

File Name: NavScreensParent7Transcript2018

Interviewee: Mother of 2 daughters ages 8 and 6

Interviewer: I will ask you a few questions today. Thank you for participating in this interview and the research study. How many children do you have?

Interviewee: I have four children.

Interviewer: Okay and what are their ages?

Interviewee: Eight, six, three, one.

Interviewer: You have your hands full.

Interviewee: Yes.

Interviewer: Okay, our project is children ages five to 11 so we'll ask questions primarily about your children who fall into this age group, so your eight and six year old.

We'd like to chat with you about electronic devices such as TVs, smartphones, laptops, iPads, e-readers, desktop computers and game consoles. Basically anything with a screen, and I am using my script here, primarily. These are the questions approved by our IRB. Tell me about the devices your family owns and how your family members use them.

Interviewee: Okay we have a television, one television. We have one iPad. We have one gaming device, handheld, it's a Leapfrog device and that is that handheld, the leapfrog. We have also a LeapTV.

Interviewer: I'm not familiar with that, LeapTV.

Interviewee: It's very similar to the handheld except it's on television and then the students use their motions to interact. It's full body engagement.

Interviewer: Very interesting. Okay anything else? You have a cellphone?

Interviewee: Yeah two cellphones.

Interviewer: Two cellphones, okay. And how do your family members use the television?

Interviewee: We try to minimize screen time for our television and primarily we watch the news in the evening and then on the weekends the children are allowed to watch about an hour and a half to two hours of television on Friday night and Saturday night.

Interviewer: Okay and how about the iPad?

Interviewee: The iPad is primarily used for adults.

Interviewer: Okay and the handheld game?

Interviewee: Handheld games are reserved for big trips and those would be extended outside of Oklahoma City.

Interviewer: Okay, alright and the LeapTV?

Interviewee: The Leap TV is for educational purposes during a break during the school year, and it's just building student's response to educational question.

Interviewer: Okay and how about your cellphones who uses those and how are they used?

Interviewee: Cellphones are a little different, primarily they're used for adults but the eight year old has started to use them to communicate to me, which I encourage because it's working on her spelling and just her language of asking for some of her needs. And the girls also take pictures and take video, but it's all just within family. It's just on my phone it's not sent necessarily to anyone.

Interviewer: Okay, alright and your eight and six year olds are boys or girls?

Interviewee: Both girls.

Interviewer: Both girls okay. Alright do your children use devices anywhere else such as their friends or relatives homes, daycare or in the library?

Interviewee: They do use learning applications, learning programs, on the computer library. Sometimes we rent out the ... They have a LeapReader where it's applications already pre-installed on it and sometimes we rent those and then also they have the audio tapes. They are-

Interviewer: The like play aways?

Interviewee: The play away but not just the digital audio only they have digital audio and video. We rent both of those.

Interviewer: Okay, I've written down the list of electrotonic devices you mentioned and so we're gonna talk through each of those just a little bit more. The primary use and user of the TV is all of your family?

Interviewee: That's correct.

Interviewer: Okay and as you said you use that mainly in the evenings for watching the news.

Interviewee: That's correct.

Interviewer: Okay alright. The iPad?

Interviewee: Entertainment purposes on the weekend.

Interviewer: For the iPad?

Interviewee: For the TV.

Interviewer: Oh for the TV. I'm sorry okay and then the iPad?

Interviewee: Primarily entertainment purposes.

Interviewer: And that's primarily the adults you said?

Interviewee: Yes.

Interviewer: Okay alright and the handheld Leapfrog was mainly for travel?

Interviewee: That's correct.

Interviewer: And that's by all of the children?

Interviewee: Yes, the ones in the study.

Interviewer: Okay, and then how about the LeapTV again, that was for educational purposes?

Interviewee: Mm-hmm (affirmative).

Interviewer: Alright by the-

Interviewee: Eight and 11.

Interviewer: The eight and the what?

Interviewee: Eight and six, sorry.

Interviewer: Okay alright and the cellphone you were just explaining that, but it's primarily for you and your partner and also for your now eight year old?

Interviewee: That's perfect.

Interviewer: I know that sounds redundant.

Interviewee: No that's fine.

Interviewer: Let's see, so think about your child's, your two children the eight and six year old's day yesterday, would you walk me through their day from the time they woke up until bedtime, paying particular attention to the devices they used?

Interviewee: Sure, and I will say we have a computer that I don't think has been mentioned?

Interviewer: A desktop?

Interviewee: Yeah a laptop and the laptop sometimes we use for reading eggs, like reading applications. Also, Oklahoma City public schools has subscriptions to some of the programs and they periodically use those or the library interacting with the hours read, those kinds of things. They have used that in the past.

Yesterday morning, the girls watched about an hour of television in the morning to get up because they're on summer break. That's not typical during a school year, but they did that yesterday, and then the TV, all devices are primarily pretty much off.

About 3 o'clock, they accessed reading eggs to access some of the educational devices, educational programs, there that they have through reading eggs, and then television went on for the news and then it was off.

Interviewer: Okay. Alright, and that's their entire day?

Interviewee: I will say in the afternoon Elizabeth did use her cellphone to text me at work so that was included in there.

Interviewer: Okay. Alright, let's see, how do these devices fit into your family routines?

Interviewee: The devices fit in for entertainment, educational and informative purposes.

Interviewer: Okay and do you think this has changed as your children have grown older?

Interviewee: Yes and the way that they interact with the applications like the leapfrog TV or the computer itself. I have to do less hand over hand helping them with the device because they have developed a sense of independence where they can do it on their own, and the challenge of the activities has increased as they themselves have grown.

Interviewer: Okay you think that the time they're on the devices has also increased slightly or just the engagement, what they're using them for?

Interviewee: The engagement has increased not necessarily the time.

Interviewer: Okay. Alright, do you remember how routines were established when the children were very young?

Interviewee: Yes as an adult without kids I watched a lot of television but I knew what I was doing as far as enjoyment. I was interacting with the device just having it in the background for noise those kinds of things. I had to intentionally redevelop my openness to have the television on in the background because I really wanted to limit how much exposure having children and their exposure to that form of entertainment because I really wanted them to learn within their environment and

in the here and now rather than just have the television on and they just sit and get that information.

I really want ... Some of the programs especially with public broadcasting they have every educational programs and I value that but I also want to make sure that our children are really, it's authentic. That engagement of learning those skills that we teach them directly.

Interviewer: Okay. Do the children have friends or relatives who make suggestions that model things to do on the devices?

Interviewee: Yes sometimes my brother texts a video or using an animated icon as an emoji but the emoji speaks. They just learn different things that other family members are bringing to their attention and so they want more information, and as long as information is within our own family we're very comfortable with that. We use email exchange those kind of things, but posting social or things that other people we don't know of would access we don't want that.

Interviewer: Okay. Alright so who primarily helps your children with the devices, for example when they need help getting started or when sometimes needs fixing?

Interviewee: They would come to me, their mom.

Interviewer: Okay who makes decision about purchases?

Interviewee: A combination of their mom and their dad.

Interviewer: Okay and who makes decisions about what the children are doing on the devices?

Interviewee: A combination of their mom and their dad.

Interviewer: Okay which of these devices does your child use independently or your children?

Interviewee: The eight year old uses all of the devices independently. The six year old either seeks out assistance, she can do some of it independently, but she seeks out assistance for areas that she's just unable to get that access.

Interviewer: Okay when do you feel the need to guide your children's use of these devices?

Interviewee: When it's a risk to what I want them having exposure to whether it's a dark subject or something that we don't want them being overly sensitive to. Like a news topic that is pretty dramatic then we limit that expose. If it's a scary cartoon we don't need to watch certain programs so we limit that exposure.

Interviewer: Okay, and in what ways have you provided guidance in how they use the devices?

Interviewee: It's all oral and it's a learning experience so just how you have unwritten rules in your house about the couch, don't stand on the couch those kinds of things. Our

devices are ... We are monitoring that and it's a learning progression because as technology changes we modify what exposure that might be. For example our eight year old yes she knows about the internet and she can get into different programs.

We monitor where and when she goes places but we don't have any parental controls on our actual internet control. We don't have parental controls on that. We've been very specific where we don't have electronics in the bedroom because we really want to monitor exactly what and when they are doing different things. That's very important to us because not only do we want to know the time that they're on the device a limit that exposure, but we also want to know what they are exposed to.

Interviewer: Okay how do you make decisions about guiding your child's use of electronic devices?

Interviewee: Primarily it's just that openness of what and when they're doing it and then at that moment just tell them whether that's acceptable or not so, if it's okay they just keep going and if not then they know ... They first ask to use the device and then we're monitoring what and where they're doing.

Interviewer: Okay and I think you already mentioned or answered this but please feel free to continue, do you consider your own childhood experiences with media when you are making decision?

Interviewee: Actually, I think it's something I haven't talked about because when I was growing up the exposure to media was much different because there are many more devices that have been developed within the last even 10 years. I think my ... I grew up with technology, so as everybody else was learning it I was learning it too. And I think with my children it's been more of these are the devices it's so open as far as the possibilities now as a parent you have to choose which ones are the most appropriate for your family, not only as far as how difficult the device is for your child to use, but also price is a concern and what in the long term is most effective.

What skill do I want my children to know most from the device? Our LeapTV it has the ability for students to be mobile through their interaction of the time, like two plus two equals and they have to grab a number four. But by the time the device is programed there's a lot of lag time. I personally don't like that application because I want more repetitive instant two plus two is four, six plus ... And so it's also a learning process to know which device is most effective because you want to maximize that time and learning opportunity for students.

Interviewer: Okay. When making decisions about guiding your child's use do you think about whether an activity is educational or not? I think you've already answered that.

Interviewee: I think that's a huge competent and not only is it educational, but again the sense of well being. I want to make sure that our children are not exposed to everything.

The internet right now is completely open and whatever you type in is whatever they see and I think the images that they put into their mind is pretty important too, so it's all part of that.

Interviewer: Okay, what other purposes do you see for your children's use of electronic devices, we talked about educational?

Interviewee: Are you talking about moving forward or now the way that we use it?

Interviewer: The way that you're working now.

Interviewee: I think communication and I couldn't help but ask whether it was moving forward because Elizabeth hasn't developed the ability necessarily to compose complete sentences in email exchange or text messages. But that's something that I see moving forward is yes that we use it for game [inaudible 00:17:06] education. It's the input giving us the instruction of what we're wanting the information on. But I'm looking at how the device will now benefit to communicate our understanding of how we process information now relating that others whether it's summarizing our day or doing different activities and using that as a medium of communication to others.

Interviewer: Okay are there are any uses you worry about?

Interviewee: I think my biggest concern is just social media because right now there's Snapchat. There is of course Facebook but blogs.

I think I have two concerns, the first concern is so many devices have the video icon where it can video you as a participant, but I worry about who has access to that video option when we're not around. Can they access if they operate our device and hack into it what are they seeing, what are they exposed to?

The other thing that I'm concerned about is if we post something what extent will that be used later on? 20 years from now I don't want that to hinder a job opportunity or something that we don't know of how that input of that information here and now will ultimately affect them later on in a way we haven't even visualized yet is my biggest concern.

Interviewer: Okay. What websites magazines TV shows or other resources have you seen or heard about parenting children's use of electronic devices or screen media? Are there some that you have used online or articles you've been referred to, books you've read?

Interviewee: I haven't personally used any of those resources, but I am familiar with ... Our annual pediatrician visits they give us some good guidance on use of electronics. I'm not sure exactly who produced the material but it was definitely provided in a written format from our pediatrician.

I know that there are conferences and educational workshops that educators use to address whether how much interaction that they have with students interacting with specific devices.

But I think for young parents one of our biggest resources is Metro Family Magazine, and some of their articles I think are quite helpful. But I can't remember if I've read an article about ... It wouldn't necessarily have any kind of emphasis of one way or another of an individual should or should not use device. It's probably more of just a narrative of this is what my children do. It's just informative.

Interviewer: Okay alright, and you found what you mentioned was useful do you find the advice that you get from the pediatrician to be useful?

Interviewee: I'm glad it's given to me because I think it's very important information to have all parents access, but I felt like I personally didn't need that specific information because I'm already aware of how sensitive I need to be about screen exposure with my children.

Interviewer: Okay. Alright let's see, I think you've answered part of this, but have you received advice from anyone about guiding your child's use of these kinds of devices? Have you been offered the chance to get advice from professionals in the community such as pediatricians, librarians, teachers, police or others?

Interviewee: I think it would just be the pediatrician and then the informational boxes available for you at the library.

Interviewer: Okay.

Interviewee: I don't know of any others.

Interviewer: Okay was this advice useful to you and if so why or why not?

Interviewee: The information itself was not useful to me specifically because I didn't feel like I need to read the material to gain additional information. I felt that I knew most of what I need to know at this time and I think I will keep the resource as a reference in case I have questions later on.

Interviewer: Okay, what else would you have liked to have learned?

Interviewee: I am in the stage now where I need to be more aware of if our internet is open what and where, how do I manage parent controls so that I am not only managing it orally, but I am putting a lock on the internet itself so I am limiting what sites are allowable rather than just a free for all of what sites they can go to.

Interviewer: Putting a parent filter on your browsers for example?

Interviewee: Yeah and I think that would be helpful for parents through the different browsers of Internet Explorer, Google or even just on the different type of software whether it's PC or Mac. I think just a quick tip guide of setting parental controls and I know it exists out there but I haven't reached out to that resource and I haven't utilized it for myself.

Interviewer: Okay when you do get advice how do you know who's advice to follow?

Interviewee: I think it's like any advice you seek from family you take it as a word of caution, you double check your own values and see whether that is advice you should consider. Talk it over with your spouse and determine whether that advice is something you need to change practice or whether your practice is reasonable.

Interviewer: Okay, in what areas do you feel comfortable guiding your child or your children?

Interviewee: I guess the question is to open. I'm not too sure about what areas to guide.

Interviewer: For example how to find good educational sites online. Is that something you would guide your child to do or how to use the different devices in your house?

Interviewee: I think first it is familiarity with the device, turning it on, turning it off and how to function with the buttons that are there, and then beyond that it would go onto the next about how to use it, what purposes are used for. So if it does have an ability to load stuff on social media I would definitely make sure that, that was not available to them or tell them our rules are not wanting them to post anything that would be available socially.

Interviewer: Okay. What are the main things you do with technologies for example commutation, entertainment, work related tasks, research, creative productions?

Interviewee: I think we're lacking ... It's all the above except for creative productions. Yes there are student contests for video production and yes I am familiar with how to do it, but I haven't necessarily encouraged that just because I feel it's a little time consuming.

But one of the things I think we do is definitely use technology for work purposes for communicating with family, and for educational purposes and entertainment.

Interviewer: Okay in relation to each device you've mentioned would you describe yourself as an expert, beginner or somewhere in between?

Interviewee: I'm an expert but I definitely have room for improvement where no one person knows it all.

Interviewer: I understand that. Could you tell us about your child's other parent's experience with technology? What are the main things he does, he or she does, with technology?

Interviewee: His experience with technology is he knows how to use the devices. He's quite familiar with the ... I think his difficult is that he has a little harder time with trouble shooting [inaudible 00:26:50] mistakes and so he reaches out to me to help him through those and I certainly can.

Purchasing devices, we reach out to family members devices that they may have used in the past because that's helpful information to know. You don't want to buy a product that's not helpful or useful or just too expensive. We reach out to them. He uses work software program for ... Uses software program for his work and he helps our children with the devices and accessing internet devices he can do that too.

Interviewer: Okay would you describe him as an expert, beginner or somewhere in-between?

Interviewee: A little bit better than good. He knows how to use it. He's very comfortable using different software, but he still has some room to grow.

Interviewer: Okay. You want to contribute to the conversation don't you? Okay this is really just demographic information and then we're almost done. It would be helpful for us to have some basic information about you and your family, how would you describe your ethnic background?

Interviewee: Our ethnic background is quite unique. My children they are biracial because my husband is Chinese and I am American.

Interviewer: Okay alright can you tell me the highest level of education you have completed?

Interviewee: Yes both of us have had, we have a master's degree but we also have many more of years of experience past that.

Interviewer: And what is your master's degree in?

Interviewee: Mine is in, I have a masters in education, and I have a masters in music, and he has a masters in art, and a masters in nursing.

Interviewer: Okay, alright. What are your professions?

Interviewee: I work with students with disabilities in the educational world and my husband works in nursing.

Interviewer: Okay. Is there anything else you would like to tell us on this topic?

Interviewee: Not at this time.

Interviewer: Okay. Thank you again for participating in this interview.

Interviewee: Yeah thanks.