Parent 1:

(silence) You see?

Parent 1:

[inaudible 00:00:41] No, make sure ... I'm going to hide, ugly. Turn it off. How I know I'm in the right place?

Parent 1, Child 1:

I don't know. You're on call. I'm guessing ...

Parent 1:

I'm recording. [inaudible 00:00:57] Hello.

Parent 2:

Hello?

Parent 1:

Am I in the right meeting?

Parent 2:

This is for Child Mind Institute?

Parent 1:

Yes, but I can't see you.

Parent 2:

Wait, don't ...

Parent 2:

Hi. [crosstalk 00:01:12]

Parent 2:

How are you?

Parent 1:

Okay. Is it only me?

Parent 2:

I don't know. Are you a parent?

Parent 1:

Yes.

Parent 2:

I'm a parent, too.

Parent 1:

This is weird.

Parent 2:

I guess [crosstalk 00:01:36].

Parent 1:

Okay, so we'll wait. I'll put this here. Where can I put this?

Moderator 1:

Hi, Parent 1, Child 1 and Parent 2.

Parent 2:

Hi.

Moderator 1:

Thanks for joining. [crosstalk 00:02:12] We're going to wait for a few more people to join and hopefully get started in a few minutes.

Parent 2:

Okay.

Parent 1:

Okay.

Moderator 1:

In the meantime, if you have a paper and pencil nearby, it would be helpful for the beginning.

Parent 2:

Okay.

Parent 3:

Hi, this is Parent 3.

Moderator 1:

Hi. Parent 3 you said?

Parent 3:

Yes. Thank you.

Moderator 1:

Hi, welcome and we're back [crosstalk 00:02:41] the house. We're waiting for a couple more people to join but hopefully we'll start in a few minutes.

Parent 3:

All right, good. (silence)

Moderator 1:

Hey, [Administrator 00:04:10].

Administrator:

Hey.

Moderator 1:

I told everyone we're just going to wait another couple minutes to see who comes in.

Administrator:

Got it. For those of you guys who are in the Zoom now who didn't get the chance to complete the consent form, I just sent in the ... Sorry, my brain just went pfft. But I just sent the link to the consent form so that you're able to do it right now. (silence)

Moderator 1:

Administrator, what do you think, should we get started or wait another couple of minutes?

Administrator:

One, two, three, three, four, five. I can quickly reach out to the other parents and see what's going on. So maybe by like 3:36.

Moderator 1:

All right, great. I'll start just some introductions but Parent 2, Parent 1, Child 1. And sorry, your name is not there, you said Parent 3 or ...

Parent 3:

Parent 3. My name is not there, yeah, it's not there. [crosstalk 00:07:41]

Moderator 1:

So thank you guys so much for joining us today. This is really helpful for our research to just really understand a little bit deeper about how technology has impacted people during the pandemic. And it was really helpful that you filled out the crisis surveys, but this will hopefully give us a little bit more like additional information to understand. So how about we just start by introducing ourselves and maybe everyone can just say how old your kids are. So my name is Moderator 1, I'm a neuropsychologist with the Healthy Brain Network. So Parent 1, Child 1, do you want to introduce yourself?

Parent 1:

My name is Parent 1, and my daughter is 17, her name is Parent 1, Child 1.

Moderator 1:

Okay, so that's why it says Parent 1, Child 1. So hi, Parent 1. And your daughter is 17. Parent 2?

Parent 2:

My name is Parent 2, and my son is 10, the one that I'm speaking of today.

Moderator 1:

Okay. Great. And Parent 3?

Parent 3:

My son is 15.

Moderator 1:

15, okay, so we have some different ages which is good. So the first thing that [crosstalk 00:09:19]. I think Administrator is calling them now, but we can start with this in the meantime. So the first thing that would be helpful to do is let's take a couple of minutes and if you can just jot down a couple of positive ways that technology has impacted your child ... [crosstalk 00:09:40] your children over the course of the pandemic and then also a couple of negative ways that technology has your children over the course of the pandemic. (silence) Once you have a list jotted down, try to think which group has had the overall big impact on your child.

Parent 1:

Say that again? [crosstalk 00:11:17] You cut off, say it again.

Moderator 1:

Sorry, so once you have a couple jotted down in each category, try to think which category has had the biggest overall impact on your child. So has the positive impacts, is that the one that stands out more when you look at the overall effect or the negative impacts, has that been more prominent? Just circle one group? (silence) Okay, so now, if you could just by a show of hands tell me if you circled the negative group as having the bigger overall impact on your children. So Parent 2, you said the negative group?

Parent 1:

Negative group, right.

Moderator 1:

Parent 1, also the negative group. Okay, Parent 3, would you say the negative or the positive had the bigger ...

Parent 3:

Negative. [crosstalk 00:13:03]

Moderator 1:

Okay, all right, let's definitely discuss that. One thing I just like to emphasize before we get into this is that we've definitely seen that a lot of people have been reporting common experiences to us, but then you know a lot of people also have been reporting that their experience is unique in different ways, so please feel free to chime in. If you have something different than somebody is saying, that's really important for us to hear.

So the first topic I'd like to put out there is if you could share what your child ... So first I would like to talk a bit about the impacts that technology has had on your child's educational experience specifically. So thinking about how was technology used for your child's education before the [crosstalk 00:14:04] pandemic and did you consider it to be useful before the pandemic, was it a non factor, was it something you were concerned about. And then thinking about once the pandemic started, how was technology used for their education and what were the benefits, what were the concerns. So before we get to answering that question, I'd want to just welcome. So hi, I see that you just joined.

Parent 4:

Hi, how are you?

Moderator 1:

What's your name?

Parent 4:

Parent 4

Moderator 1:

Hi, Parent 4, welcome. I'm Moderator 1. I'm a neuropsychologist with the Healthy Brain Network. And so, so far, all we did was introductions and we are just putting out our first discussion question now. So the first question is just thinking about how was technology used for educational purposes for your kids before the pandemic, how did that change during the pandemic, and what were your concerns before and during, or what were the benefits before and during? So does anyone want to start us off? Parent 3?

Parent 3:

Yes. So for me, they were a very big distraction before the pandemic, and it's a far worse distraction now to the point that I feel, and I've shared this with other parents, that kids can easily switch from one screen to the other and they're easily distracted. And unless you're there behind them, they can be on Instagram and whatnot all day basically. And because they hear the teacher speak, they know when to switch back. So I think the distraction was always there but they were not distracted in class so to speak, unless they were allowed to use their phones, which they don't, unless they cheat but it's been not good. I think the distraction has been detrimental to their learning this whole year. So yes, it's a great resource, they can learn anything, they can find anything. But if they don't have the maturity to say no, I'm not going to be browsing the internet while I'm supposed to be in class, it's useless to have them ... Just not good.

Moderator 1:

It sounds like you had concerns before. Your concerns definitely became greater.

Parent 3:

Yeah.

Moderator 1:

You feel like they haven't been able to really harness it because it's just been a distraction.

Parent 3:

Very much.

Moderator 1:

Okay, can anyone else share what their experiences were with technology for education before and during? Parent 4, you want to share?

Parent 4:

So [inaudible 00:17:04].

Moderator 1:

Sorry, we actually can't hear you, Parent 4. Yeah. The audio is cutting out. You're not on mute but it's just breaking up. That's weird. Do you want to try shutting off your video and speaking? Sometimes that helps. Now you're on mute. Try saying something.

Parent 4:

Can you hear me now?

Moderator 1:

Yes, we can actually.

Parent 4:

Okay, great. So I have three children. Two go to charter schools and one is in Catholic high school. And I think a big part of how each of them have responded to the technology aspect has a lot to do with the structure of the school. So my son who's in Monsignor Farrell who, he is the one who completed the Healthy Brain Network assessment, his school makes you stay on video, in uniform, they take attendance every class, they continue to watch you and see what you're doing and comment the same way they would as if you were in school. So if you are dosing off, if you're not looking at the camera, if it looks like you're looking down in your lap, they'll say something to you to address it.

My other two who are in charter schools, you might as well teaching to a bowl of jello because they are 100% having conversations on every social media platform, playing Roblox, planning the rest of their day. So I agree but I do think so my experience has been a mixed one, but I think that there is way for technology to be helpful when you have to as long as you have ...

Moderator 1:

Parent 4, sorry, you cut out there again but it seems like you're saying that you had a similar experience but it really depends on the school, that it can be if there is proper structure with the school then you found that it could really be beneficial but there needs to be a proper structures in place.

Parent 4:

Correct.

Moderator 1:

[crosstalk 00:19:34] Thanks, Parent 4. Okay, Parent 2 or Parent 1?

Parent 2:

[crosstalk 00:19:43] Yeah, I have a 10-year-old who has an IEP and unfortunately, a lot of his needs aren't being met through the computer. They're trying but he has OT and he spends more time screaming and crying that he can't do it with her as opposed to actually getting the [inaudible 00:20:08] twice a week. They're now in person, five days a week so that is has been huge. They're more held accountable at school, they can't take their phone out. So at home, I mean, I'm working from home, I have three kids at home, screaming at them all day to get on their computer, make sure you're doing your work, it doesn't work. And the private schools are working way better than public schools, absolutely like 100%.

Moderator 1:

So you have friends that are in private schools who have said they are having better experiences?

Parent 2:

Yes, I have neighbors that are in private schools and I'm a DOE employee and it is horrible.

Moderator 1:

So you see it from the inside kind of also?

Parent 2:

Yeah.

Moderator 1:

So okay, what do you think is better in the private schools? Is it that they're getting ... [crosstalk 00:21:10]

Parent 2:

The fact that the kids are going to school, there is not really a lot of remote teaching, they're actually in-person teaching and they have separate remote teachers for the remote kids. So the in-person kids are actually learning. Like I said, my two boys now are in person. They are learning and the teachers are there which is good and they're really getting something out of it, but it's only been for maybe the last month. So one month doesn't make up for a whole [inaudible 00:21:42].

Moderator 1:

Right. So Parent 1, what were your experiences with using technology for education before the pandemic, how has that changed and what concerns [crosstalk 00:21:55] have you seen?

Parent 1:

We broke it down within the positive and negative aspect but my daughter also has an IEP and I find that I, myself am struggling because I'm working from home as well and my daughter has ADHD. It's impossible for me to sit here from 9:00 to 5:00 and look at this screen and I'm continuously getting up. So she sits there from 8:00 a.m. literally to extra, extra help to 5:00 or 6:00. I'm sorry but it's impossible to sit all day here just looking at a screen. And it's not the same interaction. And I think teachers don't have a lot of patience. They're overwhelmed as well. Like I said, I have to keep reinforcing, telling her continue, what are you doing? And it's just a lot of me as far as I'm also working as well and I have another one that's learning downstairs, so it's a struggle but it hasn't been the same. And she's struggling in one subject which she wasn't before so it's hard.

Moderator 1:

Which subject is that, that she's struggling in now?

Parent 1:

Biology.

Moderator 1:

Okay.

Parent 1:

She was doing well before and like I said, it's just constantly there's no way you can sit here from 8:00 a.m. because I can't [crosstalk 00:23:04] just looking at a screen. [crosstalk 00:23:08]

Moderator 1:

Are you noticing that it's more of a problem for your child with ADHD than the other kids?

Parent 1:

Yeah, most definitely because she's distracted a lot. Every 15 minutes, you have to keep, Parent 1, Child 1 continue, keep it moving, what are you doing? All day long. So with me, it's constant oversight. I feel like she's losing out because she's not getting the same interaction that she had when she was in school, she's not getting the services that [crosstalk 00:23:35].

Parent 2:

My son's IEP, he has ADHD as well and on his IEP, he's got constant prompts. I can't prompt him every 15 minutes when he's distracted, I have a job. This remote thing does not work.

Parent 1:

It's not working. [crosstalk 00:23:54]

Moderator 1:

Constant prompts are probably not something that they can do over the ...

Parent 1:

They're not reaching their full potential. And my daughter [crosstalk 00:24:05]. My daughter is very athletic, and not doing the sports is affecting her immensely.

Moderator 1:

Just the not having the extra curricular activities is [crosstalk 00:24:12]?

Parent 1:

Yeah.

Moderator 1:

Sorry, Parent 2, what were you saying?

Parent 2:

The sports coming back has been a tremendous help because I mean now at least my boys see that if they don't participate more at school and focus more, then the sports don't happen. I use it as leverage, thank, god. Because god knows we can't use the computer as leverage. They need it for work and then they go on side track and go on their stuff. Yeah, they can't prompt the kid on the Zoom meet or the Google Classroom because if they prompt him then they're calling out on the kid and then that's like now they're picking on them so that's a problem, too.

Moderator 1:

Right.

Parent 2:

It's a catch 22 for teachers right now. It's really ... [crosstalk 00:24:56]

Parent 1:

It's hard for them, too, so.

Moderator 1:

Yeah. So the next question is as we look towards hopefully complete return in person to in-person instruction, what parts of using technology for education would you like to see stay and what parts would you like to do away with?

Parent 1:

Every time my daughter has a term paper or something to do, I mean in my mind, it's like cheating just googling stuff. I like the way I went to school, I had to actually read a book, I actually had to do research. So I find that frustrating, I don't think that, that's really mentally helping her to get to the next level when it's just googling everything and then now, these kids know how to get to websites and get a term paper written for them. It's a lot of cheating going on. It's a lot of cheating, that's another one. But all these tests, there's a lot of room for kids. There is a lot of room [crosstalk 00:25:57].

Moderator 1:

So Parent 1, was that a concern that you had before the pandemic or is it something that?

Parent 1:

[crosstalk 00:26:03]

Moderator 1:

Okay.

Parent 1:

But now, like I said, now that she's home, she's doing shortcuts. And then I see her, ask her what's the meaning of a word, she'll google it really quickly on her phone, really quickly. It's like they're not getting the full aspect, they're just trying to get it over with.

Moderator 1:

Right, so you're noticing shortcuts.

Parent 1:

They have too much speed and too much flexibility. [crosstalk 00:26:25]

Parent 2:

I'm also finding that they know the computer better than we know the computer.

Parent 1:

Yes.

Parent 2:

We work with a program called i-Ready, and we were just informed, one of the kids showed us how he can go into the program and change his grades.

Moderator 1:

Wow.

Parent 2:

Yeah, fifth grade, go in and change his grades.

Moderator 1:

So it's hard to regulate something when they're one step ahead you then.

Parent 2:

Exactly.

Moderator 1:

So Parent 3, what were going to say, what would you hope to see stay or go?

Parent 3:

I would like to also see things go back to not before but to the way we used to do things. We used to pick up a book and a notebook. [crosstalk 00:27:12] We used to underline things and then jot down notes and read. And all this technology, all they need ... My son is all day, Alexa this, Alexa that. There you go. [crosstalk 00:27:31] Now Alexa's talking. Alexa stop.

Moderator 1:

That was great. Exhibit A.

Parent 3:

Yeah, so I want to see a notebook, I want to see [crosstalk 00:27:45], a book, a physical book, things like that, a map or something.

Moderator 1:

Back to the basics and you're noticing shortcuts also. Parent 4, from the technology that we've seen being used for education, are there any parts you'd like to see stay or any parts you'd like to see go?

Parent 4:

So I think that for as much as we're used to pen, paper, reading a book, having to really read and learn things and memorize things, I don't think that we're going to be, our world is going to require our children to ever go backwards. So one of the things one of the schools that my kids go to on day one, he shared with us that because the world is the way it is and technology is at our fingertips, they were not going to require that our children memorize anything that they could Google or look up quickly, that they were going to place the value on how do we get them to really understand what the meaning of those things are.

So you can Google that Christopher Columbus sailed in 1492 which we had to painstakingly remember. But now, they're going to have you really think about why did he do that, what was the significance of it. So I do feel that there's something to be said for the fact that they can navigate the internet the way that they do, it does put more onus on us as parents to really make sure that they're on the appropriate sites. But I'm okay with a lot of this technology a long as the teachers are eliciting from them an understanding of what it is that they're looking up and writing down and not just that they're doing it blindly.

Moderator 1:

Yeah, that's an interesting point, Parent 4. So it's kind of like what you were saying before that with the right structure, it can be harnessed and that you see it as kind of preparing them for the future and if the basics can be looked up easily then they can move on to some higher order thinking, so that's an interesting perspective.

Parent 3:

I wanted to add something. [crosstalk 00:30:14] I think my son has told me that certain websites are blocked from schools laptops and computers. So while they're there and they are supposed to be using the computer for schoolwork, they have that restriction that they can't go on Facebook or Instagram so something that here they can do, so they can't do that in school so there was certain some sort of restriction in school which I don't restrict the computer here.

Moderator 1:

Right, so that could be something that if the computer does have those restrictions on it and if there's a way where things can be blocked that [crosstalk 00:30:55].

Parent 2:

Yeah.

Moderator 1:

Okay, anyone have anything else to add to parts of technology you'd like to see stay or go?

Parent 1:

The thing is, as far as technology advancing, that's understood but in the real world, when you take an exam or you take any type of certifications, you can't Google at the test site so you didn't memorize anything, googling at that point is completely useless. So some things you have to absorb and some things you have to learn. When I'm in my job, my supervisor asks me for certain things, I can't just Google right there, I have to have the knowledge.

Moderator 1:

That's interesting, you need study skills also you're saying. That you need to be able to actually study and there are a lot of jobs that require you to have certain knowledge. Okay, so the next question I wanted to move on to is as we are returning more in person, what challenges do you anticipate for your children in transitioning back to school?

Parent 1:

Being behind. I feel like this whole year is a big blur.

Moderator 1:

So being behind academically?

Parent 1:

Academically, yeah.

Moderator 1:

Parent 3, you have a [crosstalk 00:32:13]?

Parent 3:

Yes, my son is starting 11th grade this year in September. This is the year when they start to discuss college, when they fill out their forms, and they visit colleges. I don't see him or us ready in any way to do this at all. I mean I'm not looking forward to September. I don't even think that they are prepared with the knowledge because they need to take their exams and all of that. It's going to be awful, I'm not very confident about what they have learned this year and last year.

Moderator 1:

Okay, you feel like they're a step behind.

Parent 3:

Not going to be prepared for college guaranteed.

Parent 1:

[crosstalk 00:33:01] They got to write essays, they got to be prepared.

Moderator 1:

Parent 2, yes?

Parent 2:

I know when my boys went back full time, I had trouble with my older one crying, can I stay home, I don't want to go back to school. So I mean, it was a lot but I wouldn't keep him home because I just knew it was just the fact that you've been home for so long and he just didn't want to go in.

Moderator 1:

How long would you say it took him to adjust to go back?

Parent 2:

Maybe the first two weeks, I was still getting please can I stay home, please don't make me go to school, nobody's there, there's only 10 of us. I don't care if you're the only one, you go and have a great day. See you later. [crosstalk 00:33:44]

Moderator 1:

There was ...

Parent 2:

There was a lot of resistance. I mean there was a little bit from the 10-year-old, but once he got to school, he was fine and he never, he once or twice, they're up early at 6:30 so it's an early day for them but once he got in, he was fine. The older one, just like it was easier to stay home and not do your work and you're being held accountable at school, whereas at home, I can only hold you accountable when the emails come in that you're missing all the work. Or that evening at 11:00 when I'm actually able to check it for you and scream like a maniac, you're missing all this work, you didn't do anything today. But you sat behind a computer and basically I guess you're on games or other things. I mean like I said, working parents really got hit hard with this.

Moderator 1:

Yeah. Parent 4, any challenges you anticipate as things started to go back?

Parent 4:

I think my son, interestingly enough, my younger two, I think they can't get to school fast enough and that will be in their best interest. My oldest, I think actually has done better, I mean partially because the school has done a really nice job of how they structured it. But I think the social aspect sort of distracted him a lot, and he felt different than everybody, and I think now having the opportunity to do this from home has made him less anxious about everything else and able to then focus more on the work. So I've seen him do better than he has in the past. Now, it could coincide with the fact that he also started taking Vyvanse but I do worry about how he'll feel. And we're moving, so now he's going to start a new school in a new city and be back in school full time.

Moderator 1:

Wow, so it seems like he was doing well without the social pressure and all the distractions that come with social drama, but he's going to be starting in a new school so that might be a challenge.

Parent 4:

Yeah.

Moderator 1:

Okay. So let's actually shift the conversation now away from the educational use of technology and talk a little bit about gaming and how just playing games online has impacted your children. So if you guys could share how did your child use gaming before the pandemic, was it something that you had concerns about, and how did that change over the course of the pandemic?

Parent 1:

I can relate because she's a girl. [crosstalk 00:36:38] She's looking at social media, taking cute pictures, how cute she is, that's all she does. [crosstalk 00:36:45]

Administrator:

Hi, so you can also talk about your child's social media use. That might be more so like a better focus just based on how you guys answered for the survey so [crosstalk 00:37:02]. No problem.

Moderator 1:

Now, I just saw that. I asked the wrong question.

Administrator:

It's okay. So Parent 1, I would definitely love to know about Parent 1, Child 1's social media use before the pandemic and then how has it been now and then everybody else. Even if it's not actual social media sites, if it's using PlayStation and communicating through that way because that's [inaudible 00:37:29] the best ways in which you guys can answer that.

Parent 1:

I would say during the pandemic, it started out as an outlet, an entertainment, a way to escape somewhat but now, it's just like a hardcore addiction. She does not let that phone go for one second, not even for the bathroom, I've never seen such dependence on that phone which I call the antichrist because I myself limit my time on the computer. I just find it horrible because now it's just more part of her life and it's too much and I can't stop it, she's older now.

But it's really bad because I think she's not even socializing. It's just constantly on the phone, but my daughter focuses on that a lot because of her other issues that she has with socializing so she does it more so on the phone. But I find it very negatively impacting her socialization skills, her academic skills, her verbal skills. Just not communicating because now they text and they're doing all the slang and they're not really communicating like they used to. So I just think it's been negatively impacting on her. And all the fights in our house is because of the iPhone. I hate it, I hate it and there's not much I can do about it because she's already older.

Moderator 1:

Right, so Parent 1, it's kind of like the amount of time that she's spending on it and then also it sounds like also some of the quality of her communication like just talking more in slang or ... [crosstalk 00:38:57]

Parent 1:

I can only text her, that's the only way. She's downstairs and we only text, that's the only way to communicate. It's no communication. But I consider it for her like her heart, this is like a liver to her. It's always attached to her. And I think it's a sad situation of what we're getting our kids into and I take responsibility, yes, I do, but because my daughter has special needs, she's sharing a pad as well, she wears a couple of implants so focusing, texting, that's how it started with the main communication because that's her whole context of communicating more so. But now, it's a sad world what we're going to with these [inaudible 00:39:36]. I'm sorry, it's just a sad reality and I hate it.

Moderator 1:

Yeah.

Parent 1:

I'm not even on social media. No one believes me. I am not. I just shop a little bit, I swear to you. I make sure I said no, it's a beautiful day, it's sunny outside, I think it's negative for me to be on the phone. It just makes no sense. All my friends do not want to talk to me because they do not believe I'm not on Facebook, I'm not on TikTok. I got to go to the park to walk my dog, get some air, go shopping. The phone, I hate it. It's bad.

Moderator 1:

So even in your generation, you see that it is point of contention but then I imagine even more so for your child's generation that it's like you said, it seems like it's an organ. Anyone else, tell us a little bit about social media use before [crosstalk 00:40:26] how that changed and any concerns.

Parent 3:

My son is a boy so there's definitely more gaming. Yes, there was a lot of gaming before the pandemic and there was a lot more to the point that we found him in bed in the middle of the night with a laptop or with a phone playing with friends. So we had to remove all devices for several months, they had to be removed. Only a little laptop for school use. The gaming, it's been a huge distraction and the source of a lot of conflict and had to be physically, literally removed. It was a huge distraction.

Moderator 1:

Yeah, and was that a challenge or a concern before the pandemic, the gaming or ...

Parent 3:

It was but it got worse because we would go to sleep and because he didn't have to wake up at 6:30 in the morning anymore. All he needed to do was wake up 10 minutes before school starts, so he could spend more time playing. And we weren't really noticing that this was happening, that he was awake in the middle of the night with friends playing. We didn't realize so before, he needed some rest, he would be sleepy from waking up at 6:30 in the morning. But during the pandemic, there was no waking up early. 8:00 is not early so he could spend all night at the computer, playing video games and then go to school. So it had to be removed for several months in order to help him sleep and focus and it was the source of a lot of conflict. But it was removed and now it's better because it had to be removed, it was the only way.

Moderator 1:

Okay, anyone else talking about social media use before the pandemic, any benefits or concerns you had before, any benefits or concerns now. Yeah, Parent 2?

Parent 2:

My 10 year old has acquired a new habit, he now knows how to bleep talk thanks to gaming. So if you watch the Disney XD channel, they have people gaming and they bleep out the curses and he literally speaks like that. We didn't realize what it was and then I realized he's mimicking all the shows that bleep the curses out, he mimics that. I guess it's an incredible talent but his phone and his gaming, it's like a drug, it's an addiction. When I take it away, he goes ballistic but ... [crosstalk 00:43:25]

Parent 1:

Ballistic. I know.

Parent 2:

I have taken the phone and flung it out the front door and told him, if he's got to get it repaired, he's got to have the money because I'm not paying for it. But if you're going to ignore me, I've lost it, it's a drug.

Parent 1:

[crosstalk 00:43:41] When I took the phone, mine ran away back to [inaudible 00:43:46], left the house with no [inaudible 00:43:47].

Moderator 1:

[crosstalk 00:43:47] So it sounds like it's been a really big point of frustration.

Parent 2:

And then in the same sense, I guess I'm guilty because they'll sit there and they'll annoy you and annoy you until you either buy them Vbox or you buy them this or you buy them that and just to shut them up because you just can't take it anymore. You're like here's $20, or here's my credit card, go put $20 on for Vbox, I just ... [crosstalk 00:44:13] It's terrible.

Moderator 1:

Parent 4, what has your children's experience been with social media before the pandemic, after, any benefits or concerns you got?

Parent 4:

So I would say that things are shifting now because more things are opening back up, so sports and dance and what have you are starting to open back up and I think we've all gotten to a place where we're allowing people, them to go outside and play with their friends. But to take a little bit of a different approach when we were early on in the pandemic and they could not safely go see their friends or be outside, even though I don't love the games and what have you, I did appreciate the fact that they were interacting with other children over the games. Because at least then as opposed to just sitting with the video game on the screen by themselves and looking at it all day, they were laughing and playing and yelling and getting excited because there really was no alternative at that point in time.

And since then as things have opened back up, we've gone back to having more conversations about when we have a choice, you always choose the in-person activity to get some fresh air. But the benefit to me during the huge crisis of the pandemic was that it did allow them to interact with other children and not just be completely bored and what have you all day. And [inaudible 00:45:58], I work in a hospital and my husband had left. He doesn't speak to my three children, so they have very long days home alone and that became a comfort to them in a lot of ways too to be able to interact with other children during the day.

Moderator 1:

Yeah, so it sounds like both that it gave them an activity when there weren't very many activities and also a way to feel connected and socialize at a time that they couldn't go ... Thanks, Parent 4. Okay, so now, this is the last question. So now that we're going back to more in-person activities, any thoughts or aspects of social media or gaming that you would like to see stay or any aspects that definitely should go? And I know people have shared this a little bit but any last thoughts?

Parent 1:

I'm in Jersey so we're still basically in lockdown because two kids had COVID and they locked down again, just when things started to open up. So we're still basically locked down on most activities, so I'm still on standby waiting for that. But we're going to parks, we're going outside, we're in the yard, we're doing other things trying to stay focused until sports and stuff open back up.

Moderator 1:

So building on other things while you can.

Parent 2:

You know, it's quite funny is that Jersey is still on lockdown for sports but a lot of our Staten Island sports are played in Jersey.

Parent 1:

[crosstalk 00:47:43]

Parent 2:

I can't figure that one.

Moderator 1:

Parent 3, what were you going to say?

Parent 3:

Yeah, I just wanted to say that I think all the technology is here to stay, it's not going to change, it may even get worse but at the end of the day as parents, we need to take control of these things and we need to continue being parents. It's our job and our responsibility so yes, all these distractions are going to be there, gaming, it's going to be there, social media, all of that and I don't expect the world to change for me. I've learned a lot now. I see how social media and technology can be really good and sometimes it can be really bad, too.

So no excuse for me to blame anything other than myself as a parent and how I need to dedicate time to make sure my son is doing his work and getting enough sleep and not playing and things like that. At the end of the day, I take full responsibility for how he's learning and if he's not, then I need to make some changes. I don't know, technology's great. I'm learning accounting right now in front of a screen every day. It's just great and we have so many good things. I can't have that taken away, so we need to regulate it for them and ourselves primarily.

Moderator 1:

Thank you for sharing that, Parent 3. So I think that's a good place to end. So Parent 5, I saw that you just joined. I'm sorry that we actually finished the conversation. [crosstalk 00:49:31]

Parent 5:

Yeah, it was just my information just actually let me log in.

Moderator 1:

I'm sorry. So maybe you and Administrator can touch base after and see if you can join another group or something. But [crosstalk 00:49:45] I want to thank you so much for sharing your perspectives and this is really important information, just everyone's insights. And it's really helpful to help us understand your experience so really thank you so much.

Parent 2:

Thank you.

Moderator 1:

So Administrator, do you want to just end us up?

Administrator:

Yeah, just to reiterate what Moderator 1 said, thank you guys so much just for all the information that you guys gave us today. It's very consistent with the information that we've seen from all the other groups. And we're just taking all this information to have this town hall meeting in either May or June which you guys will be invited to, of course. So yes, thank you guys so much for all the insight that you guys provided us with today.

In regards to compensation, after this is over, I'll be sending everyone's information to our administrator. So you should receive it no later than Wednesday. So I would say about Wednesday, if you don't receive compensation, please do not hesitate to either email me or to give me a call. You should expect to receive an email from Amazon that says Healthy Brain Network attached to it. It's a $50 Amazon gift card so just be on the lookout for that. So yeah, if you don't receive it by end of day on Wednesday, just please reach out to me and we will work on getting you guys your compensation.

Parent 2:

Thank you.

Moderator 1:

All right, thank you, everyone. Enjoy the rest of the afternoon.

Parent 4:

You, too. Thank you.

Parent 2:

Thank you, guys, for doing this.

Parent 1:

Thank you, bye. [crosstalk 00:51:23]

Parent 3:

Bye-bye.

Moderator 1:

Our pleasure.