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**Interviewee:** Mother of 5-year-old daughter

Interviewer: For the record, how many children do you have?

Interviewee: One.

Interviewer: Yes, your daughter?

Interviewee: Yes, I have a daughter. Her name is Monica.

Interviewer: Let's see. We'd like to chat with you about electronic devices. Everything that has a screen, TV, smartphones, laptops, e-readers, iPads, game consoles, all these different things.

Can you tell us about the devices that you have in your family and whether or not your daughter uses them or interacts with them?

Interviewee: We're both academics, so we work on our computers all the time. There's no TV at home. We each have a smartphone. We have one iPad. I think that's it. Monica gets almost no screen time. She does have grandparents who live far away, so she Skypes with them.

Interviewer: Mm-hmm (affirmative).

Interviewee: But she doesn't know how to use a mouse, for example. She doesn't know how to use a computer. It's amazing to see how ... Our phones, she understands, I think, better than us. It's just ... it seems almost, you know-

Interviewer: Innate?

Interviewee: Yeah. So at bedtime, I listen with her to Guided Meditations, which is on an app on my phone. She would choose the ... She can operate the phone. But apart from that, I think that's about it.

Interviewer: Great.

Interviewee: She saw one movie in her ... We took her to a movie-

Interviewer: Really? What did she think of it?

Interviewee: I think it was too much. It was ... We saw *Paddington*.

Interviewer: I haven't seen it.

Interviewee: It was half a year ago, and yesterday ... today, maybe, she told me, "Do you remember when we went ... Were you crying in the [crosstalk 00: 03: 23]-

Interviewer: Is it sad?

Interviewee: There are ... Not to sound too dramatic, but there's something about these kids' commercial productions. They're almost pornographic, in terms of how ...

That's a bad word to choose. But it's in your face. There's no subtlety. It's all loud. Everything is-

Interviewer: Paddington should be nice and quiet.

Interviewee: Yeah, yeah. The books are great. The Hollywood-type movie was ... She enjoyed it.

Interviewer: Oh, she did?

Interviewee: She loved it, she loved it. But the parts where the bad guy comes and they put Paddington in prison.

Interviewer: What?

Interviewee: It's like an adventure movie. It was ... Yeah, so she was crying. It's really loud and big and dark and ... There's no subtlety.

Interviewer: How did you decide that she would see it? What prompted you, if she hadn't seen other movies, to see this particular one?

Interviewee: We were in Melbourne, and spent a month in Melbourne. I think it made us all feel like ... All the rules got loosened up. It was her half birthday, which he insists on celebrating, and all around town there were giant signs about the movie, which just came out, and she really wanted to see it. It was Paddington 2.

Interviewer: Oh, there are two of them? Okay.

Interviewee: Yeah. So we said, "What if we try to watch Paddington I on the iPad, just to see what it's like?" Then we can see. So we watched it as a family. It was also crazy, but I don't even think she got how there was Nicole Kidman as a taxidermist, who wants to [crosstalk]. But it went well, and we said, "Okay, we'll take you to the movies," and we went to the movies. So that's how. She loves the books. She knows I wouldn't do Disney, and I don't like princesses, and things like that. I thought Paddington is neutral. It's not.

Interviewer: Wow, that's interesting.

Interviewee: It was a long answer to a short question, I'm sorry.

Interviewer: It's very interesting, though.

Interviewee: Yeah, so now we're taking a break from movies.

Interviewer: Yeah. Let's see. Can you think about your child's day yesterday, or a recent day that you spent time together? Walk me from the morning until the evening, her experience with digital devices, if there were any.

Interviewee: Mm-hmm (affirmative), yeah. We wake up very early in the morning. Or, she wakes up very early in the morning and wakes everyone up. Our

mornings are pretty routine. We take showers and have breakfast. We walk the dog.

Interviewer: What kind of dog?

Interviewee: She's a mix. She looks like a tiny pit bull. So, she's a pit bull and something small.

Interviewer: Oh, cute.

Interviewee: She's cute, yeah. We pack her lunch and we take her to school. We walk to school. She's there for six hours and then I pick her up. Yesterday, like most other days, we stayed at the playground in her school for, like, an hour, after.

Interviewer: Oh, how nice.

Interviewee: Then we walked to the library on Walnut St. with this, where ... The Walnut street has two computers in the kids' section, which I don't understand. They're loud and they're disruptive. But Monica does use the computers there, so we actually talked about it. She doesn't use it at home, she thinks it's just at the library. They limit it to 20 minutes. I think, maybe, all the games are educational. Very recently, I started to want to sit with her when she does this. She has no idea what to do, but you just sit with her. They did for a few minutes. That was the electronics that she was involved with.

[inaudible 00: 08: 12] and then they had yesterday, a Lego club thing [at the library], so they went and played with Legos. Then we went to the grocery store, and went home. Then, we made dinner, we had dinner, and then went to bed and read the [inaudible 00: 08: 24] books, and I fell asleep before her. It was nice.

That's a normal day for us, actually.

Interviewer: Is she in ... would it be kindergarten, or is she too young for kindergarten?

Interviewee: No, she'll be in kindergarten next year.

Interviewer: Oh, that's exciting. Is she excited about kindergarten?

Interviewee: Is she excited about kindergarten? She's not excited about leaving her current preschool. We're also moving next year for post-doc.

Interviewer: Oh, how nice.

Interviewee: Yeah.

Interviewer: Congratulations.

Interviewee: Thank you. Just a year or two, but we're moving to St Louis.

Interviewer: Let's see. How do you make decisions or rules on the kinds of digital devices that Monica can use?

Interviewee: I think we both agreed, probably, since forever. Before she was ... we just agreed, it's not healthy for kids to have screen time. We didn't ... none of us, even

before an iPad, have a TV set at home or anything like that. So it's not like we're ... That's not what we spend our time doing. Not that we're not addicted to our phones, right? That was kind of a given, that she wouldn't live with too much screens around her.

We do realize that if we want her grandparents to be available to receive her ... My in-laws live in Wisconsin, and they visit, and we visit. We see them. But my mother lives in Israel, so she sees her once a year. We can see them through Skype. So that's why we do it.

Interviewer: Oh, yeah.

Interviewee: When we flew to Australia, everyone said, "Okay, you need to let her watch things on the iPad. You can't survive a 24-hour trip."

First, my husband said, "Maybe if we do find some app that teaches reading or something, we give it to her for the whole flight. After the flight, she will know how to read." I said it sounded awful, and we compromised. We got audiobooks, and she listened, because I thought, I may not read for 24 hours, and I don't know if she's going to sleep. It was really a fine experience to fly with her, but we didn't know in advance. So we did get some books that she likes on audiobook, and she listened a little bit.

Even listening on headphones, she was a little [inaudible 00: 12: 36] because it's so ... it cuts you off of the world, and it is mechanical. I don't know. I'm not excited about her listening to things on the phone for too long. But it was ... that's what it was.

Interviewer: It was a special circumstance.

Interviewee: Yeah, yeah. Sometimes she asks to listen to music on my phone. Her kids' headphones. I let her. I don't know, I think it's more important to communicate and interact and run around and play.... I would draw with her, and read to her, and play with her, and do whatever, you know? I think if you, as a parent, is willing and interested, and put in the time to raise your child ... So many people use these as babysitters.... I mean, I'm privileged enough to be able to spend a lot of time with her. Of course, if you're a single mom working three jobs, then you don't have enough time to spend with your kids. It's a totally different situation.

Interviewer: Very different, yeah.

Interviewee: If I do have the time to spend with her, and I made a choice not to send her to daycare until five. Picking her up at 2: 00 and sitting her in front of a TV seems to go against-

Interviewer: Let's see ... Are there any websites, magazines, TV shows, or other people from whom you've gotten information you found helpful when it comes to guiding your child's use of media?

Interviewee: I don't know. I think I'd say I'm on a couple Facebook parenting group things. Ones, you know, where someone will post something about a new study about kids and media, and I would read it. But I can't specify where ... I have read a couple studies.

Interviewer: Let's see. Can you think of any information you think would be helpful for the library to provide you as a parent? Guidance or programming or anything that would be helpful?

Interviewee: Well, the first thing that I would say, but I've already said it, is that if the computers could not be at the library. We lived for a year in Madison, Wisconsin, where their central library is the most beautiful I've seen. I think we moved right after they renovated all of it. It's beautiful. But they have, maybe, 10 iPads. Like a station, 10 iPads for kids.

Interviewer: Really?

Interviewee: It's a library. The one place where people can still look at books, right? I think, before, I would even ask a librarian about how to interact with my kid about media. I want them to get rid of the electronics.

I do appreciate them. The grownups sometimes need to use the computer and don't have it at home, and it's a resource.

Interviewer: Across Philadelphia from what I've heard, most of the libraries have taken out the children's game computers. The Walnut branch still has theirs.

Interviewee: Mm-hmm (affirmative), they have two.

Interviewer: Yeah. They're taking them out, one after another. There used to be three here, and those are gone.

Interviewee: That's amazing.

Interviewer: So maybe they just haven't gotten to that branch yet.

Interviewee: Are they doing it because of an ideological purpose or because of money? Because, I would say, the parent probably just throws money into the one ...

Interviewer: Oh, those could be newer. Oh, that's right. The ones that I'm thinking of used to be in every single branch in the system. There were two, I believe here, if I remember right, and they are mostly gaming computers. They were loud, they were distracting. The librarians had to spend a lot of time with technical issues. Parents didn't want them there. So they just took them all out.

Interviewee: Hmm. I'd think they would complain.

Interviewer: But it could be a different situation in that library. If they're new, it could be that Penn put them there, or somebody in the neighborhood. They could be different.

Interviewee: Mm-hmm (affirmative). They're still loud, just because of the music that accompanies these games. But maybe if I complain to Mr. [name removed]. I'm there every day.

Interviewer: Yeah, he's really ... he really cares.

Interviewee: But generally, I think, I like parenting books a lot. I love to read them. I enjoy them. I feel like it's ... they probably give you enough information, and if they're convincing, they don't need to talk directly about ... I imagine the neuro ones probably talk about media as well. I feel like the ones that I like, even if they don't talk about it directly, would give you enough of a sense of what it means to raise a happy child that you would not need them to tell you directly anything about TV. That's one thing that, maybe, could help at the library.

Of course, they do have some nice lectures and workshops. I think that's something ... Like, you could come and talk to parents.

Interviewer: That's interesting. I actually come and talk to librarians. I do a lot of in-house trainings, but I never thought about talking to the parents.

Interviewee: Yeah, yes. Actually, talking to the kids, not necessarily the parents, would be amazing.

Interviewer: What a good idea.

Interviewee: Right? I mean, she knows, she understands it. She would sometimes protest against it and tell me, "All the kids in my class watch these things, and I don't." It's an invitation to talk about it, and explain why. So yeah, maybe talking to the kids, and not to the parents.

Interviewer: That's a good idea. All right, then. Is there anything else on this topic you would like to tell us?

Interviewee: I don't know. I think (laughs) ... I didn't know I had all these things to say.

Interviewer: It's been hugely helpful. Thank you.

Just some basic demographic information. How would you describe your ethnic/racial background? Did you grow up in Israel?

Interviewee: I grew up in Israel.

Interviewer: Oh, how wonderful.

Interviewee: I'm Jewish. My husband is black. Monica is a mix of all of it. Yes, yeah.

Interviewer: And your education level. Is it you who's doing the post-doc, or your husband who's doing the post-doc?

Interviewee: I'm just about to defend my dissertation and starting the post-doc.

Interviewer: Oh, that's wonderful!

Interviewee: Yes, thank you. My husband is an associate professor.

Interviewer: So can he move, too, when-

Interviewee: He's on Sabbatical next year, so it can work.

Interviewer: Oh, that's perfect.

Interviewee: Yes.