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Interviewee: mother of 3 children ages 11, 8, and 4

Interviewer: So, the first question is how many kids do you have and what are their ages?

Caroline: I have three children. I have a twelve year old boy, an eight year old boy, and a four year old girl.

Interviewer: Okay. I'll mainly be asking you about the middle one, the middle child, because our age range is five to eleven but I interviewed someone whose child turned twelve on that day so I'll count that as well.

Caroline: Oh, okay. Actually eleven... He's not twelve until June 30th. So, the two...

Interviewer: Oh, perfect. Okay, we can be thinking about those two and, kind of, also the differences that you've noticed as they've been growing older. So, technology has changed. Their developmental stages have changed. You know, all of that.

Caroline: Yes.

Interviewer: Your youngest is a girl?

Caroline: Yes.

Interviewer: Also, that might be interesting to be thinking about.

Caroline: Yes. And their personalities are very different too.

Interviewer: Lots of things to reflect on. Tell me about all the devices, anything with the screen, that your family has.

Caroline: Oh my goodness. The boys both have an iPad of their own. There is an Xbox that is new as of Christmas and then there was Nintendo Switch that new as of April.

Interviewer: Okay.

Caroline: I have a phone and my husband has a phone and there's a TV on the main floor.

Interviewer: Okay.

Caroline: There's a TV downstairs but that's used for the Xbox.

Interviewer: Oh, okay. A laptop computer?

Caroline: Oh, yeah. There's a computer too. That's on the main floor.

Interviewer: Okay.

Caroline: Yes. There was a laptop but that died. But there's like a...

Interviewer: Right. Yeah, yeah.

Caroline: Yes.

Interviewer: What's a Nintendo... What was it?

Caroline: Switch.

Interviewer: What is that?

Caroline: It's a new Nintendo. I think all of these things are horrendous. I would prefer to have no screens in my house and this is all...

Interviewer: It's an uphill battle.

Caroline: My husband and I are very different people and he's home with them during the day.

Interviewer: Okay, okay. Walk me through each device. Who is the primary user? It's your phones, the boy's iPads. The Xbox?

Caroline: It's mainly a gift to the eleven year old.

Interviewer: Okay.

Caroline: He's on that one mostly. The eight year old doesn't use that quite as much.

Interviewer: Okay. The Nintendo Switch?

Caroline: That's more of the eight year old uses that.

Interviewer: Oh, okay.

Caroline: But, that's the thing that he really wanted. But you have to use the same screen so you have to take turns. Well, not really because the switch he can go on the controller.

Interviewer: Mm-hmm (affirmative).

Caroline: So, they each have their own iPad and then they each have their own gaming device.

Interviewer: Are the games different on the Xbox than the Nintendo?

Caroline: Yes, you have to buy separate games. The Xbox is one where my eleven year old will connect with his friends and he'll be playing and he'll put a headset on. His friend that moved away to New York and stuff, he can still play and talk to him. They can connect that way. Then there's a couple friends from school and they'll all join a game together.

Interviewer: Yeah, yeah. You said that was given to him.

Caroline: It was a Christmas gift.

Interviewer: By Santa?

Caroline: We've learned to try to not do that. No, that was from Dad or Mom or parents. It was the big ask.

Interviewer: Okay. Did you think specifically about his age related to Nintendo and the kinds of games and the kinds of interactions?

Caroline: I am kind of clueless as to what all these different things are. He once called himself "tech genius". He informed me what's best and what he wanted because he has friends who have a PS4. He did all the research and he's like, "No, I want an Xbox not a PS4." He has other friends who have PS4s but then he knew there's certain games that only come with the Xbox and there's certain friends that already have the other one so he wouldn't be able to join with the PS4 people. There may be Minecraft on both of them but you would have to have something special for a PS4 person and an Xbox person to join that same game.

Interviewer: Yeah, yeah. The computer, is that used jointly?

Caroline: It's a really old Mac desktop.

Interviewer: Oh, okay.

Caroline: It's more for Internet browsing but then the kids, whenever they get a chance, they go over and they find free Internet games that they try to play. They end in ".io" games. It's basically like you're a snake and you're trying to catch other people and stuff. They find other games that they play that are free games.

Interviewer: Okay. Uh-huh. Do they watch YouTube videos?

Caroline: Yeah, I think the eleven year old does that mostly. He likes to look up stuff for that. He gets into origami and so he'll use it to follow directions.

Interviewer: Okay.

Caroline: Or he'll use it to... He's been doing this scratch coding. He'll look up stuff and then he'll figure out how to do something or modify his game.

Interviewer: Oh, okay.

Caroline: So, there's a little bit of learning there.

Interviewer: Yeah. On what device is he doing scratch?

Caroline: He usually does that one more on the desktop one, the old Mac.

Interviewer: Okay, okay.

Caroline: There are a lot of devices at our house. I hope this is a wealth of material.

Interviewer: Yeah. That's great. So, he's learning scratch at the library and doing it on their laptops.

Caroline: Yes. You make an account and so he can log-in to his account from home.

Interviewer: Oh, okay. That's only on the computer?

Caroline: Yes.

Interviewer: Can't you do that on the iPad?

Caroline: I don't think he does that on his iPad, I don't think so.

Interviewer: Okay.

Caroline: Oh, and then they make their own YouTube videos.

Interviewer: Oh, yeah. That was my next question.

Caroline: Yes.

Interviewer: What other media production stuff do they do?

Caroline: His friend [Mike], that's in there, he's very creative and so they'll do these little... He does little Claymation, stop-motion things. He'll do that kind of stuff and they'll try to make funny, little creative...

Interviewer: Yeah, yeah.

Caroline: When I was little we used to use a tape recorder to make our own advertisements. It's basically the same thing.

Interviewer: Mm-hmm (affirmative). So, that's the eight and the eleven year old?

Caroline: Mostly the eleven year old. Mostly.

Interviewer: Okay.

Caroline: Or they'll record each other and then do slo-mo. They'll act out a scene and then do it real fast and try to make funny noises.

Interviewer: Any other audio production or any other image production?

Caroline: In what way do you mean "production"?

Interviewer: Making stuff. Making recorded audio. Doing recordings. Doing interviews.

Caroline: I'd say mostly the little Claymation. He'll find stuff. There was one where you could see things other people made but it was a little car that would drive around and you would put little modules... It's kind of like scratch where you would have a tree or a house or a little block and when the car passed that, it would make a different note and so people would make a happy birthday song or something using this. It's basically like coding in a way that you don't realize you're coding.

Interviewer: Yeah, yeah, yeah.

Caroline: So, he would try to make his own crazy song or something.

Interviewer: That's so interesting. I would love to talk more about just his coding. There's so many avenues I could explore. Thinking about that your boys' day yesterday or a more typical day, maybe. Whatever day you think of as typical, walk me through from the time they woke up to the time they went to bed and how they interact with screens.

Caroline: So, the eleven year old, he wakes up early and he usually will hang out downstairs for a little bit but then I'll find he'll sneak on either to his iPad or he will sneak onto the desktop and he'll look up videos or he'll play something. He's not supposed to be on it before school but he is.

Interviewer: Okay.

Caroline: Or he'll look up the weather.

Interviewer: That's useful.

Caroline: Then he'll go to school and they have Chromebooks at school.

Interviewer: Oh, okay.

Caroline: He's on a computer again at school.

Interviewer: Mm-hmm (affirmative).

Caroline: Then, when he gets home from school I don't really know exactly what happens but there is screen time before I get home. It seems like my husband lets them. That's usually iPad, Xbox, or Switch time.

Interviewer: Mm-hmm (affirmative).

Caroline: That's until I make dinner. Then, they'll eat dinner and they'll get ready for bed. Then sometimes they'll beg for a little bit more. It's a lot. It's very embarrassing.

Interviewer: Well, no. I mean, because they're such different uses.

Caroline: You want data, I'll give you data.

Interviewer: They're such different uses, right?

Caroline: Right.

Interviewer: Like, the Chromebooks. Presumably they're doing educational stuff. Who knows.

Caroline: Right, right. The schools can monitor what they're doing so they can...

Interviewer: Right. Yeah, yeah. And some of that is at home, as well. I mean, checking the weather is totally different than playing a video game, right?

Caroline: Right.

Interviewer: It's hard to...

Caroline: They're always searching things up.

Interviewer: Yeah, yeah. I forgot to ask what they use the iPads for.

Caroline: The iPads mostly there's a game that the eight year old really likes called Terraria, which is kind of like Minecraft. Minecraft he still plays a lot.

Interviewer: Okay.

Caroline: They like to create their own little worlds and stuff.

Interviewer: In Minecraft?

Caroline: Yeah. The eleven year old, he would do a lot of figuring stuff out. Like, he would create a little rollercoaster kind of thing. He's more of scientific-minded kid whereas the eight year old more likes to play games.

Interviewer: Mm-hmm (affirmative).

Caroline: The eleven year old likes to create things and figure things out more. He's more scientific.

Interviewer: Yeah, yeah.

Caroline: Yeah, he'll use it as an instructional thing a lot more.

Interviewer: The television, do you have family time around the television? Or is that mainly gaming?

Caroline: They don't watch a lot of TV. The four year old will watch PBS in the morning or she'll try to watch My Little Pony or some kind of Barbie horrendous thing. Curious George.

Interviewer: Mm-hmm (affirmative).

Caroline: They love, recently after they discovered... What game is that? Wheel of Fortune.

Interviewer: Okay.

Caroline: After the Olympics because it came on right before the Olympics.

Interviewer: Oh, I do know that.

Caroline: So, they got addicted on that.

Interviewer: Yeah, yeah. That's funny.

Caroline: They do like to try to catch that before their shower, try to guess the things. It's kind of nerdy so I'm okay with it. On Friday or Saturday nights, then they'll watch a movie usually.

Interviewer: Okay, mm-hmm (affirmative).

Caroline: Either Netflix they'll use or get something from here.

Interviewer: Oh, right. Okay. So, your eight year old, his kind of day from morning til nighttime. Is that similar or gets up later?

Caroline: He gets up later, as late as he can, like 20 minutes before school. I'm shaking him up. He'll try to see... There's no time really for him to sneak onto his iPad. He'll try to sneak onto the other computer, the main computer, but then we have to leave. I don't think they do a ton of computers at school. Very little [inaudible 00:11:45].

Interviewer: Okay, okay.

Caroline: Then, when he gets home he gets that hour or so where they go and use either the iPad or the Nintendo.

Interviewer: Yeah, yeah.

Caroline: Then, every once and a while we'll do like, "Alright, this week you guys are off." But they'll still try to sneak on the regular, plugged-in computer.

Interviewer: That's interesting that's what they go to when...

Caroline: Well, because we can't put it away because I have it there.

Interviewer: Oh.

Caroline: It's out in a space.

Interviewer: I see. Yeah, yeah.

Caroline: And we use it to check the weather and check the news and stuff so it's there.

Interviewer: So it's kind of on and... Yeah, yeah. That makes sense. You've kind of talked a little bit about how these things fit into your family routines. Anything else that you can say about how all these things fit into the family life?

Caroline: It makes me mad. I hate these devices. I would love to be a person... I never thought that my life would be full of screens. I would like to do game night, do Monopoly, and do all these other things instead. I play dumb a lot and be like, "I don't even know how to turn the Netflix thing on." I kind of don't. I don't wanna learn so I purposely try not.

Interviewer: Do you remember when the boys were younger, how routines were established and how decisions were made?

Caroline: Yes.

Interviewer: I find this really typical. You get to a certain age and it's the big present.

Caroline: Right.

Interviewer: There's so few options, right?

Caroline: Right.

Interviewer: And they're not satisfied with the five dollar toy anymore, right?

Caroline: Right.

Interviewer: So, it sounds like some of that, kind of... You said that especially the Nintendo Switch and the Xbox, those were the big presents.

Caroline: He had been asking for like two... Yes. I fought that the whole way because I'm like, "You have iPads. You guys are on them all the time. You could buy a two dollar app or there's free apps all the time. Why do you need this thing where you need a twenty dollar, thirty dollar game for each, individual game." I don't quite understand this connectivity and stuff like that.

Interviewer: Yeah, yeah, yeah.

Caroline: Now that I see how it works, I'm like, "Well, that makes more sense of why it's such a draw."

Interviewer: Mm-hmm (affirmative). And that's totally different than an iPad.

Caroline: Because they are having these online, group meetings and I know those kids.

Interviewer: Right.

Caroline: I know who they are and the fact that the one kid was his best friend that used to live next door and three years ago he moved away.

Interviewer: Oh wow.

Caroline: And they come back in the summers.

Interviewer: Okay.

Caroline: He was able to connect and keep that friendship up. I thought that was super cool that he understands. Their friendship has remained. There you go.

Interviewer: So, when they were very young, do you remember how things...

Caroline: How did we set guidelines?

Interviewer: Yeah.

Caroline: I remember the first time that the older one ever saw a device. My husband's from India and we were going back and he had just gotten his first iPhone. I think he was five years old.

Speaker 3: Mommy, I need some water.

Caroline: Okay. He had it for the flight and then the flight had the little consoles in the end and he discovered Angry Birds and he didn't sleep on the whole flight. It was a 22 hour flight and he was wired. We had to put him on a wheelchair to get him off because he would not go to sleep. Then he got to kindergarten and kids who have older brothers and sister...

Interviewer: Right.

Caroline: This whole thing, the minute he got to kindergarten, you could tell the kids who have older brothers because all the sudden Star Wars and Angry Birds flooded in all this conversation.

Interviewer: Right, right.

Caroline: Whereas he was pretty sheltered from that before.

Interviewer: Mm-hmm (affirmative). That was a big change.

Caroline: So, I remember that was the first time and he had to use his dad's phone to do that and, of course, he liked to but it was a lot more limited because I think it was a newer thing to everybody.

Interviewer: Yeah, yeah.

Caroline: Then, the iPads. They got that maybe two years ago, two Christmases ago they got one. Then, my husband had his own before that.

Interviewer: Right.

Caroline: So, we have three iPads in the house.

Interviewer: So, it's been a slow...

Caroline: Yes. The minute the iPads came in the house, it's been a constant fight.

Interviewer: Okay.

Caroline: We used to have a rule that was like they could have 30 minutes a day, three times a week, and then they would have to decide amongst themselves. They would have to decide which two days because if they chose different days then one

would sit and watch the other one and then it would turn into six days. So, I'm like, "No, you guys have to agree which two days it was." At the beginning we were pretty good at keeping that pretty strict and then it would be once a month we would have a week with nothing.

Interviewer: Okay.

Caroline: Somehow it's very... It's a slippery slope where it feels like everyday.

Interviewer: Mm-hmm (affirmative).

Caroline: And then that one wakes up early. The older one wakes up early and then he sneaks on. So, it's constant.

Interviewer: Yeah, yeah. So, it's been kind of a slow...

Caroline: There's been creep. Slipping.

Interviewer: Technology creep.

Caroline: It's a slippery slide, yes.

Interviewer: Yeah, yeah. It sounds like they use the devices independently and you said your husband is more the decision maker.

Caroline: Well, he loves gadgets. I don't want anything to do with the electronics, much.

Interviewer: Do you know what kind of guidance he provides or like when do they primarily need help?

Caroline: I think he lets them do it when he needs a rest. He works the night shift and he needs some time to check out.

Interviewer: Oh, gosh. Yeah. Do you know what he does to help them? Like, what kinds of questions they need help with? Or what kind of...

Caroline: I think he lets them free-range it. It's a scary thing.

Interviewer: Where did your eldest learn scratch and animation?

Caroline: From coming here.

Interviewer: Animation as well?

Caroline: And then his friend is a very good artist and so he naturally wants to take his cartoon things. Together they'll work on things and they'll really push each other.

My kid is better at seeing somebody else doing that and taking that knowledge and then applying it but not coming up with the initial creative idea.

Interviewer: Okay, okay. Yeah.

Caroline: So, he's more...

Interviewer: The engineer.

Caroline: Learn it, see how it works, and then I'll see him apply different things to different areas.

Interviewer: Yeah, yeah.

Caroline: Whereas the eight year old comes up with his own original ideas a lot more. You see it the way they attack Legos, too.

Interviewer: Okay.

Caroline: The older one wants to follow the instructions and build it and keep it how it is where the other one will need help building it but then take it apart and rebuild different things with it. I think their brains work very differently and I think the way they approach Minecraft and how they play that is different too because their personality.

Interviewer: Yeah, yeah.

Caroline: Where as the eleven year old, he'll see somebody make this pistol that opens and closes things in Minecraft but then he'll like, "Oh, I can apply that to this and make a trap door here." So, he'll take somebody else's creative initial thing and then apply it.

Interviewer: Uh-huh. Interesting. But he's older, as well.

Caroline: Yes, but that's his thing.

Interviewer: Yeah, yeah.

Caroline: Even with his friends. Like, his friend that's here right now is more creative upfront. My kid will see what he does and then apply that to his own thing.

Interviewer: Yeah, yeah.

Caroline: But he won't be able to do that initial thought behind it.

Interviewer: Uh-huh. Yeah. It sounds like you initially tried to limit their...

Caroline: Initially, yes.

Interviewer: Yeah. And your decisions about what to buy have been also aligned with that same trajectory.

Caroline: Yes.

Interviewer: Initially it was really limited and then as the demands and asks and peer pressure...

Caroline: Yes. They all know that I don't want anything to do with it and so I block it out. Here, can you use that one? I block it out and I feel like I don't want anything. I'm like just don't even talk to me about it. I'm like, "Ask your dad." So, I just let that all be on their end and then when he starts complaining about them being on the thing, I'm like, "I never wanted any of these devices in the house to begin with. You made this problem."

Interviewer: Yeah. So, do you think about your own childhood experiences when you're making that decision?

Caroline: To block. Like, "That's your business."

Interviewer: Yeah.

Caroline: No. I remember we got a computer when I was in fourth grade and my brother was coding, figuring out stuff and I wanted to just play games. I think my parents had a hard time keeping us off that thing, too. I don't think they had the same level of whatever this is.

Interviewer: Yeah, yeah. When you were making the initial decisions, when the boys were younger, where did that... Do you remember why you were hesitant?

Caroline: Yes. Well, sometimes I would see things online, like guidelines like it should be more no more than two hours, all that kind of stuff. I would mention these things to my husband and I would say, "But I'm not home during the day." So, there's nothing I could do about it and I get that he's tired. I have to be forgiving about it. You know, what happens when I'm at work. Whatever you need to do to cope. I can't criticize anymore. It's too much work. It's gonna create conflict between us. They're gonna be fine. It bothers me.

Interviewer: Yeah, exactly. They're doing scratch.

Caroline: Yeah, I know.

Interviewer: Do you think about, especially with your four year old, about whether an activity is educational or not?

Caroline: Yeah, definitely. I would like her to be doing that kind of stuff. It bothers me, we don't really have any apps and stuff for her but she doesn't really... She likes to do imaginary play and stuff.

Interviewer: Oh, okay.

Caroline: The other thing she does like to do when my mom- She'll bring out her iPad and then she'll put in front of her this horrible, brainless kid videos of them singing ABC over... Nothing education. Or watching other kids play.

Interviewer: Mm-hmm (affirmative).

Caroline: Then, I notice when you get them off of it they have major meltdowns and they're really crabby. It's like the longer they're on it and then you take it away, it's like horrible.

Interviewer: It makes transitions really difficult, yeah.

Caroline: If they go spend time at Grandma's, they basically get unlimited stuff and then coming down off of that weekend, you know it's gonna be a bad night after Grandma's house. It's like they have to un-wire or something.

Interviewer: It sounds like you feel like it's chemical almost. Like, they've had too much sugar or something.

Caroline: Definitely, definitely.

Interviewer: That's so interesting.

Caroline: Then, the weeks that they're cutoff from the electronics, you'll see them definitely finding other things to do. He was outside with a magnifying glass trying to burn ants and I'm like, "That's what you should be doing!"

Interviewer: Burning ants.

Caroline: You should be outside exploring, figuring out how things work. They definitely get along better. They'll bring out their Legos again. Monopoly will come out. They definitely plug into other things.

Interviewer: Yeah, yeah.

Caroline: So, it bothers me that electronics are hijacking...

Interviewer: Are there any other things you worry about? It sounds like you're worried about behavior effects? Anything else you worry about?

Caroline: Some of this group play and stuff. I want to know who they're playing with. When they're asking for a new app, I always go... There's this Common Sense Media.

Interviewer: Yeah.

Caroline: I always go there. I look at the reviews and the parent reviews. I look at consumerism and violence and all that kind of stuff.

Interviewer: Mm-hmm (affirmative).

Caroline: Then they'll say, "Oh so-and-so has it." Like, if it's a trusted parent, then I'm kind of like, "Uhhh" And I'll look into it and see what it says.

Interviewer: Mm-hmm (affirmative).

Caroline: I'll often heavily try to talk them out of it. I'm like, "You were asking for something new a couple weeks ago. Whatever happened to that one? Why don't you like it? Why don't you delete one before you ask for another one?"

Interviewer: Mm-hmm (affirmative).

Caroline: There's this one that I really don't like that's called Fortnite. I guess when he got the Xbox originally, somehow it got accidentally downloaded and then I came down and I saw what this was and I'm like, "What is that?" Because it's like very cartoon realistic looking people and they are shooting other people and stuff. I do not like guns. They know I don't like guns. I went to Common Sense Media and I read parent reviews and a lot of the parent reviews are like "Oh, this is harmless" and all this stuff. "There's not blood." You're still shooting at people! I don't understand. It's even worse that you're not seeing all this blood. What are the effects of this? Then when I read more about what the game is about, I read something from BBC and it was explaining why everybody's so addicted to this thing.

Interviewer: Oh, okay.

Caroline: It's like the play of this game, you have to go... There's a treasure hunt aspect to it. Your island that you're on is continually shrinking. There's other levels of why it's interesting but it's bothersome that you're humans and shooting other humans. That's the one that he wants to connect with all of his friends that are playing.

Interviewer: Oh, okay.

Caroline: And the one in New York, and stuff. I really trust those parents. I'm like, "Ben has this?" I can't believe they let him have this but he's connecting with him. I really trust those parents a lot. I've threatened to delete that one so many times. I really

don't like that. The reviews are good about it, which I don't understand. I kind of block that one out for now.

Interviewer: Yeah, yeah.

Caroline: But then they're like, "There's this other game that we play" and it was a free one and it's just little circles. It's called Breakout or something? You're supposed to be breaking out of prison so there's all these little rooms and there's these dots. These dots are other people and they've kind of got names.

Interviewer: Okay.

Caroline: You've gotta go over this other person and get their stuff from them, see if they've got good stuff, and hoard it away in order to break out. And then you're shooting and stuff. You pick up different weapons but it's just circles but then when you splat another one there's like blood. So they're like, "So you think that ones okay?" I'm like, "I don't like any of these shooting games." "Well, this is just dots. So, you think Fortnite's bad and it doesn't have any blood or anything but you think the dots one is okay." I'm like, "I'd rather see dots." But I'd rather not see any guns. Why is it with the guns? I don't get it.

Interviewer: Mm-hmm (affirmative). Yeah, yeah.

Caroline: There's another game they play which is kind of interesting. It's called Slither.io or something. They're basically a snake and you're gobbling up more food and you try not to touch other ones.

Interviewer: Oh, right. Yeah.

Caroline: It's like a different kind of.. You join other people that you don't know who they are. I think there might be a computer element there.

Interviewer: Mm-hmm (affirmative).

Caroline: There's different kinds of games they're doing.

Interviewer: Yeah, yeah. It sounds like you're restricting their social interactions. Are you concerned about stranger danger stuff but you're kind of monitoring that?

Caroline: Yeah, definitely. When I look up in the Common Sense Media I heavily look at those. Some of these games you have to know your other person's password to join in. It's a closed thing. But when people are saying, "Oh I've noticed anyone... It comes off as an innocent game but anyone can join in." Or "They say it's for a kid but I've noticed lots of swearing." That really worries me and I've really not wanted them to get games with joining things.

Interviewer: Okay, okay.

Caroline: Now Minecraft, there's a couple other people that they can join with but they have to be on the same server so they have to be in the same general area to do that, I think.

Interviewer: Mm-hmm (affirmative).

Caroline: I don't know the Xbox, how that factors in. I don't know if you have to have a password to get the invite. I'm a lot more open with that. That I'm okay with though because it's known people. There's even a kid from his school that I've heard his name before. I'm like, "That's kind of cool." It's not somebody he would normally hang out with at school but he has this online friendship with him. It's not a kid from his community that he would normally hang out with. I thought that was a positive thing.

Interviewer: Yeah, yeah. Mm-hmm (affirmative).

Caroline: It kind of breaks down social barriers in a different way which is positive.

Interviewer: Yeah, yeah. And they're in their own home. I mean, there's a reason they're meeting online, right? Because they're not meeting face to face.

Caroline: Right. Yes.

Interviewer: Common Sense Media.

Caroline: That's my go-to.

Interviewer: It's sounds like BBC...

Caroline: Not as much. Common Sense Media, a parent can use. I'll google search parent reviews, Common Sense Media, and whatever it is. If that doesn't pan out then I'll look up parent reviews. I always look for the negative ones first. I always go and look for the bad things. If something has a five star rating and then a one star, I'll click on the one star. I wanna know what the bad stuff is first.

Interviewer: Okay, okay. Yeah, yeah. That's funny.

Caroline: Then I'm like, "No way. Nuh-huh."

Interviewer: Has anyone else offered advice? Like, librarians or pediatricians?

Caroline: Pediatricians, for sure. They always give you the thing and you feel really guilty. "How many hours of screen time?" I'm like, "I'm sure it's two at least."

Interviewer: Mm-hmm (affirmative). Do they give you advice on guidance?

Caroline: I think there's sheets you can get when you leave. They're all the same things that you see over and over again.

Interviewer: Mm-hmm (affirmative).

Caroline: I think what's helpful is sometimes you'll see stuff... I had a cousin that sees stuff on Facebook and stuff and it's all about screen time and studies about kids on screen time, this is what it's doing to your brain. I love articles and stuff like that.

Interviewer: Oh, okay. So, you're getting advice through Facebook feeds?

Caroline: I guess, kind of. I try not to be on Facebook.

Interviewer: Things that you come across.

Caroline: Or somebody sends me something.

Interviewer: Right, yeah. So, what advice is particularly helpful?

Caroline: I like research to prove my point that this isn't good. I look for things when people send them like, "Yeah, I know. I totally agree with this." I like stuff that shows that kids should be outside, basically. Those are the kinds of things but that doesn't...

Interviewer: Uh-huh, uh-huh. And then what do you do with that?

Caroline: Sometimes I'll send them to my husband.

Interviewer: Okay.

Caroline: Sometimes my mom will send me stuff and I'm like "That's ridiculous because you know you just let them...I know I've been telling you this for years. This is why I'm so angry about these things. This is why I don't like these in my house. For exactly this reason. So, you're just giving me ammunition with what I'm telling you but nobody's listening to me."

Interviewer: Yeah, yeah. What advice is not helpful?

Caroline: Some of the articles, it seems like its defending the positive aspects of it. I'm like, "You seem like your scraping for things." I agree that Minecraft can be really creative but the kids have to want to use it that way, you know?

Interviewer: Right, right.

Caroline: The coding has been really good. This library coding has been good because he'll go in and he'll hack other things. I know he's taken it a level beyond. It's not really that good but now he knows what it can do so, again, he's applying what he knows.

Interviewer: Yeah.

Caroline: He'll go and he'll put some line of code in and he'll change a website to say something else.

Interviewer: Any questions you have like further guidance that you would like about screen media?

Caroline: I guess what to do with peer pressure. That's very helpful. Okay, I know that you're only supposed to have so many hours or to set limits, how do you do that? Give me some... "This is an effective way to do this." I'm always asking other parents, "How do you make them earn time or whatever?"

Interviewer: Right, right.

Caroline: I kind of brainstorm these things but then I'm really bad at follow through.

Interviewer: Mm-hmm (affirmative). So what helps with follow through?

Caroline: You know like, maybe they do chores and then they can either get a poker chip and they can either use it for time or I can pay them money. I think that would be brilliant but I've never applied it yet.

Interviewer: Yeah, so what systems have been effective.

Caroline: Yeah. I want ideas of how to apply limits and creative ways other parents actually use that work. Not just, "You know, you really shouldn't allow XYZ." Or I would really like more information on how does... I've tried a couple times to go set the parental settings and stuff like that.

Interviewer: Yeah, yeah, yeah.

Caroline: Like, step by step. How do I do that on this game or on these things? That would be helpful for me, like, how to do those because I don't know much about the settings of the computers. There's probably a lot of parents like me. Those kids, they know it way more than me. How do I set that stuff on my phone, on this? I won't even know... I just got this for the first time two Novembers ago. I didn't ever have a cell phone before that and I'll ask my kid, "Can you clear this up? I don't know. There's something wrong with it."

Interviewer: Yeah, yeah.

Caroline: I'm a graphic designer so I'm on a computer all day but I'm using my specific programs. I recently... Is that what you're asking? What I do on the computer?

Interviewer: Yeah, yeah. To kind of understand your expertise and how that might determine...

Caroline: Right. Lately, in the past six months I've been addicted to some twitter feeds that I've specifically made because this news cycle has made me crazy.

Interviewer: Mm-hmm (affirmative).

Caroline: So, I'm follow this political stuff on what's going on and the laws. I follow a lot of that specific news. I check the weather and then at work do my own programs.

Interviewer: Yeah, yeah.

Caroline: My husband, he has his own little business where he gets stuff from thrift stores and resells it. He buys and sells and eBays and all that kind of stuff. He's on the computer mostly doing that and looking at news. And then his friends in India, he connects with them through Facebook and stuff, too. That's a way that he...

Interviewer: Is he a gamer?

Caroline: No. He doesn't do any of that. It's more communication and staying in touch with people he wouldn't be able to otherwise.

Interviewer: He doesn't do scratch coding or anything like that?

Caroline: No.

Interviewer: That's really...

Caroline: Yeah, their own thing. I don't know what they're doing.

Interviewer: The last question is just about basic information about you or background and your husband's background. So, your husband's Indian?

Caroline: Yes. And he grew up in India. He only came here when we got married. That was like... He's been here like 17 years now.

Interviewer: Okay. Would you describe yourself as white/Caucasian?

Caroline: Yes. I'm very white.

Interviewer: Your highest levels of education, you and your husband.

Caroline: I have a bachelor's degree and then I went on to a different technical school for technical skills after that.

Interviewer: Yeah, yeah.

Caroline: And then he went to college but he never finished his last year because he decided he wanted to be an artist.

Interviewer: Oh, okay.

Caroline: Thank you. [talking to 4 yr old daughter]

Interviewer: We need some sunshine. [talking to 4 yr old]

Caroline: I think as an immigrant in a very educated city, he's treated as somebody that only has his high school degree.

Interviewer: Interesting.

Caroline: Yeah.

Interviewer: So, his artistry... What's his profession?

Caroline: He does overnight care for people that need...

Interviewer: Oh, I see. Okay.

Caroline: Is that helpful?

Interviewer: Okay, that's it. Yeah. That's super helpful.