common sense ®

CMHD
Center on Media and Human Development
Northwestern University

THE COMMON SENSE CENSUS: PLUGGED-IN PARENTS OF TWEENS AND TEENS

EXECUTIVE SUMMARY

To access the full research report, visit **www.commonsensemedia.org/census**.

INTRODUCTION

COMMON SENSE REGULARLY MEASURES child, tween, and teen media use, demonstrating that media is unquestionably a powerful presence in the lives of American youth. From this research, we know that media use among tweens and teens is ubiquitous. Tweens and teens have access to a number of media technologies and often own their own personal devices. Media technologies are used to maintain contact with friends, complete schoolwork, watch television, and connect on social media. It is not clear, however, how parents navigate and manage this media environment with their children. One obstacle to our understanding is that parents' own media use is not well understood; nor are their attitudes and concerns about their children's media use. We also do not fully understand how parent media use and management differ based on important demographics, including race/ethnicity, parent and child age, parent and child gender, and socioeconomic status. The main goal of this survey is to provide current information about parent perceptions of and behaviors regarding youth media use. Therefore, we conducted focus groups and a nationally representative survey in order to:

- Provide a comprehensive picture of parents' media use and the media ecology of the home environment.

- Document parents' attitudes, both positive and negative, toward their tweens' and teens' media use.

- Explore the ways in which parents mediate, monitor, and manage the media issues relevant to this generation of youth.

> **Parental mediation.** Parental attempts to regulate and contextualize media activities for children through verbal and nonverbal interactions.
>
> **Parental monitoring.** Parental behaviors of observing, checking, and remaining aware of what content children are viewing, with whom they're communicating, and how long they're exposed to media.
>
> **Parental management.** A set of practices and tools utilized to control children's media use or exposure.

This survey is a unique and valuable addition to our knowledge of parents' media use and the ways parents manage their tweens' and teens' media use, because it:

- Uses data collected from a large, probability-based, nationally representative sample of nearly 1,800 parents, making results reliable and generalizable.

- Includes parents of both tweens (age 8–12) and teens (age 13–18), thereby broadening the scope of these findings.

- Provides information about parents' media use, including time spent using computers, tablets, and smartphones, watching television (both live and recorded), and reading (both print and electronic books).

- Documents parents' attitudes toward their children's use of media, their concerns about media use, and the age at which they allowed their children to own specific media.

- Illustrates the methods parents use to mediate, monitor, and manage their children's media use.

This study seeks not only to understand how parents personally engage with media in the home environment but also how they monitor and perceive their children's media-use experiences. What makes this such a complex issue is that there are a number of different media technologies, as well as a variety of ways that parents can mediate, monitor, and manage those media. Moreover, these techniques differ based on the interaction between unique family characteristics and broader social contexts. As such, we report on these data from a number of angles. Doing so allows us to more fully illustrate parent media use and management in the home environment.

This is the first time that Common Sense has conducted a study specifically on *parents* of tweens and teens, with the intention of providing answers to the following questions:

- What do parents' media-use habits look like? How much time do they spend using media each day? Do they engage in media multitasking?

- How do parents mediate their children's media use? Do they talk about media content with their children? Do they set and enforce rules about content or time spent with media? Do these rules differ as a function of device or context? For example, do parents set rules on child media use during family meals or at bedtime?

- At what age do children get their own media devices and create their own social media accounts?

- Which methods do parents use to manage their children's media use? How aware are parents about their children's media use? How is awareness related to attitudes and concerns?

- What are parents' positive and negative attitudes regarding media use?

- Do parents think that different types of media use, such as the use of social media or mobile devices, have different influences on child outcomes, including emotional well-being, relationships, or behavior?

- What benefits do parents see from their children's media use?

The findings from this survey and the examples from focus group quotes can be used by those who are interested in how parents attempt to manage tween and teen media use in a media-saturated world; parents of tweens and teens who are trying to understand how other parents use media with their children and how they integrate media into the home environment; researchers interested in studying parent media use, including the methods that parents use to mediate, monitor, and manage their children's media use; organizations seeking to reach parents through media and provide them with information about parenting tweens and teens; and policymakers who create public policies involving media use among parents and children.

METHODOLOGY

THIS REPORT IS BASED on a nationally representative survey of 1,786 parents of children age 8 to 18 living in the United States that was conducted from July 8, 2016, to July 25, 2016. The project was directed by Michael Robb, director of research at Common Sense, and Alexis R. Lauricella, associate director of the Center on Media and Human Development at Northwestern University, with oversight from Ellen Wartella, director of the Center on Media and Human Development at Northwestern University. Data analyses were conducted by Melissa Saphir of Saphir Research Services. The report was written by Alexis R. Lauricella, Drew P. Cingel, Leanne Beaudoin-Ryan, and Ellen Wartella of the Center on Media and Human Development at Northwestern University, Michael Robb of Common Sense, and Melissa Saphir of Saphir Research Services. We thank Zackary Lochmueller, Megan Olsen, and Yalda Uhls for their help with this report.

The survey was administered by GfK, using their KnowledgePanel©, a probability-based web panel designed to be representative of the population of the United States. A copy of the complete questionnaire and topline results are provided in the Appendix to this report. The survey was offered in English and Spanish.

Survey Sample

The use of a probability sample. GfK's KnowledgePanel© members were recruited using probability-based methods such as address-based sampling and random-digit-dial telephone calls. Households that were not already online were provided with a notebook computer and internet access for the purpose of participating in surveys. The use of a probability sample means the results are substantially more generalizable to the U.S. population than are results based on "convenience" samples. Convenience samples only include respondents who are already online and/or who volunteer through word of mouth or advertising to participate in surveys.

Participant consent and respondent compensation. Consent was obtained for all respondents. Respondents received a cash equivalent of $5 for their participation; some black respondents received an additional $5 equivalent to improve response rates among this lower-incidence demographic group.

Weighting. The use of probability-based recruitment methods for the KnowledgePanel© is designed to ensure that the resulting sample properly represents the population of the U.S. geographically, demographically (e.g., age, gender, race/ethnicity, income), and in terms of home internet access. Study-specific post-stratification weights were applied once the data were finalized, to adjust for any survey nonresponse and to ensure the proper distributions for the specific target population (in this case, parents of 8- to 18-year-olds). Geo-demographic distributions for this population were obtained from the most recently available supplemental data from the U.S. Census Bureau's Current Population Survey.

Treatment of media-use outliers. Because modern technologies facilitate media multitasking—i.e., using two or more devices at the same time—there are individuals with total media-time estimates that are quite high, some even in excess of 24 hours. Media-use outliers were defined as individuals who reported using a *single* device yesterday for more than 24 hours. By this definition, 13 parents were outliers in computer usage and 16 parents were outliers in smartphone/tablet usage. The rest of these individuals' time estimates appeared credible. Therefore, we replaced these individuals' time estimates for each activity on their outlier devices with the mean time spent on that activity among respondents of the same age, gender, and race. All other answers provided by these respondents were left unchanged.

Detailed Description of Relevant Variables

Media included in the study

Overview of media covered. The parent media *activities* covered in the survey include watching television, movies, and videos, playing video games, listening to music, using social media, reading either print or electronic books, and using digital devices for other purposes, such as browsing websites, playing games, or any other activity. We also asked about computer, smartphone, and tablet (and similar device) use for work purposes. The media *devices* or *technologies* covered in the survey include video game consoles, hand-held video game players, television sets, desktop and laptop computers, tablets, smartphones, cell phones that are not smartphones, and e-readers. Although this report focuses on media devices and technologies, the survey also asked about print reading materials, such as books, newspapers, and magazines.

Different ways of presenting time spent with media

Averages "among all" and "among users." In the survey, respondents estimated the amount of time (in hours and minutes) they engaged in each activity and on each media device "yesterday"— that is, the day prior to completing the survey. We report their average (or "mean") times two ways: Averages *among all* are based on all respondents in our sample, regardless of whether they engaged in the activity (e.g., watching shows) or used those devices (e.g., TVs, smartphones/tablets, or computers) yesterday. Averages *among users* are based only on those respondents who did engage in the activity or who did use the devices yesterday. The averages *among users* are always higher than the averages *among all,* because averages *among users* include only respondents who reported *more* than zero minutes yesterday, while averages *among all* include those who reported zero minutes.

Personal media. The term "personal media" is occasionally used in the report to distinguish media used for work from media used for other purposes. Personal media use may include media use for entertainment, functional media use such as looking up directions or checking the weather, or communication with others.

Total time with screen media for work purposes. This is the sum of time spent using a computer and smartphone/tablet for work purposes. It is important to note that we did not explicitly ask about using screen media for work during work hours or after work hours. Therefore, the extent to which parents reported using screen media during work hours and during non-work hours is not known.

Total time with screen media for personal purposes. This is the sum of time spent watching shows or movies on a TV set, on a computer, or on a smartphone/tablet (live, time-shifted, and streaming), playing console video games, using a computer for non-work purposes (social networking, browsing the internet, playing games), using a smartphone/tablet for non-work purposes (social networking, browsing the internet, playing games), and using an e-reader.

Total screen media time. This is the sum of time spent with screen media for work purposes and for non-work purposes.

Media multitasking. The fact that individuals spend a certain amount of time each day with media does not mean that they spend that time doing *nothing else* but using media. If a parent spends an hour watching TV, an hour listening to music, an hour reading, and an hour using social media, she will have a total of four hours of media use. But it is important to remember that for a portion of the time she was using media, she may have been doing other activities at the same time. For example, she may have been watching TV while getting dressed, browsing social media while eating breakfast, and listening to music while working out. This study documents the amount of time parents spend with media, but it does not determine whether the time was spent *only* with media.

In addition, many individuals often use more than one medium at the same time. For example, a parent who spends an hour browsing websites on a desktop computer and an hour listening to music has a total of two hours of media use. But he may have been doing both activities simultaneously—listening to music while playing games and browsing websites. In other words, he may have used two hours' worth of media in one hour, due to simultaneous media use. The survey does not document what proportion of an individual's media time is spent "media multitasking."

> **Media multitasking.** Using more than one media platform or device at the same time.

Demographic and grouped variables

Focal child. Parents were asked to respond to each survey question for one particular, focal child in their family. The focal child was selected at random using a computer algorithm from a prior question that asked parents to report the age and gender of all their children between the ages of 8 and 18.

Income categories. For purposes of this report, "lower-income" families are defined as those with incomes of less than $35,000 a year; "middle-income" families are those earning from $35,000 to $99,999 a year; and "higher-income" families are those earning $100,000 a year or more.

Education categories. For purposes of this report, parents who have a high school degree or less are referred to as "less educated," parents with some college experience are referred to as "middle educated," and parents with a college degree or higher are referred to as "highly educated."

Age groups. This report refers to 8- to 12-year-olds as "tweens." There is no formal definition of "tweens," and usage of the term varies widely. The term is used as shorthand and does not reflect a belief about developmental stages of childhood and adolescence. Moreover, the report uses "teens" to refer to the age group of 13- to 18-year-olds. Lastly, the report divides parents into two groups: "younger parents," who are less than 45 years old, and "older parents," who are 45 years of age or older.

Race/ethnicity. The term "black" refers to any respondents who self-identify as black, non-Hispanic. The term "white" refers to any respondents who self-identify as white, non-Hispanic. The term "Hispanic" refers to any respondents who self-identify as Hispanic. The term "other" is a collapsed category that includes individuals who self-identify as another racial group or as two or more races, none of which is Hispanic. Where findings are broken out by race/ethnicity, results are only presented for white, black, and Hispanic parents. Respondents in the "other" category are included in results based on the total sample but not in results that are broken out by race, because the cell sizes of each individual group in the "other" category are not large enough to examine differences among them.

Parent media-awareness groups. Parents were asked about their level of awareness of what their children watch on television, which movies and online videos their children watch, which websites or apps their children use, what their children see on social media, what their children post about themselves online, and which video games their children play. Response options ranged from 1 ("never") to 5 ("all of the time"). A total parent media-awareness score was calculated by taking the average of the responses to these eight items. For some analyses, two groups were created—parents in the "highly aware" group had a mean of 4 or higher, corresponding to "most of the time" or "all of the time" on average across all their children's media activities, while parents in the "less aware" group had mean scores lower than 4, corresponding to being aware "some of the time," "only once in a while," or "never."

Parent confidence. To get a sense of parents' self-efficacy around managing the role of technology in their children's lives, we asked about their confidence and ability to perform parenting tasks. Parent confidence was measured using five questions from the Parent Empowerment and Efficacy Measure (PEEM) (Freiberg, Homel, & Branch, 2014[1]). The parent confidence scale was calculated by averaging scores for these five questions (see Appendix). We created three relatively equal groups based on average scores. "High confidence" parents scored 8.5 or above, "middle confidence" parents scored between 7 and 8.4, and "low confidence" parents scored below 7 on the parenting confidence combined measures.

Other parent variables. The survey also included measures of parents' rules around media content and media time, other methods of managing children's media use, and discussion of media content. We also collected data on parents' perceptions of media effects, worries about technology, and attitudes toward the role of media technology in their children's educations.

Presentation of data in the text

Statistical significance. Where relevant, differences among demographic and other groups have been tested for statistical significance. Findings are described in the text in a comparative manner (e.g., "more than," "less than") only if the differences are statistically significant at the level of $p < .05$. In tables where statistical significance has been tested, superscripts are used to indicate whether results differ at a statistically significant level ($p < 0.05$) within a set of columns (e.g., parent race/ethnicity). Means that share a common superscript, and means that have no superscript at all, are not significantly different from each other.

Notation of hours and minutes. Throughout the report, times spent with media are presented in hours:minutes. For example, two hours and 10 minutes is presented as 2:10, and 10 minutes is presented as :10.

Percentages. Percentages will not always add up to 100 due to rounding, due to multiple response options, or because those who marked "don't know" or did not respond are not included.

Cell sizes. Many findings are reported for subsets of the full survey sample. For example, the report provides the average amount of time spent playing video games among those parents who used them yesterday, but it also breaks down those averages by gender, race, and other demographic variables. If a subgroup has fewer than 75 members—for example, if fewer than 75 mothers played video games—we do not report on the average amount of time for that subgroup, because the sample size is too small for reliable results.

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1. Freiberg, K., Homel, R., & Branch, S. (2014). The parent empowerment and efficacy measure (PEEM): A tool for strengthening the accountability and effectiveness of family support services. *Australian Social Work, 67* (3), 405-418.

PARENTS OF TWEENS AND TEENS SPEND MORE THAN

9 HOURS

A DAY WITH SCREEN MEDIA.
78 PERCENT OF THOSE PARENTS BELIEVE THEY ARE
GOOD MEDIA ROLE MODELS FOR THEIR CHILDREN.

1. Parents spend more than nine hours a day with screen media, and the vast majority of that time is spent with personal screen media.

Parents of American tweens (age 8–12) and teens (age 13–18) average more than nine hours (9:22) with screen media each day, with 82 percent of that time devoted to personal screen media (7:43) (see Table A). Parents use over an hour and a half of screen media for work (1:39). Indeed, when work and personal media are combined, 51 percent of parents reported spending eight hours or more with screen media each day, and 30 percent spent four to less than eight hours. Almost all parents (99 percent) reported using some sort of screen media "yesterday." However, rates varied by type of activity; for example, 91 percent watched TV/DVDs/videos, but only 19 percent used e-readers.

2. Yet 78 percent of all parents believe they are good media and technology role models for their children.

Mothers (81 percent) were more likely to report this than fathers (74 percent), and more highly educated and middle-educated parents (81 percent of each group) believed that they are good role models, as compared with less educated parents who believed they are good role models (73 percent).

TABLE A. Average time spent with screen media, *among all parents*

Media Activity	All	Parent's Education			Parent's Race/Ethnicity			Household Income		
		High school or less	Some college	BA degree or more	White	Black	Hispanic	<$35K	$35K to <$100K	$100K+
Watching TV/DVDs/video*	3:17	4:05[a]	3:13[b]	2:24[c]	2:48[a]	4:35[b]	4:00[b]	4:15[a]	3:14[b]	2:42[c]
Video gaming[†]	1:30	1:56[a]	1:31[b]	1:00[c]	1:11[a]	2:29[ab]	1:56[b]	1:53[a]	1:36[a]	1:04[b]
Social networking[‡]	1:06	1:15	1:01	1:00	1:00	1:12	1:06	1:15	1:06	1:00
Browsing websites[‡]	0:51	0:47	0:55	0:52	0:46[a]	1:02[b]	0:47[a]	0:46	0:49	0:56
Using e-readers	0:15	0:16	0:14	0:14	0:12[a]	0:23[b]	0:17[ab]	0:16	0:14	0:14
Doing anything else on a computer, smartphone, or tablet	0:44	0:45	0:48	0:40	0:41	0:56	0:46	0:50	0:42	0:45
Personal screen media	*7:43*	*9:03[a]*	*7:41[b]*	*6:10[c]*	*6:38[a]*	*10:37[b]*	*8:52[c]*	*9:15[a]*	*7:42[b]*	*6:41[c]*
Work screen media[‡]	*1:39*	*1:06[a]*	*1:57[b]*	*2:03[b]*	*1:44[a]*	*2:05[a]*	*1:09[b]*	*1:05[a]*	*1:31[b]*	*2:13[c]*
Grand total screen media	**9:22**	**10:10[a]**	**9:38[a]**	**8:13[b]**	**8:22[a]**	**12:42[b]**	**10:01[c]**	**10:21[a]**	**9:13[b]**	**8:54[b]**

*Includes shows and movies watched on a TV set, whether live, streamed, via DVDs or any other technology, and watching videos on a computer, smartphone, or tablet.

[†]Includes games played on a console video player, such as an Xbox, PlayStation, or Wii, and games played on a computer, smartphone, or tablet.

[‡]Includes activity on a computer, smartphone, or tablet.

Note: Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant ($p < .05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.
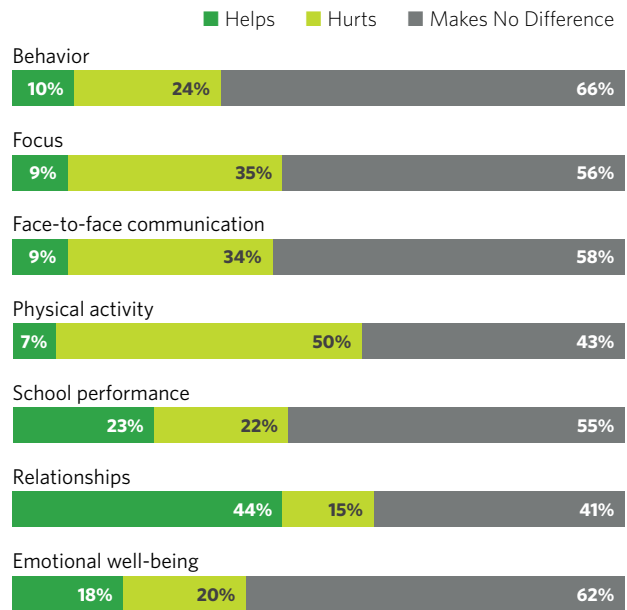
3. Many parents are concerned about their children's social media use and other online activities—for example, they worry that their children may become addicted to technology and believe that technology use negatively impacts their children's sleep.

Social media use. Fifty percent of parents indicated they thought that using social media hurts children's physical activity. Fewer parents believed that social media hurts children's ability to focus (35 percent), face-to-face communication (34 percent), behavior (24 percent), school performance (22 percent), emotional well-being (20 percent), or relationships with friends (15 percent) (see Figure A). In other areas, parents reported perceptions of key positive benefits regarding their children's social media use. Specifically, many parents (44 percent) said that social media *helps* their children's relationships with friends.

Internet use. Regarding children's internet activities, the top four concerns that parents said they were "moderately" or "extremely" worried about were: spending too much time online (43 percent), over-sharing personal details (38 percent), accessing online pornography (36 percent), and being exposed to images or videos of violence (36 percent). While more than one-third of parents reported being "moderately" or "extremely" worried about their children's internet use in a variety of ways, parents of tweens were consistently more worried than parents of teens (see Table B). However, the majority of parents were generally not worried about their children's internet use.

Other concerns. Over half (56 percent) of all parents indicated concern that their children may become addicted to technology. Additionally, 34 percent of parents were concerned that technology use negatively impacts their children's sleep. A higher proportion of parents of teens (41 percent) were concerned about sleep, compared with 26 percent of parents of tweens.

FIGURE A. Parents who believe their children's use of social media helps, hurts, or makes no difference, by child outcome

■ Helps ■ Hurts ■ Makes No Difference

Outcome	Helps	Hurts	Makes No Difference
Behavior	10%	24%	66%
Focus	9%	35%	56%
Face-to-face communication	9%	34%	58%
Physical activity	7%	50%	43%
School performance	23%	22%	55%
Relationships	44%	15%	41%
Emotional well-being	18%	20%	62%

TABLE B. Parents who are "moderately" or "extremely" worried about their children's use of the internet

Percent of parents who worry about their children ...	All	Child's Age	
		Tweens	Teens
Spending too much time online	43%	47%[a]	39%[b]
Over-sharing personal details	38%	42%[a]	34%[b]
Being exposed to images/video of violence	36%	44%[a]	29%[b]
Accessing online pornography	36%	42%[a]	31%[b]
Receiving hurtful comments	34%	39%[a]	31%[b]
Receiving/sending sexual images	33%	37%[a]	30%[b]
Being exposed to drug/alcohol use	32%	38%[a]	27%[b]
Being exposed to consumerism	30%	36%[a]	24%[b]
Losing ability to communicate well	27%	31%[a]	24%[b]

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p < .05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

56%

OF ALL PARENTS ARE CONCERNED THAT THEIR CHILDREN MAY BECOME ADDICTED TO TECHNOLOGY.
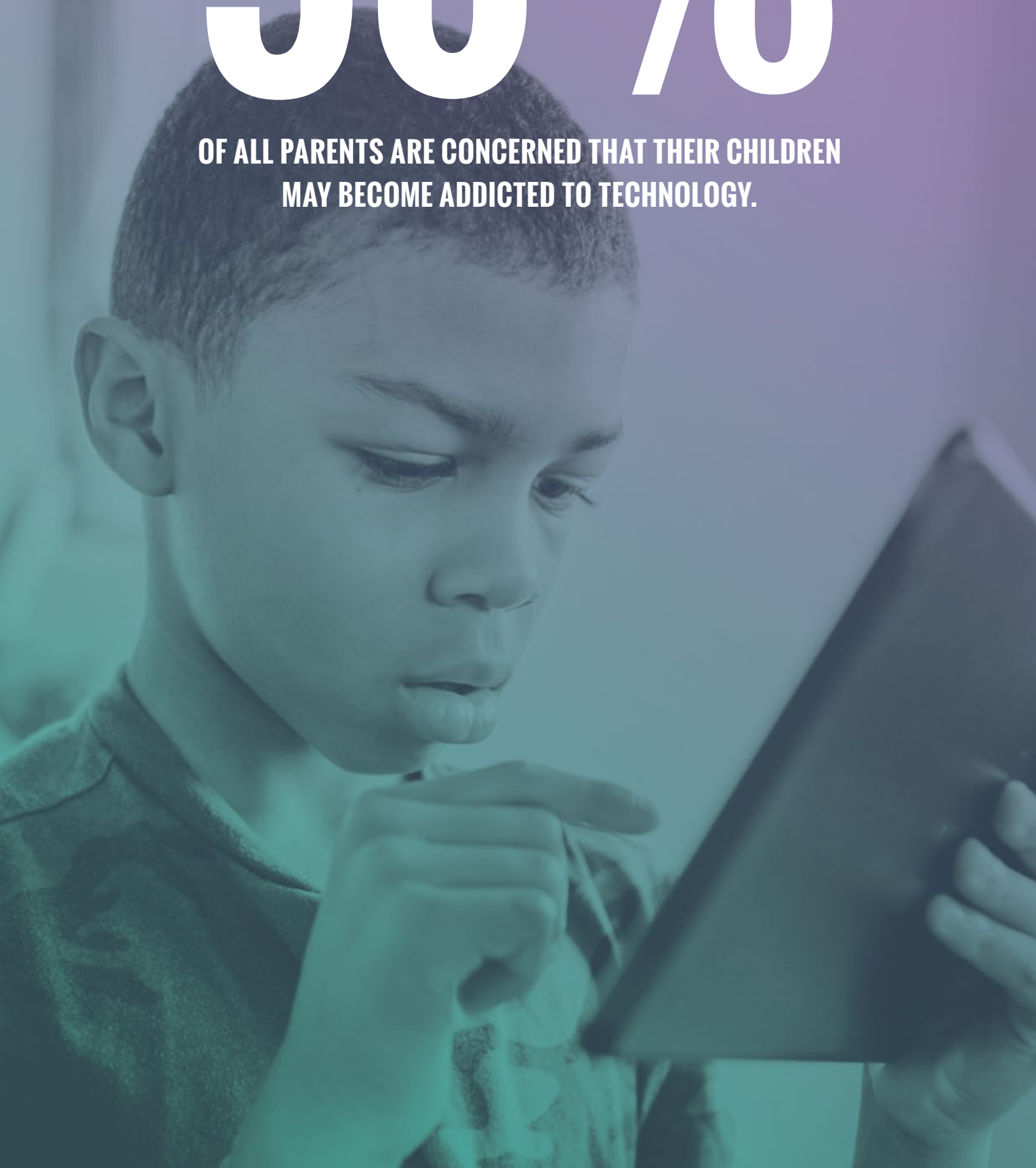
67%

OF PARENTS SAY THAT MONITORING THEIR CHILDREN'S MEDIA USE IS MORE IMPORTANT THAN RESPECTING THEIR PRIVACY.

4. Two-thirds (67 percent) of parents say that monitoring their children's media use is more important than respecting their privacy.

Most parents (85 percent) said that monitoring their children's media use is important for their children's safety. For example, 41 percent of parents reported checking the content of their children's devices and social media accounts "always" or "most of the time," while 21 percent reported doing this "some of the time," and 37 percent of parents reported doing this "only once in a while," if at all. Parents of tweens (57 percent) were more likely to check their children's devices and social media accounts "always" or "most of the time" than parents of teens (27 percent). Parents in the lowest income bracket (47 percent) engaged in this type of management behavior "always" or "most of the time," compared with only 41 percent of middle-income parents and 34 percent of higher-income parents. Monitoring is particularly important to parents of tweens (90 percent) compared with parents of teens (81 percent).

In addition to monitoring, most parents reported having a range of media rules for their teens and tweens. For example, a majority of parents reported that mobile devices were not allowed during family meals (78 percent) or during bedtime (63 percent). Seventy percent reported that they must approve their children's app purchases "most of the time" or "always." However, most parents (68 percent) reported that their children are allowed to use mobile devices in the car when they are passengers.

5. Hispanic parents tend to be more aware and more concerned, and they manage their children's media use more than other parents.

Nearly two-thirds of Hispanic and black parents (66 percent and 65 percent, respectively) reported being highly aware of the content their children see or hear when they're using media, compared to half of white parents (51 percent). Compared to black and white parents, Hispanic parents were also more concerned about technology addiction (63 percent) and the impact of technology on their children's sleep (43 percent), as well as the content to which their children were exposed while using the internet (42 percent to 63 percent, depending on the type of content; see Table C). Hispanic parents (56 percent) were also more likely to check devices and social media accounts "always" or "most of the time" compared with their white (35 percent) and black (44 percent) counterparts.

More generally, parent media use, concerns, and awareness of children's exposure to media content differed greatly by ethnicity, household income, and parent education. Parental personal screen media use varied considerably as a function of race/ethnicity, with black parents (10:37) spending about an hour and a half more time than Hispanic parents (8:52), who spent about two and a half more hours with personal screen media than white parents (6:38). Parents from lower-income households spent more time with screen media for personal use (9:15) than middle-income parents (7:42), who spent more time than higher-income parents (6:41). Lastly, less educated parents spent the most time with personal screen media (9:03), as compared with middle-educated parents (7:41), who spent more time than highly educated parents (6:10).

TABLE C. Parents who are "moderately" or "extremely" worried about their children's use of the internet, by race/ethnicity

Percent of parents who worry about their children ...	All	Parent's Race/Ethnicity		
		White	Black	Hispanic
Spending too much time online	43%	37%[a]	33%[a]	60%[b]
Over-sharing personal details	38%	30%[a]	35%[a]	57%[b]
Being exposed to images/video of violence	36%	29%[a]	36%[a]	54%[b]
Accessing online pornography	36%	26%[a]	31%[a]	63%[b]
Receiving hurtful comments	34%	28%[a]	30%[a]	53%[b]
Receiving/sending sexual images	33%	23%[a]	33%[b]	59%[c]
Being exposed to drug/alcohol use	32%	22%[a]	32%[b]	57%[c]
Being exposed to consumerism	30%	22%[a]	28%[a]	46%[b]
Losing ability to communicate well	27%	21%[a]	23%[a]	42%[b]

Note: Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p < .05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

NEARLY ²/₃

OF HISPANIC AND BLACK PARENTS SAY THEY ARE HIGHLY AWARE
OF THEIR CHILDREN'S MEDIA USE.

94%

OF PARENTS HAVE POSITIVE ATTITUDES ABOUT THE ROLE OF TECHNOLOGY IN THEIR CHILDREN'S EDUCATION.

6. Parents overwhelmingly have positive attitudes about the role of technology in their children's education and development of important skills.

Parents agreed that technology positively supports their children with schoolwork and education (94 percent). Parents also felt that technology can support their children by supporting them in learning new skills (88 percent) and preparing them for 21st-century jobs (89 percent). Parents agreed that technology increases their children's exposure to other cultures (77 percent), allows for the expression of their children's personal opinions and beliefs (75 percent), supports their children's creativity (79 percent), and allows their children to find and interact with others who have similar interests (69 percent). Only 54 percent of parents felt that technology supports their children's social skills.

This study seeks not only to understand how parents personally engage with media in the home environment but also how they monitor and perceive their children's media-use experiences. What makes this such a complex issue is that there are a number of different media technologies, as well as a variety of ways that parents can mediate, monitor, and manage those media.

THE COMMON SENSE CENSUS: PLUGGED-IN PARENTS OF TWEENS AND TEENS

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