

File: NavScreensParent49Transcript2018

Mother, one son age 10

Interviewer: So, first I'm gonna ask you, how many children you have and their ages.

Interviewee: One.

Interviewer: Okay, one child?

Interviewee: One; 10.

Interviewer:

And then, next I need you to tell me everything you have in your home, electronic devices. So: TVs, smart phones, laptops, iPads, e-readers, desktop computers, game consoles, anything that has- [crosstalk 00: 00: 21]

Interviewee:

Yeah, we have two smart phones, iPad (which is his), two smart TVs, regular laptop, and a desktop.

Interviewer: Okay, and what's your son's name?

Interviewee: Billy.

Interviewer: Billy, okay. So, the phones I assume belong to you and your husband?

Interviewee: Yeah, yeah.

Interviewer: And then, the tablet belongs to-

Interviewee: He has the iPad.

Interviewer: iPad, so, Billy's iPad. And then, does he have ... Can he use any of the other devices?

Interviewee: No.

Interviewer: No?

Interviewee: I mean, the TVs.

Interviewer: The TVs? Okay.

Interviewee:

Yeah, he can; but our phones, no. Unless he asks for it; like if we're somewhere and he wants to play a game. We have a couple of games on our phones that he might play occasionally, but usually not.

Interviewer: Okay, and then, does he have a TV in his room?

Interviewee: No.

Interviewer:

No. Okay. And is there anywhere else that he goes, maybe like another family member's home, or daycare, that he has access to any other kinds of screens or devices?

Interviewee: Well, he's in fifth grade, so they do ... He just started doing Google Classroom.

Interviewer: Oh, cool.

Interviewee: Yeah.

Interviewer: Interesting.

Interviewee:

Which I mean, he's only a couple weeks in, but yeah. So, I think he's doing some things at school. They have some device, I don't know, at school- [crosstalk 00: 01: 27]

Interviewer: Really interesting.

Interviewee: And then he can come home, and he uses his tablet to do some homework.

Interviewer: Wow, that's-

Interviewee:

Yeah, and I think they also have a computer class, where they learn to type and stuff like that.

Interviewer: Okay; so, different, right?

Interviewee: Yeah. And they also have a SMART board. And I don't really know what that is, but-

Interviewer: I think we had that when I was in school.

Interviewee: It's like nontraditional chalkboard, yeah.

Interviewer:

It was interactive with the board, and then it saves all the handwriting on it, and sometimes converts the handwriting into text.

Interviewee: Wow. I mean, we used to clap erasers, I mean- [crosstalk 00: 01: 56]

Interviewer:

I know, I know! It's crazy. Okay. So, we talked about the primary user of each device, who owns it. And then the next thing is, I want you to walk me through an average day, maybe yesterday, or an average day that you have with Billy. And from the time he wakes up til the time he goes to bed, where is he using the screen? So, we talked a little bit about school, but in that time that you have with him, what else is his screen usage?

Interviewee:

Well, he gets up, and we don't ... In the morning, we don't use TV. He has breakfast. He does take his iPad on the bus, but ... And I guess they play with it on the bus; the kids play some games. He is not allowed to use it during school.

Interviewee:

Okay. So, then he uses it on the way home on the bus. And then he comes home, and he's kind of getting into this thing where he likes to watch half an hour of TV when he comes home. And then he either does his homework, or he has piano on one night a week, or we do this every other week. But we typically say, "No tablet at night." The first couple weeks, we let it, and it just was like ... more, and more. So, we kind of just- [crosstalk 00: 03: 24]

Interviewer: He wanted to use it more?

Interviewee: Oh, yeah, yeah, yeah.

Interviewer: Interesting. Okay.

Interviewee: Yeah. And once he's on, it's hard to get him off. And it's a battle; it's a battle to get him off.

Interviewer: And that's just him playing games-

Interviewee: Yeah.

Interviewer: -not searching the internet or?

Interviewee:

Oh, no, no. He doesn't really search the internet. I mean, I guess he can if he's in the house, but his iPad is not linked when he's out of the house. He's not allowed to go on the internet, unless he's in the house or he's with us.

Interviewer:

Okay, interesting. Okay. And then the TV that he's watching, would you deem that as educational programming, or just leisure?

Interviewee:

Yeah, he likes to ... And I kind of stopped this too, but he likes to come home and put SpongeBob SquarePants on- [crosstalk 00: 04: 03]

Interviewer: That's so nice that you take everyone here [to the library].

Interviewee: Usually ... Liam is usually here by now. He was a stay-at-home Dad, and now he's working a couple days a week teaching. So ... I said, "I'm home. I'm gonna spring Billy. I might as well get all the other kids off the bus." [inaudible 00: 04: 41]

Interviewer: Okay. So, what about the computer? When does that fit in to the routine?

Interviewee: Yeah, the iPad?

Interviewer: No, or the ... Does he-

Interviewee: No, he never uses it.

Interviewer: -use the computer? Or what kind of times is he using you or your husband's smartphone?

Interviewee:

That one only if we go out to dinner, or something, and he's torturing us. Or we say, "If you eat all your food, then you can ... I'll give you my phone." And that's really few and far between.

Interviewer: But it's as a reward?

Interviewee: Kind of. Yeah, yeah.

Interviewer: Okay. So ... have you provided any guidance on how to use the devices like the iPad?

Interviewee: You mean, as far as how to maneuver on it?

Interviewer: Mm-hmm (affirmative).

Interviewee:

No, cause I don't know how to maneuver on it. But they do at school, and they also, in his school they did it two ... he did it a couple years ago, and then also ago

in last year, teaching them about what's appropriate for them to access, not to access; what's safe, what's not safe. There was a whole piece around that. And- [crosstalk 00: 05: 47]

Interviewer: Okay. Can I ask what school he goes to?

Interviewee:

He goes to Germantown Friends School, so it's a Quaker school. And then they had to come home and review it with their parents, and then we signed off on it. So I think they really do a nice job of-

Interviewer: And did you find that activity helpful? Did you like that?

Interviewee:

Oh, I loved it, oh yeah! Because it's something you think ... I thought that I was covering everything with him, but then after reading what they had, I realized that there were some ... And I can't really remember the details, but I remember going, "Oh wow! I didn't even think of that." Or, "I didn't even think about approaching it in this manner." So I- [crosstalk 00: 06: 24]

Interviewer: Do they have tips for you, too, as a parent?

Interviewee:

Yeah, I forget the details, but yeah, I think there was ... Actually, I don't know if it was tips for parents, but I think it was more like, "This is ... content." And it went even into TV stuff, and the different ratings, but ... And then the kids had to say if it was appropriate, in appropriate, or- [crosstalk 00: 06: 50]

Interviewer: So it was an activity that they got to do?

Interviewee: Yeah, exactly. And then they came home and they reviewed it with us.

Interviewer: Okay. I like that; that's awesome.

Interviewee: Yeah, it was really nice, yeah.

Interviewer:

So, how do you make decisions, if any, like the decisions that you made, you said you don't watch TV in the mornings. How did you make those decisions about your guiding your child and when-

Interviewee:

Because ... And it may creep back in, but we talked about, "Oh, maybe on Fridays, if we had a really, really good week, we'll let you watch a cartoon while you have breakfast." And then it just ... then it's an argument, and he's not eating the breakfast. And I just ... We learned that it sets the tone to a negative, in the morning.

Interviewer: Interesting.

Interviewee:

There was just a lot of fighting. So ... And then you feel awful; you're arguing with your kid, and you put him on the bus, you know he's upset. So, there were a couple times I actually called school to see how he was doing, cause I was so worried. I was like, "This is ridiculous! We don't"- [crosstalk 00: 07: 46]

Interviewer: Right. And the behavior stopped once you took the TV away a little?

Interviewee: Yeah; I mean, sometimes, there's still a little bit of- [crosstalk 00: 07: 51]

Interviewer: Always.

Interviewee: -he's fresh, or whatever. But oh yeah, there's no more battles over a screen.

Interviewer:

Interesting. Okay. Do you think about any of this time to be harmful, or maybe just wasting time? In front of a screen?

Interviewee:

Oh, yeah! Yeah, definitely. Like when he's watching SpongeBob, or when he's watching this Fairly Oddparents, or whatever these shows, that I think are kind of icky. Yeah, I think it is a waste of time. So, I try to set the limit, but sometimes we start out, and then monitoring it pretty well, and then it just ... somehow, it just always comes back in, and it seems like it gets longer and longer.

Interviewee:

Or I'll say, "Okay, we turn it off in 30 minutes," and then I start doing something, and it's an hour and a half later; I come back, and he's sitting there, "[inaudible 00: 08: 43] twenty minutes!"

Interviewer: Yeah, it's a little addicting.

Interviewee:

It is! It is! I mean, I know ... I mean, I don't get to sit down that often and watch TV, but I remember when I did have a little bit of time, it's hard. It's hard to ... And they really string the kids in, because before the one show's over, they'll say, "This is coming up." And then there's no break between, and it just goes right ... They know how to link them in.

Interviewer: They know how to make you sit there and- [crosstalk 00: 09: 10]

Interviewee: Exactly.

Interviewer: Interesting.

Interviewee: Which, and you know, it's on a children's network. I think they ...

Interviewer: A little commercial break in between?

Interviewee:

Yeah. But they really make it so it's difficult for them to get up, and they also say, "This is the" ...

Interviewee:

I can't tell you how many times I've heard, "Mom, I've gotta watch it this time, cause this is a brand new one." Well, they're brand new, and then they share them 700 times. That's their ... And they always say, "There's a new one," or, "This is a first-time scene," and- [crosstalk 00: 09: 35]

Interviewer: That's really interesting.

Interviewee: They make it really enticing for the kids. They feel like they can't miss it.

Interviewer: I haven't heard that before; that's really interesting.

Interviewer:

Have you had any ... Besides the stuff that you got from school, in terms of guidance on media usage, have you received anything else or seen anything anywhere else in terms of guidance? Any resources?

Interviewee:

Not really. But I don't know if I was necessarily looking. I mean ... I don't let him do ... There's this game called Fortnite. He's not interested in it. His friends do it, and he doesn't like it. But I think, even if so ... From the parents of the friends who play it say, "If he doesn't start, don't let him start."

Interviewer: Don't? Okay.

Interviewee: It's really [crosstalk 00: 10: 20], it's not-

Interviewer: So, within the community? Okay.

Interviewee: Yeah.

Interviewer: What about from anyone like librarians, teachers, poli ... Well, you talked about teachers-

Interviewee: Teachers, yeah.

Interviewer: Police, doctors-

Interviewee: No police. Not so much doctors, no. I don't think so.

Interviewer:

Okay. Was the ... So, you did say that the advice that you received from the school was helpful. Is there anything else that you would've liked to learn, or that you would like to learn now?

Interviewee:

I'd like to know exactly how much is too much, and what are other families doing? Cause ... I don't want my kid to be this odd man out that doesn't get to do things, but then I also don't want to be that parent that lets their kids do a lot of screens. Or even, what are the long term-

Interviewer: I just have two more questions for you.

Interviewee: Sure.

Interviewer:

Are there any areas that, just for more detail, that you feel more comfortable guiding your child, versus uncomfortable, in terms of media usage?

Interviewee:

I don't think so; I don't think so. I mean, sometimes it's difficult once he starts liking something like this Fairly Oddparents, there's a couple of these that they just yell, they just [inaudible 00: 12: 28] go, they just scream at each other. It's like-

Mya: I want the [inaudible 00: 12: 31]!

Interviewee:

Okay. After he's really ... Not a dictator. If he's really into it, I try to say, "I don't think I want you to watch this." And then it's ...

Interviewee: There you go!

Interviewee:

And then there's a battle over it. So, I guess I wish I ... would ... I don't know. I'm sorry, what was the question?

Interviewer: No; so, anything that you don't feel comfortable in guiding your child- [crosstalk 00: 12: 59]

Interviewee:

Oh, yeah. For things that are already in the room, it's hard for me to backpedal on them. It's more that I don't want to argue with him, and he really likes it. And that's his ... he just likes to sit there and watch SpongeBob, and I go, "What are you doing?" And I say, "Why are you watching this?"

Interviewer: Yeah. My mom never let me watch that show either, so.

Interviewee:

Yeah, it's so icky, and it's like they're just ... I don't like any of the shows where they're just mean to each other. And then people say, "Oh, we watched the Flintstones, we watched all these other shows where, if you really think about it; Bugs Bunny, the guy's always trying to shoot him," but it was different. As a kid, I didn't see it that way-

Interviewer: Playful.

Interviewee: Yeah, it was more play ... Yeah, you're right. It was more playful, where this stuff is full-on nasty, so. Yeah, so I guess that.

Interviewer:

Okay. That's not something that I've heard before, so that's helpful. I mean, weaning off of anything is difficult. Once you like something, it's difficult to-

Interviewee:

Yeah, yeah; exactly. Or maybe even a resource, in retrospect. A resource that you can really look up independent information about a particular show, or something, before letting your child have access to it. Maybe even like some sort of page where other parents can put their advice, or maybe professionals can put their ... not their advice; their opinion on it. So you can read about it and go, "Oh, you know what? I'm not sure. Maybe I want to watch it first; I just have to make sure that it's okay."

Interviewer: Right. A lot of parents did say similar things to you, like that.

Interviewee: Really? Okay.

Interviewer: Yep, mm-hmm (affirmative).

Interviewee:

Okay, yeah. But that's after ... If I had another kid, I would ... Okay, that's what I would do then.

Interviewer: Right.

Interviewee: Sorry, done with this one!

Interviewer:

Okay, so, this has all been so helpful. Just a couple basic information questions. How would you describe your ethnic background?

Interviewee: Caucasian.

Interviewer: Okay. And then, your other child's parent?

Interviewee: Caucasian.

Interviewer: Okay. And then, your highest level of education of both of you and your husband.

Interviewee: I have a bachelor's degree, and my husband has a master's degree.

Interviewer: Okay. And you said your husband studied environmental science, right?

Interviewee: He did, yeah. I think he did Temple for undergrad, and then he did Drexel for a master's.

Interviewer: Cool. And what's your degree in?

Interviewee:

History, and secondary education, so I was at ... I taught for a little bit, but then I was a corporate trainer; I got into corporate education.

Interviewer: Fun. [crosstalk 00: 15: 30]

Interviewee: -go with him wherever [inaudible 00: 15: 31] Since he was two-and-a-half.

Interviewer: Okay. That's good, that's awesome. So you are able to be there for him all the time?

Interviewee: Yeah, [crosstalk 00: 15:

39] saw him walk first; he said his first word to the nanny [inaudible 00: 15: 45]. So yeah-

Interviewer: That's nice, that's so nice.

Interviewee: I do beekeeping now.

Interviewer: You do what?

Interviewee: Beekeeping, [inaudible 00: 15: 50].

Interviewer:

Cool, that's awesome. That's so awesome; wow! Yeah, okay. That's all my questions. I'm gonna end the recording now.