



SHAC 24-25



Welcome!



October 30, 2024

We are glad you are here!



23-24 Year in Review

- Increasing physical activity during the elementary school day
 - New Indoor Recess Guidelines
 - New 3rd-5th Brain Break Activities
- HB 3908 Fentanyl Poisoning Awareness

Communication with Parents:

- Back to school forms allow parents to opt in/out
- Notice of upcoming lessons for increased transparency

Child Nutrition

Sample time! Korean Chicken Sliders

Looking for members for the Food Service Management Company (FSMC) Advisory Committee

- Requirement of TDA for districts that contract with an FSMC to ensure menu integrity and student satisfaction
- Main focus- menu planning for each semester
- Development of overall menu for new FSMC contract in 2026-27
- Members will meet prior to SHAC meetings on the following dates
 - December 4, 5:30-6:00pm
 - March 26, 5:30-6:00pm

Early Childhood Media & Learning

From the [American Academy of Pediatrics Media and Young Minds Policy Statement](#), reaffirmed July 2022

“Evidence is sufficient to recommend time limitations on digital media use for children 2 to 5 years to no more than 1 hour per day to allow children ample time to engage in other activities important to their health and development and to establish media viewing habits associated with lower risk of obesity later in life.”

Early Childhood Media & Learning

- NAEYC, the Fred Rogers Center and Children's Media at St. Vincent College Joint Position Statement (2012) recommend early childhood educators
 - Carefully select media, giving careful attention to the appropriateness and quality of the content, the child's experience, and opportunities for co-engagement
 - Discourage passive use of media with children ages 2-5
 - Reinforces abiding by screen time recommendations from public health organizations for children birth through age 5

Early Childhood Media and Learning

— Lisa Guernsey recommends determining when and how to use various technologies based on the **Three C's**



- **Content**—What is the content & its purpose? How does this help children learn, engage, express, imagine, or explore?
- **Context**—What kinds of social interactions (such as conversations with parents or peers) are happening before, during, and after the use of the technology? Does it complement, and not interrupt, children's learning experiences and natural play patterns? Why is the caregiver giving access?
- The individual **Child**—What does this child need right now to enhance his or her growth and development? Is this technology an appropriate match with this child's needs, abilities, interests, and development stage? For example assistive technology for a student with a communication impairment.



Texas PreK Guidelines: Technology Domain (pg. 79)

- Focuses on using digital tools to
 - Model digital citizenship
 - Co-use and co-create “when appropriate”
 - To supporting and enhancing learning “with adult assistance”.
 - For example, PK4.X.A.3 “Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.”

Social-Emotional Impacts of Excessive Screen Time

- Can have detrimental effects on social and emotional growth, including a rise in the likelihood of mental health conditions (i.e. depression and anxiety)
 - Studies in very young children indicate that screen usage is an independent risk factor for reduced psychological well-being including:
 - Higher levels of emotional reactivity, aggression, and externalizing behaviors
 - Lower levels of emotional understanding
- It can obstruct the ability to interpret emotions, fuel aggressive conduct, and harm one's psychological health in general

(Muppalla et al., 2023)

Social-Emotional Impacts of Excessive Screen Time

- This varies based on the type of screen time consumed
 - Computer use and video gaming, were shown to be connected with more severe depressive symptoms
 - Video gaming, in particular, is correlated with the severity of anxiety
 - Dependency on mobile phones and social media have been associated with depressive symptoms
 - Exposure to content that is violent and fast-paced trigger dopamine and reward pathways in the brain, all of which have been associated with attention-deficit/hyperactivity disorder-related behavior
 - Early and persistent exposure to violent content raises the chance of engaging in antisocial behavior
 - Psychoneurological effects of addictive screen time use include a decrease in social coping skills and the development of craving behaviors resembling substance dependence. Structural changes in the brain related to cognitive control and emotional regulation have been observed in individuals with addictive digital media behavior.

(Muppalla et al., 2023)

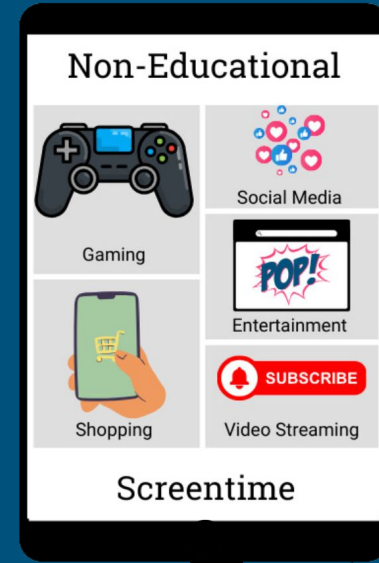
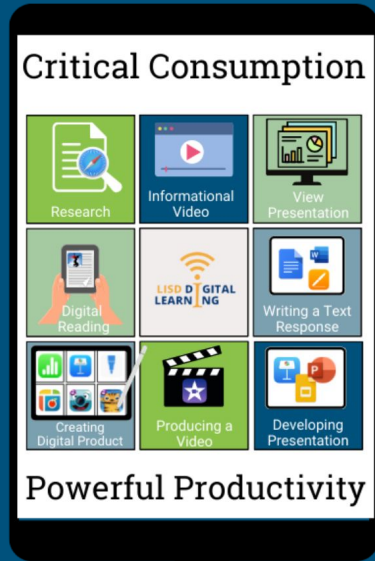
Social-Emotional Impacts of Excessive Screen Time

- Screens can also have positive educational and informational benefits
- Setting boundaries, utilizing parental controls, and demonstrating good screen behavior are all techniques that parents may use to manage children's screen usage.
- We can reduce the possible negative impacts of excessive screen time and promote children's healthy development and well-being by increasing knowledge and encouraging additional activities that stimulate development.

Suggested Screen Time Use by Age

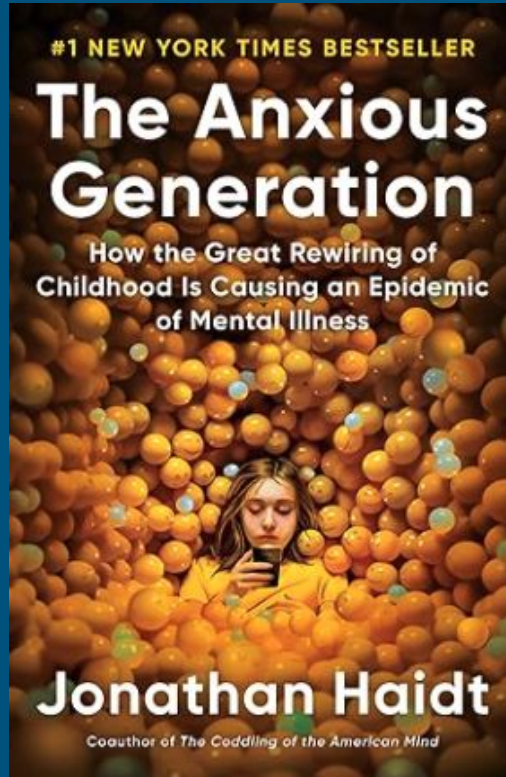
From the American Academy of Pediatrics

- 2-5 Years - Limit screen use to one hour per day or less of high-quality media. Caregivers and parents should co-view media with children to help them understand what they are seeing
- 6-12 Years - Place consistent limits on the time spent using media and the types of media, making sure media doesn't take the place of adequate sleep, physical activity and other behaviors essential to health
- 12 Years and Older - Designate media-free times and media-free locations



All screentime is not created equal.

Reading Recommendation



- Author is a social psychologist
- Facts about teen mental illness that hit many countries at same time
- Decline of play based childhood and the lasting effects
- And he gives us SOLUTIONS

References

- Muppalla S, Vuppalapati S, Reddy Pulliahgaru A, et al. (June 18, 2023) Effects of Excessive Screen Time on Child Development: An Updated Review and Strategies for Management. Cureus 15(6): e40608. DOI 10.7759/cureus.40608