

**Filename:** NavScreensParent25Transcript2018

**Interviewee:** mother of 1 daughter age 6

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

Irene: I have one child. She's six years old.

Interviewer: Oh, perfect. Okay. So tell me about the devices that your family owns.

Irene: Cell phones, tablets-

Interviewer: I'm sorry, who owns them?

Irene: I have a cell phone and her dad has a cell phone.

Interviewer: Okay.

Irene: We each have, he has a tablet. I've got an iPad.

Interviewer: Okay.

Irene: We have TV's, laptop at home. I'm trying to think. I think those are the only devices. You know for Christmas she got a little watch that has camera on it.

Interviewer: Interesting.

Irene: It plays music. It keeps time.

Interviewer: Okay.

Irene: You can actually record on it.

Interviewer: Fun.

Irene: It was new for me.

Interviewer: Yeah.

Irene: Yeah she got it. I think that's about it.

Interviewer: Okay. I will remember to ask about her watch then. Does she use any devices anywhere else, like friends or relatives?

Irene: Grandma's house and school, I believe.

Interviewer: What does she use at Grandma's house?

Irene: I know Grandma has a tablet for her to use.

Interviewer: Okay.

Irene: I think that's it. I mean she has a TV and she has a cell phone, but she's not usually on the cell phone. It's just the tablet she lets her use.

Interviewer: Library? Does she use things at the library?

Irene: Yes. When we go to the library she does like to get on the-

Interviewer: The tablet?

Irene: Yes the tablet.

Interviewer: Okay. Do you know what your school situation is?

Irene: I know that they use computers and I don't know if they use tablets. She was in an afterschool program also and they have computers there.

Interviewer: Okay.

Irene: So I know she has access to it during the day.

Interviewer: So now, I'm going to have you talk me through these different things. So the watch, what does she use the watch for? Sounds like there's a lot of possibilities.

Irene: We're learning how to use it because she got it as a Christmas gift from my brother. It took me a while to figure out what it actually does. I kind of looked through it a little bit. You can keep time with it. You can take pictures with it. We realized you could do video too, but it's very small. It's got a wide band. It's for a child.

Interviewer: So she hasn't really explored the video component?

Irene: I think we've accidentally taken videos because we didn't know what we were doing with it. We were trying to figure out if it just took pictures, but I noticed there was a little video on there.

Interviewer: Okay.

Irene: We just recently started to explore, I guess is what you'd call it.

Interviewer: Sure, yeah. Does she get on your phones at all?

Irene: Very rare and it's only in instances where we have to be waiting in a long line for something. You know I'm basically having to run an errand or do something where it's taking longer than normal and she's kind of like, "Momma I'm bored."

Irene: I know it's hard for a child sometimes to, you know.

Interviewer: Six years old is young.

Irene: Yeah, and she does really well, but there's times when I'm like okay, you can play a game. She'll ask you know, so I will let her play Candy Crush or something, but it's very rare.

Interviewer: Yeah.

Irene: It's not a regular everyday thing where I'm like oh here go ahead. It's very limited.

Interviewer: Okay, and the tablets?

Irene: The tablets, well her father recently just got a new one, so he's been letting her use it more and more, but it's really on the weekends. It's not like every day after school. You know, I've just recently started letting her use the iPad at home. From me, I think it's kind of I'm a little bit older. The parents that have children my age are a little bit younger than me, so like technology for me is not like my forte. I'm not like a high tech guru. I leave it to the younger people, my brother and my family.

Interviewer: Right.

Irene: I mean I went with ... I haven't had an iPad for a long time. I didn't seem to miss anything and I don't feel like she missed anything. So it's kind of new so right now she really wants to start using it more and more.

Interviewer: [inaudible 00:04:09]

Irene: Yes, I think so.

Interviewer: Is she using that for games primarily or communication?

Irene: You know, I've given it to her to just kind of start with and I didn't realize this, but children like to watch other children play games. I didn't know this was a thing but, I'm realizing because my niece also like to watch videos of children playing with toys. I don't know if they do reviews. I think young children have their own YouTube channels and videos or whatnot, but I'm just finding this out. This is new to me.

Interviewer: Yeah. Who would have guessed?

Irene: She's liked to watch videos of children playing with toys like Barbies or new toys. Sometimes she'll watch a little bit of cartoons on there. I try to limit it because I don't ... You know especially now because the nicer weather is coming. I really don't want her to be indoors on an iPad or watching TV. I'm trying to be mindful of that.

Interviewer: Yeah. Did she pick that up from her cousin do you think? At Grandma's house or do you know? Or is it just kind of in the air?

Irene: It could be from spending time with her cousin because her cousin is young too. She's only three. She likes to watch, she's got an iPad and she gets to watch little videos too. I think they kind of sit together sometimes and watch together. I think that's probably where it started.

Interviewer: So those are YouTube videos? Do you think?

Irene: YouTube videos that she watches, yeah.

Interviewer: Okay. The television.

Irene: The television, well I don't have cable. I only have the regular channels because I don't watch TV a lot either. The limited time I get to actually watch video, I have Netflix though.

Interviewer: Okay.

Irene: It's something I can watch when I have time. It's usually late at night after she goes to bed. That's the only time I really have to watch what I wanna watch.

Interviewer: Yeah.

Irene: We have Netflix and she can watch her cartoons, but again it's very limited. It's not like I let her have free reign of the TV. If it's a Saturday or it's nice out, I'm like okay turn it off we're going outside. We're gonna ride our bike or do something outside.

Interviewer: How do you choose the cartoons?

Irene: I've kind of set up a little, I don't know what you call it, like a profile for her.

Interviewer: Interesting.

Irene: She has a set of videos she can watch. They're all cartoons basically. If she's watching a video it'll go back to the same video she was watching. You can pause it and you can go back to it when you're ready to watch the rest of it. We have different profiles set up.

Interviewer: Nice.

Irene: I don't have the cartoons on mine. She's not watching my movies or my novellas or my soap operas.

Interviewer: Nice. What kinds of cartoons did you choose for her then?

Irene: She likes to watch cartoons with horses. I'm trying to think of the ones that she likes to watch. Primarily horses and even the children's movies are like horses, they have horses in them.

Interviewer: Do you chose them with her or you is it a combination?

Irene: I've kind of let her pick. I'm in the room, so I'm watching what she's watching.

Interviewer: Right.

Irene: Yeah if it was something I didn't think was a proper fit or appropriate for a child I would definitely turn it off, but the good thing about the Netflix is it kind of knows if it's a child it's got like a section of cartoons that are for children.

Interviewer: Right.

Irene: You know you're not watching violent movies.

Interviewer: And they're not even listed.

Irene: Exactly.

Interviewer: Does she use the laptop?

Irene: No.

Interviewer: Okay.

Irene: No not at all.

Interviewer: Okay. So think about her day, a kind of typical day, maybe yesterday. I'd like you'd to talk me through from kind of the moment she woke up to the moment she went to bed and how screen media fit into that day.

Irene: Well, I'm not sure how it works for her at school. She's at school from 7:30 and then by the time I pick her up it's 5:30.

Interviewer: Yeah.

Irene: I know, you know I really can't speak to the screen time at school because I really don't know the schedule. In the afterschool I know they have a computer lab, but I don't know specifically what the schedule is for the days that they use that. I'm really not a good measure of telling you until 5:30.

Irene: When we get home I might let her watch 30 or 45 minutes if that. Sometimes we get home later, we're doing other things or we're at Grandma's house.

Interviewer: Oh yeah.

Irene: Grandma lives in front of our Little League Field and so there's a lot going on in the back. There's like games and stuff, so a lot of times we'll go back there and watch the Little League. My nephew plays there some days too, so they spend more time outside watching games or just kind of walking. They have a little park area there too.

Interviewer: Yeah.

Irene: So recently that's what we've been doing. But, yesterday we actually went to the Wonder Park Community Center. They have a Family Fun Night, so the only thing we did there that would have screen is they watched Coco because they had that movie for the children that day.

Interviewer: Otherwise, it's kind of 30 to 45 minutes when you need?

Irene: By the time I pick her up and by the time she goes to bed it's very limited time to eat or to take a shower or get your clothes ready for the next day, you know whatever.

Interviewer: Yeah.

Irene: There's not a lot of time for it. It's a negotiation, but some days it's like no you're not. We're not even turning it on.

Interviewer: Yeah. So, thinking about how the screens kind of fit into routines, there might be some time when you might need to get on with things when you get home it sounds like so she might have some down time. Is that kind of how I'm thinking about it?

Irene: Sometimes yeah. I know that on the weekends if I wanna concentrate on doing something I know that she'll be quiet and it'll occupy her.

Interviewer: Yes.

Irene: I will let her watch cartoons. That's not a problem for me to just let her watch, so yeah I do take advantage of that. If I wanna read the newspaper and I want some quiet time I will let her watch a movie.

Interviewer: Absolutely, yeah, so that's kind of how it fits into your routines. Kind of when she needs to be occupied and you've exhausted all other possibilities.

Irene: Yeah. Then I do make her take a break sometimes, especially on the weekends because I don't want her thinking it's okay to watch all day. I'm like no, we're gonna do some homework and work on some worksheets. I'll make her do some coloring or I'll make her do some other activities with counting or puzzles.

Interviewer: So have your routines changed as she's been growing older?

Irene: Yes. She's wanted to do more on the iPad now.

Interviewer: Oh of course.

Irene: I mean it's fairly new. I just bought it last year. I didn't have it before, so for her it is something new. She feels like she wants to be on it more.

Interviewer: How did you establish the new routines then?

Irene: Well we're still I think doing that right now. Like I said, during the school year, time is limited in the evening, so we're just going to come into the summer now. This will be like the first.

Interviewer: This will be a big change.

Irene: Yeah.

Interviewer: Do you have plans?

Irene: She's gonna be in a summer program, so it's not like she's gonna be at home hanging out.

Interviewer: Right.

Irene: I mean we're going to have somewhat of the same routine. You know, but I think she's gonna feel more at leisure because she'll feel like maybe she doesn't have to wake up as early, but she still does. We're still going to be keeping ... maybe stay up a little bit later. I still have to go to work at the same time. I still have to get her up and ready at the same time. It's not gonna be too much of a change. We're gonna see how it goes. It'll be something new this summer.

Interviewer: Does she have any friends or relatives who make suggestions of things to watch?

Irene: Well, like I said my nieces and nephews I'm sure they sit together if they're at Grandma's house. They'll sit together and watch either a cartoon or ... I know that they play games. I think there's one where it reads them stories.

Interviewer: Oh okay.

Irene: Yeah, I think that would be like a suggestion basically because they're sitting with each other.

Interviewer: What about from school? Has she mentioned anything that she does at school?

Irene: Lexia I think, is a program and then I got a card with a login from her afterschool also for something else.

Interviewer: Interesting.

Irene: I'm trying to remember what it's called, but it's another program where they work on-

Interviewer: The educational-

Irene: Yes. They work on like an educational program. You can continue to use it when you're at home.

Interviewer: Okay, that's interesting.

Irene: It's says Front Row.

Interviewer: Front Row.

Irene: I don't know if you've heard of that.

Interviewer: No I haven't. No one has mentioned that to me.

Irene: Front Row login card. It has the password in there so that you can do that at home. Then the Lexia is the one that the school uses.

Interviewer: Yeah I've heard of that one.

Irene: They've given us the website, but we haven't logged into that yet. Actually that's one of the things I was thinking about doing because she's starting to want to use the iPad more. I'm thinking well I need to get this set up so that we can use it for that reason, for that purpose.

Interviewer: Yeah so it's all organized for her.



Interviewer: So who primarily helps her when she needs setting up or when she encounters a problem with the screens?

Irene: Well right now it's me because I'm the one that's letting her use the device or whatever. I guess it would be me. I guess if she's at Grandma's house, Grandma probably helps her. Then if she's at school, I'm assuming the teacher would help her if she's having an issue. I would say me probably.

Interviewer: Do you make decisions about what to purchase as well or is that a joint family decision? You said she was given the watch.

Irene: That was a Christmas gift, yeah that was a Christmas gift. I mean I guess I ... I guess I don't know how to answer that question. I do make decisions on what's purchased, but I mean obviously the watch was a gift.

Interviewer: Do you kind of jointly make decisions about what she's doing on the devices?

Irene: Well recently her dad just got the, I would say in the last month, so it was very recent. We haven't really talked, but we both because we work different schedules, but when we're there on the weekends together like right now she's with him. We both have an understanding that she can't be on the iPad for too long and she can't watch cartoons for too long because we've said it to her in front of each other. We have that understanding that no you're not gonna watch all day.

Interviewer: Yeah.

Irene: He'll tell her when it's time to get off or I'll tell her when I feel like it's been too long. He'll be like go outside and ride your bike. I think we have that understanding. We actually haven't had that conversation, but because we've said it to her.

Interviewer: As we say you haven't got to that point where you have to have that conversation it seems like. It's been a pretty natural cut off point, 30 to 45 minutes.

Irene: I would say on the weekends she does watch cartoons longer because if we don't have to be anywhere then I do, but yeah otherwise I make sure she cleans her room first. There's a couple things she has to do before she can do that and she knows that, so it's not an unreasonable request for me to be like well if you wanna watch cartoons you better go make sure your room is clean.

Interviewer: Yeah.

Irene: You're not gonna just sit here and watch TV all day.

Interviewer: When you say not too long, and it's like 30 to 45 minutes, do you have any idea of how you came up with that? Maybe on the weekends it's longer so how do you know what's too long?

Irene: For me two or three hours would be too long. I don't sit and watch TV for two or three hours. I know some people watch TV all day, but for us I think there's too many other things to do then to sit and watch TV or cartoons.

Interviewer: Do you think about your own childhood experiences of consuming [inaudible 00:17:03].

Irene: Maybe it's just that I don't have that much time to watch and so for me it feels like it's a long period of time. Maybe that's what it is, I just don't have that much time so I'm think that's way too long.

Interviewer: Yeah.

Irene: You know again, weekends and weekdays are different. The span of time is much different.

Interviewer: Yeah the rhythm is different.

Irene: You know now that we're coming into, the winter season is ending and the summer season is coming. My mother would take care of my child well since she was born she's been the primary childcare provider for me. My mother loves to be outside so she's always taken the children to walk. They go for a walk. She has dogs so they always take the dog. They have a routine as far as being outside. My mom loves to garden so they've always been outside doing that. Like I said, she lives in front of the Little League Field so now that my nephew plays too, they go back there and they watch the games. I think there's just too many other things to enjoy than just that. Not to say that that's not enjoyable for me, personally I don't have time to go to the movies. I wish I did. Like for Mother's Day, that'd be awesome. There's just too much laundry to do, you know housecleaning and stuff.

Interviewer: So, you've said you've limited it to cartoons that she seems to like. Do you think about whether something's educational or not?

Irene: I do, but like I said, because I did think about setting up the iPad for the logins for the Lexia and the other login we got for afterschool, but I just haven't done it yet. So yeah, I think that's important to do because I think from what I understand is when you start working at it it keeps track of what you're working on.

Interviewer: Right.

Irene: You can always go back to it, so I kind of has a measure of where you are and what you're working on. If I'm giving her the iPad or if I'm letting her, I'm letting

her chose what she wants to do on it because for me it's not educational per se, it's kind of for entertainment I would say for her.

Interviewer: Yeah.

Irene: If I'm going to work with her on reading, I will actually do it with her or counting, I would do it with her. I won't give her the iPad and say oh ... And I know that there's plenty of games and things that are learning materials on there, but for me personally, I would much rather do it with her or walk through it with her than give her the iPad and say here I want you to do this exercise on the iPad. That's just-

Interviewer: That totally makes sense.

Interviewer: Anything else you worry about her accessing on Netflix or-

Irene: Of course. I always worry that she's gonna get into something that is not appropriate for children. You know?

Interviewer: Like in terms of?

Irene: In terms of violent material or something that's just not appropriate that would be harmful for her to watch. That's one of the things that I'm like ... Well, first of all I said on YouTube videos I didn't realize that children watch other children playing games or toys, so that was new for me. What I know is that when you get on YouTube you can choose any variety of videos and once you pick a certain type it'll just queue up a bunch of different other things that are similar. So, if for some reason something odd were to pop up, I mean if I wasn't sitting right next to her, which I'm always in the same room with her. We're in the living room, I'm at my desk whatever. If I were to hear something I could stop it, but otherwise it's pretty much on queue. I don't know that there's a way to regulate that. I think that's one of the things I heard in the news is that they're kind of being criticized for not having a way to, I don't know what the word is, to-

Interviewer: Make it more kid-friendly, like to have a kid space?

Irene: Yes or somehow be able to, what is the word I'm looking for?

Interviewer: Filter?

Irene: Filter or control the materials.

Interviewer: To set up controls.

Irene: Controls so that I know that she's not entering some area or you know videos that are inappropriate for children.

Interviewer: Yeah and see that's a big change really for her as she gets older, but also in terms of technologies because YouTube hasn't been around that long. That's a big change of what you know and how much control you have over that.

Interviewer: Okay, so where do you get advice about screen media?

Irene: Well, for us, it's actually just been trial and error. We've just been going with what I've seen and you know like I said the iPad is fairly new as far as having it at home for her to use. I think that we have tried to be mindful of how much time we let her on there, but it's basically been trial and error. And again, on the weekends, we don't usually spend a lot of time at home. We try to do other things.

Interviewer: Have you talked to other parents about screen media?

Irene: No. It's very limited the amount of events that you have after school. I don't talk to her classmates' parents unless I'm at school or at event or something where I have access to them. It's not like she has a bunch of friends that we hang out with on the weekends where I have a constant communication with them that way. So, no I don't.

Interviewer: What about where's she's consuming media with cousins, do you talk to your siblings or your husband's siblings?

Irene: We actually haven't had a conversation too much about that like what the limits are.

Interviewer: Have you ever come to a library program or has the pediatrician ever mentioned screen media.

Irene: No I don't think so, not that I can remember.

Interviewer: Okay.

Irene: We have come to the library though. I mean we come to the library a lot. I don't know if that's the question you were asking about. Just in general or asking about?

Interviewer: No, more about like, have you received any advice from the library?

Irene: Oh, no, no I have not.

Interviewer: Are there any areas you would like advice or in the future you might like advice?

Irene: Yes, I mean it's always good to have information on guidelines or what's suggested. I mean like I said, this is very new for us. I mean she's only six. She's in school all day.

Interviewer: Has the school sent home anything?

Irene: Just like I said, they let us know that she's using ... Is it Lexia or Lexus?

Interviewer: Lexia, I think.

Irene: Okay because there's a Lexis Nexis too.

Interviewer: Exactly.

Irene: Yes, we got a flyer saying this is what they're using at school, you can log in and work at home on the same things. I mean we've gotten that, but I've never received anything that says this how much time we spend.

Interviewer: Or particular advice about how to evaluate things?

Irene: No.

Interviewer: Okay, so in the future-

Irene: But she's only in Kindergarten.

Interviewer: Oh yeah that's right. She's so young. In the future do you think more guidance like that would be useful?

Irene: I think so because obviously technology is becoming a big part of school environment. It wasn't for me when I was a child so it's a big difference.

Interviewer: Exactly.

Irene: Just having computers in school, or laptops in school is something very new to me.

Interviewer: Yeah.

Irene: I'm not really sure how that works into their day to day or how it's gonna increase. I'm learning too. Just having a child going through school because she's my only child and she's only in Kindergarten, I'm going to be doing a lot of learning of how the school works now because obviously it's different from when you went to school.

Interviewer: Absolutely.

Irene: A lot of new things for me too.

Interviewer: Yeah, it's overwhelming for sure.

Irene: Then they do math differently.

Interviewer: Yeah.

Irene: They don't do cursive anymore. I don't know if they know how to count. I'm joking.

Interviewer: Okay, well the last couple questions are just to kind of get a sense of you and your husband-

Irene: He's my boyfriend, we're not married.

Interviewer: Oh okay, I'm sorry.

Irene: It doesn't matter, but you know some people it matters.

Interviewer: So, your relationship to technology, do you use technology for work?

Irene: I do. I have a computer at work that I'm on all day long.

Interviewer: So would you describe yourself as kind of a technology expert?

Irene: Far from it.

Interviewer: Okay.

Irene: No, I wish I knew more, but I don't really have I guess the drive to really learn that much. Things that would be helpful for me, but I'm not the kind of person that has to have the newest phone or has to have the newest computer, has to have the newest. My interest is not that high.

Interviewer: That's perfect.

Irene: I'd love to learn from other people, but I don't wanna have to learn how to use it myself. I just want an easy tutorial on how things are used.

Interviewer: Yeah, [inaudible 00:27:05] right?

Irene: Yeah.

Interviewer: That's perfect and your boyfriend?

Irene: He doesn't use anything more than, I mean he's not that computer savvy. He works with his hands more than anything else so for him he doesn't need a computer like I need a computer for work. His day to day is much different than mine.

Interviewer: Okay, that's fine. So then the last question are demographics and these are optional. How would you describe your ethnic background?

Irene: Hispanic.

Interviewer: Okay and your boyfriend?

Irene: African American.

Interviewer: Okay and your highest level of education?

Irene: Bachelor's Degree.

Interviewer: And your boyfriend?

Irene: I think he's high school.

Interviewer: Okay and your professions.

Irene: I guess you call it a Bi-Lingual Clerk. I guess that's what my title is. And for him, he does millwork. I guess that's what ... He's not a carpenter, but he does millwork.

Interviewer: Anything else you'd like to tell us about this topic?

Irene: No, just that it would be helpful to have some guidelines or some guidelines what is suggested because you don't really know. Like you said earlier, you don't really know what's too long until you have relationship to something else to compare it to. Everything in your life is normal until you realize that it's not normal. It's normal for you until you have something else to compare it to. I don't know what other people do, or what other families do. It would be nice to have a benchmark or at least something.

Interviewer: A benchmark, that's a great way of thinking about it. Okay, thank you so much.