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This poster presents a detailed overview of the literature and methodology from my current study, which explores the relationship between emotion words and behaviours in children's television programmes and child socio-emotional functioning. While previous research on children's television has largely focused on the risks of excessive screen time, there is limited content analysis conducted on children's digital media. Rich emotional language exposure, particularly through parent talk during storybook reading, has been associated with improved socio-emotional outcomes (Brownell et al., 2013). However, there is a significant gap assessing how emotion words and behaviours in children's television are related to socio-emotional outcomes. To address this gap, 1003 whānau across New Zealand completed an online questionnaire including a measure of child socio-emotional functioning via the Strengths and Difficulties Questionnaire. Parents also reported on their preschool-aged child's media habits, including weekday and weekend screen time, program preferences, and parent-child co-viewing frequency. One hour of the ten most popular programmes as rated by parents was coded for emotion behaviours based on Grady et al., (2019) coding scheme. Two trained coders coded for eight core emotions (happiness, love, curiosity/interest, surprise, anger, fear, sadness, disgust) along with relevant subcategories (contentment, pride, dislike, frustration, contempt, worry, guilt). A percentage of emotion words was generated based on Baron-Cohen et al., (2010) study, consisting of 366 emotion words across 24 categories. Total scores of emotion words and behaviours exposure were calculated for each child, respectively, across the child's three most frequently watched programmes. This presentation will report on the findings from regression and moderation models examining the association between emotion behaviour and word exposure and child socio-emotional outcomes and whether parent-child co-viewing and discussion moderate these relationships, controlling for total screen time. This project aims to advance understanding of how children's media use supports social-emotional development to inform media recommendations.

Keywords

Children's Media, Emotion Words, Emotion Behaviours, Screen Time, Co-viewing, Socio-Emotional Development

References

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