

**File: NavScreensProfessional1Transcript2018**

**Interviewee: County Extension Agent**

Interviewer: So, thank you for agreeing to participate in this interview. So the first question is in what ways do you help parents and caregivers with decisions about their child's screen media practices?

Interviewee: I can't say that we've actually ... We do trainings with our parent volunteers at least quarterly and also the district and state level. That's not been a topic that we've covered before, but it's not something that we couldn't cover in the future.

Interviewer: Okay. What do your parent trainings include?

Interviewee: About child development, the ages and stages, structures of 4-H meetings, the needs of the children, adult and youth interactions, good ratios between the number of adults versus the number of kids and their ages. Just that kind of basic knowledge of interacting with kids as well as content material for each projects. So whether it's about dogs or sewing or leadership development, we might share a curriculum with them as well.

Interviewer: Okay. Do you ever, like you just said, curate, share or model screen media use with your parents?

Interviewee: We do use media. We've never actually talked about screen time and how our kids are using media, but we do use that in our daily lives and that's how we communicate with our parents. That's how we communicate with our kids, through our newsletters, through even text messaging reminders of this is due or that's due. So we do use that and I've never thought about the impact that that's having on our families. But it's a good thing to think about and so it's kind of interesting.

Interviewer: Okay. Do you intentionally address the topic or just discuss with parents and caregivers when asked? I think you might have already answered that.

Interviewee: Yeah. It's never been brought up on that, thinking about it from that perspective. But we do use, utilize media regularly.

Interviewer: Okay. So this next question, is the topic ever integrated into the program or service that you offer?

Interviewee: It has not yet, but it very well could be.

Interviewer: Okay. All right. Do you disseminate information about this topic and if so, how?

Interviewee: We haven't about this topic per se, but we easily could because when we do our trainings we usually have a face to face presentation. We have handouts that we give out. We also share those things on our newsletter so if some parents can't make it, we

share that in our volunteer section of our newsletter. So it's something we could incorporate.

Interviewer: Okay. In what ways do you help children with decisions about their screen media practices? Do you ever work directly with children?

Interviewee: We do work directly with kids, mostly teens are a lot of our younger kids. We do work with younger kids too, but most of our volunteer club leaders interact with the majority of our kids and we usually see the older ones. This summer, we've seen the younger ones at our day camps and we've never actually talked about screen time, those specific things. But like I said, it's not something we could incorporate because safety in itself is a whole project area in 4-H, we just never ... I know there are other kids in the state that have worked on the safety project. We haven't had any since I've been here in the last two years, but I think that's something you could incorporate very well into that 4-H project area of safety.

Interviewer: Can you explain what safety means?

Interviewee: Well, I'm thinking like internet safety or the media practices, using social media. I think you could incorporate that into it because sometimes you think of safety as sunscreen safety or bicycle safety or just everyday life, that kind of things you physically see versus in the web, on the internet, the things that you see but you don't think about as much.

Interviewer: Okay. I just wanted to clarify. Have you clarified what safety means in your context?

Interviewee: Yeah.

Interviewer: Okay. So you don't necessarily sit down and model screen media to children though you might use technology in the programming that you do with children, so it's possible they could be picking up on what you're doing with the different media.

Interviewee: Yeah, yeah. Definitely. I guess you could say modeling the screen time is maybe what media we use. We use emails and we send newsletters, we use the website, we use Facebook to share information. We've had Twitter and Instagram and but we don't use it as much and it's probably because I'm not as savvy with it as other people are, so that's I guess you could consider that how I model it is what we use. Not that they can't change or shift.

Interviewer: Well, teens and definitely children this age group will emulate a lot of what do adults do.

Interviewee: Yeah, absolutely.

Interviewer: So if you're using it for your programming or for communicative purposes, it's probably how they pick up on it as well.

Interviewee: Yes, yes.

Interviewer: Okay. All right. Let's see, what devices are most frequently mentioned by parents?

Interviewee: Probably phones.

Interviewer: Okay. I'm just going to write these down and we can refer back to them. What activities do parents ask you about in relation to these devices?

Interviewee: They want our, like our newsletters and information where they can get it from their phone because we've had issues, like if I put a Word document in a newsletter with a link, it won't show correctly, kind of warps it but if we save it as a PDF and put it as a link, then they can see it on their phones. So trying to tailor things to what they need and where they are in life and they're always on the go and sometimes they don't have time to sit down at the computer and pull up the newsletter and know what's going on. They want to be able to see it right then and right there wherever they're at.

Interviewer: Okay. What are some common questions parents ask you about, about using phones and screen media or other devices you might think about? Excuse me.

Interviewee: Can you repeat the question?

Interviewer: Sure. What are some common questions parents ask you about these devices such as phones or other media?

Interviewee: I don't know that they asked me any questions specifically related to the phones or the technology other than wanting to be able to read things. I've had parents come back and say, "I can't open that or I can't read it." So that's about the extent of-

Interviewer: Okay. So they haven't asked you questions, for example about is it okay for my child to use my phone, for my young child to use my phone to play games?

Interviewee: No.

Interviewer: Okay. What do you think are the needs of parents in making decisions about their child's use of electronic devices?

Interviewee: I think awareness just of what the effects of using technology are having on our kids. Yes, it can be a great tool, but you can also go from one extreme to the other and I think if you don't know, you don't know what effects it's having, so I think the more informed we can make people, including myself and parents and even the kids themselves, the better off we are as a society.

Interviewer: Okay. What do you think parents most struggle with?

Interviewee: Pertaining to media?

Interviewer: Mm-hmm (affirmative).

Interviewee: They're so busy with doing their thing and they're constantly on the go. They use that to try to keep up, but at the same time I think they also use it as a filler for, "I've got to get this done here, entertain yourself for a little while," and not really seeing those effects longterm, they're just ... It's filling that need right now versus what the effect is later on down the road.

Interviewer: Okay. Are there any resources that you refer parents to?

Interviewee: I have not. The thing that keeps coming to my mind is we have an extension office, we have fact sheets and I'm wondering do we have fact sheets on this? I don't know. It makes me want to go look it up and see if we have fact sheets because there is a lot of, most of our fact sheets and extension, we don't use them so much at 4-H but they use them a lot in the gardening and the horticulture. They have some in the parenting aspect and I don't know if there are any with computer and social media, there might be, but I don't know. I need to look it up.

Interviewer: Oh, I'm sorry, go ahead.

Interviewee: That's all I was gonna say is I keep thinking of like our family consumer science educators, if they are aware of some of that stuff because sometimes we get so into doing our own thing, there's so many different people doing different things in our office that we don't always know what they're doing or vice versa, what we're doing.

Interviewer: So what is a fact sheet? Can you explain that more to me?

Interviewee: It's just information. It's research based information that people can use to help their lives, make their lives better. Whether it's gardening, they have diseases in tomatoes and they'll have studies on that and what diseases, common diseases of tomatoes are and how you can treat that. Or same thing with parenting. Like Elisa does a lot of parenting through divorce classes and childcare, sort of some of what we do ages and stages type stuff. But, they could have fact sheets on this, I just don't know.

Interviewer: Okay.

Interviewee: But that would be interesting to look up.

Interviewer: If you do that and you find some, please send them to me.

Interviewee: I will. I will. I will definitely.

Interviewer: Very interesting. So these fact sheets are something that you at the extension office put together?

Interviewee: Yeah. I don't put them together, but the university does and they put them out and people will ... People can look them up online or they can call our office and say, "Hey, I'm struggling with this," and we say, "Oh, we've got a fact sheet for that," and can send it to them as a resource for more information.

Interviewer: Okay. Great. Okay. Let's see. Are there resources that parents tell you they've consulted?

Interviewee: Not pertaining to screen time.

Interviewer: Okay. All right. What would you like more information about in order to best advise parents?

Interviewee: I would like some fact sheets. Something to just, I don't know, like based off these studies, what are the longterm effects of our kids? Where's the point of helping and then when do you get to the point of hurting? You know what I mean? Like being detrimental, like I don't even know per se, you know what I mean? I should know. Just being able to share that information, research based, because extension is always about research based information.

Interviewer: Okay. There's a lot of conflicting information out there. Some that is anecdotal versus, just like you said, research based.

Interviewee: They trust the university. The people, they come to the university because they feel like that is where the facts are. That's the truth and that's what the people are looking for and that's what we want to give them is the truth, the research based truth so they can make wise decisions.

Interviewer: Okay, great. Okay, where were we? Did you receive training about anything related to families and electronic devices?

Interviewee: No.

Interviewer: Okay. How about for yourself? Have you gone out and looked online or looked at other resources to see what is available?

Interviewee: A little bit? As a mom, I have, not necessarily for work, but our school had a speaker come, my art school district had a speaker come about social media practices and stuff and kind of talked about different things that the kids are into and how it's constantly changing. They're constantly picking a new outlet for their social media use, I guess, and trying to stay up on top of that and not always seeing the other side of things. Like we think it's a fun, cool thing, but this is how predators are using it and not even being aware of that. I would never have known had I not attended that. So I have sought out things like that. That's about it.

Interviewer: Do you remember who provided that training or that session?

Interviewee: I don't, but I could find out.

Interviewer: I'm just curious if it was another community professional or someone from another university.

Interviewee: I honestly don't know. I remember it was a male, but I don't remember his name or who he was affiliated with, but I remember the school district had a schoolwide and they advertised it really, really well on notifying parents through letters as well as social media. It was a good turnout. It was really good, very informative.

Interviewer: Well, and oftentimes school districts will have sessions for students about online safety.

Interviewee: They did, they did do that because he did, the gentleman did a presentation to the kids and then I think that evening they did a thing for the parents as well. So it was kind of nice and that it kind of opened up doors for us talking with our kids about it, whereas, and we kind of were on the same page and knew what we were ... What they had heard and I what I had heard, whatever. So it kind of opened up those lines of communication.

Interviewer: Okay. So this is our last question really. Is there anything else you'd like to tell us about your role or potential role as a media mentor or advisor to parents about children and electronic devices?

Interviewee: I think it's something we could definitely incorporate in our training to our parent volunteers and even our team leaders and teaching them proper use of technology, whether it's social media or the internet or their phones or whatever avenue they choose, and teaching them too that they are a role model for those younger kids too. Just like we are role models for them and sometimes they can be role models for us as well. But I think we could definitely incorporate it into our current, what we do every year with our trainings, with our teens as well as our adults.

Interviewer: So if we were developing it, as I said, we're developing modules as one of the outcomes of this study, what would you like to see in those modules?

Interviewee: Something that's simple and easy to follow that's not too in-depth. Because we have some that are, that you can ... It's easy to follow. There's other things that we have that are really in-depth and we live in such a fast paced world and people are so busy. We need something they can pick up and read through pretty quick that's not too overwhelming, pleasing to the eyes.

Interviewee: Yeah. They need something that they can quickly because they're not ... Even in our newsletter, we'll put little snippets of stuff and then we'll put the more detailed stuff in an attachment. So if they want more they can ... Give a resource to go to get more. Do you know what I mean?

Interviewer: Mm-hmm (affirmative).

Interviewee: So they need the really important things in the forefront and if you want more you can go here.

Interviewer: Okay. So again, is there a particular content that you think should be covered in any kind of training modules?

Interviewee: I think maybe screen time, the length of screen time, like how long are we letting our kids play on their phones or their tablets, especially maybe by the ages because the younger kids versus older kids. Maybe the different types of social media and the impact that's happening because sometimes I don't think we know all the consequences of them or we don't see the potential. My dad's a police officer and I may not see something the same way he does because he sees a whole another side of things and if he doesn't tell me why he thinks that then I don't know. So seeing that from a different perspective.

Interviewer: Okay.

Interviewee: Maybe the safety part of it, like the risks and how to protect yourself and protect your kids from potential predators. I don't know. That's all I can think of at the moment.

Interviewer: Okay. Any further comments you'd like to make?

Interviewee: Not really. I'm kind of excited to learn more about it and I'm really curious to see if the extension office has even done some ... Put some things out there that I just don't know about on that, but I think it would incorporate really good to into the 4-H project area of safety. This is a whole another area of safety that you don't typically think of as, I mean, they talk about bullying and social media in terms of that aspect, but I can see a lot of crossing over in some things that I think would be good, good relationships.

Interviewer: Okay. Thank you very much for your time.

Interviewee: You're very welcome.