

**Filename:** NavScreensParent30Transcript2018

**Raquel:** mother of 1 son age 7

Interviewer: Here are the questions, in case you want to follow along, but you certainly don't have to. Can you start by telling me how many children you have, and what their ages are?

Raquel: I have one son, and he's seven years old.

Interviewer: Mm-hmm. And tell me about your screen devices that you have in your home.

Raquel: We have a television, iPad, we have a laptop, my cellphone. I don't know if that's considered.

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

Raquel: Trying to think what other devices.

Interviewer: Those are the main ones that your son uses.

Raquel: Yeah, mm-hmm (affirmative)

Interviewer: Okay, and does he use devices anywhere else? Like friends, relatives.

Raquel: At mom's house sometimes he will, but school I'm not sure.

Interviewer: What does your mom have?

Raquel: She has, I think it's like an iPad.

Interviewer: Oh, okay.

Raquel: It's something like that. I don't know if it's exactly an iPad but-

Interviewer: Or a tablet.

Raquel: Yeah. Tablet.

Interviewer: Yeah. A small kind of thing.

Raquel: Mm-hmm (affirmative)

Interviewer: Okay. Does he come to the library and use screens here?

Raquel: He will use the computer sometimes 'cause they have a game that he likes.

Interviewer: Oh, do you remember what game that is?

Raquel: I think he makes something, it's kind of a little engineering game, where you actually can make your own thing, and see if it works.

Interviewer: Okay.

Raquel: That's like his favorite game.

Interviewer: Oh. Okay.

Raquel: And then they have Spanish on there too.

Interviewer: Ah. Okay.

Raquel: He'll do that sometimes.

Interviewer: And does he go to daycare?

Raquel: He goes to after school program at Salvation Army.

Interviewer: Okay. Do they have any computers there, do you know? Or do they do anything?

Raquel: I don't think they do anything on tablets right now, because I volunteer there every Tuesday and typically it's just like outside recess and no ... And they have like culture, culinary and dance. Sometimes in the culture they'll have like videos of snippets of different countries, that kind of thing, but it's not them actually like in front of a computer.

Interviewer: Okay. So now if you could talk me through the devices and what your son does. So the television.

Raquel: So he watches the cartoons on there. He does play video games and usually it's like he really likes soccer, like the soccer, FIFA, Star wars game, but to be honest he doesn't have time to really play because he's really active. He plays a lot of sports. So when he is home those are very minimum.

Interviewer: Okay. And do you watch television as a family sometimes, do you have Netflix? Tell me some more about that.

Raquel: Yeah. We do have Netflix. I don't really watch TV that much. I mean, he'll ask me like, "Mom, can you watch this?" And I'm like, "Okay." It's just

that I never, even since I was little. But he likes to enjoy watching like a movie, 'The other.' ET is my favorite movie so I watch like ET or something like that.

Interviewer: Okay. So with Netflix does he have his own account or-

Raquel: No. It's like a kid's account. I guess it's like general.

Interviewer: Yeah. But it's the kid's one so he can pretty use that independently then?

Raquel: Mm-hmm (affirmative)

Interviewer: You're not worried about him accessing other things on Netflix because it's on the kid's setting?

Raquel: Mm-hmm (affirmative)

Interviewer: Okay. And on the iPad, how does he use that?

Raquel: He plays games on there, so he has his own ... where he can play different games. Like there's his little puppy that he feeds.

Interviewer: Oh yes.

Raquel: [inaudible 00:03:45] I don't really look at that-

Interviewer: They change all the time.

Raquel: Yeah, it's like a little puppy that he feeds and he takes care of. That's like his main game that's on there. I'm trying to think. And there's this one-

Interviewer: Is he in first grade.

Raquel: Mm-hmm (affirmative) He's in first grade. Yeah. And there's like this little, I don't know, it's like this snake that you can color.

Interviewer: Oh, I've heard about that. Yeah.

Raquel: You can change colors and it just like, I don't know if it eats fruit or something or it just moves around.

Interviewer: I haven't seen that. I probably heard other people say, "That thing." Yeah. Okay. So he has games. Is it your iPad jointly owned with him?

Raquel: It's his own.

Interviewer: It's his own?

Raquel: Yeah. He has his own, and then I have my own iPad which I use for school.

Interviewer: Oh, okay. So how do you decide what games that he's allowed on the iPad or-

Raquel: Oh sure. I usually look at it and just I guess and see what kind of game, you know because like the same thing with videos. "Mom, I wanna listen to music." So I tell him I have to search it, because there's a search button on his little iPad or tablet, because it's not like I've had-

Interviewer: Oh okay.

Raquel: So there is a way to search on there. So I'd always tell him that I have to do it, but it was just like pretty much a day where he wants to listen to music.

Interviewer: Okay.

Raquel: By the way, he doesn't know how to search like on there. They're just where they just have that little like you just push it and then it's like it comes out and plays. It's like an iPhone, you know we have iPhones that have like the little apps. That's kinda how it is, It's like the same concept. So that way he doesn't have to actually search for the games, but he can't download by himself.

Interviewer: Okay. So, is there a lock on it so you can't download it, or and does he have to-

Raquel: Yeah.

Interviewer: Oh okay. And does he tell you the name of the game he'd like to-

Raquel: Yeah he always asks. He'll say, "Mom, can I have this game?" And then I'll review. I'm like, "Well, you have to wait. Play with the other games first", because I don't want to keep downloading all these games, you know,[inaudible 00:05:50] like always be on it.

Interviewer: Do you know where he gets ideas for names of games?

Raquel: Well, it actually pops up on the screen.

Interviewer: Oh, that's important.

Raquel: And that's why he knows it. I'm like, "Where did this come from?" He's like, "Oh, it just showed up." And I was like, "This kind of weird." To me that made me kind of nervous because I'm like, I don't know. We don't ... So I think it's something that like if you're playing a game, it something like Facebook. Like if you like something then something else will pop up. You're like, "Wow, we were just talking about that, that's kind of creepy." It's because it really knows where you are and knows what your interests are.

Interviewer: Exactly. Yes. Collecting all that data.

Raquel: So they'll pop up and he'll say, "Mom can I have this game?" And I'm like, "Where did this come from?" And I started thinking that, that's probably what it is.

Interviewer: Yeah, I think that makes sense. Can't remember what else I was gonna ask about that. Okay, Let's move to the ... Oh, on his tablet, does he watch YouTube or anything?

Raquel: Mm-mm (negative)

Interviewer: Okay. And on the laptop, what sorts of things does he-

Raquel: So the only thing he is on laptop is Lexis. It's like-

Interviewer: Oh yes. I've heard that from school.

Raquel: Yeah, that's the only reason why he'll use. He's like, "Oh, I have to do lexis", so I help them with that, like to get to the page but he knows how to login. He knows his username and all that. But that's the only reason he would use the laptop.

Interviewer: So he's not doing research or anything like that.

Raquel: No. I know, but that does make me nervous later on when he starts to learn how to use it. That would be more probably ... I probably would be more strict about what he's doing in his lap ... Like finding ways. I'll probably be searching it, but right now I guess I feel comfortable with him using it because I know I'm there next to him and usually it's just like games.

Interviewer: Yeah, yeah, yeah. So when you're looking at a game, so he tells you the name of the game and you searched for it and find it. And then how do you decide whether you're gonna download it or not?

Raquel: I usually read about it first or I'll look at the reviews, and like a review person. So all the other parents like say about it.

Interviewer: Is that on the App store?

Raquel: Yeah. Usually it's on there, like it'll say what your kid thinks about it, you know, because I downloaded Spanish apps for him like that for example. And I just look at reviews and to see what other parents say, or if the game is appropriate for him to have. But I know that a lot of times he just wants to do legos, anything with cars, more kids stuff. So nothing like-

Interviewer: So it's pretty obvious from what's on in the kind of App store at this stage with a first grader, it's pretty easy to make that decision.

Raquel: Yeah, I would say so. I mean I haven't been too concerned I guess about some of the apps, but probably now I will, to be honest.

Interviewer: Well, no, I mean with a first grader I think you're saying it's pretty easy to assess, you know, like with the younger kids.

Raquel: Yeah.

Interviewer: So do you ever go to any other websites or anything to look for reviews?

Raquel: No.

Interviewer: Not yet?

Raquel: Just like the actual apps on there.

Interviewer: And does he have access to your cell phone?

Raquel: Not really. I don't really let him. He'll say, "Mom, can I look at the weather." so I'll let him do that, you know, like look at what's on there, but I don't actually let him have my phone. But I know that he did say that he wants a phone. I'm like, "Oh no, you're not going to have it for ..." you know, I tell him like until high school. So like, that's the thing. I know that kids are starting to get cell phones younger and I'm like, "I didn't have a cell phone when I was younger." So that is my concern is that he's starting to like these electronics that he can take with him and he sees other kids that they can search and do everything on their phone. So that's the other thing.

Interviewer: Yeah that's the point. Actually no one else has raised that. He has a tablet, so he's used to being having that kind of portable electronics.

Raquel: Yeah, and going around. He will even want to take it to his grandma's. He's like, "Can I take it to grandma's house? I want to show her this

game." You know, that kind of thing. And I'm just like, I don't want him to get in the habit of taking it everywhere with him.

Interviewer: Yeah. You're right, the tablet is like the cell phone. That's really interesting. Okay, so thinking about yesterday or a kind of typical day, talk me through from the moment he woke up until the moment he went to bed and how he used screens kind of throughout that day.

Raquel: Sure. So he woke up, he will go to the bathroom, he'll try to get dressed, but he won't actually get dressed, he'll end up grabbing his actually tablet and start playing a game and I have to tell him, "Oh, now that you're awake, go finish getting dressed." He'll be like, "Okay, fine." So he'll go get dressed and then we'll leave to school and then from there he'll eat breakfast and then have his full day, and then after school pick them up on the bus. And then I don't know if they have screen time during the day.

Raquel: I mean they might work on Lexis maybe during the day at maybe a certain timeframe. And then afterschool usually it's more like hands on, you know, it's not really like, "We're going to sit at a computer all day." That's the sort of thing that they do afterschool. And then like, I feel bad, but he either has karate, soccer or baseball after school. So there's days that he'll have like a break and then, you know, I'm like, "What do you wanna do?" He's like, "I just wanna relax mom." So I do let him relax because he does. So we'll try like read a book or play a game and then I'll let him watch a little bit of TV, but he doesn't stay home like from three to six and watch TV. So I guess it's almost like a treat for him.

Interviewer: Yeah. And it sounds like he says he needs some relaxation time and that's part of his screen time, is his kind of downtime, right?

Raquel: Yeah.

Interviewer: Yeah, that totally makes sense.

Raquel: So he'll either just watch a show or else he'll sit down and play his game on his tablet.

Interviewer: And then after his sports?

Raquel: Usually it's time to go to bed, because it's usually like 6:00 or, you know.

Interviewer: Yeah, and it's kind of bedtime routine.

Raquel: Yeah. So he'll just go home, take a shower, literally probably watch for like 15, 20 minutes and then like, "We gotta go to bed", you know, so then

he goes to bed. So there's no like ... He's usually tired by the time he gets to the bed.

Interviewer: I bet.

Raquel: There's not really, I guess time to like ... He doesn't try to like go to sleep with his tablet I guess. That's not an issue. I know some people have issues with that so I'm glad that, that hasn't been a concern for me.

Interviewer: You keep him busy during the day so-

Raquel: I feel like a mean mom.

Interviewer: Oh gosh no.

Raquel: He loves being active.

Interviewer: Do you feel like as he's grown older, his use of technologies has changed and your kind of routines around his use of technologies?

Raquel: I would say so because when he was little he didn't have the tablet, obviously. And that tablet was like a gift I think last year from his dad for Christmas. So I think from there it's kind of where it's like ... But I know recently he's been asking for a phone. He's like, "When can I have a phone?" I'm like, "You won't have until you get in high school" Because that's what I would say. He's, "Okay. So how many years is that?" So he counts like eight, nine, you know. So that's like my, I just, you know ... It hasn't been too frequently but I have noticed that he's asked when can he have a cell phone.

Interviewer: Yeah. And when he was very young, do you remember kind of how you established the routines of like, "Okay this is your downtime, you can watch television now or anything like that"? Or when the iPad came into your household, how did you establish routines around that?

Raquel: Yeah, I'm trying to think. I guess I don't really have restrictions around the tablet I guess, so it's always like it is very ... So I'm trying to think. I mean because I feel like I haven't had like, "Okay, it's your downtime, you can game on that for 15 minutes." I haven't done that. It's more like when he feels like using it. So I'm trying to think like what it has been like a schedule for it? I mean really it's just like they're on the charger and he'll be like, "Okay, I'm going to, you know, grab it and sit down and play with it for a little bit."

Interviewer: Right. So it sounds like it just kind of fits into your routines. Like you say, you haven't had to kind of make up new routines to go with the iPad. It's just kind of like-

Raquel: Yeah. I mean it's more new but I'm trying to think like, "What did we do before?" Like, I mean we probably still just like ... I guess he did ... He's always done activities, you know? So yeah, I guess I'm not sure.

Interviewer: Good. No. That's fine.

Raquel: I'm gonna be thinking about a lot of stuff after this.

Interviewer: So does he have friends or relatives who make suggestions on what to do on the iPad or what cartoons to watch or anything?

Raquel: No, I don't think so. I mean, if anything maybe kids might mention something at school like, "Oh, I like this game or this movie or this show." That's what it is. I think that like, "Oh yeah, my friend watches this show." So I think I've heard that from him before, but I haven't heard of him request, "I want this game because, [inaudible 00:15:37] told me to get it." I haven't heard that from him.

Interviewer: And he's not on games that are online yet to play with friends or anything?

Raquel: No. Mm-mm. (Negative)

Interviewer: So there's not that kind of like peer kind of wanting to play with his friends online yet?

Raquel: No.

Interviewer: And who helps him with the iPad, like if he gets stuck or needs some help.

Raquel: Are you saying like general, like with the game or with just like-

Interviewer: Both.

Raquel: Okay.

Interviewer: Yeah. So if there's a technical issue-

Raquel: If there's IT issue, usually it's not me. I'm like, "Uh." Well usually because it's under his dad, like how and I believe, you know, for him to like download stuff on there so he has to like put the password in there, you know, or something. But usually he kind of has them ... If something's wrong with it, he'll just turn it off and turn on, like he knows to do that.

But he'll ask me, "Mom, what is this?" I'm like, I always tell them don't touch anything because like I said, there's a lot of popups that come up.

Interviewer: Oh yes, there are. Yeah.

Raquel: And he'll be like, "Mom I didn't touch anything. It just popped up." So that's when I started kind of noticing that like, "Where is this game coming from?" Because to me I'm like, he doesn't really search, like he doesn't know where to search, you know. I mean, I'm sure he has the idea of it, the concept, but he doesn't go and try to search for something.

Interviewer: Yeah. So his dad kind of helps with some things, technical things?

Raquel: Yeah.

Interviewer: You can do kind of some of the technical things?

Raquel: I try not to, I'm just like, "Okay, whatever." But yeah, typically, I mean I'll look at it and see if I can help I will. But otherwise, I guess I might make that excuse to him like, "Oh, you have to wait till dad comes", because I'm just not trying to have him download I guess something. That kind of thing.

Interviewer: Yeah. Why not? That's a good kind of strategy.

Raquel: When you're a mom you use anything I guess.

Interviewer: And do you purchase apps and games?

Raquel: No.

Interviewer: It's always the free downloads?

Raquel: Yeah. It's always the free ones.

Interviewer: So you really haven't had to make a lot of decisions about purchases, and his dad bought his tablet for him it sounds like. Were you involved in that discussion?

Raquel: No. Well, he said he wanted to get something for him and then his daughter, his stepsister. I mean to me I'm not very like electronics, I'm just very simple so I'm just like, "Why are we getting him that?" But he wants to give him stuff that he didn't have when he was younger. That's his excuse.

Interviewer: I totally get it. Okay. The next question is when you feel you need to guide his use of the devices, but it sounds like it hasn't been really been an issue. You don't feel like he needs a lot of guidance because things are pretty integrated into your routines, so you haven't had to really make rules about screen time. And on the television he's restricted to the kids' so you really haven't had to guide him much on that. And then on the iPad, you're guiding him by making decisions about what games to get, yeah?

Raquel: Yes.

Interviewer: Is there any other area you feel like you're guiding his use of screens?

Raquel: No, I mean he's probably pretty much like ... I feel like he's very aware that he needs to come to me with like anything on the TV, like, "Hey mom can I watch this?" Which is good so far, and I guess I haven't had issues with it and I haven't had to take it away from him because I say, "Okay, you can do that, but then you have to clean your room or you have to do this." And he knows, "Okay, I don't want it to be taken away."

Interviewer: Yeah. And he's responding to that really well it sounds like. Yeah.

Raquel: Yeah. Unless he's really tired. I'm like, "Well you're gonna go to sleep early." You know?

Interviewer: Yeah. It's obvious.

Raquel: Yeah. from having long days.

Interviewer: So, you said you kind of think when you were growing up, you think about your experiences. Can you talk a little bit more about how that relates to the kind of decisions that you made or you're making.

Raquel: Oh sure. Yeah. It was like growing up we definitely didn't have the tablets, we didn't even have a laptop. I don't think we really ... We really just had a big TV that was like on the floor. It was like those big TVs and I don't know if for some reason my brother loved watching TV, but to me relaxing is just being around listening to music. That's my relaxing. But electronics I guess never really had a huge impact on my life growing up. I know my older brother, he had every electronic. He always had a computer, he had a pager. I didn't have those things. I didn't even have a phone in my room. He had a phone in his room, that's [inaudible 00:20:54] favorite store.

Raquel: So comparing to my other siblings, electronics wasn't like a huge focus on my life. So I think growing up I just feel like I used to be simple, I didn't really need all that stuff. But now that I'm in school I had to have a laptop

because I'm taking online classes and then the iPad was helpful for like in class or for things I had to work on.

Interviewer: Definitely. Yeah.

Raquel: I went to library and all the computers are taken. I had to like look up stuff, that kinda thing. And yeah, I'm very simple but I know his dad likes to have cable, you know, Internet, you know, like all those kinds of things. So we kind of have different minds, that's with that.

Interviewer: So his purpose for using screens right now is mainly for kind of relaxation downtime.

Raquel: Mm-hmm. (affirmative)

Interviewer: And then the Lexis thing that came from school, that's the kind of educational use. Are there any other uses that you can think of?

Raquel: No, I know [inaudible 00:22:04] "Mom, can you search this? How can we clean this?" He's asked me because he knows that we can search it on my phone or something like that or on the computer.

Interviewer: That's interesting. And you said the weather. He asks to see the Weather.

Raquel: Yeah. "Can I see the weather mom?" Those are things he's asked, but he doesn't ask, "Can I have your phone to look at videos?" He's not into that yet. I'm sure eventually he'll learn from other kids because there's kids that have cell phones already in elementary and middle school.

Interviewer: It's not inevitable. He's his own person, right? He, like you might just decide it's not like-

Raquel: As important.

Interviewer: Yeah. Are there any things that you worry about with his use of screens?

Raquel: Yeah, I think that, because I actually did my psychology class, I actually did a paper on the use of games and like violence, that kind of thing. And I noticed that I was kind of making a statement how my son does get frustrated because of FIFA soccer, and he's always winning. He's always making goals, but in real life he gets very frustrated when he can't make the goals. And I was making that how, like sometimes kids nowadays they get so in tune with their games that they're so focused on them that it's outside of reality because they're happy. Its something that's stimulating obviously just their happiness and that's why sometimes they don't want to leave, they want to just play games all day.

Raquel: And then when they have social ... Sometimes it could be effective because they're like, "Okay, this is not how. I'm not happy talking to someone else because ... Or the game is not in reality." It's like for my son, I was just saying like how he can't make those goals easily in real life than he can in the games because I notice he will get frustrated.

Interviewer: On the soccer field?

Raquel: Yeah and I'm like, "Okay, let's take a break", well, for the game.

Interviewer: Oh for the game?

Raquel: For the game he'll get aggressive. He's like, "Oh, I'm not getting all the ..." Because before he'd be really good at it.

Interviewer: Oh I see.

Raquel: And that will go into like, I'm thinking on the field as well.

Interviewer: Yeah. Okay. So you're worried about kind of emotional responses to the games?

Raquel: Yeah.

Interviewer: And you had a whole range of things there. I should've been taking notes.

Raquel: But at least we're getting recorded.

Interviewer: Yeah. You mentioned kind of social, kind of distinguishing between real and game life socially.

Raquel: He's pretty social, but I know that sometimes other children ... Because you know other kids too that they just want to stay home and play games. And their family is like, "Oh that's just what he wants to do." But then when it comes to having a conversation with another kid or even playing, sometimes they just don't have those skills, because they're so used to not having to have a conversation with another kid unless they're in school.

Interviewer: Yeah. And the kind of distinction between reality and gaming on different levels. You mentioned I think like violence. Did you mention violence?

Raquel: Yeah. Because my paper was just saying how ... Pretty much I talked about violent video games. They said that it did have an impact on children growing up to have violent behavior in school. So they were just saying how like some ... They were kind of talking about kids I think that we're either having violent behaviors in school and they would look back

in their behavior at home and they would say, "Oh, well they would be into violent games." So they were trying to explain like that was the reason why. But it's just saying that can affect their behavior. So I think for me just reading that thing that there was statistics on that, just saying that there is an effect on behavior, that got me kind of worried because I'm like, "Well that kinda makes sense." FIFA is not really a violent game, but just that his mood swing [unclear] kind of affected a little bit. So that's the only thing.

Interviewer: So when you're looking at the reviews and things of the games, what kinds of things do you look at?

Raquel: Well, some of it is just to hear like what they say about it, you know, like, is it a good game? Is it worth downloading? Some people say, "Don't even download."

Interviewer: Okay. You gotta need some money.

Raquel: Yeah. Some will say, "Oh, it's great, my kids loved it, my kids learned from it." Those were like the Spanish ones.

Interviewer: Oh Okay.

Raquel: Yeah. So far, I haven't downloaded the most recent games, I guess. His dad will just look at it and then download it. If he asks his dad, his dad's more like, "Okay, that looks fine." But for me I will actually look into it to see if it's okay. But his dad has the password on there so I'm like, "Okay." I'm like, "We'll just have your dad do it when he gets here." That kind of thing. So I guess it goes through one screen and it goes through one filter for the next one. But I mean-

Interviewer: So are you looking for things like violence, because you mentioned that?

Raquel: Yeah. Well definitely for his tablet, there are really like PG Games. He does play star wars and that's not as appropriate for a child. I know he plays that with his dad, and it's like one of the things that he does, but I do tell him he shouldn't have, you know, like violent games, that kind of thing. So he does let him play star wars, but there's other games that his dad has that he plays that he can't have or can't play. But mostly FIFA and I think Star wars is like the games that he likes to play.

Interviewer: Yeah. Okay. So do you go anywhere else or have you heard any advice from anywhere else besides, you said, using the kind of what's on the iPad. Any friends, relatives, other websites?

Raquel: Like to download your thing?

Interviewer: To get advice about kind of what's good or you know, whatever. All the decisions that you're making.

Raquel: I guess not some ... I think I've talked to like one parent about the Spanish apps because she said she has them on her phone for her daughter because I think I wanted my son to like focus on some different words. But other than that I don't really ask other parents.

Interviewer: Well you haven't, it seems you haven't really had to make a ton of decisions. It's kind of dovetailed really nicely into your kind of routine, so you haven't had issues around screen time, you know how to handle that and it sounds like the decisions about the apps or the Games is pretty obvious. So yeah, you haven't had to really seek out other advice.

Raquel: I really haven't. Well now that I think about it. I guess because it hasn't really been an issue as much because I think if it was like ... Because I think the one thing that probably would happen is if my son was like, "Well, blah blah has it." Or, you know, "Blah Blah's parent have." You know, let them have it. And I think from there that'd be an issue because I probably would go into research and like, "Oh, hey does, you know ..." I would just say like, "If [M] has this, [inaudible 00:29:41] and I are probably going down that road if that was the case", but it hasn't been.

Interviewer: So do you have families that you think of as, "Oh well if they have it then, I trust their decisions", and so then is that a kind of like-

Raquel: Some. Yeah. Because I almost feel like, well it's obviously appropriate then if that mom or dad is allowing them to, because then you're like, "Oh okay, well maybe it's okay then." It's almost like you don't want to be judged for not letting or not having a game and they're not allowed to . . . I don't know how to explain it. You know what I mean like you usually wait for judgment for other parents who are like, "Oh, you don't let your son ... You don't have that game?" That kind of thing. I meant to say.

Interviewer: Yeah, yeah, yeah. That makes sense yeah. Has anyone else given you advice like the pediatrician or librarians or teachers?

Raquel: Usually they just say that he should not be spending more than I think like an hour or something like that. I always tell him like I really don't have issues with it, just because he is so active. I mean he'd rather be outside going for a walk, to be honest, you know? And then he does, like I said, watching a movie or playing game is more like just relaxing for a little bit, but it's not his main focus. Like he has to watch a movie, he has to play. Yeah. I mean that's pretty much where I've gotten the nice recommendations from.

Interviewer: Okay. And so that information was kind of like a reassurance that you're doing appropriate kinds of practice. Your parenting practices. You're on [crosstalk 00:31:26]

Raquel: Well, yeah, because I think it's more ... Maybe because it's not as important for me, that could be a part of it too, because I think it's more like you show your child what's important. Like if I was watching TV all day every day, I think that he would probably take that as, "Okay it's important. We need to watch TV more often."

Interviewer: Yeah that modeling is huge and kind of just what's going on in this environment and the values. You said you really value being outside and obviously less carried over, right?

Raquel: Yeah. Well, because even now I think about it, I've had to do homework first because I'm in school for nursing, so I've had to do homework and he'll be like, "Mom, I have to do ..." And then to him, he would rather do Lexis. So I have sat down and read my book and then he's sat next to me, and so it's almost like that was a positive influence.

Interviewer: Absolutely.

Raquel: You know it's all-

Interviewer: It's all modeling, right?

Raquel: Yeah.

Interviewer: Especially with first grade. I love first graders because they can do so much.

Raquel: Yeah. Because he's in a bilingual school right now too, and from the beginning he didn't know how to read Spanish and now he's doing great. He's amazing at reading and writing in Spanish, but he's struggling in English, but his teacher-

Interviewer: It'll come together. Yeah.

Raquel: Yeah. So that's kind of the thing, so-

Interviewer: That's very cool. Yeah they can do so much when they're so eager to do so much. So it's a really fun age. So are there questions about the future? Like what guidance you think you might need in the future, because you seem pretty comfortable with the way things are going now.

Raquel: I guess my concern is ... I guess this was my concern. For school, I know they sent home a website to go on to read books at home, English and Spanish, now that's amazing. The thing is I'm like what's gonna happen when they stop having kids read books?

Interviewer: Like the physical-

Raquel: Yeah the physical books, because I don't know how long ... We're always gonna have books, we're always gonna have authors. But that was the one thing I think I was kinda concerned about, was that he was like, "Oh mom, I have to write a book." I'm like, "Oh, what book?" And he's like, "Oh, well you just have to go to this website." And we would just read it on his tablet, for example. It was like 'Easy kids' or something like that. So I was like, "We need to read actual books", because I felt like, I don't know, I think I felt like the learning was different. I obviously don't know any statistics on it.

Interviewer: It could be your next school project.

Raquel: I probably should look into that, but I don't know the differences. Because they can read back to you and then actually reading a book and just trying to read it. So I think that was my big concern because I know that some schools, some community centers will ask for tablets, like they'll request for tablets and then it's like, "Why are you requesting tablets?"

Interviewer: It's a really good point. If you can do things without screens, then what is the added value of screens? That's what you're saying. Like, do you really need ... Is it really that much added value that it'll make it worth the investment and what's detracting? What are you taking away by switching from books to screens?

Raquel: Well yeah, because I remember they were like, "Oh, we're gonna be getting tablets." And I'm like, "Oh, okay." Then I'm like, "Why? Why are you using tablets?" I mean, they're really nice, but they're expensive, they're costly.

Interviewer: Right. Exactly.

Raquel: And then it just gets kids to want to get one at home.

Interviewer: Yeah. It escalates. Definitely.

Raquel: Everybody has different learning, I guess. Maybe they want their kids to learn and maybe that's the only way that they will learn, you know?

Interviewer: Yeah. So, and you're concerned about in the future, you're also concerned about cell phones. So you're putting that way, way off.

Raquel: I just don't want to bring it up.

Interviewer: So what is your concern with that?

Raquel: Definitely because kids are starting to get cell phones a lot sooner, and think it's because parents are becoming addicted to cell phones and even grandparents are having cell phones. Like my mom and dad, they're in their sixties and they both have iPhones. My mom learns how to text, my dad doesn't know how to text, but they have different things on there that they're learning and they're excited about that. And then my son sees like, "Oh well, they have a phone and you have a phone, dad has a phone." He looks around, everybody has a phone except for kids probably in his class. But eventually that will be more of a constant thing, "I want a cell phone. I want a cell phone." Like it will be something where I'd probably be bugged about it every day.

Interviewer: So why don't you want him to have cell phone?

Raquel: I think the main thing is because I feel like the searching and I just feel like he would probably get obsessed with his phone, like the obsession is nowadays. He'll have all the apps on his phone he'll download whatever he can probably like ... I don't know, I guess I'm so naive about it. I'm like, "Would I have a phone?" Maybe because I didn't have one when I was younger. You called your mom from the pay phone [inaudible 00:36:57] from school and that was it. You didn't have access to, and then people wanted to call you, they had to call your house and talk to your mom. Again, it was more of the filtration when mom's like, "Who is Nikki?" Or, "Who is this guy calling you?" That kind of thing. I feel like I won't have that growing up, because they'll just be calling his phone.

Interviewer: That's really interesting. So you want him to be independent and yet you also want to kind of guide him and it's hard to guide him if everything is private. Everything is-

Raquel: Yeah. I'm like, that's interesting though. Yeah.

Interviewer: Okay, that's great. So the last questions are really to get an understanding of his context and the context of your household. So what are the main things that you do with technologies? And there's a list here, communication, entertainment-

Raquel: Oh sure. Definitely communication. I do have Facebook now, I do deactivate it here and there when I need to focus on school.

Interviewer: Oh, that's a great strategy.

Raquel: I will deactivate it because I need to focus and if we can see how much time we spend on Facebook, I think it's crazy. Because I've been on Facebook since years. Entertainment, I like to go on a little, I love reading the news, but I also don't love reading because it's not as always happy, but I like to be informed. I'm always on Channel 3000, I'm always CNN. I like to know the latest gossip, so I go in other entertainment websites. I definitely do a lot of research for school, for like food, like for cooking, you know, stuff like that. I would say that's like the most thing. And then the reviews, I'm really into reviews for anything. If I wanna review a museum, or if I need to pay for it to go somewhere, I always checked to see what people say about it, and like movies and like hotels and just ... I'm like a huge review person.

Interviewer: Okay. So would you describe yourself as an expert or beginner or somewhere in between in relation to your use of technology?

Raquel: Very basic. I know there's different ways to research stuff. I think whenever I have to search for an article, that's when I'm like stressing out, because I know there's certain ways that you have to do to get procedures, like articles. I'm always having to ask the librarian or I'm always having to ask my friends that are actually PHD professors. And they're like, "Go to this website, you'll have legit articles."

Interviewer: Okay, and can you tell me about his dad's use of technology and what does he do with technology? He's a gamer you said?

Raquel: He's a gamer, he likes watching TV, he like watching games. He's a huge sports fan, he is always watching every sport. And his cell phone, he likes to communicate that way when he's on Facebook and he's not a laptop person, so he only grabs the iPad to search for a hotel or tickets, that kind of thing. But he doesn't do anything with-

Interviewer: Right so, compared to you, his skills are similar or a little bit-

Raquel: Yeah, I would say, I'm probably more of like laptop and like having to search for things probably but for him he's more like, "I know how to play the game, I know how to like ..."

Interviewer: Yeah, so you have different skills in different areas.

Raquel: I guess that makes sense because if I have to turn the TV on and put a game on, I won't know what to do, I'm not kidding. So for him he would. And if I had to search articles or something for school ...

Interviewer: Yeah, that makes sense. Okay and then question 15, and this is optional. So if you're willing, can you describe your ethnic background?

Raquel: I'll say Latino. I was born and raised here. My son's father was born and raised in Chicago, Milwaukee. He's Puerto Rican and we're Mexican American. My mom's from Texas, my dad's from Mexico. I have an Undergrad in General Business, and currently going to school for nursing. I know, I'm like, "Oh my God", completely different spectrum. But I love it though.

Interviewer: Oh, that's great.

Raquel: No, it's definitely challenging, but I really love working in a hospital and I love patient care.

Interviewer: Is that what you're doing now?

Raquel: Mm-hmm (affirmative)

Interviewer: Okay. So you have a full time job in a hospital and you're going to school and raising a seven year old.

Raquel: And I volunteer and I fundraise. I do a lot of stuff, but I enjoy it.

Interviewer: Yeah. Well, I mean again, like-

Raquel: Overwhelming-

Interviewer: Role modeling, right? Because you're always active and your son's always active, right?

Raquel: That's what my goal is for my son. It's just to say you can do anything if you want to just do your best.

Interviewer: Yeah. And his father?

Raquel: He only has high school so that's kind of the thing too is that he has an amazing paying job that's almost like nurses pay, he's a UPS driver and he only has high school.

Interviewer: So not a lot of incentive to go further in terms of education.

Raquel: That's kind of our conflict sometimes.

Interviewer: Okay, and then the last question, anything else you think we should know about? How do you advise parents? What are the gaps? What are the tensions around the screens?

Raquel: I guess for me, I would probably wanna know maybe even some games that they find that would be more educational, because like for me I just ... Whatever he thinks is good, I just look at it. But even if there is more like a positive ... Like for books how they say, "Oh we have recommendations for these." I think websites would be good. Like there's this website, they have really good games, you know, "This app would be great for ..." I guess that kind of thing. The whole popups thing, I don't think that you can-

Interviewer: Yes. That's a really good point.

Raquel: Yeah. I think that's always gonna be there, because I know they're paid.

Interviewer: Yeah. Unless you pay to not have them.

Raquel: So that's always gonna be an issue because ... That's how my son was like. I'm like, "No, no, don't. I said don't push anything there." "I didn't it just popped up."

Interviewer: Yeah.

Raquel: So I mean that's like my only thing-

Interviewer: It totally makes sense. Okay. Great.