43 a day in 2011 to 1:07 in 2013.

Use of mobile media starts young: more than a third (38%) of all children under 2 have now used a mobile device for any media activity compared to 10% two years ago; among 2- to 4-year-olds, the rate has gone from 39% to 80%; and among 5- to 8-year-olds it has gone from 52% to 83%.

The most common mobile media activity among children in this age group is playing games: 63% have ever done this, nearly double the 33% rate found in 2011. Smartphones are the most frequently used device (51% have ever used one for a media activity), although tablets are close behind (44%).

Fully half (50%) of all children ages 0 to 8 have used mobile apps, up from just 16% in 2011. The most frequently used apps are educational games (43% of children often or sometimes use this type of app), games that are just for fun (42%), and creative apps such as those for drawing, making music, or doing things with photos (38%).

Reading on mobile devices also has increased dramatically from 4% of children in 2011 to 30% today. However, reading continues to be the least-common type of activity on mobile devices (see Table 10), far less common than playing games or watching video.

Table 9: Ownership of Mobile Media Platforms, over Time

Among 0- to 8-year-olds, percent with each of the following in the home:

	2011	2013
Smartphone	41% ^a	63% ^b
Tablet	8% ^a	40% ^b
iPod Touch/similar	21% ^a	27% ^b
Any mobile device	52%^a	75%^b

Table 10: Use of Mobile Media for Specific Activities, over Time

Among 0- to 8-year-olds, percent who have ever used a smartphone, iPod Touch, or tablet device to:

	2011	2013
Play games	33% ^a	63% ^b
Use apps	16% ^a	50% ^b
Watch video	20% ^a	47% ^b
Watch TV/movies	11% ^a	38% ^b
Read books	4% ^a	30% ^b
Any of these activities	38%^a	72%^b

Table 11: Use of Mobile Media for Specific Activities, by Platform, 2013

Among 0- to 8-year-olds, percent who have ever used each device to:

	Smart-phone	iPod Touch/similar	Tablet	Any mobile device
Play games	43%	17%	37%	63%
Use apps	32%	15%	31%	50%
Watch video	26%	10%	27%	47%
Watch TV/movies	18%	9%	24%	38%
Read books	7%	4%	23%	30%
Any media activity	51%	20%	44%	72%

Table 12: Frequency of Mobile Media Use, over Time

Percent of 0- to 8-year-olds who use a smartphone, iPod Touch, tablet, or similar device to play games, use apps, or watch video:

	2011	2013
Every day	8% ^{a+}	17% ^b
Every week	20% ^{a+}	28% ^b
Less often	16% ^{a+}	18%

⁺ In 2011, question included handheld video game players.

Table 13: Amount of Time Spent Using Mobile Media, over Time

Among 0- to 8-year-olds, average amount of time spent using mobile media per day to:

	2011	2013
Play games	:03 ^a	:08 ^b
Watch video	:01 ^a	:05 ^b
Use other apps	:01 ^a	:02 ^b
Total	:05^a	:15^b

Note: Mobile media includes smartphones, iPod Touches, tablets, or similar devices.

Table 14: Parents and Mobile Apps, over Time

Among parents of 0- to 8-year-olds, percent who say they:

	2011	2013
Know what an app is	64%	80%
Have downloaded apps for their children	29%	58%
Have downloaded educational apps for their children	NA ⁺	53%

⁺ Not asked in 2011

Table 15: Types of Mobile Apps Used, by Age, 2013

Among 0- to 8-year-olds, percent who often or sometimes use each type of mobile app:

	Child age			
	Among all	0-1	2-4	5-8
Educational games	43%	13%	52%	51%
Games that are just for fun	42%	15%	43%	55%
Creative apps ⁺	38%	19%	45%	43%
Apps based on a TV character	28%	13%	39%	29%
Other types of apps	18%	11%	15%	25%

⁺ For things like drawing, making music, or creating videos

What are some examples of the apps your child uses most often?

Nine-month-old boy	<i>Zoodles, My Baby Drum, Baby's Music Box</i>
Ten-month-old girl	<i>Angry Birds, Peekaboo, Talking Tom</i>
One-year-old boy	<i>Grandma Run, Angry Birds, Cupcake Maker</i>
Two-year-old boy	<i>Jake and the Neverland Pirates, Team Umizumi, racecar apps</i>
Two-year-old girl	<i>Potty Time, Jake and the Neverland Pirates, Endless ABCs</i>
Three-year-old girl	<i>Dora the Explorer reading app, Super Wow reading app, Monkey Preschool Lunchbox, ABC Tracing, Learning House, Doc McStuffins puzzles</i>
Four-year-old boy	<i>Angry Birds, Where's My Water, Plants vs. Zombies</i>
Six-year-old girl	<i>Jewel Mania, Cut the Rope, Angry Birds, Fair Maker, Tiny Zoo, Dragon Story, Pet Hotel, Fashion, Smash Dude, Talking Tom, Creepy Manor, Baby Dress Up, Farm Story, Home Design, Kinder Add, PBS PhotoFactory</i>
Eight-year-old boy	<i>Top-It Math, Stack the States, Stack the Countries, Scholastic Reading Timer, Candy Crush, Stickman BMX, Red Bull Racing</i>
Eight-year-old girl	<i>Temple Run, Angry Birds, Flow Free, TicTacToe, Fair Maker, Blitz, Tiny Dentist, Monster Mouth</i>

Children Under 2

Television continues to be the mainstay among children under 2, but many more babies and toddlers have started at least experimenting with mobile media over the past two years. Two-thirds (66%) of children under 2 have ever watched TV, an identical rate to that found two years ago. But today, 38% of all children under 2 have ever used a smartphone, tablet, or similar device for playing games, watching videos, or engaging in related activities; two years ago, 10% had done so.

However, using mobile media is still a much less frequent activity than television-viewing and takes up far less of children's time. For example, 30% of children under 2 are daily TV-watchers, meaning they watch TV at least once a day. By comparison, 6% are daily users of mobile media such as smartphones, tablets, or similar devices. Similarly, children this age average about an hour a day watching TV and DVDs (:44 for TV on average, :11 for DVDs) but only about :02 a day using mobile devices.

The trends with regard to TV-viewing among this age group are mixed. There are far fewer children under 2 with a TV in their bedrooms – 16% in 2013, compared to 29% in 2011 – but the average time spent watching TV among this age group has remained roughly the same, at :37 a day in 2011 and :44 today (not a statistically significant difference).

The dominant genre of content for children in this age group is educational programming. Sixty percent have watched educational TV, compared to 37% who have watched children's entertainment shows and 17% who have watched general audience shows. Twenty-two percent have done educational activities on a mobile device, and 10% have done so on a computer.

Table 16: Screen Media Activities Ever Engaged in by Children Under 2, over Time

Among children under 2, percent who have ever:

	2011	2013
Watched TV	66%	66%
Watched DVDs	52%	46%
Used a mobile device (smartphone, iPod Touch, tablet)	10% ^a	38% ^b
Used a computer	4% ^a	10% ^b
Played video games (console)	3%	4%
Played video games (handheld player)	NA ⁺	6%

⁺ Not asked in 2011

Table 17: Time Spent Using Screen Media in a Typical Day Among Children Under 2, over Time

	2011	2013
Watching TV, DVDs, or video	:53	:56
TV on a TV set	:37	:44
DVDs	:16	:11
TV/video on a computer	*	*
TV/video on a mobile device	*	:01
Playing media games	—	:01
Video games (console)	*	*
Video games (handheld)	*	:00
Computer games	*	*
Mobile games	*	:01
Other computer activities	—	:01
Educational software	*	:01
Homework	*	:00
Anything else	*	*
Other apps on a mobile device	*	*
Total screen media	:53	:58

Note: None of the differences between 2011 and 2013 are statistically significant. * Indicates a value of less than 1 minute but greater than 0.

Table 18: Frequency of Media Use Among Children Under 2, 2013

Among children under 2, percent who:

	Daily	Weekly	Less often	Never
Read/are read to	48%	25%	5%	19%
Watch TV	31%	24%	11%	30%
Watch DVDs	11%	19%	15%	47%
Use a mobile device	6%	8%	12%	67%
Use ebooks	3%	2%	4%	84%
Use a computer	1%	5%	4%	82%
Play console video games	1%	2%	2%	87%
Play handheld video games	*	2%	3%	87%

Note: "Daily" includes several times a day or once a day; "weekly" includes several times a week or once a week. *Indicates a value of less than 0.5% but greater than 0%

Table 19: Types of Media Content Used by Children Under 2, 2013

Among children under 2, percent who have ever:

Watched educational shows on TV	60%
Watched kids' entertainment shows on TV	37%
Played educational games/activities on a mobile device	22%
Watched general audience shows on TV	17%
Watched adult shows (e.g., CSI)	12%
Used educational games/programs on a computer	10%
Gone to educational or informational websites	6%
Played games on an educational device (e.g., Leapster)	5%
Played educational games on a video game console	4%
Played educational games on a handheld game player	2%

Educational Media

Various media platforms have long been critical means for delivering educational content to children, designed to help ensure school readiness, address educational inequality, or directly target specific learning areas. This survey indicates that many young children are using educational media, including content delivered on mobile media devices. But television is still the platform with the greatest reach (by far), especially among children in lower-income families.

For example, among all children age 8 and under, parents report that 61% often or sometimes watch educational TV shows compared to 38% who often or sometimes engage in educational activities on a mobile device (among children who have a mobile device in the home, 51% often or sometimes use it for educational content). On the other hand, mobile devices have already matched computers in frequency of use in delivering educational content to children: 34% of children play educational games or use educational software on a computer, and 19% go to educational or informational websites. Also, mobile has already outpaced several other platforms for use of educational media, including products such as a Leapster Explorer that are specifically designed for educational content (which 18% of children often or sometimes use) educational games played on console video game players (17%) and educational content on handheld game players such as Game Boys, PSPs, and DS's (12%).

Television is especially important for delivering educational content to the youngest children; by the time children are in the 5- to 8-year-old age range, use of educational content on the computer and on mobile devices has come closer in frequency to their watching of educational TV shows (48% often or sometimes play educational games or use educational software on the computer and 44% on mobile devices, compared to 59% who often or sometimes watch educational TV).

The audience for educational content on mobile devices and computers is much less likely to include lower-income children than higher-income children. For example, 28% of lower-income children often or sometimes use educational content on mobile devices compared to 54% of higher-income children; and 25% of lower-income children often or sometimes play educational games or use educational software on computers, compared to 44% of higher-income children. By contrast, educational television is about as likely to reach lower-income children as those from wealthier families: 63% of lower-income children often or sometimes watch educational TV compared to 56% of higher-income children (a non-significant difference).

The lack of access to computers and mobile devices explains much, but not all, of the difference in use among lower- and higher-income children. Among children whose families own a computer, the gap in use of educational content disappears. Among children whose families own a mobile device such as a smartphone or tablet, the gap in use for educational purposes diminishes to 13 to 14 percentage points (59% of higher-income children whose family owns a mobile device often or sometimes use educational content on it compared to 45% of lower- and middle-income children whose families own such a device).

Table 20: Use of Educational Media, by Age and Income, 2013

Among 0- to 8-year-olds, percent who often or sometimes:

	Among all	Among those who own each device	Child age			Parent income		
			0-1	2-4	5-8	Lower (<\$30K)	Medium (\$30-75K)	Higher (>\$75K)
Watch educational shows on TV	61%	61% (n=1,421)	40% ^a	76% ^b	59% ^c	63%	63%	56%
Play educational games, apps, or activities on a mobile device like a smartphone or tablet	38%	51% (n=1,163)	17% ^a	43% ^b	44% ^b	28% ^a	33% ^a	54% ^b
Use educational games or programs on the computer	34%	46% (n=1,162) ⁺⁺	5% ^a	35% ^b	48% ^c	25% ^a	34% ^b	44% ^c
Go to educational or informational websites online	19%	25% (n=1,162) ⁺⁺	4% ^a	14% ^b	30% ^c	16%	19%	22%
Play games on an educational device ⁺	18%	68% (n=440)	4% ^a	25% ^b	19% ^b	13% ^a	19% ^b	20% ^b
Play educational games on a video game console	17%	27% (n=959)	2% ^a	11% ^b	30% ^c	19%	17%	16%
Play educational games on a handheld game player	12%	34% (n=551)	2% ^a	7% ^b	21% ^c	13%	11%	13%

⁺ Such as a Leapster or V-Tech device ⁺⁺ Among those who own a computer other than the notebook device given to them by the research firm for the purpose of participating in surveys

Table 21: Use of Educational Media, by Income and Ownership, 2013

Among 0- to 8-year-olds, percent who sometimes or often use educational content on:

	Among all respondents			Among those who own the device		
	Among all	Lower income (<\$30K)	Higher income (>\$75K)	Among all	Lower income (<\$30K)	Higher income (>\$75K)
TV	61%	63% ^a	56% ^a	62%	65% ^a	56% ^a
Mobile device	38%	28% ^a	54% ^b	51%	45% ^a	59% ^b
Computer	34%	25% ^a	44% ^b	46%	47% ^a	49% ^a

Note: Statistical significance should be read horizontally, comparing lower- and higher-income families.

Computers

The panel from which respondents to this particular survey were drawn was recruited from the general population either by telephone or through the mail. Those who agreed to participate but did not have a computer were given a notebook computer and provided with dial-up Internet access so they could be included in surveys. Because these respondents now own a computer and are “online,” this survey is not an effective way to measure computer access and use. Nevertheless, the survey can be used to examine how those who have computers use them.

In 2013, children spend an average of :11 a day using a computer. This includes :05 playing games, :03 watching TV or video on the computer, :02 using educational software, :01 doing homework, and less than :01 doing other activities on the computer, such as graphics or using photos, social networking, or visiting websites. This compares with about :17 a day in 2011 (a non-significant difference). Computer use is associated with age; among 5- to 8-year-olds, 91% have ever used a computer, and the average time spent using a computer is :18 per day.

Among the children in this survey, 34% often or sometimes play educational games or use educational software on the computer, 19% go to educational or informational websites that frequently, 8% go to child-oriented social networking sites, and 3% go to social networking sites like Facebook.

Table 22: Use of Media to Occupy a Child or Parent, 2013
Among parents of 0- to 8-year-olds, percent who say they often or sometimes:

	Often	Sometimes
Let child play with handheld video game player when running errands together ⁺	17%	49%
Give child the parent's smartphone or tablet to use when running errands together ⁺⁺	13%	31%
Use media to occupy child when doing chores at home	13%	42%
Use media to occupy parent when out playing with child ⁺⁺	6%	26%
Give child headphones and video to watch when at a meeting, class, or other activity ⁺⁺	2%	14%

⁺ Among those who own a handheld videogame player such as a Gameboy, PSP, or DS (n=551) ⁺⁺ Among those who own a mobile device such as a smartphone or tablet (n=1163)

Media and Family Time

One of the concerns about the increasing presence of media in children's homes is the degree to which media may detract from face-to-face family time. On the other hand, many families may enjoy using media together, and in those cases media may lead families to spend more time together, not less.

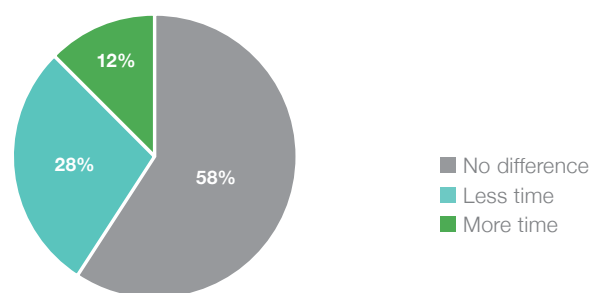
As it turns out, most parents (58%) say media don't have either effect, neither increasing nor decreasing the amount of time spent together as a family. But a quarter (28%) say media contribute to them spending *less* time together and 12% say they spend *more* time together as a family because of the media they use.

Another concern about media is whether it is used too often as a babysitter, or whether parents' media use distracts them from their children, potentially decreasing parent-child interactions. Overall, 13% of parents say they often use media to keep their child occupied while they do chores around the house; 42% say they sometimes do.

Among parents who own a mobile device such as a smartphone or tablet, 6% say they often use media to keep themselves occupied while they are out playing with their children (for example, visiting a park or a playground); another 26% say they sometimes do. Similarly, few parents are using mobile media to keep their children busy while they are off at a meeting or taking a class (2% of mobile-device owners say they often do this, and 14% sometimes do). What is more common is to let a child play with the parent's smartphone or tablet when the parent and child are out running errands; 13% of mobile owners say they often do that, and 31% say they sometimes do.

Impact of Media on Family Time, 2013

Among parents of 0- to 8-year-olds, percent who say media cause them to spend more or less time with other family members:



Video Games

Access to video games continues to be widespread, and many young children have played them; but video gaming is not a major activity among this age group, and it looks as though gaming is shifting slightly onto newer, multipurpose platforms such as iPads, Android tablets, or smartphones.

Two-thirds (66%) of 0- to 8-year-olds have access to a console video game player at home, and 35% have access to a handheld game player such as a Game Boy, PSP, or Nintendo DS. Nine percent have a video game player in their rooms (15% of 5- to 8-year-olds).

Almost half (48%) of all 0- to 8-year-olds have ever played console video games, very close to the rate in 2011 (51%). Only 6% of children are daily video game players (meaning they play at least once every day), while 21% are weekly players.

Time spent playing video games remains relatively low compared to other media activities among this young age group: an average of :06 a day for console games and :04 a day on handheld players. Older children spend more time with video games than younger children do (:12 a day of console gameplay among 5- to 8-year-olds), and boys spend more time than girls (:09 a day compared to :02 for girls).

Video game playing is down somewhat since two years ago, and in general, gameplaying appears to be shifting onto other multipurpose mobile platforms (such as smartphones and tablets). For example, among all 0- to 8-year-olds, the average amount of time spent playing console video games per day has gone from :10 a day down to :06, and computer game playing is down slightly as well from :08 to :05 a day on average. By contrast, the average time spent playing games on a smartphone, iPod Touch, or tablet has gone up from :03 to :08 minutes a day. For those who *do* play in any given day, more time is still spent with console games (1:09) or computer games (:53) than with cell phone or tablet games (:45),

but the trends are going in the direction of mobile devices (up from :30 in 2011) rather than fixed platforms (down from 1:15 for console games and :57 for computer games).

There is evidence of a gender gap in video game playing between young boys and girls. Boys in this age group average :09 a day of console gameplaying compared to :02 for girls. The difference is especially noticeable among 5- to 8-year-olds. Seventeen percent of these older boys are daily console gameplayers, compared to 5% of girls the same age. The gender gap is smaller, but still significant, for handheld game players. Boys ages 0-8 average :05 a day with handheld players versus :03 for girls, and 9% of boys are daily users versus 5% of girls. There are almost no other significant gender differences in media use (the exceptions being that girls spend :07 more per day watching DVDs and :02 minutes more per day using other apps on mobile media).

Most children aren't playing what their parents consider to be educational games on their video game players. Among those who own a console player, only 4% "often" play educational video games and 24% "sometimes" do, while 72% "hardly ever" or "never" do. The rates are very similar for handheld game players.

Frequency of Console Video Game Use, Among All, 2013
Among 0- to 8-year-olds, percent who play console video games:

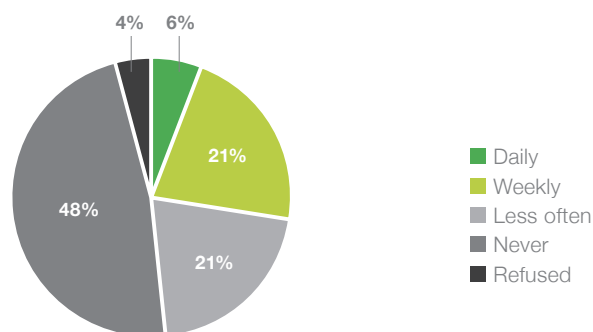


Table 23: Video, Computer, and Mobile Gaming, over Time

Among 0- to 8-year-olds, average time spent playing media games in a typical day:

	Average among all			Average among those who play		
	Video games ⁺	Computer games	Mobile games ⁺⁺	Video games ⁺	Computer games	Mobile games ⁺⁺
2011	:10 ^a	:08 ^a	:03 ^a	1:15 ^a	:57 ^a	:30 ^a
2013	:06 ^b	:05 ^b	:08 ^b	1:09 ^a	:53 ^a	:45 ^a

+ Console ++ On smartphones, tablets, or similar devices. Does not include handheld game players such as Game Boys.

Note: Significance should be read vertically within columns. There were no significant differences over time among those who played.

Reading (Electronic and Print)

On average, children ages 0-8 read or are read to for just under half an hour a day (:28), a rate nearly identical to that found two years ago (:29). The amount of time spent reading or being read to varies by age from :19 a day among children under 2 up to :32 a day among 5- to 8-year-olds (also very similar rates to those found in 2011).

To date, the spread of mobile media devices like smartphones, ereaders, and tablets does not appear to have had a net effect on the amount or frequency of reading among young children in either direction (neither increasing reading because of the proliferation of new reading platforms nor decreasing it because of competition from increased access to games and video). Ereading is clearly possible now for many kids: 40% have a tablet such as an iPad or similar device in their home, on which electronic books could be read (up from 8% two years ago), and 21% have a device specifically designed as an ereader such as a Kindle or a Nook (up from 9% in 2011).

As of 2013, more than one in four children (28%) have ever read books (or been read to) on an ereader or tablet device. Electronic reading is still much less frequent than print reading, however: 4% of children do it every day, out of a total of 60% who read or are read to every day.

Reading is the least-common activity on multipurpose tablets or small devices among all the options children have. They are more likely to have used a smartphone, iPod Touch, or tablet to watch video, play games, and use apps than they are to have read books on them.

Table 24: Time Spent Reading or Being Read to, 2013

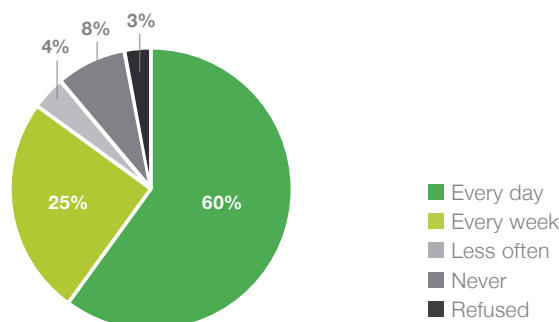
Among 0- to 8-year-olds, average time spent reading in any given day:

	Child age			
	Among all	0-1	2-4	5-8
2011	:29	:23 ^a	:28 ^{ab}	:33 ^b
2013	:28	:19 ^a	:29 ^{ab}	:32 ^b

Note: Question did not specify print or electronic device. Significance should be read horizontally across rows.

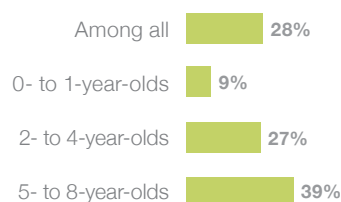
Frequency of Reading, 2013

Among 0- to 8-year-olds, percent who read:



Ebook Reading, By Age, 2013

Percent of children who have ever read ebooks (or been read to):



Frequency of Electronic Reading, 2013

Among 0- to 8-year-olds, percent who read ebooks:

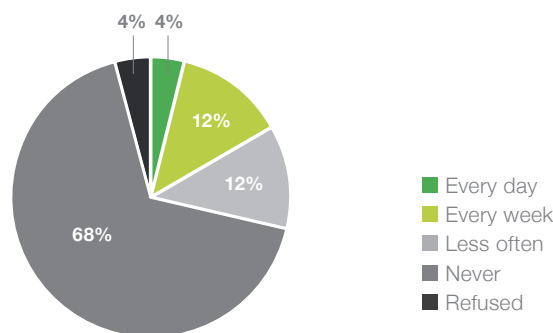


Table 25: Reading on Mobile Media Devices, 2013

Among all 0- to 8-year-olds, percent who have ever used a mobile media device for:

	Phone	iPod Touch/ similar	Tablet	Any mobile device
Games	43%	17%	37%	63%
Apps	32%	15%	31%	50%
Video	26%	10%	27%	47%
TV/movies	18%	9%	24%	38%
Reading books	7%	4%	23%	30%

The Digital Divide and the “App Gap”

There are still substantial gaps in access to computers and the Internet among children. For example, nearly seven in ten (69%) families with children age 8 or under report having some type of high-speed Internet access at home, a rate that varies substantially by income from less than half (46%) of lower-income families (under \$30,000 a year) to more than eight out of 10 (86%) higher-income families (over \$75,000 a year). Access to mobile, Internet-enabled devices also varies significantly by income from 61% of lower-income families to 91% of higher-income ones. The largest gap is in ownership of tablet devices such as an iPad, Microsoft Surface, Kindle Fire, Galaxy Tab, or similar product: 20% of lower-income families have one of these compared to 63% of higher-income ones. The gap in smartphone access between higher- and lower-income families is 25 percentage points, while the gap in tablet access is 43 percentage points.

Access to high-speed Internet among lower-income families has essentially stalled over the past two years (it was 42% in 2011 and is 46% today, a non-significant difference). While the gaps in mobile device ownership are still substantial, they are closing. For example, smartphone ownership has gone from 27% to 51% among lower-income families in just two years, and tablet ownership has gone from 2% to 20% among the same group.

Not surprisingly, the disparity in access has meant a continued disparity in use of mobile media – what we call the “app gap.” For example, a third (35%) of lower-income parents have downloaded educational apps for their children compared to half (49%) of middle-income parents and three-quarters (75%) of higher-income ones. But even among families who do own a mobile device, lower-income parents are less likely than higher-income ones to have downloaded educational apps for their children (57% among lower-income, 64% among middle-income, and 80% among higher-income families).

Table 26: Internet and Mobile Media Access, by Income, 2013

Among 0- to 8-year-olds:

Percent who have each of the following in their households:	Total	Parent Income		
		Lower (<\$30k)	Medium (\$30-75K)	Higher (>\$75K)
High-speed Internet access	69%	46% ^a	71% ^b	86% ^c
Smartphone	63%	51% ^a	62% ^b	76% ^c
iPod Touch or similar device	27%	16% ^a	25% ^b	39% ^c
Tablet	40%	20% ^a	36% ^b	63% ^c
Any Internet-enabled mobile device (smartphone, iPod Touch, tablet, or similar device)	75%	61% ^a	73% ^b	91% ^c
Percent whose parents have downloaded:				
Any apps for child to smartphone, iPod Touch, or tablet	58%	41% ^a	54% ^b	79% ^c
Any <i>educational</i> apps for child to smartphone, iPod Touch, or tablet	53%	35% ^a	49% ^b	75% ^c
Among those who own a mobile device, percent who have downloaded:				
Any educational apps for their child	69%	57% ^a	64% ^a	80% ^b

Table 27: Access to and Use of Mobile Media Among Lower-Income Families, over Time

Among 0- to 8-year-olds in families earning under \$30,000 a year, the percent:

	2011	2013
Who have mobile devices in their home		
Smartphone	27% ^a	51% ^b
Tablet device	2% ^a	20% ^b
Whose parents have downloaded any apps to a smartphone for them	14% ^a	31% ^b
Who have ever used a smartphone, tablet, or similar device	22% ^a	65% ^b

Zero to Eight: Children's Media Use in America 2013

Fieldwork conducted by GfK

Interview dates: May 20 – June 12, 2013

n = 1,463 parents of children age 0-8

Note: Percentages may not total 100 due to rounding or refused/don't know responses, or because multiple responses were allowed. An asterisk () indicates a value of greater than 0 but less than 0.5 percent, or for time spent, greater than 0 but less than 1 minute.*

First we have a few questions about the electronic items in your household.

1. Is there a TV set in your household, or not?

Yes	96%
No	3%

2. Which of the following, if any, do you have in your household?

Among all respondents (n = 1,463)

a. [If Q1 = a] Cable or satellite TV	70%
b. [If Q1 = a] A digital video recorder like TiVo or through your cable company	28%
c. A DVD player	78%
d. A laptop or desktop computer [If were given computer by GfK: Please do NOT count the Notebook Computer you were given by Knowledge Networks for taking these surveys]	76%
e. High speed Internet access (cable, wireless, or DSL)	69%
f. [If Q1 = a] A video game player like an X-box, Playstation, or Wii	63%
g. A handheld video game player like a Gameboy, PSP, or Nintendo DS	35%
h. An iPod Touch or other type of video iPod	27%
i. An iPad or similar tablet device, such as a Galaxy Tab or other Android tablet, Microsoft Surface, or Kindle Fire	40%
j. A Kindle, Nook, or other e-reader	21%
k. [If Q1 = a] A way to connect your TV to the Internet so you can download or stream TV shows or movies onto your TV set	30%

3. What type of cell phone, if any, do you have?

a. A "smartphone" (in other words, you can send email, watch videos, or access the Internet on it)	63%
b. A regular cell phone (just for talking or texting)	29%
c. I don't have a cell phone	7%

4. One thing people talk about when it comes to cell phones and iPods is “apps.” How confident are you that you know what an “app” is?

- a. I know what an app is 80%
- b. I have an idea what an app is, but I’m not totally sure 10%
- c. I don’t know what an app is 10%

[Q4 = a]

5. Approximately how many apps, if any, have you downloaded onto your:

Among those who know what an app is (n = 1,211)

	None	Under 5	5-9	10-19	20-29	30+	Refused
a. Smartphone	25%	12%	15%	19%	11%	14%	3%
b. iPod Touch	57%	6%	4%	8%	4%	6%	14%
c. Tablet (iPad, Kindle Fire, Galaxy Tab, or other Android tablet)	37%	7%	9%	15%	8%	15%	9%

[Q5 a, b, or c = ii-vi]

6. Approximately how many of the apps that you’ve downloaded were for your [child/children] to use on your

Among those who have downloaded an app onto each device

	Most of them	About half of them	Less than half of them	Only a few	None
a. Smartphone (n = 904)	10%	18%	15%	30%	27%
b. iPod Touch (n = 357)	33%	20%	12%	14%	18%
c. Tablet (n = 647)	28%	26%	14%	21%	10%

[Q5 a, b, or c = ii-vi]

7. Approximately how many of the apps you’ve downloaded for your [child/children] are educational apps, that is, apps that are designed to teach kids something?

Among those who have downloaded an app onto their smartphone, iPod Touch, or tablet for their child to use (n = 890)

- a. All of them 16%
- b. Most of them 36%
- c. About half of them 21%
- d. Less than half of them 19%
- e. None 8%

[Q1 = a]

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

Among those who have a TV set in the household (n = 1,421)

- a. Always 12%
- b. Most of the time 26%
- c. Some of the time 38%
- d. Hardly ever 18%
- e. Never 6%

9. In general, do the media in your home—TVs, computers, video games, and mobile devices—cause your family to spend more time together with other family members, less time together with other family members, or don't they make much difference one way or the other?

- | | |
|---|-----|
| a. Media cause us to spend <i>more</i> time with other family members | 12% |
| b. Media cause us to spend <i>less</i> time with other family members | 28% |
| c. Media don't make much difference in how much time we spend with other family members | 58% |

For this next set of questions, please think about your [____year/month-old] [boy/girl] [CHILD'S NAME]. Some of these questions may be about things [CHILD'S NAME] is too young to do. If that's the case, just mark the correct response and move on.

10. Which of the following items, if any, does [CHILD'S NAME] have in [his/her] bedroom?

Among all respondents

- | | |
|---|-----|
| a. [If Q1=a] A television set | 36% |
| b. [If Q2c=1] A DVD player or VCR | 22% |
| c. [If Q2f=1] A video game player like X-box, Playstation, or Wii | 9% |
| d. [If Q2d=1] A computer | 3% |

[If Q10a=1]

11. Which of the following are reasons why [CHILD'S NAME] has a TV in [his/her] bedroom: [RANDOMIZE] Mark all that apply.

Among those whose child has a TV in the bedroom (n = 604)

- | | |
|--|-----|
| a. It helps [him/her] fall asleep | 22% |
| b. It keeps [him/her] occupied in their room so I can do other things around the house | 28% |
| c. It frees up the other TVs so other family members can watch their own shows | 41% |
| d. It was a reward for good behavior | 12% |
| e. Because [he/she] shares a room with an older brother or sister | 24% |
| f. Because [he/she] shares a room with an adult | 11% |
| g. Because [he/she] sleeps in a family room that has a TV in it | 4% |
| h. We bought a new TV and decided to give [him/her] the old one | 16% |
| i. To get [him/her] to sleep in [his/her] own room | 14% |

[If Q11=more than one response]

12. Which is the main reason [CHILD'S NAME] has a TV in [his/her] bedroom? Mark only one. [List responses that were selected in Q11, maintain same order]

13. Which of the following items does [CHILD’S NAME] have, if any? [ROTATE; ASK E AND F IN ORDER]

- a. [His/Her] own cell phone 1%
- b. [His/Her] own iPod or other video iPod 5%
- c. [His/Her] own non-video iPod or other MP3 player 4%
- d. [His/Her] own iPad or similiar tablet device 7%
- e. [His/Her] own educational game device like a Leapster/LeapPad or V-Tech device (V-Smile, Mobigo, or Innotab) 26%
- f. [His/Her] own handheld video game player like a Gameboy, PSP, or Nintendo DS 21%
- g. [His/Her] own Kindle, Nook, or other e-reader 3%
- h. None of these 52%

[If Q13a=1]

14. Is [CHILD’S NAME]’s cell phone a “smart phone,” or not? (In other words, can [he/she] go online, use apps or watch videos on it, or not?)

Note: Sample size too small for reliable results (n = 33)

15. We’re interested in whether [CHILD’S NAME] has ever used a cell phone, iPod Touch, iPad or similar mobile device to do any of the following activities. Please mark any of the activities [CHILD’S NAME] has ever done: [ROTATE; ASK A & B IN ORDER]

	On a phone	On an iPod Touch	On a tablet
a. Watch TV shows or movies	18%	9%	24%
b. Watch videos	26%	10%	28%
c. Play games	43%	17%	37%
d. Use apps	32%	15%	31%
e. Read books	7%	4%	23%

16. We're interested in how often [CHILD'S NAME] does various activities, or if [he/she] has never done these activities. How often does [CHILD'S NAME]: [RANDOMIZE]

	Several times a day	Once a day	Several times a week	Once a week	Less than once a week	Has never done this	Refused
a. Read or be read to	32%	28%	20%	5%	4%	8%	3%
b. Watch DVDs or videotapes	6%	12%	24%	17%	22%	16%	4%
c. Watch TV	36%	22%	21%	3%	6%	9%	3%
d. Use the computer	5%	9%	18%	12%	18%	36%	3%
e. Read books on a Kindle, Nook, or similar e-reader or tablet device	1%	3%	7%	6%	12%	68%	4%
f. Play video games on a console player like an X-box, Playstation, or Wii	3%	4%	10%	12%	21%	48%	4%
g. Play games on a handheld player like a DS or similar device	4%	3%	12%	9%	17%	53%	3%
h. Use a mobile device (like a smartphone, iPad, iPod Touch, or similar device) to play games, use apps, or watch videos	8%	9%	19%	9%	18%	35%	3%

For this next set of questions, please think about your [___]year/month-old [boy/girl] [CHILD'S NAME]. Some of these questions may be about things [CHILD'S NAME] is too young to do. If that's the case, just mark the correct response and move on.

17. Thinking just about YESTERDAY, about how much TIME, if any, did [CHILD'S NAME] spend: Please enter the number of hours and minutes in the boxes below. [ROTATE; ASK C-F IN ORDER; G-J IN ORDER; K-N IN ORDER]

Among all respondents

	Hours: min
a. Listening to music	:20
b. [Q16a = 1..5] Reading or being read to	:28
c. [Q16b = 1..5] Watch DVDs or videotapes	:22
d. [Q16c = 1..5] Watching TV on a TV set (do NOT include time spent watching videos or DVDs)	:57
e. [Q16h = 1..5] Watching videos or TV shows on a handheld device like a smartphone, iPod Touch, iPad, or similar device	:05
f. [Q16d = 1..5] Watching videos or TV shows on a computer (NOT on a DVD)	:03
g. [Q16f = 1..5] Playing games on a console video player like an X-box, Playstation, or Wii	:06
h. [Q16g = 1..5] Playing games on a handheld video player like a Gameboy, PSP, or Nintendo DS	:04
i. [Q16h = 1..5] Playing games on a smartphone, tablet, or other mobile device	:08
j. [Q16h = 1..5] Using other types of apps on a smartphone, tablet, or other mobile device	:02
k. [Q16d = 1..5] Playing games on a computer (laptop or desktop)	:05
l. [Q16d = 1..5] Doing homework on a computer	:01
m. [Q16d = 1..5] Using educational software on a computer (not games)	:02
n. [Q16d = 1..5] Doing anything else on a computer (photos, graphics, social networking, other activities)	*

18. You mentioned that [CHILD'S NAME] spent [INSERT TIME FROM Q17d] watching TV on a TV set yesterday. About how much of that time was spent: [ROTATE]

Among those whose child spent time watching TV on a TV set yesterday (n = 871)

	Hours: min
a. Watching shows you recorded earlier on a DVR	:13
b. Watching shows from OnDemand	:03
c. Watching shows you downloaded or streamed through Netflix, or from the Internet	:08

We're also interested in how much time YOU PERSONALLY spent doing some activities yesterday.

19. Thinking just about yesterday, about how much time did you spend: Please enter the number of hours and minutes in the boxes below. [ROTATE; ASK b AND c IN ORDER]

	Hours: min
a. Watching your own shows on TV	:13
b. Playing games or watching video on a cell phone, iPod, iPad, or similar device	:03
c. Watching shows you downloaded or streamed through Netflix, or from the Internet	:08
d. Using a computer	1:39
e. Playing video games	:04
f. Reading books, magazines, or newspapers for pleasure, including electronically	:27

20. How often, if ever, do you do any of the following: [ROTATE, keep a and b together]?

	Often	Sometimes	Hardly ever	Never
<i>Among those whose child has own Gameboy, PSP, or Nintendo DS (n = 345)</i>	17%	49%	20%	12%
a. [If Q13f = 1] Let [CHILD'S NAME] play with [his/her] Gameboy, PSP or Nintendo DS when you are out running errands together				
<i>Among those who own a smart phone, iPod Touch or tablet (n = 1,163)</i>	13%	31%	19%	36%
b. [If Q2h or i = 1 or Q3a = 1] Give [CHILD'S NAME] your cell phone, iPod or iPad to play with when you are out running errands together				
<i>Among those with DVD, computer, or mobile device (n = 1,403)</i>	2%	14%	14%	68%
c. [If Q2 c, d, h, or i or Q3a = 1] Give [CHILD'S NAME] headphones and a video to watch when [he/she] has to go with you to a meeting, class, or other activity				
<i>Among all (n = 1,463)</i>	13%	42%	19%	25%
d. Use media to keep [CHILD'S NAME] occupied while you do chores around the house				
<i>Among those who own a smart phone, iPod Touch, or tablet (n = 1,163)</i>	6%	26%	34%	32%
e. [If Q2h or i or Q3a = 1] Use media to keep YOURSELF occupied while you're out playing with [CHILD'S NAME] (for example, use a cell phone, iPod or iPad while you're at the park or playground)				
<i>Among all (n = 1,463)</i>	23%	40%	20%	16%
f. Let [CHILD'S NAME] watch TV with you when you're watching your shows				

21. How often, if ever, does [CHILD'S NAME] use the following kinds of apps on a cell phone, iPod, iPad, or other tablet device: [RANDOMIZE; ASK E LAST]

Among those who have a smartphone, iPod Touch, tablet, or similar device (n = 1,163)

	Often	Sometimes	Hardly ever	Never
a. Educational games, like puzzles, memory games, math, or reading	22%	35%	13%	28%
b. Games that are just for fun	19%	37%	13%	28%
c. Creative apps for things like drawing, making music, or creating videos	18%	34%	13%	34%
d. Apps based on a character [he/she] knows from a TV show	11%	27%	18%	43%
e. Other types of apps	4%	20%	23%	48%

[If Q21a, b, c, d, or e=1-3]

22. What are some examples of the apps [CHILD'S NAME] uses most often? OPEN ENDED

23. How often, if ever, does [CHILD'S NAME] do any of the following: [ASK IN ORDER]

<i>Among all (n = 1,463)</i>	Often	Sometimes	Hardly ever	Never
a. Watch educational shows on TV, like <i>Sesame Street</i> or <i>Mythbusters</i>	23%	38%	18%	19%
b. Watch kids' entertainment shows on TV, like <i>SpongeBob</i> or <i>i-Carly</i>	23%	29%	16%	31%
c. Watch general audience shows like <i>American Idol</i> or <i>Modern Family</i>	2%	9%	21%	66%
d. Watch adult TV shows like <i>CSI</i> or <i>Grey's Anatomy</i>	1%	6%	12%	78%
<i>Among those who have a non-GfK computer or laptop (n=1,162)</i>				
e. [If Q2d=1] Use educational games or programs on the computer	23%	40%	20%	16%
f. [If Q2d=1] Go to child-oriented social networking or virtual world sites like Togetherville or Club Penguin	23%	40%	20%	16%
g. [If Q2d=1] Go to social networking sites like Facebook or MySpace	1%	3%	3%	90%
<i>Among those who own an educational game device (n = 440)</i>				
h. [If Q13e=1] Play games on an educational device like a Leapster Explorer or V-Tech Smile	20%	48%	22%	8%
<i>Among those who own an X-box, PSP, or Wii (n = 959)</i>				
i. [If Q2f=1] Play games that are educational for [him/her] on a video game console (like an Xbox, PlayStation or Wii)	4%	24%	21%	51%
<i>Among those with a Gameboy, PSP, or DS in the home (n = 551)</i>				
j. [If Q2g=1] Play games that are educational for [him/her] on a handheld game player like a Gameboy, PSP or DS	4%	30%	23%	42%
<i>Among those who own a smartphone, iPod Touch, or tablet (n = 1,163)</i>				
k. [If Q2h or i or Q3a=1] Play educational games, apps or activities on a mobile device like a smart phone, iPod Touch or tablet	15%	43%	15%	26%
<i>Among those who have a computer or laptop at home (n = 1,162)</i>				
l. [If Q2d=1] Go to educational or informational websites online	5%	20%	15%	57%

24. How often, if ever, does [CHILD'S NAME] like to use more than one type of media at a time, for example, play a handheld game while [he/she] is watching TV, or listen to music while [he/she] is using the computer?

- | | |
|-------------------------|-----|
| a. Most of the time | 3% |
| b. Some of the time | 13% |
| c. Only once in a while | 24% |
| d. Never | 60% |

25. Has your child's pediatrician ever talked to you about your child's media use?

- | | |
|-----|-----|
| Yes | 16% |
| No | 83% |

26. Thinking about all the children under age 18 who live with you, is [CHILD'S NAME] the youngest child, the oldest child, or a middle child?

- | | |
|---------------|-----|
| a. Youngest | 58% |
| b. Middle | 8% |
| c. Oldest | 13% |
| d. Only child | 24% |

27. Is any language other than English spoken in your household?

- | | |
|-----|-----|
| Yes | 32% |
| No | 68% |

Zero to Eight:

Children's Media Use in America 2013

Credits

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Common Sense Media's *Program for the Study of Children and Media*

The mission of Common Sense Media's *Program for the Study of Children and Media* is to provide parents, educators, health organizations, and policymakers with reliable, independent data on children's use of media and technology and the impact it has on their physical, emotional, social, and intellectual development. For more information about the program and to read reports on these studies, visit www.commonsense.org/research.

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About Common Sense Media

Common Sense Media is a nonprofit, nonpartisan organization dedicated to improving the lives of kids, families, and educators by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology.

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