Pennington Biomedical Greaux Healthy

Implementation Guide

Screen Time

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Pennington Biomedical Greaux Healthy

Table of Contents

Ackowledgements and Background 3

Section 1: Introduction 4

- Introduction to Screen Time 5
- Importance of Limiting Screen Time 5
- Louisiana Screen Time Licensing Standards 5
  - Louisiana Screen Time Policy Requirements 6
  - Louisiana Physical Activity Requirements 6

Section 2: Research-Based Best Practices 7

- Smart Screen vs. Screen-Free 8
- E-AIMS Model for Choosing Appropriate Content 8
- The 5 Cs for Choosing Content 9

Section 3: Policy Implementation 10

- Understanding Policy Implementation 11
- Preparing your Policy 11
  - Assessing your Center 11
  - Writing your Policy 11
  - Strategies for an Effective Policy 12
  - Sample Screen Time Policies 13
- Putting your Policy into Action 14

Section 4: Tools and Resources 15

- Newsletter Example for Parents and Staff 18
- eNewsletter Example for Parents and Staff 19
- Child Care Lesson Plan: Finding Balance in Our Digital Lives 20
- 15-Minute Parent Workshop 22

Section 5: Conclusion & Key Take-Aways 25

- Key Take-Aways 25

Section 6: References 26

Pennington Biomedical Greaux Healthy

Ackowledgements and Background

The 2026 Screen Time Implementation Guide for Louisiana Early Childhood Education Centers builds upon the foundation established by the original Louisiana Screen Time Regulations Toolkit, developed in 2016 through a collaborative effort among Pennington Biomedical Research Center and numerous state and community partners dedicated to improving child health and wellness in Louisiana.[1]

The authors gratefully acknowledge the organizations, agencies, and subject matter experts whose contributions helped inform the development of both the original and updated toolkits. Their collective commitment to supporting healthy environments for young children has advanced efforts to promote appropriate screen use, physical activity, healthy eating, and overall well-being in Louisiana's early childhood education settings.

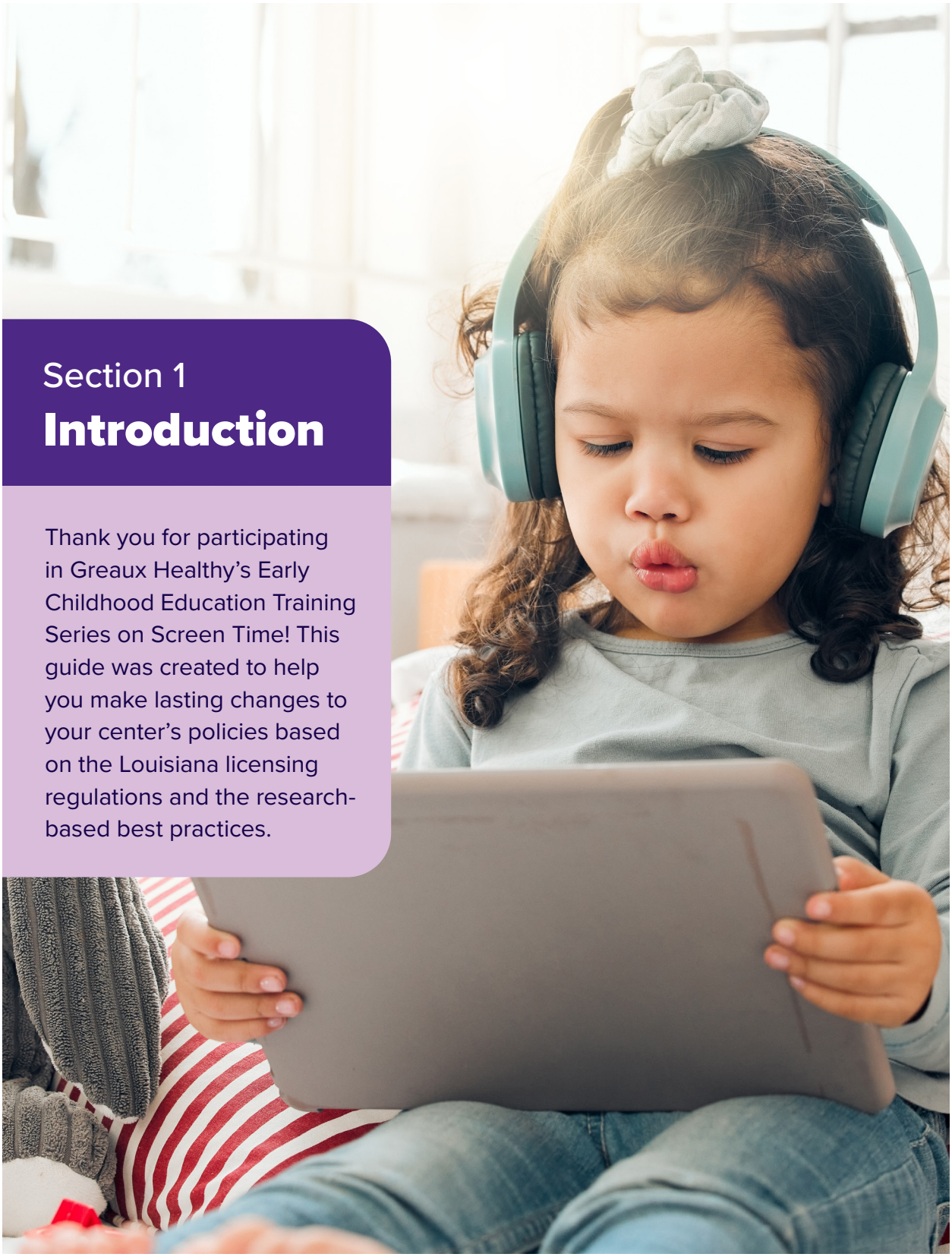
In 2026, the toolkit was revised, expanded, and rebranded by the Greaux Healthy initiative to reflect current evidence, best practices, and implementation strategies for Louisiana early childhood education providers. This updated resource was made possible through the continued collaboration of partners across public health, education, healthcare, and early childhood sectors.

We extend our sincere appreciation to the following organizations for their leadership, expertise, and support:

- Pennington Biomedical Research Center
- Well-Ahead Louisiana
- Louisiana Department of Health
- Louisiana Department of Education
- Tulane University School of Public Health and Tropical Medicine
- Women's Hospital Child Development Center
- Freeman Matthews Head Start
- Loreto Early Learning Center
- Primary Colors Early Childhood Learning Center
- Progress II Head Start

Together, these partners share a commitment to creating healthier environments where Louisiana's children can learn, grow, and thrive.

This toolkit is intended to support Louisiana early childhood education centers in implementing state screen time regulations and evidence-based practices that foster healthy development and lifelong wellness.



Section 1

Introduction

Thank you for participating in Greaux Healthy's Early Childhood Education Training Series on Screen Time! This guide was created to help you make lasting changes to your center's policies based on the Louisiana licensing regulations and the research-based best practices.

Introduction to Screen Time

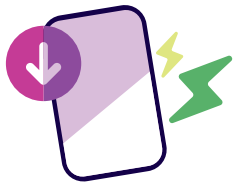
- Screen time is any time spent using electronic devices, such as television, computers, tablets, gaming consoles, and handheld devices.
- If your center is playing DVDs or streaming movies and shows during the day, you are increasing the amount of screen time the children are receiving.
- Research shows Baton Rouge area preschool children use screens for an average of 5 hours per day.[2] For growing bodies and developing minds, it is important to limit the amount of screen time available.

Importance of Limiting Screen Time

Screen time can take away from activities that help with brain development, imagination, and social skills. Too much screen time can cause social withdrawal within children, which tends to interfere with engagement of daily activities and physical activity. Social withdrawal can also lead to a child removing themselves from social interactions with others.

Screen time can also increase a child's risk of developing overweight and obesity for the following reasons:[3]

- Children spend more time sitting when engaging in screen time.
- Children can observe unhealthy eating practices from commercials or advertisements they see.
- Time in front of a screen can increase the desire to snack.
- Overstimulation from screen time can prevent a child from getting the sleep they need.



Less Screen Time



1. **More physical activity**
2. **More time spent outdoors**
3. **More time playing creatively**
4. **Better sleep**
5. **More time building relationships**

Louisiana Screen Time Licensing Standards[4]

It is important to know the state's rules for running a child care center. These rules are meant to help keep children safe, healthy, and well cared for. By following these guidelines, your center will provide a good environment for children and show that you are meeting the state's standards. You can also choose to set higher standards than the state requires. Knowing how to improve these standards is key to keeping your center's license and providing a safe, caring space for Louisiana's young children. All Louisiana licensing standards can be found on the Bulletin 137 at https://www.doa.la.gov/media/iuzgjape/28v161.docx.

Louisiana Screen Time Policy Requirements

Louisiana centers must create and follow a policy about electronic devices. Children under the age of two are not allowed to use electronic devices, such as TV, movies, games, videos, computers, or handheld electronics. For children ages two and older, the use of electronic devices is limited to no more than two hours each day.

Age	Louisiana Policy
Children under the age of 2	No Screen Time
Children over the age of 2	No more than 2 hours per day

§1509. Policies

9. Electronic devices policy that provides that all activities involving electronic devices, including but not limited to television, movies, games, videos, computers and handheld electronic devices, shall adhere to the following limitations:

   a. Electronic device activities for children under age two are prohibited; and

   b. Time allowed for electronic device activities for children ages two and above shall not exceed two hours per day;

Louisiana Physical Activity Requirements

In Louisiana, child care centers must have a written policy about physical activity procedures for children. This policy needs to follow certain rules for different ages. Children under the age of two must have at least 60 minutes of physical activity each day, both indoors and outdoors. Children who are two years old or older must have at least 60 minutes of physical activity, which includes both guided activities and free play, inside and outside. These rules are similar to the physical activity best practices, but remember, licensing rules may be different from these best practices.

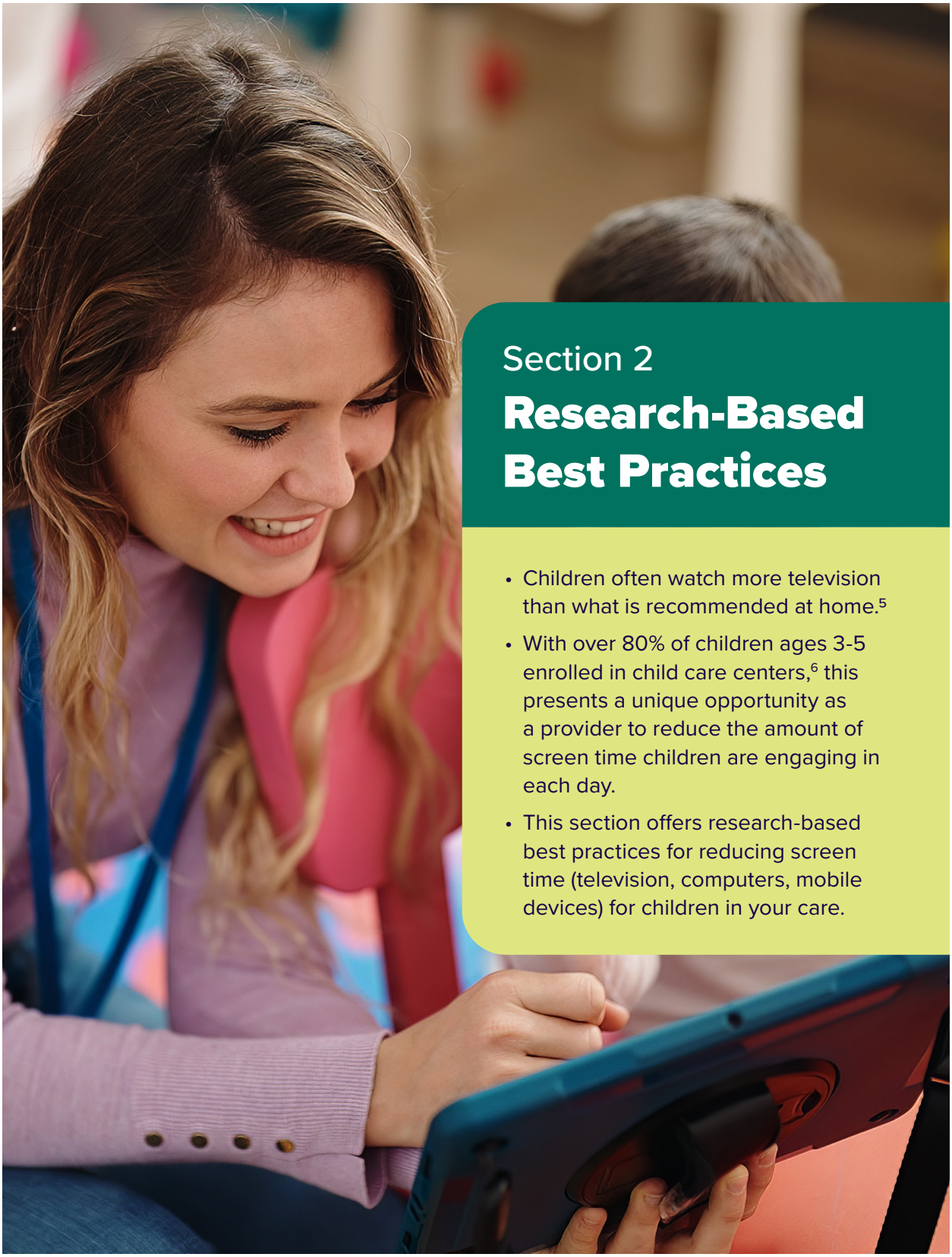
§1511. Procedures

A. An early learning center shall establish in writing and implement procedures for:

   1. Physical activity:

      a. Children under age two shall be provided time and space for age-appropriate physical activity, both indoors and outdoors, weather permitting, for a minimum of 60 minutes per day;

      b. Children age two and older shall be provided physical activity that includes a combination of both teacher-led and free play, both indoors and outdoors, weather permitting, for a minimum of 60 minutes per day;



Section 2

Research-Based Best Practices

- Children often watch more television than what is recommended at home.[5]
- With over 80% of children ages 3-5 enrolled in child care centers,[6] this presents a unique opportunity as a provider to reduce the amount of screen time children are engaging in each day.
- This section offers research-based best practices for reducing screen time (television, computers, mobile devices) for children in your care.

Smart Screen vs. Screen-Free

There are two ways to implement a systems change to reduce screen time at your center. Your center can elect to be a **Screen-Free** or a **Smart Screen** center.

- **Screen-Free** is when no screen time for any children of any age is allowed at your center.
- **Smart Screen** is when screen time is only utilized for educational purposes and meets or exceeds Louisiana's regulations for screen time.

E-AIMS Model for Choosing Appropriate Content[7,8]

Choosing appropriate content for children can be a challenge with all of the content available today. Child development experts developed the E-AIMS Model to help parents and providers to choose programming that is Engaging, Actively Involved, Meaningful, and Social.

E — Engaging

What to ask yourself

- Is the child engaged?
- In there a learning goal or story as a part of the screen experience?

Examples

- Well-told stories about things the child can relate to
- A wide variety of words
- Funny, engaging rhymes that help the child learn language
- Non-fiction with accurate facts pitched at the right comprehension level

AI — Actively Involved

What to ask yourself

- Is the child actively involved?
- Do they look like they are really thinking about it and participating in the content?

Examples

- Touch the screen
- Move the device
- Talk or sing into the microphone
- Listen to music

M — Meaningful

What to ask yourself

- Is the content meaningful?
- Does it reflect the child's everyday life?

Examples

- Content around scenarios at Mealtime and Playtime are likely to support more learning because it's more relatable and familiar than content with lots of imaginary beings and fantasy situations

S — Social

What to ask yourself

- Is the content social?
- Does it require the child to talk or respond within the experience?

Examples

- Co-Viewing with peers and/or adults
- Video Chatting that requires responses

The 5 Cs for Choosing Content[9-11]

CHILD

Children need a variety of active, sensory, and language experiences to maximize their brain development in learning.

- It is important to consider the child's age, specific interests, attention span, and current mood when making media decisions and choosing content.

CONTENT

Content refers to making sure the content is appropriate and educational.



- Use these guiding questions to assess the content of the media:
  - Does the content engage the child in meaningful and active ways?
  - Are the themes and topics age-appropriate?
  - Is the content relevant to the child's life?
- As a provider, you must choose digital and media activities carefully—with the right content—to ensure it is appropriate and educational.

CALM

Managing emotions is an important skill, and media should not replace healthy calming strategies.

- Encourage alternatives like reading, quiet play, or deep breathing for relaxation.
- Reflect on these questions:
  - Are screen-time activities part of the child's routine for calming down?
  - Does media use disrupt sleep or prevent downtime?
  - How can you support non-screen calming routines at home?
- Parents can talk to friends, pediatricians, or therapists for additional strategies to calm the child's mind and body.

CROWDING OUT

Media should enhance—not replace—important activities like family time, outdoor play, or sleep.



- Help your family think about what they want to add back to their routines.
- Consider these questions:
  - Is media use replacing valuable activities?
  - Can limits or a plan for screen time improve balance?
  - How can kids help decide when and where to use media?

COMMUNICATION

Talking about media helps children develop digital literacy and feel supported.



- Encourage regular conversations about media use and content.
- Use these questions to guide discussions:
  - What do kids think about the media they use?
  - Are families asking open-ended questions about media habits?
  - How can parents make media conversations part of their routine?



Section 3

Policy Implementation

Understanding Policy Implementation

This toolkit provides your center with resources to write, implement and educate on the electronic devices policy. Writing an electronic devices policy helps meet the Department of Education licensing standard and ensures your commitment to reducing screen time. Let's walk through the steps your center needs to take to write and implement an electronic devices policy.

Preparing your Policy

Before creating a new policy for a child care center, it's important to look at what is already being done. This helps make sure that the new policy doesn't repeat what is already in place and that it fixes any problems. By reviewing how things are done now, teachers and staff can see what's working well and what needs improvement. This also helps make sure the new policy is realistic and can be put into action without causing problems. It ensures that the changes will really help the children, families, and staff.

If you want to learn more about evidence-based best practices that you can implement at your center, the Louisiana Dept of Health, Well-Ahead Louisiana offers Go NAPSACC to Louisiana child care centers. Go NAPSACC is an evidence-based platform that allows centers to assess their current practices and make an action plan for change. They also provide videos and resources for changes related to the topic you are interested in.

To access Go NAPSACC, you can go to www.gonapsacc.org for more information!

Assessing your Center

As you begin to prepare to write and adopt an electronic device policy, use the check list below to think through your center's needs. Assessing your center's current practices will help guide you to build your policy.

- ✓ Do you currently have an electronic devices policy in place?
- ✓ How do you currently use electronic devices in your center?
- ✓ What are you doing well and what are your challenges?
- ✓ Is your center meeting the LDOE licensing regulations?
- ✓ Have you discussed screen time usage with your staff?

Writing your Policy

Once you have identified the needs of your center and the topics to include, you can begin writing your policy. Use the checklist below to:

- ✓ Be as clear as possible.
- ✓ Include a rationale to describe the importance of the policy and connection to your center's mission.
- ✓ Practices should be specific and measurable within the sections listed above.
- ✓ Include an accountability section to ensure the policy is implemented effectively.



Strategies for an Effective Policy

When writing your policy, it is essential to be as clear as possible, include specific and measurable practices, and within your policy talk about the importance of the practices and how they tie in with your mission. Creating new policies is a way to explain the purpose behind them, building buy-in and clarifying points of uncertainty from teachers, staff, and families. They also help families know how they can support your efforts such as creating a family screen time plan while showing them consistency in the care their children receive while in your program.

Policy Topic	Example Policy Statement
Types of programming	Screen time is prohibited for children under the age of 2 and screen time may be used for educational purposes (i.e., exercise videos, virtual field trips, videos that teach a new skill) for children over the age of 2, but not to exceed 1 hour per week.
Supervising screen time	Staff supervise screen time by co-viewing all programming with the children to ensure engagement and understanding of the content.
Managing behavior	We do not use screen time as a reward for good behavior or revoking screen time as a punishment for unfavorable behavior.
Education	Parents of our infants, toddlers, and preschool-aged children will, at least twice per year, receive information on how to limit screen time in the home and the importance of limiting screen time in the growth and development of their children.
Amount of screen time	We provide no screen time for children under 2 and 30 minutes or less per week for children 2-5.
Professional development	We provide education and professional development for teachers and staff on screen time at least 2 times per year or more.

Sample Screen Time Policies

Below are examples of screen time policies that you can use for your center.

Example 1: Good

Electronic devices are prohibited for children under the age 2 and older children are limited to 1 hour per day.

Example 2: Better

The use of media, such as television, films, videotapes, computers and handheld electronic devices is limited to developmentally appropriate programming. Media are used to supplement curriculum or as a special event rather than as a part of the regular daily routine.

- No child should be required to view the program—provide other options or activities for those not interested.
- Staff should discuss what is or was viewed with children both before and after view to develop critical thinking and viewing skills.
- Staff should provide appropriate "hands on" learning experiences for the purpose of embedding the concepts of the media in other developmentally appropriate ways.
- Electronic device activities are prohibited for children under the age of 2.
- Supervisors will ensure appropriate time limits for viewing and that viewing material is a part of the overall lesson. Individual or combined use of electronic devices should not exceed one hour per day for any child.

Example 3: Best

At [Center Name], our goal is to provide children with rich, hands-on learning experiences that encourage exploration, creativity, and social interaction. We believe young children learn best through active engagement with the world around them—not through screens.

Screen time refers to any time spent in front of a screen, including televisions, computers, tablets, and video game devices. In alignment with best practices for early childhood development, our center does not incorporate screen time into the daily schedule for any age group.

This means:

- Children of all ages will engage in screen-free learning experiences during their time at the center.
- We prioritize interactive, play-based learning and activities that stimulate all five senses.
- No television programs, movies, or digital media will be used as part of the curriculum or classroom experience.
- Educators will foster curiosity and learning through storytelling, music, dramatic play, outdoor exploration, and other developmentally appropriate methods.

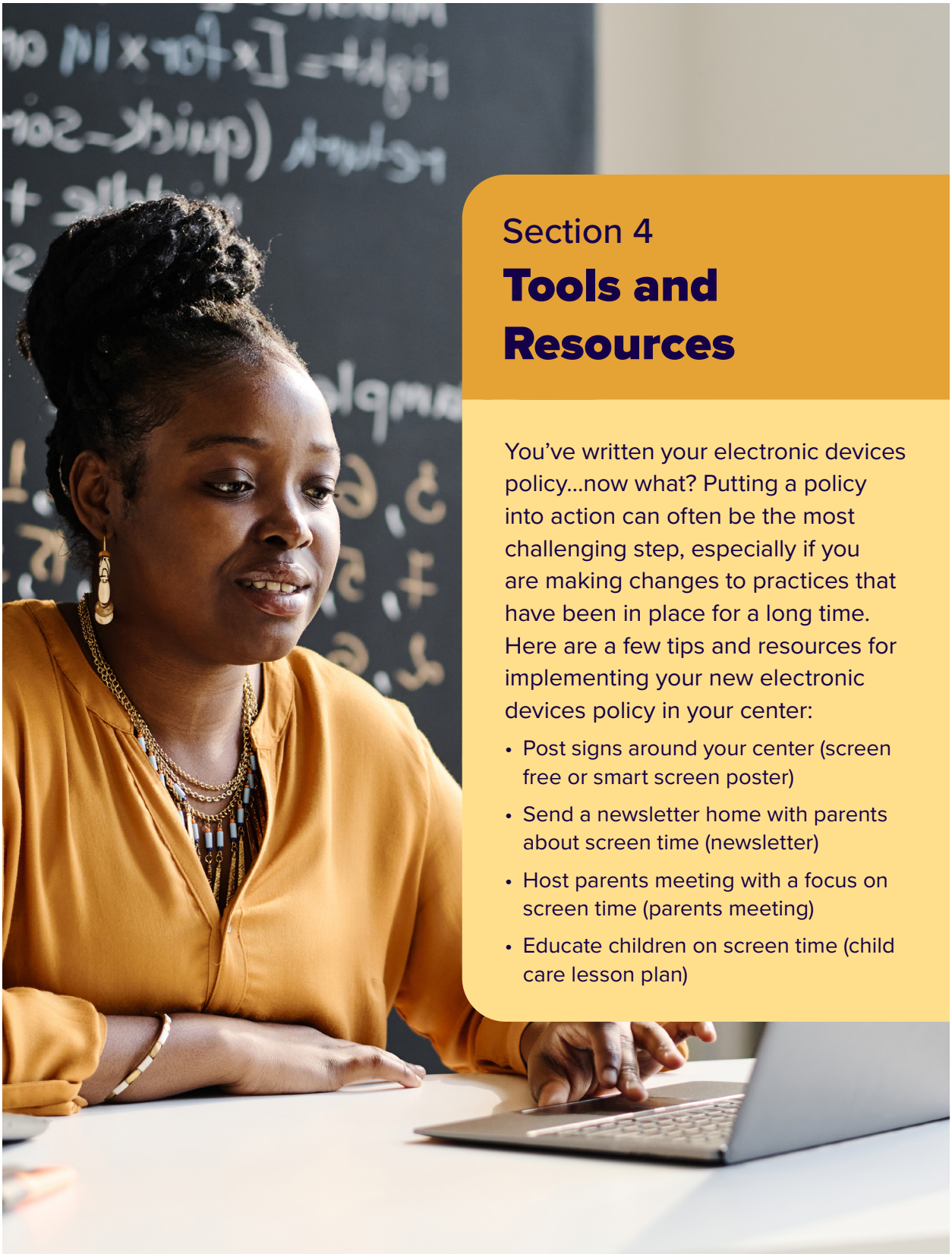
We are committed to supporting families in nurturing healthy habits and recognize that early childhood is a critical time for building strong foundations in attention, communication, and physical activity—all best supported in a screen-free environment.

Putting your Policy into Action

Now that you have assessed your center's needs and written your policy, it is time to put your policy into action. Putting a new or updated policy into effect can often be the most challenging step. Here are a few tips and resources for implementing your electronic devices policy:

- Sit down with your center staff to ensure they have a clear understanding of the policy and how it will be implemented
- Share screen time policies during the hiring and training process
- Monitor screen time usage and ensure staff accountability
- Post signage around your center to show that you are a screen free or smart screen center
- Send a newsletter home with parents about screen time and your updated practices

For examples of signage and a parent newsletter, refer to Section 4 of this toolkit.



Section 4

Tools and Resources

You've written your electronic devices policy...now what? Putting a policy into action can often be the most challenging step, especially if you are making changes to practices that have been in place for a long time. Here are a few tips and resources for implementing your new electronic devices policy in your center:

- Post signs around your center (screen free or smart screen poster)
- Send a newsletter home with parents about screen time (newsletter)
- Host parents meeting with a focus on screen time (parents meeting)
- Educate children on screen time (child care lesson plan)



WE ARE A SCREEN-FREE FACILITY!

Play • Unplug • Explore • Learn • Create



WE ARE A SMART SCREEN FACILITY!

Play • Unplug • Explore • Learn • Create

Newsletter Example for Parents and Staff

You may have seen the "Smart Screen" signs around your child's center. We are happy to say that our center only uses screen time for educational activities! We are a Smart Screen facility!

What is screen time? Screen time is any time spent watching television and videos, playing video, computer, or tablet (iPad or similar) games, or surfing the internet.

We are excited to be a Smart Screen facility, but we need your help! We know it can be hard to limit screen use, but it is important for families to reduce screen time as much as possible.

Here are some problems that can occur from too much screen time based on studies:

- Hurts the growth of healthy minds and healthy bodies. Children are more likely to have problems paying attention, to show aggressive behavior (tantrums, hitting, biting, etc.), and to develop overweight or obesity.
- Makes it harder to build relationships with friends and family, because social skills are not being developed watching a screen.
- Children may be less creative and have less of an imagination.

Did you know that there are now rules that limit the amount of screen time children can have while in a child care center? These rules align with the Louisiana Department of Education (LDOE) screen time guidelines, which recommend:[4]

- **For children younger than 2 years of age**, no screen time.
- **For children 2 years of age and older**, limit total screen time to no more than 2 hours per day.

Limiting screen time and encouraging active play helps support healthy growth, learning, and development during the early years.

Remember, it is never too late to make positive changes for your child. Set the example and make reducing screen time a family affair! Here are some ideas to stop watching the screen and start moving:

- Ride bikes or go to the park after dinner.
- Teach your child how to jump rope.
- Make up or learn a dance to a song.
- Plant flowers or vegetables outside and let your child help take care of them.
- Join a soccer, t-ball, or tennis league through your local parks and recreation department or YMCA. Most teams begin as young as age 3.

For a printable version of this newsletter, visit www.greauxhealthy.org/screen-time-newsletter or scan the QR code with the camera on your smartphone.

eNewsletter Example for Parents and Staff

We are happy to say that our center is a [Smart Screen/Screen-Free] Center!

Instead of watching a screen at the center, your child is exploring, creating and imagining, and playing with other children. This means they learn important communication and social skills that they would not learn in front of a screen.

We hope you will join us in limiting screen time at home. The Louisiana Department of Education (LDOE) recommends that children younger than 2 years of age have **no screen time**. For children 2 years of age and older, LDOE recommends limiting total screen time to **no more than 2 hours per day**. Reducing screen time and replacing it with active play, reading, and family interaction supports healthy growth, learning, and development. (Source: https://www.doa.la.gov/media/iuzgjape/28v161.docx)

We are excited about our screen time policy and hope you are too! Will you join us in making positive changes for your children?



Child Care Lesson Plan: Finding Balance in Our Digital Lives

Read: The Berenstain Bears and Too Much TV

Begin by asking children to think about all the things they do before and after school (childcare center).

Have large circle drawn and put into categories—active, learning, and screen time.

- Explain “active time” is time spent moving around and/ or getting exercise.
- Explain “learning time” is about learning or creating new things.
- Explain “screen time” is time spent watching TV screens (TV, movies, video games, computers, tablets, etc.).

Have cutouts of anticipated activities.

- Watching TV, eating breakfast/dinner, brushing teeth, playing outside, riding bike, going to friend’s house, etc.
- Place cut outs on board/paper where children can see.
- Place activities into categories with help of children.

Ask: Why don’t we feel like doing some of these learning or active activities?
Possible responses: raining outside, too tired, etc.

Ask: Are there things about the TV or computer games that make us spend more time doing them?
Possible responses: fun to watch, play shows back to back, parents join us, etc.

Ask: Are any of these activities better than the other?
No, each of them can give us different things (ex. playing outside on the playground builds strong muscles but playing an online game can help make our brains smarter).

Ask: Can we find ways to do activities in each of the categories every day?

- Playing a math computer game (learning/screen)
- Building a fort out of cardboard boxes (learning/active)

Inside Activity: Draw pictures of kids being active with family and hang up in classroom or bring home.

Outside Activity: “Hop in the Hoops” During this outdoor early childhood activity, children use gross motor skills.

Materials: Different colored hoops, an open area and drum or tambourine.

Description: Let the children warm up in an open area. Give the children different ideas for moving around—walk, hop, skip, run, walk sideways, run backwards and so on. Place lots of different colored hoops around the open space. Demonstrate to the children how to walk or run around without touching the hoops. Intersperse these instructions with 'stand in groups of two in red hoops' or 'three people go into each green hoop' and so on.

Get the children to listen to the next instruction using a tambourine, beat the drum or clap your hands, and the children stop and listen for the next step.

Example prompts:

- Put your hand in a hoop.
- Put your foot in a hoop.
- Make it more complex by adding colors and numbers. For example, put one knee in a red hoop, put four fingers in a yellow hoop and so on.

*Adapted from Media Smarts lesson plan: http://mediasmarts.ca/sites/mediasmarts/files/lesson-plans/lesson_finding_balance_digital_lives_0.pdf

15-Minute Parent Workshop

Good morning, everyone! My name is _____, and I want to talk to you this morning about a new initiative at our center. We have officially become a [Smart Screen/Screen Free] Facility!

Although this is a great step in improving the development of your child, it is also important to reinforce these actions at home, like you would any other school lesson. So, I'd like to spend a few minutes with you talking about "screen time" and how the amount of time spent by your child watching a screen can directly affect their health and development.

Now what is considered screen time? Screen time is any time spent in front of a screen, such as a TV, computer, video game player, or tablet. One of the biggest issues with using a screen is that it is a sedentary activity. This means your child is using very little or no energy while using a screen.

Not only are children not using much of their energy just watching the TV, that's time wasted they could have used being active.

Does anyone have rules about screen time use at home?

Let people answer

Child care centers have either eliminated screens altogether or have strict limits on what the screens are used for, such as only using Smart Boards to help with lessons.

Why? Who has heard it's not good to sit in front of the TV all day?

Screen time is linked to childhood obesity. Studies have found that:

- School-aged children eat 167 additional calories each hour spent in front of the TV.
- One hour of TV is linked to higher consumption of fast food, sweets, chips, and pizza.
- Two or more hours of TV is associated with significant chance of being overweight in 3 year olds.
- TV in the child's bedroom is linked to more frequent snacking.

Children need at LEAST 60 minutes of moderate to vigorous physical activity each day.

This doesn't mean going on a run necessarily. For children under 6, it is most important not to have long periods of inactivity, and they need about 3 hours of time every day where they are not sitting still. Letting children play outside is one way for children to get vigorous activity each day.

This can be anything from hide and seek, tag, trampoline, riding bike or tricycle, dancing, climbing at the playground, to making crafts, helping with cooking, or drawing with chalk on the sidewalk. This can be accumulated throughout the day—15-30 minutes here and there.

It is so important for children to engage their minds in creative activities. This is because when they use their imaginations, they are developing their minds and communication skills, which will help prepare them for starting school in the next few years. When they are watching a movie, or playing a game on your cell phone, they are not developing their social skills.

There are other negatives of screen time besides lack of physical activity:

- Food advertisements—do you see ads for fruits and veggies? No, sugary cereal and happy meals.
- Inability to determine hunger vs. idle snacking—what happens when you open a bag of chips in front of the TV? They disappear quickly and it's hard to keep track of how much you're eating.
- Overstimulation from screen-time has been linked to:
  - Low levels of creativity,
  - Problems with attention and focus, and
  - Interrupted regular sleep cycles. Who has trouble getting kids down for nap time? Screen time can make nap time harder for children, and teens who watch 3 or more hours of TV a day are more likely to have sleep problems through early adulthood.

Quality play time is what we consider play that is developing your child. This includes using toys and activities that require the children to use their imagination, like stuffed animals, boxes, and baskets. Quality play is essential to early learning because children need to be actively involved in their play in order to develop basic learning skills. Doctors say it's how young children learn about themselves and the world.

Why do we need quality play time?

- Promotes close relationships with family and caregivers.
- Promotes language—very important in first three years of life.
- Promotes creativity—less likely to imitate just what's on TV, helps with school/learning later on down the road.
- Promotes physical development.
- Promotes thinking skills—like creativity, will help with problem solving skills and learning concepts needed later on in the classroom.
- Promotes social skills—getting along with others; you don't have to get along with anyone while watching a screen besides siblings fighting over which show to watch next.

The Louisiana Department of Education (LDOE) recommends that children ages 2 years and older have **no more than 2 hours of screen time per day**. Families can support healthy development by creating limits around screen use and encouraging activities such as active play, reading, creative activities, and family interactions.

For babies and toddlers under the age of 2, LDOE recommends **no screen time**. Instead of screens, caregivers can engage young children through activities that support learning and development, such as talking, singing, reading together, exploring, and active play.[4]

Provide ideas based on:

- Seasons
- Time of day (before and after school, before bath time)
- When parents aren't home
- Take children on errands
- Sports leagues through schools, the Y, clubs, recreational leagues
- Parks and playgrounds

So we can start with a small goal that can make big changes! For example, your family could make a habit of turning off TV while watching dinner. This way your family can be engaged with each other for even just a few minutes every night, instead of focusing attention on the TV.

Another small goal is to take media out of the bedroom. It's easier to just never put it in there in the first place, but it is never too late to make a change. Media in the bedroom removes your child from participating in the family, and a lot of research has found that falling asleep with a screen interferes with sleep.

Next level goals: Set time limits for screen-time - then find other things to do when time is up. Consider whether your family can eliminate screen-time all together on weekdays and school nights.

Above all else, **SET THE EXAMPLE** for your child! Your child watches what you do, so put down the phone and TV remote and work on face-to-face interaction!

Thank you for joining this discussion. We hope you'll support our efforts so that together we can promote healthy development in our young children.

Helpful Links

- Louisiana Early Learning Center Licensing Regulations - louisianabelieves.com
  www.pbrc.edu/ChildCareFacilityLicensing
- Course on Chapter 15 of Licensing Regulations - udemy.com
  https://www.udemy.com/course/bulletin-137-louisianas-elc-licensing-regulations-2/
- Nemours Kids and Media Use: How to Build Healthy Habits
  https://kidshealth.org/en/parents/tv-habits.html
- Healthy Children - Helping Kids Thrive in a Digital World: AAP Policy Explained
  https://www.healthychildren.org/English/family-life/Media/Pages/helping-kids-thrive-in-a-digital-world-AAP-policy-explained.aspx



Section 5

Conclusion and Key Take-Aways

In conclusion, having no screens or limiting screen time in child care centers is important for supporting children's physical, mental, and social development. By having clear screen time policies, you can encourage kids to play, interact with others, and stay active, all while using technology in a smart and educational way or by not using screens at all. A clear policy also helps staff and families work together to keep screen time balanced and good for the kids.

Key Take-Aways

- Screen time can take away from activities that help with brain development, imagination, and social skills. Too much screen time can cause social withdrawal within children, which tends to interfere with engagement of daily activities and physical activity.
- The Louisiana Department of Education (LDOE) recommends:[4]
  - **Children under the age of 2 should have no screen time.**
  - **Children over the age of 2 should have no more than 2 hours of screen time per day.**
- There are two ways to implement a systems change to reduce screen time at your center. Your center can elect to be a Screen Free or a Smart Screen center.
- Choosing appropriate content for children can be a challenge with all of the content available today. To help you choose content, utilize the E-AIMS Model or the 5 Cs for Choosing Content.

Section 6
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