

Age Group	Percentage
18-24	85%
25-34	75%
35-44	65%
45-54	55%
55-64	45%
65-74	35%
75-84	25%
85-94	15%
95-104	5%

The household themes reached by your answers, with notes accompanying the selected stories.

These are the household themes reached by your answers, followed by notes for the selected stories in your separate book. The themes are not a score, and your child is not being measured. A story's opening states when it was included as additional reading rather than selected through your answers.

What is on, and who it suits

Whose devices, and where they live

Your answers, in context

These sections bring together the household topics covered by the questionnaire. Each shows the answers you provided and explains whether a related story was selected. A theme is a subject to consider, not a judgement about your parenting or your child.

A THEME IN YOUR REPORT

What reaches your child

You described the shows and games available to your child, including age suitability and short videos. These answers describe content choices; they do not establish what your child has learned or how the content affects them.

In a usual week, how often is what your child watches or plays made for children of their age?

Rarely

In a usual week, how often does your child watch short videos that play one after another?

Almost always

In a usual week, how often does your child watch or play something made for older children or adults?

Often

In a usual week, how often does your child use a show or app made to teach, like words or numbers?

Rarely

Could you name the shows or apps your child used most this week?

Some of them

 NOTES

Your answers reached the named story in your separate book. Its accompanying note explains the scope of any practical suggestion and when it may not fit.

- The Harbour One

A THEME IN YOUR REPORT

Who owns devices and who can reach them

You described ownership, access and where devices are kept. Access is a household arrangement; the ability to unlock a device is not a measure of readiness, maturity or dependence.

Which of these belong to your child alone, not shared with anyone?

A tablet

When your child uses a phone or tablet, whose is it usually?

Their own

In a usual week, how often does your child pick up and start a device without asking an adult?

Often

Can your child unlock and open a phone or tablet at home without an adult?

Yes

Where are the phones and tablets your child uses kept during the day?

Where my child can reach them

Your answers reached the named story in your separate book. Its accompanying note explains the scope of any practical suggestion and when it may not fit.

- On Top of the Fridge

OTHER CONTEXT YOU PROVIDED

Screens in the background

You described whether a screen stays on during play, meals or times when nobody watches it. This is about the shared setting around an activity, including choices an adult can make about the screen.

In a usual week, how often is a TV or other screen on in a room where nobody is watching it?

Rarely

In a usual week, while your child plays, how often is a TV on nearby that nobody is watching?

Rarely

NOTES

In a usual week, how often is a TV on in the room while you eat with your child?

Never

When nobody is watching the TV at home, what usually happens to it?

It is switched off

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

OTHER CONTEXT YOU PROVIDED

The routine before bed

You described screen use before bed and where devices stay overnight. These answers describe the routine, not the quality of your child's sleep or the cause of any sleep difficulty.

In a usual week, how often does your child use a screen in the hour before bedtime?

Rarely

In a usual week, what is the last thing your child usually does before going to bed?

A story or book

Where do the phones and tablets in your home usually stay at night?

In another room

The related story is additional reading. Its inclusion does not mean your answers identified a difficulty in this area.

- One Episode

OTHER CONTEXT YOU PROVIDED

When a device helps you get through the day

You described different situations: crying, travel, visits and tasks that need your attention. These situations are not interchangeable. Check which one a suggestion addresses and what is practical while you care for your child.

In a usual week, how often do you give your child a phone or tablet when they are crying?

Never

In a usual week, how often do you hand your child a device while visiting friends or family?

Rarely

 NOTES

In a usual week, how often do you give your child a device on car or bus trips?

Sometimes

In a usual week, how often do you give your child a device so you can finish a task, like cooking?

Sometimes

When your child is crying at home, what do you usually reach for first?

Holding or a hug

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

OTHER CONTEXT YOU PROVIDED

Reading and stories together

You described opportunities to read, tell stories and talk about pictures together. The answers can give context for a shared activity; they do not assess your child's language or reading ability.

In a usual week, how often does an adult at home read a book with your child?

Almost always

In a usual week, how often does an adult tell your child a story without a book?

Often

In a usual week, when you read together, how often do you ask your child about the story?

Often

In a usual week, when you read together, how often does your child point at or talk about the pictures?

Often

When your child is read to, what kind of book is it usually?

Printed books

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

OTHER CONTEXT YOU PROVIDED

Your own phone during time together

You described your own device use during meals, play, bedtime and arrivals. This part concerns an adult's actions. Work and care demands may affect which changes are feasible.

 NOTES

In a usual week, how often is your phone in your hand while you eat with your child?

Never

In a usual week, how often is your phone in your hand while you play with your child?

Rarely

In a usual week, how often is your phone in your hand during your child's bedtime routine?

Never

In a usual week, how often do you stop a moment with your child to answer a message or alert?

Rarely

In a usual week, how often is your phone in your hand when you collect your child or arrive home together?

Rarely

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

OTHER CONTEXT YOU PROVIDED

Watching and playing together

You described shared screen activities and whether an adult is present. More shared use is not automatically a problem; sitting together also does not tell us what the experience is like.

In a usual week, how often do you sit with your child while they watch a show?

Sometimes

In a usual week, how often do you play a game on a screen together with your child?

Rarely

When your child watches a show and you are there, which is closest to what usually happens?

We chat about it now and then

In a usual week, how often does your child use a screen with no adult in the room?

Often

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

 NOTES

OTHER CONTEXT YOU PROVIDED

Rules and the adults who use them

You described household screen rules and whether the adults use the same approach. A written rule alone does not tell us whether it suits the family or how an ordinary day unfolds.

Does your home have any rules about when, where or what your child uses on screens?

Some loose ones

Which of these do your home's screen rules cover?

Times of day; How long

In a usual week, how often do the home's screen rules go as planned?

Sometimes

Do the adults who look after your child use the same screen rules?

Mostly

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

Only visible questions with a recognised answer are used here. An unanswered question or an answer of 'I don't know' is not treated as a problem.

These are your observations of household life. They do not measure your child's motivation, attention, wellbeing or private online experience.

The short book cannot cover every situation. Check each suggestion against your circumstances, including the limitations in its note. No improvement is guaranteed.

The Harbour One

Ines, this one reached you through what is on, and who it suits. Here is a story about Amir, whose lunch break has a cartoon running in it.

A note from us. What a small child watches can arrive without anyone choosing it: through an older brother, or because it came on next. One way is to look, once, for something slow made for children this small, and write its name where the house can see it; what repeats each week is putting it on, not the looking. It costs a lunch break spent in a menu.

 NOTES

Where this comes from: reviews that pooled many studies of young children and screens. In two, programmes made for learning went with slightly better language or vocabulary. The largest found no link between content made for children and how children think or get on with others. There, content that was violent, full of action or made for adults went with slightly lower ratings of children's behaviour and feelings. The links were small. Choosing a programme the way this story shows was not tested. Madigan and colleagues, 2020; Mallawaarachchi and colleagues, 2024; Jing and colleagues, 2023.

Reviews mostly of families as they live, and they do not all agree: the cause is not shown.

This is about what is on, not about how long, and it is not a promise about your child's words.

Not for everyone: not for the day when an older child's programme is the only one the house can agree on. Whatever keeps a small child safe and busy while you earn or cook is its own good reason.

On Top of the Fridge

Ines, this one reached you through whose devices, and where they live. Here is a story about Theo, whose phone is the only screen in the apartment.

A note from us. No practice has been tested here, so this note offers none. The story shows one ordinary reason to give a small child a device of her own, and one ordinary reason to wait. It leaves both standing.

Where this comes from: a study that recorded how long three- to five-year-olds spent on phones and tablets, including children who had a device of their own, and a small study that tried out a questionnaire for parents about screens at home. The questionnaire gives one score for access, use, content and watching together, and children from homes with a higher score did less well on early language and reading tests; higher scores also went with lower family income and less schooling for mothers. We searched and found no study of owning a device on its own; in the questionnaire it is one item of fifteen. Radesky and colleagues, 2020; Hutton and colleagues, 2020.

Paediatric bodies advise on this; the studies under the advice are thin, and we found none testing a choice like this one.

Guidance, not a study: the American Academy of Pediatrics, 2026, suggests waiting with a personal tablet.

NOTES

Nothing here says what a device of her own does for a child of three. We searched and found no study of that choice alone.

Not for everyone: in some homes a hand-me-down tablet is the only way a parent's phone stays free for work, and that is a good reason.

One Episode

Ines, this one comes with the report rather than from your answers. Here is a story about Jonah.

A note from us. No practice has been tested here, so this note offers none. The story shows an evening as it is in one of a child's two homes, and a parent who does not know whether to change it.

Where this comes from: a review of studies on young children's screens and sleep, and a review of how problem use is measured in small children. In the first, more screen time in a day, and screen time in the evening, went with poorer sleep. When its results on how long children sleep were pooled, this held for babies and toddlers and was not confirmed for preschoolers, and its authors rated the quality of the whole body of evidence as very low. In the second, use before sleep and a device in the bedroom went with measures of poorer sleep. Janssen and colleagues, 2020; Selak and colleagues, 2025.

Paediatric bodies advise on this. We looked for a study that tested a choice like this one and did not find one.

Guidance, not a study: the Canadian Paediatric Society, November 2022, and the UK Department for Education, March 2026, advise no screens in the hour before bed.

What an episode before bed does for a child of this age, one evening cannot tell you.

Not for everyone: in two homes the day may end in two ways, and that is ordinary.

Your answers and this report are handled by the association HDI – Human Digital Intelligence, Zagreb, which is responsible for them. For anything about your data, write to info@hdi.vision.

Thank you for taking part. What you gave was your own view of your home, and that is all this report rests on.

If anything in this report upsets you, or you want to talk it over with someone, write to info@hdi.vision and a person will answer. Questions about your data go to the same address.

 NOTES

Your answers are kept for twelve months from the day you finished answering, then deleted. You can ask for them to be deleted sooner at any time by quoting your pass code.

This is a self-assessment, not a medical or clinical examination and not a diagnosis. Your answers are used for your own report and are not used for research. They come under the data-protection measures set out for them by the association HDI – Human Digital Intelligence, and nothing else.

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