BOOMERS AND ZOOMERS: Grandparents Using Video Chat to Connect With Young Grandchildren During the Pandemic

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The use of video chat allows grandparents to develop and maintain social connections with their grandchildren.

- A majority of grandparents with grandchildren between the ages of birth and 5 years (54%) started video chatting with their grandchildren during the first year of life. During the COVID pandemic, 80% of grandparents reported beginning to video chat with their grandchildren before they were 4 months of age.

- The vast majority (82%) of grandparents report that they enjoy video chatting with their grandchildren very much.

Video chats or “virtual visits” are frequent but brief in duration.

- Grandparents video chat with their grandchildren often (almost 40% daily or a few times a week) and the video chat session gets longer as children get older.

- The frequency of video chat predicted both enjoyment of the video chat visits and grandparent feelings of emotional closeness to their grandchildren.

Grandparents report using various activities during video chat to connect and communicate with their grandchildren.

- Smiling (79%), waving (70%), and showing objects (51%) are the top ways most grandparents engage their grandchildren on video chat.

- About two in five sing (38%) to their grandchild during a video chat, while one in four (24%) read a book.

Parents play an important role by encouraging the child to engage on the video chat.

- Pointing to the screen to direct the child’s attention is the main activity for parents on the video chat.

- Parents also asked questions, directed their child’s attention to the screen, or gave tickles and hugs on behalf of the grandparent.
Executive summary

Grandparents today are digitally connected and comfortable with technology.

- Nearly all participating grandparents owned smartphones (96%), computers (95%), and tablets (81%), and had access to high-speed internet (98.8%).
- Most grandparents used mobile devices to video chat (smartphones, 49%; tablets, 18%) with only 14% reporting that they did not video chat with their grandchild.

Barriers to video chat usage are both technical and emotional.

- The biggest technical challenge was the signal breaking or the screen freezing, reported by one in three (34%) respondents.
- The biggest emotional challenge was that the video chat reminded grandparents that they were missing their grandchildren’s growth because the did not have face-to-face interactions with them, reported by one in three (32%) respondents.

Grandparents expressed a desire for information and resources that would support them in video chats with their grandchildren.

- Grandparents want more information about child development and how to better interact and support relationships with children, especially as the grandchild grows.
- Grandparents also want suggestions for how to interact and strengthen relationships during a video chat, especially as the grandchild grows.
NEW GRANDPARENTS AND THE COVID-19 PANDEMIC
Adults age 65+, many of whom are grandparents, have the highest risk for severe illness with COVID-19

- Early in the pandemic, it became clear that older adults face a higher risk of serious complications from COVID-19. As a result, millions of families who would ordinarily be spending time together have chosen or been asked to keep their distance from each other, not only to reduce community transmission but to protect older adults.

- By age 65, 96% of Americans are grandparents¹. While social distance measures during the pandemic help keep grandparents safe, they also impact the grandparent-grandchild relationship.

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Grandparents quickly adapted to the unique challenges of the pandemic

Grandparents quickly adapted to the pandemic and reported increased use of video chat for multiple activities. Of the 1,057 grandparents surveyed, 71% reported an increase in their use of video chat, and some spontaneously reported that prior to COVID they had never used video chat before. They stated that the primary reason for increased use was to stay connected with family.

Main reasons for using video chat

- Connect with family: 29%
- Connect with friends: 20%
- Remote work: 20%
- Telehealth: 17%
- Attend religious services: 15%
- Volunteer, organizations, clubs: 5%
- Exercise: < 1%

Q43. Has the COVID-19 pandemic affected your use of video chat in general (e.g., use for religious services, telehealth, connection with friends, remote work)?
Grandparents begin video chatting with their grandchildren before the grand-baby’s first birthday, especially during the pandemic

Close relationships between grandparents and grandchildren are beneficial to both parties’ health and well-being, but these relationships can be jeopardized when contact is cut off (Duflos et al., 2020). Many new grandparents turned to video chat to stay connected to their grandchildren when social distance and stay-at-home orders made that difficult.

A little over half of grandparents (54%) started to video chat with their grandbaby before the baby’s first birthday. For grandchildren born during 2020 (the COVID-19 pandemic), however, a strong majority (80%) of grandparents reported that they began to video chat with their grandbaby before the baby was 4 months of age, a four-fold increase of video chatting with young infants, likely due to travel and visitation restrictions.

This sharp increase suggests that video chat played a key role in allowing grandparents to connect with new grandbabies during a time when in-person visits were either not allowed or discouraged.

**Age of grandchild at first video chat**

- < 1 month: 15%
- 1–2 months: 7%
- 2–4 months: 7%
- 4–12 months: 25%
- 1–2 years: 21%
- 2–3 years: 14%
- 3–4 years: 7%
- 4–5 years: 3%

Q32 How old was [Your Grandchild] the first time you video chatted with him/her?
Grandparents video chat often with their grandchildren

Video chat between grandparents and their grandchildren occurred frequently in this sample, with almost 40% video chatting daily or a few times per week. Many families used video chat for frequent and consistent interaction between grandparents and their grandchildren.

Frequency of video chatting with grandchild

- Every day: 8%
- Few times a week: 31%
- Few times a month: 29%
- Less than once a month: 11%
- Never: 1%
- No response: 20%

Q33 How often do you video chat with [Your Grandchild]?
Video chat sessions with grandchildren get longer as grandchildren get older

The duration of calls varied, but almost 70% of calls were 30 minutes or shorter, perhaps because young children have a short attention span. The age of the child and the frequency and duration of the calls are related: Video chats are more frequent and shorter when the child is younger. The frequency and duration of calls also reflect individual differences in grandparent users: More frequent video chat users have longer video chats.

Approximate length of each video chat session with grandchild

- < 5 min: 11.80%
- 5–15 min: 36.20%
- 15–30 min: 20.10%
- 30-45 min: 7.50%
- 45–60 min: 3%
- > 60 min: 1%
- No response: 20%

Q34 Approximately how long does each video chat session last?
VIDEO CHAT AND THE GRANDPARENT-GRANDCHILD RELATIONSHIP
Grandparents enjoy video chats with their grandchildren

The relationship between and their grandchildren depends on the frequency and quality of their shared interactions (Dunifon, 2013), even during the COVID-19 pandemic.

Grandparents enjoyed interacting with their grandchildren, with 82% reporting that they enjoy the video chats very much. Those who video chat more frequently and live farther away from their family geographically report that they enjoy video chat more than those who live geographically closer to one another.

Overall, those who report video chatting more often and who enjoy video chatting also report that they feel emotionally closer to their grandchildren. However, those who live farther away from their family are not as emotionally close to their grandchildren as those who live closer and see each other in person.
Grandparents’ enjoyment in their own words

Here are some responses to our survey:

- She is developing so fast — I saw her eat her first solid food, roll over, crawl and now stand up! She gets a big smile when she hears and sees me, even though I can’t touch her.

- We started using video chat during COVID due to stay at home mandates. We continue video chats because Madison asks for them. She points to the phone and says “Nonna” when she wants to talk.

- It is fun. Read to him. Talk to him. He loves it! He loves to carry the phone around while he is walking around his house. We also chat when he is in his highchair eating, sometimes read during that time.

- We live far apart, so FaceTime is a means to see her everyday and to connect with her between visits. We have missed visits due to COVID-19, so it’s been a way to see her and her be familiar with us.

- He is growing so fast that it’s nice to actually see him and the progress he is making.

- I like to see his expressions. His mobility. Hear him laugh and see his reactions to my voice.
Grandparents’ enjoyment in their own words

Here are some responses to our survey:

- The delight of interacting with a child who is 800 miles away!
- We are not seeing each other nearly as often during the COVID pandemic. When we do see each other, I am not holding him very often or for very long. I want him to remember who I am and how much I love him.
- It’s fun. We can talk in real time. He plays hide and seek from his mom with me on the phone. He can show me his toys and pets. And much more.
- The kids like to see us on the phone. Aubrey doesn’t understand why we aren’t in the same house together, but at 4.5 yo she knows us and our house, and sometimes asks to “look” at the house, or the cats, or the flowers.
- Since I can’t travel to see her because of the pandemic, I want to keep in touch with her so she remembers me.
- Kids grow up so fast, it is a great way to “see” them and be a part of their daily lives.
- It’s fun. We can talk in real time. He plays hide and seek from his mom with me on the phone. He can show me his toys and pets. And much more.
As grandchildren get older, grandparents interact directly more often

Grandparents report that they interact with the child’s parent about half the time, and the other half, they interact with their grandchild, but that time spent interacting increases as the grandchild gets older.

Grandparents also report that they are more likely to interact directly with older grandchildren than younger grandchildren.

Q40. How much of the video chat is interacting with, playing with, or talking to [Your Grandchild] versus talking to the adult?
Grandparents’ engagement with grandchildren is high and varied

Grandparents engage with children by sharing emotions and greetings (smiling and waving) and by sharing content or information (e.g., sharing objects or images, reading to them).

Activities done with grandchild during video chats

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smile</td>
<td>95%</td>
</tr>
<tr>
<td>Wave</td>
<td>84%</td>
</tr>
<tr>
<td>Show object or image</td>
<td>64%</td>
</tr>
<tr>
<td>Sing to grandchild</td>
<td>45%</td>
</tr>
<tr>
<td>Read to grandchild</td>
<td>30%</td>
</tr>
<tr>
<td>Imitate the parent</td>
<td>10%</td>
</tr>
<tr>
<td>Talks</td>
<td>8%</td>
</tr>
<tr>
<td>Asks questions</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
</tr>
<tr>
<td>Peek-a-boo</td>
<td>2%</td>
</tr>
<tr>
<td>Laugh, joke, silly faces</td>
<td>2%</td>
</tr>
</tbody>
</table>

Q40. Which of the following do you do when video chatting with your grandchild?
Grandparents engage in a variety of activities during video chat with a grandchild.

Grandparent activities during video chat revolve around affection, asking questions, and interactions that leads to conversation.

Q40. Which of the following do you do when video chatting with your grandchild?
Parents use a variety of approaches to facilitate video chats with grandparents

To facilitate video chats, parents asked questions, directed their child’s attention to the screen, or gave tickles and hugs on behalf of the grandparent. These parental supports for video chat keep the child’s attention, allowing for communication and engagement during chats with grandparents.

Parental involvement during grandparent–grandchild video chats

- Points to screen to direct child’s attention: 47%
- Asks questions: 41%
- Gives hugs and tickles on grandparent’s behalf: 36%
- Suggests an activity: 18%
- Other: 18%
- Plays with toys: 16%
- Leaves area: 14%
- Explains the perspective of the grandparent to the child: 14%
- Sings songs: 12%
- Restrains child: 11%
- Explains technical difficulties: 10%
- Reads book: 8%

Q40. Which of the following do you do when video chatting with your grandchild?
HOW GRANDPARENTS USE VIDEO CHAT
Grandparents mostly used mobile devices to video chat

Most grandparents (98.8%) in this relatively high SES sample had high-speed internet. Most used mobile devices — either smartphones (49.3%) or tablets (17.8%) — to video chat. It is important to note, however, that 13.8% of grandparents reported that they do not video chat due to the age of their grandchild or lack of access to the internet, among other reasons.

Most commonly used device for video chatting with grandchild

- Smartphone: 49%
- Tablet: 18%
- Laptop: 14%
- Desktop computer: 5%
- No video chat: 14%

Q26. Do you usually use a smartphone, a tablet, a laptop, or a desktop computer to video chat with [Your Grandchild]?
FaceTime was the most popular app used to video chat

Most grandparents use FaceTime (56%), with Zoom (13%) a distant second.

Most frequently used app for video chatting with grandchild

- **FaceTime**: 56%
- **Zoom**: 13%
- **Skype**: 7%
- **Google Duo or Hangout**: 6%
- **WhatsApp**: 5%
- **Facebook**: 4%
- **Houseparty**: 0%
- **Other**: 5%
- **No video chat**: 6%

Q28. When you video chat, what app do you use the most?
Most respondents reported being comfortable using technology

Grandparents who were more comfortable with technology engaged in more video chats. Furthermore, older grandparents were more likely to report that they were less comfortable with using video chat. Ensuring that grandparents have access to user-friendly technology and technical support would facilitate grandparent–grandchild video chat experiences.

Comfort with technology

<table>
<thead>
<tr>
<th>Total</th>
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<th>Somewhat comfortable</th>
<th>Neither</th>
<th>Somewhat uncomfortable</th>
<th>Very uncomfortable</th>
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<tr>
<td>47%</td>
<td>31%</td>
<td>6%</td>
<td>6%</td>
<td>9%</td>
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<table>
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<tr>
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<th>Somewhat uncomfortable</th>
<th>Very uncomfortable</th>
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<tr>
<td>77%</td>
<td>15%</td>
<td>6%</td>
<td>2%</td>
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<table>
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<tr>
<td>49%</td>
<td>30%</td>
<td>5%</td>
<td>4%</td>
<td>12%</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>60–69</th>
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<th>Somewhat comfortable</th>
<th>Neither</th>
<th>Somewhat uncomfortable</th>
<th>Very uncomfortable</th>
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<tr>
<td>42%</td>
<td>34%</td>
<td>8%</td>
<td>8%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>&gt; 70</th>
<th>Very comfortable</th>
<th>Somewhat comfortable</th>
<th>Neither</th>
<th>Somewhat uncomfortable</th>
<th>Very uncomfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>39%</td>
<td>36%</td>
<td>9%</td>
<td>8%</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

Q27. How comfortable are you with using technology?
Grandparents identified technical, emotional, and knowledge-based barriers and needs related to video chat

Responses to an open-ended question about needs to support the grandparent–grandchild connection cohere around three general themes: technical problems with internet connection, emotional barriers, and wanting more information about child development.

What kind of information (about technology, video chat, child development, etc.) would be helpful to support your connection with (grandchild’s name)?

• She gets excited when she hears my voice on the phone so we Facetime (even though her words are limited to hey, Hi, bye & wow) so she can walk around & talk for as long as she likes.
• I love to see her development and how she is growing although we are miles and miles apart.
• Ask her about her day...I let her guide the conversation.
• Calling her sweet names and to tell her that her Nonna and grandpa are thinking and loving her from Maine..... someday we'll come down to hold her!
• I always make sure to tell her how much I am looking forward to seeing her. And that I hope it happens soon.
• We have a conversation about what she’s been doing and what she plans to do later. She loves to talk so mostly we listen and ask questions about what she's saying.
Many encountered technical barriers to connecting via video chat

The most serious technical challenge was the signal freezing or breaking up due to unstable connectivity. This disconnected grandparents from engaging with their grandchildren. Although this sample was a largely middle-income, a small number of grandparents (2.4%) reported that they found paying for internet service or a data plan a barrier to connection.

Technical problems experienced during video chats with grandchild

<table>
<thead>
<tr>
<th>Problem</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signal breaking or freezing</td>
<td>34%</td>
</tr>
<tr>
<td>Video call failing or disconnecting</td>
<td>18%</td>
</tr>
<tr>
<td>Figuring out the app/seeing everyone</td>
<td>7%</td>
</tr>
<tr>
<td>Finding the link to join</td>
<td>3%</td>
</tr>
<tr>
<td>Paying for internet or data plan</td>
<td>2%</td>
</tr>
</tbody>
</table>

Q39. When video chatting with your grandchild, do you encounter any of the following problems?
Emotional barriers for video chat related to concerns about weakened social connections

While technology may allow grandparents to see and interact with their grandchild more frequently, grandparents need tips for dealing with the sadness and frustration of missing major grandchild milestones as well as not feeling connected to their grandchildren.

Emotional barriers experienced while video chatting with grandchild

- Being reminded of missing grandchild’s growth: 32%
- Parent or child distracted and the feeling of interrupting them: 17%
- Feeling grandchild is not connecting with them: 9%
- Other: 11%

Q39. When video chatting with your grandchild, do you encounter any of the following problems?
Knowledge-based needs revolved around child development

Grandparents want knowledge about child development.

- A greater understanding of milestones. It has been a long time since my child was a baby.

- Child development is most important. How do we stay in her life as she grows?

Grandparents need suggestions for how to interact and support relationships over the screen, especially as the grandchild grows.

- Ideas about how to interact with an infant on video. In person, I can hold him and talk or read to him. That seems awkward on video. Maybe it shouldn't. I'd like ideas on what to do with him on screen.

- Learning more about productive activities to engage in while video calling.

- What specifically I could do to interact appropriately at each age or milestone. I am sure it changes as he grows, but, am winging it as I go now.

- I would love to know the best ways to interact with [name removed] by video. Any ideas on what activities are the most effective ways to communicate.

- How to read the mind of a one-year-old so I can communicate with her.
PRACTICAL TIPS AND RESOURCE FOR GRANDPARENTS
Support the grandparent–grandchild relationships by focusing on the 3 Cs: the child, the media content, and the context

These practices draw heavily on the 3 Cs, the individual child, the media content, and the context of the media experience (Guernsey, 2012). Consistent with the AARP September recommendations and ZERO TO THREE tips (Barr et al., ZTT December 2020), we recommend the following:

**Take time to connect:** If you were visiting in person, you might greet your grandchild with a hug, kiss, or high-five. Be creative about ways to warmly greet your grandchild via video, and remember that the child may need a moment to orient to the call. Ending your video in a special way each time is another fun way to connect.

**Be playful:** Video chat lends itself to playful interaction, even during technical challenges. Consider how to adapt games like peek-a-boo, imitation, scavenger hunts, sharing snacks and meals, reading, and singing together.

**Be creative:** Video chat works well for supporting play with objects: Bring things to the camera (food, coloring, books, snacks, etc.) for show and tell!
More ways to focus on the child, the media content, and the context

Communicate with the parent in the room about how to be most supportive: Although a toddler may be able to manipulate a phone or tablet on their own, having a supportive adult nearby will enhance their ability to learn and communicate via video chat. Communicate in real-time with the child’s parent to navigate both technical challenges and support your grandchild.

Involve the parents: Be respectful of your role as grandparent by coordinating with parents to make sure your video chats are not disruptive to their schedule.

Frequency is more important than structure: There is no right or wrong way to video chat with young children — you can plan it carefully in advance and gather your family on Zoom, or give them a call on WhatsApp to say hi for just a few minutes informally.

Be flexible and responsive: Young children learn and develop when adults follow their lead and interact with them as they explore. Your grandchild’s interests and engagement may change from one session to the next. For example, follow the child’s cues about length of video chat — shorter might be better, especially for younger children. You may notice that toddlers will move toward and away from the screen as they explore. They might move off screen to get an object or toy to show you. Rather than trying to get them to sit still right in front of the video, use this as a form of peek-a-boo, playfully asking, “Where did you go?” and expressing your delight when the child returns.
AARP Five ways to video chat and setting up FaceTime and Zoom

How to Use Zoom to Stay Connected During the Coronavirus, AARP, November 2020
https://www.aarp.org/home-family/personal-technology/info-2020/how-to-use-zoom.html

This article provides very detailed instructions for various Zoom features, including joining and hosting meetings, muting, chatting, screen sharing and virtual background setting, etc.

Grandparents Boost Their Video Chat Skills to Connect with Grandchildren, AARP, September 2020

Video chat plays an important role in helping grandparents stay connected with their grandchildren during the pandemic. The article offers suggestions for making FaceTime or Zoom successful:

• For grandparents who struggle with using video chat, AARP has many resources, including videos and step-by-step instructions on how to use FaceTime and Zoom.

• Grandparents could find interactive activities that they can do with grandchildren by video chat, like baking cookies, playing board games or reading books together.

• Grandparents should make conversations specific instead of vague. Ask the grandchildren’s parents for hints about what the children have been up to make discussions more meaningful.
Additional resources

A variety of resources exist today to help support grandparent-grandchild relationships. In response to the survey results, we collected a variety of resources to offer support in the areas identified by our respondents as areas of interest.

Milestones and Child Development

- **Zero-to-Three Age-based Milestone handouts** - provides an overview of milestones over the first 3 years of life.
- **Center for Disease Control Milestone resources** - provides an overview of milestones for the first 5 years of life.
- **National Association for the Education of Young Children’s Principles of Child Development statement** - provides an overview of child development

Screen use and video chat resources

- **Zero-to-Three Screen Sense Guide** - provides an overview of what research has told us about the impact of screen media on young children.
- **Zero-to-Three Screen Sense Tips** provides tips for using video chat and screens with young children
- **National Association for the Education of Young Children’s Suggestions for video chatting with Young Children** - Provides suggestions for video chatting with young children
- **PBS Parents 13 Activities to Make the Most Out of Video Chats With Kids** - suggestions for video chatting with young children.
A variety of resources exist today to help support grandparent-grandchild relationships. In response to the survey results, we collected a variety of resources to offer support in the areas identified by our respondents as areas of interest.

**Video Chat Resources**

- [Zero-to-Three Screen Sense Tips](#) provides tips for using video chat and screens with young children
- [National Association for the Education of Young Children’s Suggestions for video chatting with Young Children](#) - Provides suggestions for video chatting with young children
- [AARP’s suggestions for video chatting](#) - provides suggestions and tips for video chatting
- [PBS Parents 13 Activities to Make the Most Out of Video Chats With Kids](#) - suggestions for video chatting with young children.

- [Grandparent’s Guide to Video Chat](#)
METHODOLOGY AND DEMOGRAPHICS
Objectives and methodology

**Objective:** To learn from grandparents in real-time as they use video chat to stay connected during the COVID-19 pandemic

**Methodology:** Online survey via Qualtrics.

**Recruitment:** Online advertisements and existing community listservs.

**Qualifications:** Age 30 or older; participants must be grandparents.

**Sample:** 1,157 grandparents, demographics on next slide.

**Interviewing Dates:** June – August 2020

**Variables of interest:**
- **Video chat use:** Whether or not they used video chat.
- **Barriers to use:** Technological and/or emotional barriers, etc.
- **Video chat patterns:** Frequency and duration of video chat and what they did while video chatting with their grandchildren, (e.g., singing, reading, playing games).
- **Video chat impact:** How they felt about these family video chat interactions and how close they felt to their grandchildren
Demographics: employment & education

Almost half (45%) of grandparents were retired, ⅓ were fully employed (33.5%), and 10% were employed part-time.

<table>
<thead>
<tr>
<th>Employed for income full time</th>
<th>Employed for income part time</th>
<th>Unemployed looking for work</th>
<th>Unemployed not looking for work</th>
<th>Retired</th>
<th>Student</th>
<th>Disabled</th>
<th>Full time caregiver</th>
</tr>
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<td>N</td>
<td>387</td>
<td>115</td>
<td>32</td>
<td>30</td>
<td>520</td>
<td>4</td>
<td>52</td>
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<tr>
<td>%</td>
<td>33.5%</td>
<td>10%</td>
<td>2.8%</td>
<td>2.6%</td>
<td>45%</td>
<td>0.3%</td>
<td>2.5%</td>
</tr>
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</table>

Our sample of 1157 grandparents was largely middle income and well-educated with a four-year degree or higher.

<table>
<thead>
<tr>
<th>High school/ GED or less</th>
<th>2-year degree/trade school</th>
<th>4-year degree</th>
<th>Master's Degree</th>
<th>Ph.D., M.D, or Law Degree</th>
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<tbody>
<tr>
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<td>214</td>
<td>332</td>
<td>345</td>
</tr>
<tr>
<td>%</td>
<td>11.7%</td>
<td>18.5%</td>
<td>28.7%</td>
<td>29.8%</td>
</tr>
</tbody>
</table>
Demographics: race & ethnicity

We actively recruited grandparents with young grandchildren to tell us about their video chat experiences through the pandemic. Not all grandparents who responded used video chat to connect with their grandchild, but a relatively high number in our sample (86%) did. However, it is suggestive that Common Sense Media’s 2020 survey, collected prior to the pandemic, indicated children ages 0 to 8 years were only using video chat on average one minute per day (1% of their total screen time). Our sample of grandparents may have over-represented users of this technology, compared to the general public, or that many have recently adopted this technology to connect with family and for other needs. Nevertheless, our volunteer sample of grandparents who were willing to discuss their video chat experience can serve as a resource for understanding what grandparents feel works best, to support others who may be interested in using video chat as a relationship-building activity.

<table>
<thead>
<tr>
<th>Demographic</th>
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<tr>
<td>African/African American</td>
<td>46</td>
<td>4%</td>
</tr>
<tr>
<td>Asian/Asian American</td>
<td>18</td>
<td>1.6%</td>
</tr>
<tr>
<td>Native American</td>
<td>19</td>
<td>1.6%</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
<td>2%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>13</td>
<td>1.1%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>25</td>
<td>2.2%</td>
</tr>
<tr>
<td>Not Hispanic/Latino</td>
<td>1118</td>
<td>96.6%</td>
</tr>
</tbody>
</table>
Most grandparents use smartphones, computers, tablets, and high-speed internet

The vast majority of participating grandparents owned smartphones, computers, and tablets, and had access to high-speed internet.

<table>
<thead>
<tr>
<th>Device Type</th>
<th>N Ownership</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smartphone</td>
<td>1115</td>
<td>96%</td>
</tr>
<tr>
<td>Tablet</td>
<td>932</td>
<td>81%</td>
</tr>
<tr>
<td>Computer</td>
<td>1099</td>
<td>95%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Device Type</th>
<th>N Ownership</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Streaming Services</td>
<td>986</td>
<td>83%</td>
</tr>
<tr>
<td>VCR</td>
<td>839</td>
<td>73%</td>
</tr>
<tr>
<td>Virtual Assistant</td>
<td>473</td>
<td>41%</td>
</tr>
</tbody>
</table>

High Speed Internet- 99%

Q23 Does anybody in your household own any of the following devices? Please check all that apply.
Q24 Do you have regular access to high-speed Internet access (cable, DSL, fiber, WiFi) or cell phone data in your home?
Comfort with technology was related to amount of technology available

Grandparents in this study owned an average of seven devices (range 1–12). A chi square indicated that grandparents who have more devices available were more comfortable with technology than those who had fewer devices in their home. Increases in barrier to technology, video chat use, or the number of different video chat activities did not change comfort with technology.

<table>
<thead>
<tr>
<th>Sum of devices</th>
<th>Very Uncomfortable</th>
<th>Somewhat Uncomfortable</th>
<th>Neither Uncomfortable nor Comfortable</th>
<th>Somewhat Comfortable</th>
<th>Very Comfortable</th>
<th>Very Uncomfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;3</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>18</td>
<td>9</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>16</td>
<td>25</td>
<td>56</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>54</td>
<td>53</td>
<td>131</td>
</tr>
<tr>
<td>6</td>
<td>19</td>
<td>20</td>
<td>8</td>
<td>66</td>
<td>101</td>
<td>224</td>
</tr>
<tr>
<td>7</td>
<td>28</td>
<td>10</td>
<td>16</td>
<td>83</td>
<td>107</td>
<td>244</td>
</tr>
<tr>
<td>8</td>
<td>22</td>
<td>14</td>
<td>10</td>
<td>69</td>
<td>122</td>
<td>237</td>
</tr>
<tr>
<td>9</td>
<td>16</td>
<td>5</td>
<td>4</td>
<td>36</td>
<td>73</td>
<td>134</td>
</tr>
<tr>
<td>10-12</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td>50</td>
<td>89</td>
</tr>
</tbody>
</table>

Q27 How comfortable are you with using technology?
AARP is the nation’s largest nonprofit, nonpartisan organization dedicated to empowering Americans 50 and older to choose how they live as they age. With nearly 38 million members and offices in every state, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands, AARP works to strengthen communities and advocate for what matters most to families with a focus on health security, financial stability and personal fulfillment. AARP also works for individuals in the marketplace by sparking new solutions and allowing carefully chosen, high-quality products and services to carry the AARP name. As a trusted source for news and information, AARP produces the nation's largest circulation publications, AARP The Magazine and AARP Bulletin. To learn more, visit www.aarp.org or follow @AARP and @AARPadvocates on social media.

This study was designed and executed in a collaborative effort by Dr. Rachel Barr (Georgetown University), Dr. Gabrielle Strouse (University of South Dakota), Dr. Lauren Myers (Lafayette College), Dr. Jennifer Zosh (Pennsylvania State University Brandywine), Dr. Georgene Troseth (Vanderbilt University), and Dr. Elisabeth McClure (LEGO Foundation). Special thanks to Olivia Blanchfield for research assistance.
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