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Mother of 2 daughters ages 9 and 10

Interviewer: How many children do you have, and what are their ages?

Interviewee: Okay, Tia is 10 and Angela is 9. Two girls.

Interviewer: So, we're gonna talk about electronic devices. So anything that's like a TV, smartphone, laptops, iPads, eReaders, desktop computers, game consoles, basically anything that has a screen.

Interviewee: Okay.

Interviewer: And I want you to tell me about the devices your family owns, and how your family members use them. So just based upon to you, based upon to your children.

Interviewee: Okay, I have a laptop and Angela, she has a iPad. Tia also has a iPad. So we all two iPads and one laptop.

Interviewer: So no phone, just the iPad.

Interviewee: Just iPhone. Well dad has an iPhone. But we don't use his phone we use my laptop and they use their iPads.

Interviewer: Okay, so they have an iPhone.

Interviewee: No, an iPad.

Interviewer: Two iPads.

Interviewee: Two iPads. And one laptop.

Interviewer: -which belong to them?

Interviewee: Yes.

Interviewer: Okay. And do they use your laptop?

Interviewee: No, they don't use my laptop.

Interviewer: Just mom's?

Interviewee: Just mom's.

Interviewer: Do your children use any other devices? Maybe at a friend's home, another relatives home, daycare, the library.

Interviewee: The library, at school.

Interviewer: What would they use there?

Interviewee: Computers.

Interviewer: Computers? Okay.

So, we talked about the primary user of each one, and what are the activities that they're doing? So they each have, in the iPad, what are the activities that they're doing on the iPad.

Interviewee: Well, basically they do Kujo, Kujo's like a school activity. They go on Kujo and do the little math and the reading, and then basically they play the games.

Interviewer: Are they doing any searching on the internet?

Interviewee: No, no searching on the internet, no.

Interviewer: Okay, so I want you to think of your child's day, maybe yesterday, or the average day. And walk me through from the time your child woke up, to their bed time, and how they used any of these devices, and any time they used a screen throughout the day.

Interviewee: Okay, we'll go with Tia first, she's the oldest. Well the time from 8 until about 6, she's doing activity for her school work, and she's in school. When she is home well let her play her iPad at least up until about 8.

Interviewer: Okay, so like two hours?

Interviewee: At least about two hours.

Interviewer: Is she using it that whole time, or is that just the time she's allowed to use it?

Interviewee: Well, if, now we back to school, just her typing-

Interviewee: Oh right.

Interviewee: -she use it, but if there's no school than she can basically use it all day, if she likes. Basically with both girls, both girls does the same thing.

Interviewer: Okay, so right now it's, are they watching TV before school?

Interviewee: Well, in the morning, they get up in the morning about 6.

Interviewer: Early risers.

Interviewee: Yes. They get up about 6, 6:30 and they turn the TV on and they watch the news, from the news they turn it to watch cartoons. I gets up about 7 and I'll get them dressed for school and go to the bathroom, get dressed and eat your breakfast [inaudible 00:03:47]. And through that whole day they're at school until the time, until 3 and from the school we come straight here.

Interviewee: Oh nice.

Interviewee: We come straight here, they do their homework, go back home, they read a book here also, then go back home and they can get on the iPads and finish the rest of the day off. Eat dinner, before we have to leave here we eat dinner and then get the iPads and they will be-

Interviewer: Is there any TV watching in the evening?

Interviewee: Yeah they have the TV on too. They'll be playing the iPads and they have the TV on at the cartoon station.

Interviewer: Can they choose what they watch, or do you usually choose the channel, or are [inaudible 00:04:26]?

Interviewee: Yeah, well I choose the channels and I let them watch cartoons, but they like to watch old ION and I don't like that.

Interviewer: What was that?

Interviewee: ION.

Interviewee: I don't know that one.

Interviewee: Yeah ION, it's like an adult movie. Yeah ION is an adult movie, so I kind of control the what you watch.

Interviewer: And how do you determine if that's educational or not, is it educational?

Interviewee: No, the TV's not really educational, they just like watching it. The only thing that would basically be educational is when they do the Jojo.

Interviewer: Right.

Interviewee: Jojo on the iPad. Jojo's the only thing that's educational.

Interviewer: And do they ever use your smartphone?

Interviewee: No.

Interviewer: And the computer too, they're not using your computer.

Interviewee: No not at all.

Interviewer: So, you talked a little bit about your daily routine, are the weekends any, the weekends are...

Interviewee: The weekends, they can basically just play the iPads all day, watching all day whatever they want. I don't be so hard on them on the weekends. Weekends is, I give them, that's their day, on the Saturday's and Sunday's their day. And they watch TV and play the iPad.

Interviewer: So has this changed at all as your children have gotten older, was it different before, or have these rules always kinda been in place?

Interviewee: Yeah, kinda always been in place, because I have always been the one that would study them, helping them with their homework, and when they was in pre-K or first, second and third, now they are third and fourth and it's kinda hard for me now, so that's why I bring them here so they can help them with their homework.

Interviewer: Do they play together mostly, or separate?

Interviewee: All the time, yes they play together, they are really close.

Interviewee: You're lucky.

Interviewee: They are very close, yeah. They get into little attitudes with each other, and a couple of minutes they brush it off and they be right back playing whatever they was [inaudible 00:06:24] to play.

Interviewer: So which of these... So you said that independently they use the iPads by themselves, and then do you ever feel like you need to guide them when they're using the iPads? Do you have to turn it on for them, or do they know how do that on the own?

Interviewee: No, they know how to turn it off/on, and they knows what I expect on the iPads. I don't sit there watch them, but I will come past every now and then and see what you playing on it. And if it's too much there and there's a kid situation then you can continue to play.

Interviewer: And what wouldn't be a kid situation?

Interviewee: Grown up things, no like I said the ION or the [inaudible 00:07:09] on TV. Anything of grown up situation I don't let them participate in.

Interviewer: And have you... so they know, you've provided guidance by verbally telling them, this is what you expect and this is what you don't?

Interviewee: Yes.

Interviewer: Have you provided them with any other guidance that you can think of?

Interviewee: No, not really, they listen a lot. I don't have any trouble with them not listening, so it's really, when you say guidance-

Interviewer: For media usage.

Interviewee: They don't go anywhere, they don't go to anybody's house, or anything like that, so they basically home. So as far as being bad and stuff like that, 'cause they do get a little bad, when they do get a little bit bad I take the iPads from them.

Interviewer: So they know that, that will be taken away?

Interviewee: Yes, if you're bad. If I tell you to do something you don't do it or you doing something you're not supposed to do, I will remove your iPad-

Interviewee: Hm. (affirmation).

Interviewee: And they do know that.

Interviewer: So a little bit going along the lines of that, how did you make these decisions about when they could use it? Determining, you said that you let them on weekends, how did you come up with that?

Interviewee: Because, when they used to play it all day, like all day, and then I will tell dad sometimes we have to really like give them a break on the iPad, let them play for a short amount of time and take it from them. Because, I hear that kind of like does something to your brain.

Interviewee: Where did you hear that?

Interviewee: Or something like that.

Interviewee: Where did you hear that?

Interviewee: Who told me that, someone told me that. As a matter of fact the doctor-

Interviewer: Wow.

Interviewee: -we took them to the doctor the other day and the doctor asked the same questions about the iPad, how long we let them play with the iPads, and don't let them play with them with it too long because it affect their brain.

And at night turn the TV off at a certain so they can get their rest, because the same thing with the TV, the TV's control their brain, when their trying to go to sleep they can't because they're looking at TV. So and we took them [inaudible 00:09:20] on Thursday, and we follow up with the doctor since, so now the TV goes off at 8:00, and they'll fall right to sleep.

Interviewer: Do they have TV's in their room?

Interviewee: Yes, they have TV's in their room. Yes so the TV's off at 8:00, now if there's not no school, you can keep the TV on.

Interviewer: [inaudible 00:09:39]. Do you prefer any of these devices to be wasted time, or maybe even harmful?

Interviewee: No, no, I don't see it a waste of time. Because it keeps them occupied, all I can say when there's no school they really love the iPads, and it keeps them occupied [inaudible 00:10:04] what I'm doing in the house, do this and do that, it'll keep them also occupied.

Interviewer: Okay.

Have you seen any websites, maybe magazines or TV shows, or any other resources that has just guided about how to parent around children's use of electronic devices? Any guidance on how your children should be using iPads, this amount of time, you mentioned your doctor, is there any other resources that you've seen?

Interviewee: No, I mean besides that I do all the choosing and dad answers the questions. So I would say this is what I want and this is what I want them to do, and then I confirm it with dad and I give him the last say so, the last say so of what's what. What goes on and what they can do and what they cannot do.

Interviewee: Okay.

Interviewer: So besides the doctor, there's no teachers have said anything about the amount of time that they're using, maybe other parents.

Interviewee: No.

Interviewer: No.

Interviewee: No.

Interviewer: Okay.

So when you had the advice that the doctor gave you did you find that helpful?

Interviewee: Yes.

Interviewer: And why?

Interviewee: I found that awful, because when I said I find helpful what the doctor said, because when I see them watching TV and it was time to go to bed, before I got them to turn the TV off at 8, I would sit in the other room and watch them and I see Tia doing like... Trying to get tired, closing her eyes.

She's trying to get tired but she can't, because she's still watching the television.

Interviewee: So that's why I say that what the doctor told me, it was kind of interest to me to say, "yeah you're right about that." And start doing it.

Interviewer: Is there anything else that you would like to learn about that? Or any way that libraries could help you to parent your kids?

Interviewee: Yeah well, [inaudible 00:12:10] their reading is not all the way great. And when someone had invited us here, we didn't know about this library. We had a lady, we met her at another library and she came over here and we met her here, and ever since we met her here, we've been coming here. Almost now about four weeks now we've been coming.

Interviewer: Yeah, and it's helpful.

Interviewee: This library's really nice, I like it, it's only just for children. Because the other library we was going to it was for adults, it was for adults, there was a lot of adults around.

Interviewee: That's harder.

Interviewee: Adults and children, but I see that I love this one, because there's nothing but children. Just the kids, that's why I love coming here.

Interviewee: We're like a hour away from here.

Interviewer: Really?

Interviewee: Yeah we love [inaudible 00:13:04]. I say, "hey, I wanna go to this library." I chose this library right here to bring the girls to, because I think [library assistant name removed]'s a very good helpful.

Interviewee: Yeah.

Interviewee: She's wonderful with my girls, she is [crosstalk 00:13:17]. Yeah she's very wonderful. I love coming here.

Interviewee: Also on Saturdays, she has a knitting class, we didn't come this Saturday, we came the first Saturday. So we are trying to come every Saturday to the knitting class.

Interviewer: So if the library had something around media usage, you would be interested?

Interviewee: We would be interested in it, to come anything participating with the adults and the kids, I would try to come-

Yeah, I would try to come and participate in it, because Rachel had something going on a couple of weeks ago, inside the library for the kids. And while they was doing their homework, she asked them to come over and they went over there and she [inaudible 00:13:57]. And another time they also had, they had like six people, each one of them was reading something to us and asking us questions and stuff like that. So, that was kind of amazing too.

Interviewer: What areas do you feel comfortable with guiding your child? Are there any areas that you have questions, or that you want further guidance in?

Interviewee: Related to kids and technologies.

Interviewee: What you mean by the areas of [crosstalk 00:14:28]?

Interviewee: Anytime that you don't know how to help your kids with their iPads, or areas that you need help with.

Interviewee: Like, well, I'm not basically like, I don't really, I'll try to do it myself. Like for the iPads they work it out better than me, I don't have to control the iPads [inaudible 00:14:53].

Interviewee: Right, they know how to do it.

Interviewee: They know how to do it better than me. So as far as that, just like I said they don't go anywhere so I does all the...

Interviewee: [inaudible 00:15:07],

Interviewer: And do you have any other questions?

Interviewee: Yeah like you said, coming to the library here and help... you know it's for their education, basically it's about their education right now. I'm trying to get them on track, to basically learn how to read, and do their homework. So like I said, they have anything about reading, anything like that-

Interviewee: That would be helpful. Maybe something about reading with the iPads.

Interviewer: So we just have some basic questions about information about you, [inaudible 00:16:35]. How would you describe your ethnic background?

Interviewee: My background? My background, it wasn't so good in my life, but I managed, I guess I had five children.

Interviewee: Five kids, wow.

Interviewee: I had five kids, and I raised all five of them.

Interviewee: That's amazing.

Interviewee: I raised all five of them, they all done good. I have 11 grandchildren.

Interviewer: Wow.

Interviewee: I have 11 grandchildren and my oldest is 11, my oldest grandchild is 11 and...

Interviewee: Wow, that's amazing.

Interviewee: Yeah and now I'm starting like a whole new life over again. They was like, when I [inaudible 00:17:21], they was like newborns [when I met their father].

Interviewee: So you're really raising seven kids?

Interviewee: Yeah.

Interviewee: When I tell dad, I'm going in the other room you know me time, and he goes "what you mean me time." You know I'm like, "I'm going in the room to settle down and do me for a little bit-

Interviewer: You need me time.

Interviewee: [inaudible 00:17:57]. I had to explain to him what me time is, just [inaudible 00:18:02] I'm doing everything else, I have to have time to myself too.

Interviewer: It's important.

Interviewer: So what about your, how would you describe your ethnic background? African-American, Asian, Hispanic -

Interviewee: African-American.

Interviewer: And your other child's parent? So the father, also African-American?

Interviewee: Yes, African-American, yes.

Interviewer: And then can you tell me your highest level of education completed.

Interviewer: 10th grade.

Interviewer: And then your husband, the other parent, sorry.

Interviewee: He graduated, yeah dad graduated [high school].

Interviewer: Wonderful.