Executive function and screen‐based media use in preschool children

# Details

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## Sample

190 children (44.2% female), the mean age of the participants was 58.75 months (SD = 7.27).

# Abstract

The aim of this study was to explore associations between time spent using various media devices and executive abilities in preschoolers. Participants were 190 children (44.2% female; mean age 58.75 months, SD = 7.27). The Shape School, the Missing Scan and the Head and Feet tasks were administered to children to assess three core executive functions (mental set shifting, working memory, and inhibitory control). Parents provided information on the daily time children spent watching television and using smartphones, tablets, and computers. Parental education was also taken into consideration. Results of multiple linear regression analysis revealed that separate executive abilities were not predicted by use of any type of screen. To conclude, our findings suggest that screen time is not related to executive functions in typically developing low social risk preschoolers who are not overusing screens.

# Outcome

Results of multiple linear regression analysis revealed that separate executive abilities were not predicted by use of any type of screen. To conclude, these findings suggest that screen time is not related to executive functions in typically developing low social risk preschoolers who are not overusing screens.