

File Name: NavScreensParent9Transcript2018

Interviewee: Mother of 1 son age 9

Interviewer: Okay. So how many children do you have?

Interviewee: I actually have four.

Interviewer: Okay, and what are their ages?

Interviewee: 18, 17, 13, and 9.

Interviewer: Okay, now our project is for children ages 5 to 11, so your responses will be primarily concerned with your nine-year-old, then.

Interviewee: The nine-year-old.

Interviewer: Okay, and are these boys or girls?

Interviewee: Three boys, one girl.

Interviewer: Three boys, one girl. Okay. All right. 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. So tell me about the devices your family owns and how your family members use them.

Interviewee: Well, my nine-year-old has a iPad, and my three older ones, they have their own phones. Now, my nine-year-old with his iPad, he doesn't have Internet per se, as he gets his WiFi off of my phone that way I can keep control of how long he's on his iPad.

Interviewer: Okay. All right. Do you have any televisions in your home?

Interviewee: Oh, yes. We do. We have two televisions, one in our living room and then one in my room. But the kids aren't allowed to have TVs in their room.

Interviewer: Okay. Any other kind of devices, like gaming devices, things like that?

Interviewee: They have like a Nintendo switch, and I think it's a Xbox 360.

Interviewer: Are those connected to the Internet at all?

Interviewee: No.

Interviewer: Okay. All right. Okay. Does your nine-year-old use devices anywhere else, such as at a friends' or relatives' homes, daycare, or even here at the library?

Interviewee: I'll let him get on the computer once in a while here at the library, but other peoples' houses, no.

Interviewer: All right. So right now on this list of devices, and I'll probably come back to them again, I think you've already told me who the primary user was of each. So your older children have phones. You also have a phone yourself.

Interviewee: Yes, I have a phone.

Interviewer: Okay. All right. And what is the primary use of the phones?

Interviewee: Well, we use our phones so that ... like my 13-year-old, she's in softball and she's in Girl Scouts, so it's really she's only allowed to use it basically so that I can get ahold of her to see where she's at and whatnot. If she gets on it like YouTube and stuff like that I don't know. I've seen her get on it a couple times, and usually I only give her about an hour on any kind of electronic device. All my kids, it's they get an hour a day and that's it.

Interviewer: Okay. All right, and for the TVs, how are they used primarily, and who uses them?

Interviewee: Primarily we watch movies on them. We don't watch a lot of real TV TV. We usually just watch movies and that is no more than maybe two, three hours and that's it.

Interviewer: Okay. All right, and do they use the Nintendo and the Xbox primarily for gaming?

Interviewee: Yeah, but when I say I give them a hour on electronics that includes the Nintendo, that includes the Xbox, that includes if they're on their iPad or their phone. That's all that it's for.

Interviewer: Okay, and your nine-year-old has the iPad. What does he primarily use it for?

Interviewee: Sometimes I put him ... Especially this Summer trying to get him to read more. I have put him on it to watch older shows like Reading Rainbow and In Between the Lions to kind of get him motivated to read.

Interviewer: Okay. I loved, love [crosstalk 00:04:15] Reading Rainbow.

Interviewee: I loved Reading Rainbow. That was my favorite. Yeah.

Interviewer: Yeah, mine too. Okay, so think about your child's day yesterday. Walk me through the day from the time your child woke up until bedtime, paying particular attention to the devices he used yesterday.

Interviewee: Oh, well that's different because dad's home, so it's like there's all of my rules kind of go out the window when dad's home. But let's see. Yesterday for the nine-year-old he usually gets up about 8:00. He'll go with his dad, and they usually

bring something back for us to eat, but on the way there he could be on his dad's phone. On the way back he could be on his dad's phone. I just have no idea on that. And then usually, yeah, he's either outside helping his dad out with yard work or he's on his dad's phone, but that's about it.

Interviewer: Okay. All right. And so they don't routinely use the television or the gaming other than an hour a day, even on weekends.

Interviewee: Right. Even on the weekends.

Interviewer: Okay. All right. Let's see.

Interviewee: Just trying to see if I could find it ... Oh. This is what I use with my kids, also. And I've actually had it printed out, and it's a cell phone contract.

Interviewer: Cell phone contract.

Interviewee: That means that on the contract they have to keep at least a B average or else the phone gets taken away. If something happens to their phone, they crack it, they lose it, whatever, then they have to work to get another one.

Interviewer: Okay. That's really interesting. I've never seen that before.

Interviewee: And then at 9:30 at night all cell phones come to me, and they get put on the charger and they don't get it again until the next morning.

Interviewer: Wish I could enforce that in my house.

Interviewee: Yeah.

Interviewer: Okay. Thank you for sharing that with me.

Interviewee: Of course, the 18-year-old is, yeah, it's a little harder when they're older.

Interviewer: Yes, exactly. Okay.

Interviewee: And it even goes into a I will respond to texts from my parents when I receive them or the phone will be taken away. I mean, it's just all that.

Interviewer: That sounds very inclusive. Sounds like a good contract to look at. Okay, so I'm going to look at this list again. How do these devices fit into your family routines? Or maybe they don't.

Interviewee: Well, I mean, I don't know. They just kind of do, you know? I personally on Sundays I kind of get the break, so dad takes the kids out, or they do this or that. Especially with the 13 and nine-year-old, so I might watch a little extra TV than they do, but that's usually because that's just my down time. It's my time to get refocused for the next week, and other than that we do what we do. The TV usually doesn't get turned on in the morning. And even my mom has called me

and said, "Did you see this on the news?" And we're like, "No, we don't watch TV." We just don't watch TV.

Interviewer: Okay, and the phones you use primarily for communication.

Interviewee: For communication, yeah. My daughter decided to get her an Instagram account, which I don't like, but I have told her that if she's going to get any of that on the Instagram I have to be following her and she has to follow me that way I can always see what she's doing, what she's putting up. She wants Facebook. I've told her, "You want Facebook, I have to be a friend and I have to be friends of all your friends that way I know." So I might be a little strict, but that's just my way of kind of keeping her from the predators and things like that out there on the Internet and.

Interviewer: This is your 13-year-old.

Interviewee: My 13-year-old, yeah. My nine-year-old, he's wanting a phone, but I still think when I was his age we didn't have phones and we did fine without them.

Interviewer: Okay. Let's see. How has your routine or your guidance for screen media changed as your children have gotten older?

Interviewee: I do kind of loosen up the reigns on them. I let them have a little bit more freedom, but my 18-year, my 17-year-old, I don't nitpick with them on what they do. The 13-year-old, like I said, if she makes new friends ... because we just barely moved here from Texas. If she makes new friends she'll get their phone numbers, and I'll tell them that's fine to get phone numbers, but then I get that phone number also that way if you don't answer your phone I'm calling your friend. And so she realizes that I do loosen up the reigns on her on some of that, but there's too much out there on the Internet right now that it's just scary.

Interviewer: Do you remember how routines were established when the children were very young?

Interviewee: What mom says goes. That's just how it's always been, I mean yeah. My husband works. I stay at home, so they know what mom says goes.

Interviewer: Okay. All right. Does your nine-year-old have friends or relatives who make suggestions or model things to do on the devices?

Interviewee: He does have a cousin who also has a Xbox 360, and some of the games he gets on ... I have talked to my kid about ... I don't let my son, and I don't let him play it. If it's Mario it's okay, Toadstool, stuff like that, but when it starts to be like the Injustice League, which they are a lot of violence and stuff like that I tell him, "No." [crosstalk 00:10:10] just no.

Interviewer: Okay. So who primarily helps your child with the devices, for example when they need getting started on something or they need something fixed?

Interviewee: If they need something fixed that's usually dad because he's the one that buys it anyway for them. Plus, he knows how to get them to ... He tinkers with stuff like that, so he can ... if something's blown or whatever he can fix it, usually. Getting started on the stuff is usually me. My kids can tell you, like this whole Summer I've made them do at least about two hours of school work every day, so sometimes I have my nine-year-old get on Khan Academy, or Math is Cool, or something of that sort and I make him play that for a little while.

Interviewer: I haven't heard of that one.

Interviewee: Just trying to keep the brain active.

Interviewer: Haven't heard Math is Cool. I'll have to look that up.

Interviewee: Or Cool Math. It's something like that. My son knows more about it than I do.

Interviewer: Okay. All right. Let's see. Who makes decisions about purchasing the devices?

Interviewee: Dad does.

Interviewer: Dad does.

Interviewee: Dad does.

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

Interviewee: I do.

Interviewer: Okay. All right. Which of these devices does your nine-year-old use independently?

Interviewee: Which of them does he use independently?

Interviewer: Mm-hmm (affirmative).

Interviewee: Well, he gets on YouTube a lot, and he'll watch some of the bloggers that they have on YouTube, which I've sat down and watched, and there's nothing violent, nothing of that sort. It's a little annoying, but you know. It's nothing harmful that I'm worried about what he's watching, so he usually gets on that, but even on that his YouTube account is under my email so if he gets a notification it comes to my phone. So that way I can ... if I don't like it I delete it before he even sees it.

Interviewer: Okay. Let's see. When do you feel a need to guide your child's use of these devices?

Interviewee: When as in what time of the day, or when as in-

Interviewer: No, a situation, probably.

Interviewee: A situation. Well, YouTube I most definitely do because there's just too much out there. The games-wise, like Nintendo and all that, I usually am playing along with him, so it's no big deal there, but when they want to get on the actual Internet, when he wants to Google something up, then usually I Google it up on my phone before I let him Google it up just to make sure that it's nothing that's going to come back to haunt me, or, you know, there's so much misinformation out there, too, so. And I usually make him look it up, too. I don't just let him go off of whatever Google says. I say, "No. Why don't we go look for the book and see what it says?"

Interviewer: Okay. All right. Great. Let's see. How do you make decisions about guiding your child's use of electronic devices?

Interviewee: How do I make it? A lot of times it's the fact that I'm kind of old school. I'm not used to all this technology, so like I said, we made it to be adults and do things of that sort, so I try to make it to where they understand you don't always have to have it. I guess it's just ... I don't know. A lot of times what we'll also do is like I give them one hour a day, and then also on top of that now that I think about it we have a certain day for everything, and Mondays we're usually manic. We're just trying to get house cleaned up and this and that. And Tuesday is usually the technology, where I might give them a little bit more than an hour. And Wednesday is our water day, so. Thursday is throwback Thursday. They can't get on technology at all, TV or nothing, and that's usually when we pull out board games, and we play board games, and we do things like that.

Interviewer: Okay. All right, so do you consider your own childhood experiences with media when you're making decisions?

Interviewee: Yeah. Yeah, I do. I'm trying not to have my ... I hate to use the word, but I just don't want them to be so tainted. I don't want them to see ... There's certain things that they don't need to know about, and we were a lot more naïve, I guess. At their age we were a lot more naïve because there was no technology like that. So yeah. I mean, I try to keep them innocent as possible. Now, a lot of the technology they've gotten into has been from just this past year for the most part because when we lived in Texas I don't remember them having ... I mean, they did have iPads, but not a lot, whereas the school that they go to they each have their individual iPads, and they have it all day. And that's-

Interviewer: At school.

Interviewee: At school. And that's just like ... it's just, you know.

Interviewer: Some schools are going to one iPad per child.

Interviewee: And I get that, but I've also had a problem. And I brought it up to the teacher and he took care of it quickly, but one of my son's friends who is also nine had a YouTube account, and he was filming him at school, and I said, "You're not allowed to do that. Not at school and not of a specific person." And he had my

son on there, and I said, “Someone needs to talk to his parents and let them know you're not allowed to do that,” so it's good, but on the other hand because there's so much stuff that people can do to those YouTube pages, or to the videos, it's scary sometimes.

Interviewer: Okay. When making decisions about guiding your child's use of these different devices do you think about whether an activity is educational or not?

Interviewee: Yeah. I usually do. My nine-year-old, [inaudible 00:16:54] his little soul, he is dead set on going to MIT, and he is dead set on being an engineer because he loves math and he loves science, and he just likes to build with his hands. He's usually right next to his dad tinkering on something, and so a lot of times some of his YouTube pages, they're showing you how to do things with batteries and this and that, and he'll sit there and watch and then he'll sit back and in his own little brain of engineer language he just sits there and tells me all about it, so I don't mind that.

Interviewer: Okay. How do you decide an activity is educational?

Interviewee: Educational, as in is he going to learn something from this? Isn't it going to be something that will help him in the future? That's usually how I look at it.

Interviewer: Okay. What other purposes do you see for your nine-year-old's use of electronic devices?

Interviewee: Well, to stay up with time, to stay up with the times because before we know it these phones are going to be out of date and something new's going to be out there. And, I mean, you got to put a limit on it right now as a kid, but you got to realize that this is the way we're going. And it's like I told my kids today. My daughter did a thing in science today about evolution, and I said, “Now, evolution doesn't always mean we're talking about we came from monkeys,” and she said, “Well, okay.” I said, “Evolution is when your grandmother was a child the computer took up the whole room,” I said, “And now we have evolved and it's as small as our phones,” so just to keep them on that evolution, realizing that it's going to change. Everything changes.

Interviewer: Okay. We mentioned educational. Are there other reasons that you see your nine-year-old using technology?

Interviewee: No.

Interviewer: So just purely recreational.

Interviewee: Educational. Recreational is usually when he's just like playing on the Xbox or on the Nintendo, but otherwise it's usually always educational.

Interviewer: And he doesn't [inaudible 00:19:22] use the phones to communicate.

Interviewee: No, no. Mm-mm (negative).

Interviewer: Okay. Are there particular resources you have found useful, such as websites, magazines, TV shows, or other kinds of resources like books that teach you about screen media practices?

Interviewee: You know, not really. I mean, most this past January I just barely got my GED and I did it through books. I didn't do it online, and I didn't try to learn that way because I'm not built that way. I am one of those audio-visual people, and I have to see it, and I have to write it down myself, and so it's yeah, no.

Interviewer: Okay. Have you received advice from anyone about guiding your child's use of these kinds of devices?

Interviewee: Yeah, a friend of mine. She was the one that really turned me on to the an hour a day, and that's about it on technology and whatnot.

Interviewer: Okay. Have you been offered the chance to get advice from professionals in the community, like librarians, teachers, pediatricians, police officers?

Interviewee: No, not really, but this only going to be ... We've only been here not for a year, so I'm still working out the-

Interviewer: Well, but how about back in Texas?

Interviewee: Back in Texas, well, some went with the teachers at his school. They would help me out with telling me good websites for him to go on, things like that and things of that sort, yeah.

Interviewer: Okay. Have you gone to any library programs that teach anything like that?

Interviewee: No, mm-mm (negative).

Interviewer: Okay. All right. The advice that you did receive, did you find it useful?

Interviewee: Yeah, it did help me a lot.

Interviewer: Why would-

Interviewee: It helped me a lot, especially like the Khan Academy, because whenever I was working to get my GED there would be times I wouldn't understand it so I would go to Khan Academy and it would explain it out in detail, and then it would click a little bit better for me.

Interviewer: Okay. All right. Let's see. What else would you like to learn about screen media guidance?

Interviewee: You know, I don't think there's anything else I would want to learn because I think everybody's priorities are a little different. And so me personally, I'm 38,

and I've dealt without it for 38 years, and yeah it might make it a little easier on life, but I'm still the type that someone texts me and I'll usually turn around and call them because I just don't do the texts. I don't do all that.

Interviewer: Okay. All right. How do you know whose advice to follow?

Interviewee: Actually, that kind of goes along with the ... You know, when I first started having kids and something my sister had told me. She says, "People are always going to give you advice about this, that, or the other, and really and truly that's all it is, it's advice. You have to do what's best for you." And so a lot of times I'll listen to it but I usually just kind of think to myself, "What do I feel? How do I feel about that? Do I agree with it or do I not?" But for the most part I just kind of just do what I think is best for my kids instead of just listening to what others say.

Interviewer: Okay. All right. In what areas do you feel comfortable guiding your child?

Interviewee: I guess YouTube, I don't mind guiding them on that. The games they play on there I don't mind. My nine-year-old was actually had downloaded a game and I found out about it, and it was something really quite gruesome, and I made him delete it right away because me, personally, I kind of do believe that a lot of this violence is because these kids are getting to the place where they're desensitized from it. And so I usually take that stuff away. I tell them, "No." You know, his dad bought him a BB gun, and dad buys it and then when dad leaves it gets hidden and he doesn't get to see it again because I just don't want him around that stuff. I don't want to have him desensitized.

Interviewer: Okay. All right. Are there areas in which you have questions and would like further guidance about for now or in the future?

Interviewee: I don't know. Maybe how to work my email, because I have not figured that out at all.

Interviewer: So if the library were to provide a program for parents about screen media practices what would you expect to learn in that type of a program?

Interviewee: I think I would want to learn more for myself, and then that way if I needed to I could help my kids out, but I would want it to be targeted towards me and then that way once I've got it down then, okay, I can go back and I can help him do this, or do that, or whatever he needs to do on his own.

Interviewer: Okay, and what would you want to learn that's targeted towards you?

Interviewee: Just how to use it. How to use it in general. YouTube is not hard at all, and a lot of times when you do get your cell phone they already have a email to it, but just the basics, basically. Yeah.

Interviewer: Okay. All right. What are the main things you do with technologies? We've discussed a few of them, such as communication, entertainment, work-related

tasks, creative production, research. Are there some main things that you'd say you do with technology?

Interviewee: I think I do a lot of research. If I've seen something and I want to know more about it then I usually will Google it up, as in I got them watching a movie called Thanks For Your Service, and I wanted to see if it was actually a true story, and then I Googled it up and it will tell you if it was a true story or not, things of that sort.

Interviewer: Okay. So and you use your phones for communicating, mainly calling people.

Interviewee: For communication.

Interviewer: Okay, and the TV, how would you say you use that?

Interviewee: Well, I guess I got to kind of go back a little because as us being here we haven't watched a lot of TV. Now, when I did live in Texas I did have cable TV, and a lot of times I would have that on. You know, MSNBC, or something of that sort just so I could see what's going on in the world. Even if some people say it's fake media I would be watching it just because you got to. You have to just stay up with the times. But other than that, I mean, I don't know. TV shows I didn't get really into because that's another issue of too much violence, or maybe it's just never crossed my imagination to watch it.

Interviewer: Okay. All right.

Interviewee: I come from a simple family, so we don't do it.

Interviewer: So primarily you said you use the television to watch movies together.

Interviewee: Right.

Interviewer: Okay. All right.

Interviewee: Right.

Interviewer: Let's see. Related to these devices would you consider yourself an expert, a beginner, or somewhere in between?

Interviewee: I'd probably say, "Somewhere in between."

Interviewer: Okay, and how about your children's dad?

Interviewee: He's probably more of a beginner.

Interviewer: Okay, and-

Interviewee: Just because I have at least learned that if you need to text somebody you can always text them by holding down that little microphone and saying what you

need to say. He has not. And then he doesn't speak English. He speaks Spanish, so then it comes out all wrong when he writes me a text, and I'm looking at him going, "What did you say?" So.

Interviewer: Okay, so how does he use these different technologies?

Interviewee: Well, he's a lot different than us because he won't get on the Nintendo. He's not on the Xbox. He does have his phone. He'll get on Facebook on that, but on Facebook most times he'll use that for ... He's part of a group that buys and sells, or trade, and so he's looking through and seeing what people are buying or selling. And he definitely doesn't watch TV. He works construction so by the time he gets home he's just wanting to eat, take a shower, and go to bed.

Interviewer: So he uses it primarily for work-related purposes, then.

Interviewee: Right.

Interviewer: Okay. All right. So it'd be helpful for us to have some basic information about you and your family. How would you describe your ethnic background?

Interviewee: Well, I'm white, but my kids are mixed, and my husband's from Mexico, so yeah we're kind of blended.

Interviewer: Okay. All right. Could you tell me your highest level of education? You just mentioned you have a GED.

Interviewee: I have a GED.

Interviewer: Congratulations.

Interviewee: Thank you.

Interviewer: And how about your husband?

Interviewee: My husband, I think he got a little bit further as in what they have in Mexico. He got to what we consider like a vo-tech. So yeah, he's probably about that.

Interviewer: Okay, so some vo-tech education.

Interviewee: Some, a little bit over 12th, yeah.

Interviewer: Okay. All right, and what are your professions?

Interviewee: I'm a stay-at-home mom, and he works construction, so.

Interviewer: Okay. All right. Is there anything else you'd like to tell me on this topic?

Interviewee: No, not that I know of. I mean, we speak Spanish and English in the house, so when we get on our technology it could be in either language, so yeah.

Interviewer: Okay. All right. Okay, well thank you very much for participating today.

Interviewee: Thank you.