

Notes

1 Introduction

1. This report covers research published on the use of home media by youth with disabilities ages three to twenty-two. While that age range is wider and older than most work concentrating on digital youth, it reflects young people's eligibility to receive special education and related services in the United States under the Individuals with Disabilities Education Act (IDEA). In addition, since literature on the casual use of media and technology by youth with disabilities is so scarce, casting a wide net reveals more areas in which inquiry is needed among children of various ages. Though focused on the United States in scope, this report also draws on relevant work conducted by researchers in Europe. For a more global perspective on theoretical approaches and studies into the lived experiences of children with disabilities, see Curran and Runswick-Cole 2013.

2. Since October 2012, I have been conducting fieldwork for my dissertation. This research includes home observations and interviews with parents of children with developmental disabilities. A number of examples in the report reflect my experience working with this population. I have also interviewed teachers, therapists, and staff members of non-profit organizations in the Los Angeles area who serve the needs of children with various disabilities about their experiences with media and technology in the classroom as well as therapeutic settings. In the past few years, I have attended seminars through the Assistive Technology

Institute and Junior Blind of America, and taken a class in assistive technology through the University of Southern California's Department of Occupational Science and Occupational Therapy. The report has also benefited from my participation on conference panels and in workshops, and collaboration with Professor Kylie Pepler as special education media arts reviewers of the National Coalition for Core Arts Standards through the John F. Kennedy Center for the Performing Arts.

3. This includes children educated at correctional facilities, homes, hospitals, public and private schools, and residential facilities.

4. The category labeled other health impairment is difficult to summarize, as it includes a number of disabilities and disorders. IDEA defines it as "having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and (ii) Adversely affects a child's educational performance" (US Government Printing Office n.d.).

5. The ADA, the 1990 civil rights law that protects the equal rights of all people with disabilities, presents another definition of a *person with a disability*. This definition includes a person who has a physical or mental impairment that substantially limits one or more of their major life activities, a history or record of such an impairment, or is perceived by others as having such an impairment.

6. It is also crucial to note, though, that there have been tensions between parents of children with disabilities and adults with disabilities, who sometimes feel that parents often overshadow their own voices in society (Stevenson, Harp, and Gernsbacher 2011).

2 The Trouble with Screen Time

1. This definition of screen time is not to be confused with its more common meaning: the time allotted to an actor or actress on film or television.

2. Though the AAP's (1999, 342) policy statement in 1999 on media education advises pediatricians to encourage parents to limit their child's "time spent with media," the term screen time does not appear until the AAP's follow-up policy statement in 2001.

3. Prior to the CCFC's involvement, the Center for SCREEN-TIME Awareness (formerly the TV-Turnoff Network, and earlier, TV-Free America) coordinated Screen-Free Week, which began as "TV-Turnoff Week" in 1994.

4. While not covered in this report, the effect of media on the violent behavior of youth with disabilities is also a growing concern among researchers (see, for example, Mazurek and Engelhardt 2013a, 2013b).

3 Youth Sociality through and around Media

1. Some human development scholars have critiqued children's media researchers referencing "Bronfenbrenner's ecological theory" for not citing this model in its most mature form (Tudge et al. 2009). Urie Bronfenbrenner's (2005) full theory of human development consists of the "Process-Person-Context-Time," or PPCT model. The microsystem, mesosystem, ecosystem, macrosystem, and chronosystem comprise the *context*, which is interrelated with the other three PPCT concepts. *Process* is the enduring dynamic relationship between individuals and their environments over a life span. *Person* is the individual's biological, genetic, cognitive, emotional, and physical characteristics. Bronfenbrenner also subdivided *time* into three levels: *microtime* (the course of an interaction or activity), *mesotime* (the frequency and consistency of these activities and interactions in a person's life), and *macrotime* (the current point in chronological history).

4 Evaluating Children's Media

1. The term exceptional children is inclusive of children with disabilities as well as children who are intellectually gifted and talented—categories that are not mutually exclusive (e.g., a child with dyslexia who is gifted at math).

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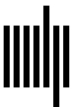
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