

## The Use of Technology in Rhode Island Early Learning Settings

While our professional organization, NAEYC, defines technology broadly to include, “*knowledge and use of tools and machines. Included are computers, video, cameras, and other forms of high technology, as well as simple tools like gears, wheels and levers.*” For the purposes of this report, we are referring to technology in the “high” technology category that includes computers, video cameras, and other interactive media.

The table below is intended to provide early learning programs information on the use of technology, according to the Standards in our early learning settings. The below represents the relevant Rhode Island Standards and frameworks on the left, and the key research and best practices on the right.

### Rhode Island Standards, Regulations, and Frameworks

Source	Reference to Technology
<p><b>A. State of Rhode Island Department of Children, Youth and Families: Child Care Program Regulations for Licensure</b> (November, 2013)</p>	<p><i>II. Health and Nutrition</i></p> <p><i>BB. Screen Time</i></p> <p><i>1. Screen time is defined as looking at electronic media (including television) with a screen, including watching screens while others use the media.</i></p> <p><i>2. Television or other screen time is:</i></p> <ul style="list-style-type: none"> <li><i>a. prohibited for children under two;</i></li> <li><i>b. prohibited during meal and snack times (snacks may be provided during occasional group activities);</i></li> <li><i>c. prohibited when any child in the group is between birth through twenty-three months of age;</i></li> <li><i>d. limited for all other groups whether teaching staff-directed or a child-selected activity;</i></li> <li><i>e. limited to thirty minutes or less per day for each child or group;</i></li> <li><i>f. limited to one hour or less per evening for each child or group in evening or overnight care.</i></li> </ul> <p><i>3. Exceptions to specified time limits include:</i></p> <ul style="list-style-type: none"> <li><i>a. electronic media used for children's homework;</i></li> <li><i>b. e-readers for reading;</i></li> <li><i>c. smart boards and tablets if used for hands-on learning activities;</i></li> <li><i>d. electronic media involving physical activity participation; and</i></li> <li><i>e. occasional group activities, such as watching a movie, provided that alternate supervised activities remain available to children. (p.19)</i></li> </ul>
<p><b>B. State of Rhode Island Department of Children, Youth and Families: Family Child Care Home Regulations for Licensure</b> (October, 2007)</p>	<p><i>V. Activities, Materials and Equipment</i></p> <p><i>D. Indoor and Outdoor Play Materials and Equipment</i></p> <p><i>3. Television/video viewing shall be limited, and when utilized shall be appropriate for the age and developmental level of the children in care. (p.20)</i></p>
<p><b>C. Rhode Island Board of Regents For Elementary and Secondary Education Basic Education Program Regulations</b> June 4, 2009 (BEP)</p>	<p>Each LEA shall provide a comprehensive program of study in English language arts, mathematics, social studies, the sciences, visual arts &amp; design and the performing arts, engineering and technology, comprehensive health, and world languages throughout the PK-</p>

	<p>12 system. This program of study shall integrate literacy (reading, writing, speaking, and listening), applied learning, and the <b>use of information and communication technology across all content areas.</b></p> <p>G-13-1.3. Comprehensive Program of Study.</p>
<p>D. <b>RI Department of Education Comprehensive Early Childhood Education: Standards for approval or preschool and kindergarten programs</b> (2013)</p>	<p><i>Curriculum(Classroom Level)</i></p> <p>6.20 <i>When technology is used in a program, <b>technology shall be used for the purpose of extending learning</b> within the classroom to integrate and enrich the curriculum. Staff shall be actively engaged in this process with children. (p.21)</i></p>
<p>E. <b>RI Workforce Knowledge and Competencies</b></p> <p>1. Early Childhood Teachers and Early Intervention/Early Childhood Special Educators (2013)</p> <hr/> <p>2. Family Child Care Educators (2013)</p> <hr/> <p>3. Administrators and Education Coordinators (Draft 2015)</p>	<p>Curriculum</p> <p>C.4.b. Level 3</p> <p><i>EI/ECSE Assesses, provides and monitors both the placement of materials and the need for adaptive materials, media and assistive technology to enhance the active participation of young children with developmental delays and disabilities. (p.34)</i></p> <hr/> <p>No references to use of technology use with children in early childhood settings</p> <hr/> <p>No references to use of technology use with children in early childhood settings</p>
<p>F. <b>RI Early Learning and Development Standards</b> (2013)</p>	<p>Essential Practices</p> <p>Educating all children: Children with disabilities</p> <p><i>Other children may require accommodations to their environment, or they may need adaptive or assistive technology in order to participate in learning experiences that promote progress. (P.6)</i></p>
<p>G. <b>BrightStars Framework</b></p>	<p>See Rows H, I, and J below for Environmental Rating Scale Information as it relates to BrightStars</p>

### National Research and Best Practice

Source	Summary
<p>A. <b>NAEYC</b></p> <p>National Association for the Education of Young Children (2012). <i>Technology and interactive media as tools in early childhood programs serving children from birth through age 8: A joint position statement issued by the National Association for the education of young children and the Fred Rogers Center for Early Learning.</i> Retrieved from National Association for the Education of Young Children:</p>	<p>“When used intentionally and appropriately, technology and interactive media re effective tools to support learning and development.” NAEYC and Fred Rogers Center offers guidance on the effective use of technology and other interactive media to support learning and development of young children by expanding access to new content and new skills. Guidance for appropriate use of technology includes integration into active learning, hands-on experiences, engaging, and thoughtfully planned and assessed to determine effectiveness. On-going research and professional development are needed to expand educator and administrator knowledge of appropriate and effective use of technology and media.</p>

<p><a href="http://www.naeyc.org/content/technology-and-young-children">www.naeyc.org/content/technology-and-young-children</a></p>	
<p><b>B. ZERO TO THREE</b> Lerner, C. a. (2014). <i>Screen sense: Setting the record straight Research-based guidelines for screen use for children under 3 years old</i>. Retrieved from ZERO TO THREE: <a href="https://www.zerotothree.org/resources/series/screen-sense-setting-the-record-straight">https://www.zerotothree.org/resources/series/screen-sense-setting-the-record-straight</a></p>	<p>Healthy development is grounded in positive relationships with caring, responsive adults. High quality early experiences engage children’s minds and bodies. Thus, adults must become “media literate” in order to select media that supports children’s learning and development. The effect of screen media, beyond television viewing, is limited. Guidance for parents and caregivers suggest that media selection be thoughtful, interactive between child and adult, connect screen content to real-life experiences, and select content reflective of the child’s everyday experience. New research finding continue to update guidance for use of technology with young children.</p>
<p><b>C. National Association for Family Child Care</b> The National Association for Family Child Care. (2013). <i>Quality Standards for NAFCC Accreditation</i>. Retrieved from NAFCC: <a href="http://www.nafcc.org/file/35a7fee9-1ccf-4557-89d4-973daf84a052">http://www.nafcc.org/file/35a7fee9-1ccf-4557-89d4-973daf84a052</a></p> <p><b>D.</b></p>	<p>Developmental Learning Activities: Television and Computers</p> <p><b>3.79 Updated 2013</b> <i>If screen media is used, the provider assures the content is appropriate for the ages of the children. Screen media is free from violent, sexually explicit, stereotyped content (including cartoons) and advertising.</i></p> <p><b>3.80 Updated 2013</b> <i>If children use screen media, the provider limits their time of use to no more than 2 hours per week and for educational use or physical activities. Engaging alternative activities are offered to all children when screen media is offered.</i></p> <p><b>D2 New 2013</b> <i>Children under the age of 2 are discouraged from using screen media. Engaging alternative activities are offered when screen media is offered to older children.</i></p> <p><b>3.81 Updated 2013</b> <i>If a computer is used by the children, the provider limits each child’s computer time to no more than fifteen minutes at a time for a total of no more than the 2 hour per week screen media limit. When school-agers are engaged in an educational project or when children require the use of assistive technology, time using the computer may be extended.</i></p> <p><b>3.82</b> <i>When used, all computer software promotes children’s active involvement, group participation, learning, creativity, or fun.</i></p> <p><b>3.83</b> <i>If the Internet is used by children, the provider actively monitors its use. (p.18-19)</i></p>
<p><b>E. American Academy of Pediatrics</b> <b>F.</b> American Academy of Pediatrics. (2013). <i>Policy statement: Children, adolescents, and the media</i>. Retrieved from American Academy of Pediatrics: <a href="http://www.pediatrics.org/cgi/doi/10.1542/peds2013-2656">www.pediatrics.org/cgi/doi/10.1542/peds2013-2656</a></p>	<p>While AAP continues to be concerned about the potential health risks, and harmful effect of media images and messages, AAP acknowledges that media may enhance knowledge, connectedness, and health. Media education programs are necessary components in supporting the effective selection and use of media by educators and families.</p>
<p><b>G. Caring for Our Children</b> <b>H.</b> American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. <i>Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition</i>. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at <a href="http://nrckids.org">http://nrckids.org</a>.</p>	<p><i>In early care and education settings, media (television [TV], video, and DVD) viewing and computer use should not be permitted for children younger than two years. For children two years and older in early care and early education settings, total screen time should be limited to not more than thirty minutes once a week, and for educational or physical activity use only. During meal or snack time, TV, video, or DVD viewing should not be allowed (1). Computer use should be limited to no more than fifteen-minute increments except for school-age children completing homework assignments (2) and children with special health care needs who require and consistently use assistive and adaptive computer technology.</i></p> <p>Chapter 2: Program Activities for Healthy Development, 2.2 Supervision and Discipline, Standard 2.2.0.3: Limiting Screen Time—Media, Computer Time</p>

<p><b>I. Head Start: An Office of the Administration for Children and Families Early Childhood Learning &amp; Knowledge Center</b> https://eclkc.ohs.acf.hhs.gov/hslc/standards/hsppps</p>	<p>Performance Standards do not include use of technology in an early childhood classroom as a teaching strategy appropriate for all children. The Standards refers to assistive technology for use with children with identified special needs.</p> <p>Head Start Child Outcomes Framework includes no goals for children relative to the use of technology as a learning strategy</p> <p>Framework for Effective Practice does not include technology as a classroom strategy for teacher</p>
<p><b>J. Early Childhood Environment Rating Scale: Third Edition</b> <b>K.</b> Harms, T., Clifford, R., &amp; Cryer, D. (2015). <i>Early Childhood Environment Rating Scale: Third Edition</i>. New York: Teacher College Press</p>	<p>In the most current edition of ECERS, item 27, “appropriate use of technology” addresses appropriate use of technology with young children – “encourages creativity or vigorous movement”, “support and extend classroom interests, themes, and activities”, and “staff are actively involved with children in use of electronic media”. Time limits are included; 10 minutes for inactive watching, and 15 minutes per child for other electronic media such as hand-help games and computers.</p> <p><i>Note: The 2015 edition of ECERS is not being used by BrightStars; BrightStars continues to use the 2006 version to assess programs in Standard 1: Learning Environments</i></p>
<p><b>L. Infant/Toddler Environment Rating Scale: Revised Edition</b> Harms, T., Clifford, R., &amp; Cryer, D. (2006). <i>Infant/Toddler Environment Rating Scale: Revised Edition</i>. New York: Teacher College Press</p> <p><b>M.</b></p>	<p>Additional Notes for Clarification for the <b>ITERS-R (9/2013)</b></p> <p><i>23. Use of TV, video and/or computer</i></p> <p><i>1.3, 3.3 Since the American Academy of Pediatrics states that children under the age of two should not be allowed to view television, due to persuasive research indicating negative effects for these youngest of children, change the age listed in these indicators from 12 to 24 months. In addition, media screen time is limited for children 2 years and older to not more than 30 minutes total, once a week, with only 15 minutes at a time per day for computer use. No media screen time should be allowed during meals/snacks.</i></p> <p><i>Note: Guidance from ITERS-R tool in the area of “Activities: Use of TV, video, and/or computers” informs BrightStars rating at levels 3, 4, and 5.</i></p>
<p><b>N. Early Childhood Environment Rating Scale: Revised Edition</b> Harms, T., Clifford, R., &amp; Cryer, D. (2005). <i>Early Childhood Environment Rating Scale: Revised Edition</i>. New York: Teacher College Press</p> <p><b>O.</b></p>	<p>Additional Notes for Updates <b>ECERS-R (1/2014)</b></p> <p><i>27. Use of TV, video, and/or computers</i></p> <p><i>3.3 Due to recommendations in the 2011 version of Caring for Our Children, pages 66-67, time allowed for children to view television, video, DVD and use the computer (“media screen time”) has been changed. Time is limited for children in ECERS groups to not more than 30 minutes total, once a week. Computer use time should be limited to no more than 15 minutes per day for children in a program of any length with the exception of children with disabilities who require assistive computer technology. No media screen time should be allowed during meals/snacks.</i></p> <p><i>Note: Guidance from ECERS-R tool in the area of “Activities: Use of TV, video, and/or computers” informs BrightStars rating at levels 3, 4, and 5</i></p>
<p><b>P. Family Child Care Environment Rating Scale</b> Harms, T., Clifford, R., &amp; Cryer, D. (2005). <i>Family Child Care Environment Rating Scale: Revised Edition</i>. New York: Teacher College Press</p> <p><b>Q.</b></p>	<p>Additional Notes for Clarification for the <b>FCCERS-R (9/2013)</b></p> <p><i>25. Use of TV, video, and/or computer</i></p> <p><i>1.4, 3.3 Since the American Academy of Pediatrics states that children under the age of two should not be allowed to view television, due to persuasive research indicating negative effects for these youngest of children, change the age listed in these indicators from 12 to 24 months. In addition, media screen time is limited for children 2 years and older to not more than 30 minutes total, once a week. Computer use time should be limited to no more than 15 minutes per day with the exception of school-aged children completing homework assignments, or children with disabilities who require assistive computer technology. No media screen time should be allowed during meals/snacks.</i></p> <p><i>Note: Guidance from FCCERS-R tool in the area of “Activities: Use of TV, video, and/or computers” informs BrightStars rating at levels 3, 4, and 5</i></p>

