Toddlers should not be allowed to use Technology

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The use of technology by toddlers is a threat to the holistic wellbeing of the future generations. In the contemporary society, technology has become a part and parcel of life. As a result, even young children have been exposed to technology through TV, smart phone, video games, and computers among others. As a matter of fact, research shows that 80% of toddlers in the US use technology devices (Rowan, 2013). In most cases, parents use technology devices to entertain and/or keep their children busy, as they engage in other activities. However, the use technology among toddlers has been associated with numerous detrimental effects to the growth and development of the child. This paper will argue that toddlers should not be allowed to use any form of technology, because it yields negative impacts on the child’s cognitive development, physical health, as well as psychosocial wellbeing; while it does not benefit the child in any way.

Exposure to technology in toddlers results in negative impacts on the cognitive development of the child. Various studies reveal a strong correlation between TV viewing and lower cognitive capacities in short-term memory skills, as well as academic achievement in mathematics and language development. The inability of children below the age of two to distinguish between reality and what they watch on the screen also impedes their executive function (Courage and Setliff, 2010). In the same manner, high exposure background T V has been found to have negative impacts on the cognitive development, attention, language use and acquisition, as well as executive function in toddlers (Ponti et al., 2017). Furthermore, screen media has been found to reduce access to cognitive stimulation in the home environment, for the children aged between 0 and 36 months. In the same manner, exposure to technologies such as video games and TV make children to use sleep time as screen time. This notwithstanding, research indicates that in America, over 70% of the toddlers have unsupervised exposure to technology in their bedrooms (Garrison et al., 2011). Lack of enough and deep sleep compromises the development of the brain; a process that basically takes place during this developmental stage. Indeed, the use of technology by toddlers compromises the cognitive development of the future generation. As such, toddlers should not have any exposure to technology.

Another reason why toddlers should not be allowed to use technology is because it yields negative impacts on their physical health. According to Duch et al. (2013), technology use in toddlers is associated with the risk of becoming overweight later in life. When children start using technology at a very young age, it can become a habit, and thus expose them to the risk of leading a sedentary life later on in life. As a matter of fact, study indicates that children who were exposed to only one hour of screen time are twice more likely to be overweight than those who watched less (Ponti et al., 2017). In the same manner, commercials on TVs may influence the eating habits of children, appealing them to unhealthy foods. Besides, TV viewing is also associated with overall food intakes. Notably, obesity is a risk factor for numerous critical illnesses including heart problems and diabetes. As such, the use technology in toddler not only increases their chances of being overweight, but also of developing major health problems later in life. What more ignorance supersedes compromising the future health of the children in the name of technology? Indeed, toddlers should not be allowed to use technology.

Besides having negative effects on the cognitive and physical wellbeing of the child, technology also yields detrimental effects in the psychosocial wellbeing of the child. Ponti et al., (2017) noted that increased media presence is taking the place of quality social interactions. in the same vein, various studies reveal a correlation between screen time at the age of two, and social isolation, aggression and anti-social behavior in middle childhood Also, more than two hours of screen time in toddlers yields difficulties in self-regulation during the early childhood (Pagani, Lévesque-Seck, and Fitzpatrick, 2016, Livingstone, Sonia and Smith, 2014). It is unfortunate that despite these scientifically proofed detrimental effects, parents are still encouraging their toddlers to use technology. One wonders whether it is out of ignorance or negligence.

Of course, despite the evidence presented in this paper, which is backed by scientific research, there are those who would still argue that exposing toddlers to technology yields educational benefits especially in early language development and literacy. There is no doubt that properly planned and age appropriate programs can be aligned to particular educational outcomes. In fact, quality programming promotes various elements of cognitive development. Also, interactive media, which is typified by timely responses from parents, can indeed aid children in retaining information. But the question is how many parents are able to maintain this appropriately planned and age appropriate use of technology in toddlers? This question can be answered by the findings of a study, which revealed that more than 70% of toddlers in America us technology in their bedrooms without any adult supervision (Garrison et al., 2011).

Still, assuming that parents would be able to maintain well programmed use of technology by the toddlers, study indicates that infants and toddlers have difficulties in relating what they learn from screens in real life. As such, they are actually unable to benefit from the benefits educational benefits derived from the use of technology. On the contrary, toddlers have been found to learn best from live, direct and dynamic interactions with caring adults. Therefore, toddlers learning would be more enriching and effective when experienced through real time interactions with parents and caregivers. But already, screen time has been found to occupy the time for such objective interactions. Therefore, the alleged learning benefits obtained from use of technology do not apply for toddlers. As a result, toddlers should not be allowed to use technology.

In conclusion, children have been implicated in the rising and dynamic use of technology in the contemporary society. Nonetheless, the use technology in toddlers has been associated with negative impacts on the child’s cognitive development, physical health, as well as psychosocial well being. To start with, the use of technology yields negative impacts on cognitive development, attention, language use and acquisition, as well as executive function in toddlers. Technology use is also associated with poor eating habits and the risk of overweight in children. Besides, the use of technology is associated with self-regulating difficulties, anti-social behavior, aggression, and social isolation in children. Besides these negative effects, the alleged learning benefits derived from the use of technology do not apply to toddlers. On the contrary, toddlers learn better through real life objective social interactions. In view of this, the use of technology in toddlers is an enemy to the holistic wellbeing of the future generations, and therefore it should not be allowed.

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