Interviewer: So I'd like to chat with you about advice you may provide to families about using various electronic devices such as TV, smart phones, laptops, iPads, e-readers, desktop computers and game consoles. Basically anything with a screen. So tell me what devices you have in the library and what devices you see parents and kids bring into the library.

Interviewee: We have public use of the computers so desktop computers. We have iPads, we have what's called launch pads which is what they can check out and they have preloaded games on them so the preloaded game tablets. We're about to get Chrome books but we don't have them yet. So those are the ones we have in the library. As far as what I see people bring in, their phone. A lot of people use their phone for that sort of thing. Tablets, some tablets and some laptops. Particularly adults bring in laptops but we definitely get a lot of use like our iPads get a lot of usage, they're almost always checked out. They can only use those here in the library and they check out really well so a lot of people coming in may not have their own or maybe they just have a phone they might have limited data so they're using ours to save their data. And Kindles, people bring in Kindles. Think those are the main ones that I see people bringing in.

Interviewer: So how does your library system decide what to purchase in terms of hardware and software or what resources, apps, etc. to recommend to parents and kids?

Interviewee: Well all of our collection development is centralized so I don't actually do any of the selecting so I don't know if you've had a chance to talk to anyone in material selection?

Interviewer: No.

Interviewee: So I really, I don't know that I can answer for them. I don't know what ... I'm sure they've reviewed several things but I don't know.

Interviewer: So you've not asked for recommendations or anything?

Interviewee: Yeah we make recommendations on the collection. Sometimes they'll, for data bases, they'll give us a link to try it out and ask for feedback. So we do provide, yeah we do provide some feedback and when we changed out the games that are on our kids computers, we were asked what do people use? What do you think would be good? Things like that. Yeah, sometimes they ask our opinions on those things and for our input.

Interviewer: In what ways do you help parents or caregivers with decisions about their child's screen media practices?

Interviewee: Well, let's see. I do a lot of early childhood programs so we have provided handouts in our early childhood programs, we do like one, two, three, play with me, story time, lots of things for the birth to PreK range. I have some handouts that we've used through for different organizations that provide that and then sometimes we've had articles that

were shared with me and I might share them with parents but generally it's the younger group that I've been able to kinda give tips to.

Interviewer: So birth to age five?

Interviewee: Birth to age five.

Interviewer: So right on the edge of our study.

Interviewee: Yes. We have had gaming programs where I think where we model how to ... a lot of times we were trying to model sportsmanship and working together, working cooperatively, taking turns and things like that with those gaming programs. Those are like when you use a gaming console kind of thing so we've done that before. And gaming etiquette we're trying to teach so those are the ... that's more what we've, I guess the contact that we've had with the older group. I do have other programs that are for that age group, but parents don't typically come to them but sometimes they do bring the child in so there might be an opportunity for that but we haven't done anything, you know, might be an opportunity to have some kind of tips or handouts on some of those programs.

Interviewer: Okay and in those programs for the five to eleven year old range roughly, you model screen media use and the ways you just mentioned or?

Interviewee: Well I would say most of those programs with the exception of the gaming, we don't really do a lot of screen time of any kind, I mean I have like a book club where we're doing snack and crafts and different activities so we're not necessarily using media for that. We do a lot of active programs where we're trying to get them to do other things maybe so we do yoga and dance programs and some active things like that and then we have reading to dogs but again none of those necessarily ... wouldn't say I model it in those so 'cause we're just not using media that way.

Interviewer: Do you intentionally address the topic, and you may have already answered this or just discuss with parents and give caregivers if and when asked?

Interviewee: Like I said I don't have a lot of contact, I guess with parents of that age range in the programming but when they're here in the library. If they ask you know, I mean I've discussed with people just in the stacks sometimes about especially when we're talking about the launch pads, yeah. Those have pre-loaded games and they're very educational and so they have a lot of good things on there but I sometimes have mentioned, make sure you're still checking out lots of books. Make sure you're still reading lots of books and this could be like a reward after and to kinda have so we've kinda casually discussed sometimes if I get a chance to talk with them.

Interviewer: All right. So the topic is never really integrated into a program or service that you offer?

Interviewee: Well the only time we've done something, we had a program that was about bullying and we talked about cyber bullying in that program. I would love to do a program that's

more maybe like an online safety kind of program. I've thought about that before. But I didn't feel like I necessarily had the qualifications to do that unless I have the resources for it. But that's something I think would be definitely is needed and I think people would come to something on the online safety or if it was something for parents maybe setting limits on screen time, something like that. But right now, no it's not really integrated on our programs.

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

Interviewee: As a librarian, I would say I do just in my conversations and occasionally through handouts that we might have out in the library or in programs. Personally, I try to share things on social media sometimes articles that I find that are good, from a good source that you trust. I share articles with friends, you know, through social media sometimes.

Interviewer: All right. In what ways do you help children with decisions about their screen media practices?

Interviewee: Well, I would say the only thing I guess really right now that I do is I try to give them options of other activities that they might wanna do as well. The kids that are here, a lot of times I help them get on certain games. A lot of times they need help getting to the games whether they're on the internet computers or the games that are over here, you know we've already selected games that would be good for them but a lot of times the kids that are on the internet looking for games I can help 'em find something that's gonna be free that they can actually access and that hopefully has some good content, educational and it's age appropriate. So I help them find age appropriate things basically.

Interviewer: All right. The same question that I asked earlier, do you ever curate, share, or model screen media use for children? So curating is what you just mentioned of helping them find age appropriate materials [crosstalk 00:09:32]

Interviewee: Age appropriate.

Interviewer: And then you're sharing your expertise and advice on things would be useful on both in the selection process, I guess as well as helping them find, so how about modeling? Do you model with the children as well?

Interviewee: In story times, now this is the younger group but sometimes we might watch a video and I try to ... one thing I've read a lot about in literature is that younger kids especially two's and three's, maybe four's, when they're learning language it's best for them to be interacting not just with the screen but with an adult or with someone else so they're getting, you're getting the conversation. They're getting the back and forth and it's not just coming at them. When we show a video, it might be a song and that we're doing motions to and I'm singing with it so they're interacting with me as well as the video. That's, I guess that's how I try to model it to show the parents that you can interact with them with the game and when I've talked to them about the launch pads, I try to say, see if they'll let you play with them when they're playing the game or at least part of the

time, play with them. Now a lot of parents have told me, they won't let me. This is not good. But when they're really young if you can be playing with them, they get a lot out of that, it's similar to other games that you would learn. Colors, letters and shapes and all that. If you've got the dialogue you've got someone interacting with them that's important.

Interviewer: What devices are most frequently mentioned by parents?

Interviewee: Well, let's see. I mean I know they watch TV and we check, our DVD's still search pretty high so they're watching movies and they're on the computer. They'll talk about being on the computer. I would say computer, TV ... sometimes they may mention that they're downloading things but I don't necessarily know what they're using to download it to. Whether it's their phone or a tablet, something like that.

Interviewer: Do they talk about telephones or cell phones?

Interviewee: I see well I see people giving their kid their phone to watch or to do something on.

Interviewer: I'm making a list here. What activities do parents ask about in relation to these devices?

Interviewee: Well, let's see so TV. Like I said our DVD's, they ask for just our movies, what do we have, things like that. We have a lot of things that you can download which I share with them but they don't necessarily ask for that because they don't always know that it's an option. We have Hoopla and Canopy. Course you can download books and all that through overdrive or Libby but Hoopla and Canopy are new ones that have a lot of educational videos that we try to share with them. Speak a boos. I have had some parents ask about speak a boos.

You know a lot of our customers here don't necessarily know about it but people that I know that just know I'm a librarian have asked me about some of those things. I had a friend that had a subscription to speak a boo and I said, you can get that through the library for free. She's like, really? We pay for a subscription to that so and that's a really good app. But that one's for the younger group that's for little ones like zero to five.

Computer ... I have had lots of parents ask which games are appropriate for their kid or which ones would help with a certain skill like reading or math.

I guess that's about it as far as what they ask, what they're actually seeking information about.

Interviewer: Okay well this is probably duplicates what you just said but I'll ask anyways. What are some common questions parents ask you about the items on the list?

Interviewee: Yeah most of the time they're just interested on like other things I think that are out there that maybe they don't know about like what content? The content. They don't really ask about I don't know, limits or safety that much. It used to be that parents

would ask more about filters and safety but I don't really get a lot of questions about that as much anymore it seems like.

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

Interviewee: I think a lot of times they need help knowing how to set limits and how to ... what the limit should be. They're wanting to give them ... I know a lot of parents have talked about, they wanna make sure their kids are really good or adept at computers and technology and they wanna make sure they're not hindering that. There was definitely a time I think when there was a big push like oh we should let them be just they need to absorb all that. They need to take it in. We want them to be able to flip things on your phone or be able to scroll through but now I think parents are more ... they see that they pick it up like you don't really have to teach it, they pick it up so quickly. A two year old knows how to flip through your phone so now there's a little more concern about what should the limits be.

Interviewer: Sorry.

Interviewee: How to make sure they're experiencing everything else, getting outside, experiencing nature, doing more hands on things, making sure they get that as well so that's one need. I would say safety is still a need, even though I don't get as many questions about that, it's certainly a need that just knowing how to make sure that their kids are safe online. Knowing how to I guess, maneuver around appropriate content and knowing how to figure out what is appropriate for their kids age 'cause it's so easy for them to be doing one thing and end up on something else. Just knowing what to use for kids and knowing how to maneuver the different content that's out there.

Interviewer: So this might already be part of that answer but what do parents most struggle with?

Interviewee: I think knowing what content to have their child look at or to have their child play with if it's a game, which ones are most beneficial to their child.

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

Interviewee: Let's see. Honestly, the handouts are the only ones like in order to share resource it really has to be something that I feel like the system wants us to disseminate to parents. Because I don't wanna share based on opinion. I wanna make sure that it is an organization with relevant information, good research based information. The only thing really I would say is mostly the handouts. Now sometimes there was a website that had a list of games that were age appropriate. Now I don't remember the name of the site. But it was kind of a ... you know how they have sites for what movie to watch, why and why not? It was something similar to that that kinda give you a little bit of guidance but the only thing is those things change so quickly that I don't know if there's really a lot out there now. That was awhile back and there might not have been as many and at one time I had a list of websites for kids to go to for games, things like PBS, Nick Jr. Some of

the ones that I knew would be free and so we used to have a list that we would hand out sometimes to parents.

Interviewer: And the other handout you've mentioned before were, what, how were those compiled? Or what do they include?

Interviewee: Well we get certain handouts from our downtown office through EPS. They send us things. A lot of the handouts are from organizations like the zero to three. I don't remember all of the different names now of the ... but several local organizations or initiatives, they'll send us handouts that they've gotten through them. I should've looked for it so maybe I could give you a copy of some of the ones that we've used. Kristen would probably have that if you want the actual handout.

Interviewer: That'd be useful.

Interviewee: Yeah.

Interviewer: I can ask her for it.

Interviewee: Yeah see if they have anything that we've used for one, two, three, play.

Interviewer: So either resources that parents tell you they've consulted?

Interviewee: No, I wouldn't say. Not really.

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

Interviewee: Just mainly those three things and there may be something else that I haven't thought of but the online safety, screen time limits and content and how to find age appropriate good content, meaningful content for their kids. And whether that's in the form of possible program or handouts or I don't know, ways to model it. Ways to model it certainly would be good.

Interviewer: Did you receive training about anything related to families and electronic devices?

Interviewee: No. I would say the only thing ... sometimes it's brought up in meetings. When we've had meetings with all of our children's librarians sometimes the topic has come up and we've shared articles. Somebody comes across an article then a lot of times that's shared through email or a meeting they'll share literature about it, yeah, that's all.

Interviewer: Do you recall any training in your master's program related to this topic? Of course for you that's about 7 years ago.

Interviewee: 2011 so a little while ago but not too ... no, I don't think so. I don't think.

Interviewer: Media wasn't as prevalent other than television and then computers.

Interviewee: I mean I was thinking about our children's lit class or anytime or just, I don't think so. I don't think we covered it, yeah.

Interviewer: Was the training prompted by yourself or an institution? Do you research and find things yourself? I mean do you do any research on your own?

Interviewee: Like I said, I've read some articles. I've read a few articles but that's about it.

Interviewer: 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 definitely a need. I think if we have some resources gathered, I can definitely share that through programs or when I go to schools that might be a good opportunity to talk to parents. Sometimes I get invited to different parent nights or meetings. Those would be good times because like I said, the older kids, a lot of times here we don't necessarily get to see the parents a whole lot. So maybe going to schools would be a good time to share that information. Or if we had a specific program that was geared towards that, I think we would get some interest. Like I said, I would really like to do something on online safety and maybe those other two things, too. Screen time or content, yeah.

Interviewer: So you've mentioned before that for at least the one program you have collaborators in the community. Do you foresee that would be something you said you don't really have the expertise in internet safety?

Interviewee: Right, yes, definitely. Just like the program that we did on bullying, that was through family builders so an organization like that might have ... I think they do stranger danger, too. They do something on sexual abuse as well. An organization then has the resources to do it to come in would be great if there was an organization out there that has the expertise.

Interviewer: Have you partnered with say like the county extension people?

Interviewee: Yeah we do programs with extension ofice. We do, sometimes we do programs with OC County Health Department. 4-H.

Interviewer: Okay great. So one last question. Can you describe the demographics of your library community?

Interviewee: Yeah let's see. We have pretty large Hispanic community around here. We have a lot of diversity right here really. We get quite a few seniors as well as families and in terms of income, there's a pretty big range. I would say that we have more lower income families around here than higher but we're in a spot where we do get if you go that way just a little bit, there's a lot of higher income households. As far as ages, yeah I'd say there's a wide range of ages. Like I said, families and seniors around here.

Interviewer: Wonderful. That's very useful information. Is there anything else you'd like to comment on before we end our interview?

Interviewee: No.

Interviewer: Okay thank you so much for participating.

Interviewee: Yeah, thank you.