

Me: Well, thank you for being willing to participate in [Dad2: You're welcome.] this interview. I'll be starting with some questions about children. Just share what you think. This is your opinion. You don't, it's not looking for a right or wrong answer, it's what you feel, what you believe.

Me: Okay. And I have 31 questions. [Dad2: Okay.] But I might, you know, if you say something about one, I might say, well, what about this? And ask a further question. [Dad2: Okay.] Okay.

So the first thing really open and broad, tell me what you think about children. Whatever you want to start off with.

Dad2: Well, I do like children. I've got five of my own. I have found that the older they get the more obnoxious and pain in the neck they can be. But I think the biggest thing I've found with them is each one is different. You can't treat them all equally. You can try, but, yeah. One responds to certain things and the other one won't. So it's, they're each individual, I guess is what I'm trying to say.

Me: Okay. Well I get that. Um so next is just complete the sentence. I'll say the first part and then you complete the sentence. Okay. Children are naturally..

Dad2: Curious, I think.

Me: Okay. You can add more if you want or if you're done, that's good. [Dad2: No, I think that's, yeah.] I guess asking on the curious part where, like, are there limits to that or age differences?

Dad2: This, my son's just walking in. [Me: I'm gonna pause it.] I think when, when they're younger, toddlers walking or, you know, going up, their curiosity is more maybe how, "why do you do this or how does this?" Or whatever. And then as they get older, the curiosity kind of goes into kind of a broader sense. How does the world work? Because all of a sudden they're, the world's not just inside

their house. It's expanded out to school, elementary, junior high, high school. And so each, each phase there's a, the curiosity gets bigger and bigger with that.

Me: So what do you expect from children at different ages?

Dad2: I, I think the biggest thing you expect is they should, they need to respect those around them and not just have it be about them. And I think what you try to do is let them understand, yes, it's okay to voice your opinion. It's okay to voice how you feel about something, but you've got to allow that other person to express their opinion as well. Whether you agree with it or not, you know, there's not always a right or wrong answer. You may like one team, they like another one. That's just how you... That's just what you like. And so you cannot be angry because you expressed your opinion and then they got, they didn't agree with it, so.

Me: Okay. So main expectation you would put on a child is respect, right? [Dad2: Yeah.] What about like, what do you expect when it comes to just the natural development of children and different stages, what do you expect?

Dad2: Um I guess a, the broad answer, maybe it would be perfection, but knowing that's not going to happen. You just want to expect them to do their best and there again, understand that their best may not be what you would expect them to do. [Me: Right.] You know, they may not be able to be mechanically inclined. But they may excel in something else, whether it be cooking or physical activities or intellectual, they can excel in something that is for them and just not expect them to do, to be a mini me to be, do exactly what you do and say and that.

Me: Okay. You mentioned expecting perfection in terms of let's say a little kid, like 4 or under, what would you be expecting there? I mean, perfection or what?

Dad2: No, I guess that maybe that's not the right term, but you expect them to maybe have a better understanding or... I'm not sure how to explain it. You can say kids are kids, let them play, let them whatever else. But you also have to set some expectations for them. Like you need to brush your teeth before bed. You need make your bed.

Me: I guess the way I'm trying to ask the expectation question is: when you give like expecting them to brush their teeth, would you expect that the little toddler is gonna do it as well as an older kid, for example? And what are the, the things you expect that you would see with those different stages?

Dad2: I think when they're like four or five and under, you may, you're going to probably figure there's going to be, just using the teeth, you know, brushing their teeth, probably going to have a mess in the sink when they're done. And you say, okay, then you kind of tell them, all right, we need to clean it up. And as they get older, it, I think that expectation is, you know, when you're 16 year olds brushing their teeth, there shouldn't be a mess left in the sink as opposed to a three or four year old. But just being able to the tasks that you assign them should be age appropriate. And there again, you're not going to ask your four year old to cook dinner. They may help, but, but maybe you expect your 16 year old to be able to have a meal prepared and it doesn't have to be fancy or anything, but okay you can make Mac and cheese or you can, you know, cook a hamburger or something like that.

Me: Okay. Okay. So this might sound a little redundant, but it's a little bit different question than the earlier one. What are your feelings about children?

Dad2: That's kind of, I guess it's sometimes it depends on the children. I mean, there again, I, I feel like I, I enjoy being around children. I teach once a week once a month, something like that, I'll teach four year olds and I enjoy it. [Me: Yeah.]

It's, it's a lot of fun because the answers they give are just not what you would, not with you I'd expect. And they're serious about it. [Me: Right.] Other, you know and I just think how I feel about them sometimes depends on the parents even, because sometimes you may not necessarily care for the parents and unfortunately that kind of dribbles down to the children or you really like the parents and find out their kid's not as, as likable, I don't know.

Me: Okay. What are the, what are some of the things that can affect how children think and behave?

Dad2: I think environment. . I think if they are in an environment where the thinking is not permitted in a sense, the, what mom says or what dad says is, is it, they don't have a, they don't expect the child or want the child to think for themselves. They're not going to learn how to think for themselves. It's always going to be, well, I don't have an opinion because I don't know how to form one. And what was the other part of that?

Me: So what are some of the things that can affect how children think and behave? [Dad2: Think and behave.] Like the manner of thinking, [Dad2: the manner of thinking.]

Dad2: I think sometimes even the discipline aspect goes into it. If you don't want to discipline your child, however you feel discipline should be they may not find that there's anything wrong. Whatever they do, they're gonna it's going to be OK. They go to someone else's house and knock a lamp over and break it and they don't care. Because they do that at their house and it's, you know, the next day there's a new lamp or whatever. They may find, okay, that behavior is acceptable where you try to teach them or continually work with them to say, okay, these behaviors are acceptable and these behaviors aren't. And, and I think environment does play a major, major factor in that.

Me: Okay. So my next question relates to that. How much of their behavior do you feel is inborn and how much comes from the environment around them?

Dad2: Well, that's, that's kind of a hard one because I, I've seen and heard studies say that, well, their dad or their mom's this way, so that's how they're going to be. Uh and.. I don't know, cause I do think some of it is, like I said before each child's different and you can maybe have two children from the same household, the same environment and one goes on to be a successful professional and other is in and out of, in and out of jail or in dead end jobs or whatever else. But I do think environment does play a major factor in it because if you're born in like middle class, then here's what you have to do. If you're born into poverty maybe you don't see any way to get out of poverty. So sometimes that that's more difficult.

Me: So would, which would you say is more significant to, to determining how the kind of behaviors they do? Is it more the environment, more themselves maybe about equal?

Dad2: I think it might be about equal.

Me: Next one: describe the idea child.

Dad2: Wow. Someone else's, no. No. I think the ideal child, It is one that has good curiosity, wants to learn. Wants to listens to other people and realizes through someone else's experiences maybe that's not the best way to go to do things, whether it's perhaps drug, alcohol abuse or whatever. Maybe they can see, "Hey, that's not what I need to be doing." Um but, you know, maybe, and I don't think they should just be a robot where it's this way and that's it. But be able to think for themselves and understand how things need to be and should be. And, and there again, gained from their own experience, but also learned from the experiences around them and stuff.

Me: Okay. Okay. So what sort of adult does this ideal child become?

Dad2: I think one that is productive in society is willing to help those around them, whether they know them or not, whether the same religious background or whatever else this person's in need. Let's help them and, and not just lock themselves away in their house all day. But just being able to contribute as, as best as they can. [Me: Yeah.] And, and that realizing that my contribution may not be as big as your contribution in certain things, but maybe mine in other areas might be, might be a little better or not better. But yeah, every, everything should work together.

Me: Okay. Okay. So another complete the sentence. Complete this sentence: to raise the ideal child, I would...

Dad2: I'm not sure. Raise the ideal child, I would

Me: I guess really, you know, how would you raise the child to be the ideal child?

Dad2: Then to be the ideal child? I mean, obviously starting from infancy, toddler what not just there again, teach them to be independent teach them how to respect others and realize that mistakes will be made and try to minimize the, how major the mistakes can be and stuff. And yeah,

Me: So when you say teach them these things, what does that look like?

Dad2: Um I think part of it is through your example. I think try to show them how to how to find good role models, whether it's, and it doesn't have to be celebrities or politicians or whatever else. It can be the neighbor down the street. It could be the crossing guard, the school teacher even a classmate, someone in their, in their social group that you can learn from them and have them be your hero, so to speak and stuff.

Me: Okay. So that was a question kind of going into the parenting aspect of children. So just again, what you think, what you believe. That's what I'm looking

for. [Dad2: Okay.] So as a parent, what is your goal? What are you trying to accomplish with your children?

Dad2: Get 'em out of the house as quick as possible. I'm kidding. I, I think there again to try to have them be a productive member of society. One of my children is in the Marine reserves right now. And you know, he's been able to, I've seen him grow more with that and hope that his, you know, his younger siblings and those around him look up to him. But I'm boy, I don't know. I think you just have to, you can't, you can't always be their friend. I think that's a big thing is they need to know when the parent says, no, that's not right, they can't just go do it. And if they do, there's consequences and, you know, for each, you know, action, there's a reaction whether good or bad. And hopefully they find the good positive reinforcement with it. And sometimes, and it's kind of like my dad and my grandfather would say, you know, sometimes you gotta get hit upside the head with a two by four to, to figure out what's going on. And that's not literally, but figuratively. And yeah, I think you just try to do your best as a parent and whatever that entails. And, well,

Me: I guess doing your best to achieve what end?

Dad2: To get to achieve what end. I think there again to make them a productive member of society and one that's gonna respect others. And I think one that's not going to just sit back and have their hand out continually. Sometimes sometimes you need it but not expect it all the time.

Me: Okay. Not as a way of life.

Dad2: Right. Yeah. Cause sometimes we all need a handout but instead of making it a handout, you, you tried to get a hand up and stuff.

Me: Okay. So what are some of the things that can help accomplish the goals that you just said?

Dad2: I think by establishing boundaries, I think by establishing, there again, the expectations as to

what needs to be, what needs to be done. Let them know that the sky can be the limit for them. That they're, they are capable of doing, you know, the best in whatever profession, whatever career choice they may have, they may want. And just continually to encourage them in a positive, to positively to seek those things. And I think there again, realize that each profession that's out there is important. Whether it's you can be a doctor, but if your office, if your examination rooms aren't clean, that's not going to be helpful. So you're relying on that person who comes in and cleans your offices to make sure they're disinfected properly to make sure with a, whether throughout the day, whether it's in the evening or the mornings or whatever else, that profession is very important. [Me: Yeah.] It may not pay as well or be as glamorous as a doctor, but it's definitely important with yeah, just try to achieve the best that you can and continue to give them a pat on the back or a kick in the pants when needed.

Me: Okay. Okay. So what role does example play in raising children?

Dad2: It plays a major role in it, whether good or bad. Let's say you have a a rule or whatever in your house that there's no eating in the living room. Well if you're eating in the living room and saying, well, I'm the adult, I can do this. [Me: Yeah.] What's that teaching your child? Well, dad can do it. Why can't I? And sometimes you have that, you know, as an adult, sometimes you can do things that your child can't, but [Me: true.] But when you set the example, when you have the rules, you need to follow them as well. And I'll, I'll give an example. Just in my personal life uh when my oldest kids were younger, we used to set aside a half hour an evening reading. TV was turned off, everything was turned off. And we read whether it was a magazine, whether it was a comic book or a novel, whatever, that's you read. One time I was like, well, I want to check the score of the game. And my, one of my children says, no, we can't do that. You have to wait. Okay. He, he set the example for me at that moment. Okay. You know, this

is the time we set aside, this is the expectation and that's what we did. And that, so I had to wait till later to find out who won the game. [Me: They would've had to do it too.] Exactly, I would have made them do it too.

Me: Well, that makes sense. Okay. So what are some sources of these examples, like behavior models that children follow?

Dad2: Uh I think unfortunately after they get to a certain age, it's not just in the, in the home. It's not just mom and dad. It's not even just the neighbors around you. It's the, the kids at school, the kids at playgroups, daycare church, just wherever else. Um and even off the TV and, [Me: yeah.] any more now, you know, watching YouTube videos or whatever else. Unfortunately those are major influences and examples. And sometimes you find the show where there's a smart mouth child on there. The kids think, well, that's funny. That's what they can do. And you have to try to explain to them and teach the that's make-believe. And you don't want to be that child that's continually being obnoxious, you know? And if so, here's the consequences. You don't have as many friends or maybe the right kind of friends and stuff. So.

Me: Okay. How should parents communicate with their children?

Dad2: I think the biggest thing is don't talk down to them. They do understand that they may not be on your level, especially when they're younger, but if you continually talk down to them, they're always gonna think that they're not as good as you and eventually they're going to be that adult and not real, not knowing how to be talked with. But at the same time, you're, you're not going to speak to your four year old, the same way you speak to your 16 year old. [Me: Right.] You know, you can have the different, different conversations, but I think keep it on their level but not speak down to them. And if they like, you know, Papa Pig or whatever is on TV now or

whatever that they hey, that's the greatest thing ever for them. Okay. Enjoy it with them. And then when your kids are 16 or 17, you might enjoy something else with them.

Me: Okay. So, okay. Are there any other aspects of how you would communicate with children?

Dad2: Um I think that it's more than just verbal. It's body language at times and, cause you're not always going to be in a place where you can actually speak [Me: true] speak to your child. You can, they can kind of tell by your body language that that's acceptable, that's not acceptable, that's whatever else. But um maybe even give them notes or, or texts. I mean anymore, I try to text my kids every day or every morning and whether it's have a good day, have a, you know, whatever...

Me: What would be the, like. The nature of the communications?

Dad2: Nature of the communication. Positive. Okay. I think you try to always be positive. And there again it's like I told one of my kids, you know, I am always gonna love you. I don't always I may not like the actions or the things that you're doing or have done, but that doesn't mean I don't love you. And sometimes what you do, I may be disappointed in. They actually told me, you know, sometimes that's the worst thing is to have a parent be disappointed in them. And I says, well yeah, that's why you try not to do that. But realize that the communication is open, you can always talk to me. [Me: Yeah.] And that, and it kind of also goes back to with, with the opinions or whatever, you know, I don't have to like what you've done, we can help you fix it or we can congratulate you or whatever else. But you know, but there again also teach them that they're going to have to accept that responsibility for what they've done, good or bad. And stuff.

Me: Okay. So do you have any thoughts on how parents could improve their communication with children?

Dad2: I think, even there again, put your, turn the electronics off. It's a um yeah, just sit down and talk to them. I think set aside the time to, you know, when you have, have a family meal, that's what you're doing is having a family meal and you know, share the stuff of the day, but try to talk to them throughout the day, in the car ride home and going for a walk, whatever else. And that with my youngest child, we walk to the store all the time and you know, we joke that we're going to be banned from the store because we play around when we're, I mean, we're not disruptive or anything, but we just go in and do our shopping and have fun. So.

Me: Okay. Cool. Sounds good. So when should a parent punish a child?

Dad2: I think it depends on the child. And it depends on what what's happened. Especially with younger children. I think it needs to happen right then. Whether, you know, however you want to discipline. I'm not gonna advocate any one way because each parent is different. Each child is different. I mean, with one of my kids, I just had to raise my voice and that was good enough. Another one, you had to actually spank him and another one that didn't even work because they would encourage you to do it more. But yeah, when they're, when they're younger, you need to, they need to know that that action wasn't, wasn't good what they did. So you discipline them. Sometimes you have to, as a parent, take a step back and let yourself calm down and cool down. So you're not saying or doing anything that you're going to regret or may lead to other problems and stuff, but, but let the child know, look, you're not off the hook. I just need to, you know, step back. But you know, within a good, you don't want to have them do something on Saturday and then you punish them the following Friday. You can't wait that long because you're going to forget what, they're, they're gonna forget, whatever. So. [Me: That makes sense.] Just right there.

Me: Okay. What kind of punishments are acceptable?  
This is your opinion.

Dad2: My opinion, I think there again, it depends on the child. It depends on their age.

Me: I mean like what limits would you not go beyond?

New Speaker: Um I think sometimes a swat on the bottom is, is just as effective. Or even just there again, sit them down and just say, look, dad's disappointed in what you did. And I don't think you need to continually beat your children or continually even just ignore them or that. I don't know. I mean, I think when they get older, sometimes the fact that you give them a curfew of a certain time, well, the door's locked and they have to knock on the door to get in and stuff. And that may be allows them, you know, wait a minute, I should have been home by this time. Yeah. Okay. And I'm not advocating throwing your children out of the house or locking them out all night, but [Me: just sending that message.] Sending that message that this is what, this is what is expected, but you also have to have the rules and that set down, in place, and you can't, as a parent, you can't continually change them to set your, to meet your needs. You have a big, you know, you have something planned, a vacation a trip to the amusement park, whatever set. You can't say, okay, well we've already had this plan, so we get to go and then we'll punish you after because that's still kind of the reward. But you know, maybe as a parent you have to bite the bullet yourself and say, you know what, we did have this planned. We can't do it now. And depending on the severity of what they've done, obviously, but just let them know that, you know, was going to go to the zoo today. Sorry, we're not going to, because you two wouldn't stop fighting or you wouldn't do this or that. [Me: Right.] I don't know.

Me: Okay. I know some of these, are a little challenging

Dad2: But I do think it all depends on, on that child. [Me: Yeah. That makes sense.] Cause like I said, each individual one is different. One, one may say, may, maybe they discipline themselves. You know what you were talking about going here. Sorry, I can't make it. Then you're kind of scared because you're wondering what they got planned now. I'm kidding.

Me: Well, so when should a parent reward a child?

Dad2: Um when they've done something good and there again I think the rewards are more when they're younger and you know, going from potty training to getting their homework done, maybe at that younger age they're rewarded immediately. You know, maybe you talk to your child and say, okay, here's what, what do you want to do this school year? And at the end of the school year, yeah, if you accomplish these things, then we can go do this or we can get this or whatever. Sometimes a quick reward is, is good. Other times it's that waiting to the, you may have to wait, you know, longer kind of like that one study about the marshmallows where if you don't eat it for what, five minutes, you get another one. [Me: Right.] Some want to eat the marshmallow immediately, others are willing to wait.

Me: Okay. So in what ways could a parent reward their child?

Dad2: I think there, again, depending on the age you might have monetary rewards maybe a candy bar, you know, a treat of some sort. Just depending, I guess on whatever. Whatever they've accomplished or that, but I think you also have to not have it be an expectation all the time, you know, or even depending on the child, one child may get straight A's all the time and you're not necessarily gonna reward them. The other child struggles to get Cs. Hey, they get straight Cs. You may reward them for that. I don't know.

Me: Okay. We're about two thirds of the way through. So how do setting boundaries and limits, how do they affect children?

Dad2: I think by, by setting boundaries there, again, when, when they're younger, if they know they can't leave the yard, I mean, that's the first boundary, you know? And then the limits. Yeah. You, you buy a package of cookies or whatever the limit is maybe you can only eat two or three. If you eat the whole package, obviously you're probably going to get sick. [Me: Right.] You know? But I think we do, all of us need boundaries. All of us need limits. I mean, I don't know if you followed it, but the, with the baseball the Houston Astros they won the world series a couple of years ago. Now it's kind of tainted because they stepped over the boundary and the limit by sign stealing what the pitcher's gonna throw or whatever. And they've said, yeah, these were the boundaries and we, we overstepped them, but some of them are saying, well, if we would have been told and we wouldn't have done it, you know, I, I don't know. I mean it's, you know, [Me: it's hard to say when we can't be in the middle of it to know what's going on for sure.] Right. So I think with your children or what, even as a parent, yeah, you do kind of need some boundaries and limits as to what you can or can't do, do that day. And you know, [Me: so what does it do for children if you set boundaries or limits?] I think it teaches them that, it's okay to do certain things and, and not to do certain things. You know, if the boundaries are no T V after, you know, you get an hour of TV this afternoon, once they continue to watch it, they're overstepping that limit or the boundary and you know, good or bad, you know, it's not good. You know, what programs you can watch, whatever. But I think you do learn from, from having some limits because this is as far as I can go and I know that and if I try to overstep it uh then what? I don't know.

Me: So what do you think with those boundaries and they've learned them as kids, then they go out into

the world. What happens with those boundaries? Like, like when they're out of your control?

Dad2: When they're out of..., Hopefully they have learned, whether it's through their own experience or watching others that you know, the boundaries of, okay, it's all right to have a couple of drinks, but you can't drive, you know if you drive, these are what can happen. And it's not, when, if they'll happen, it's when they'll happen. This is what's going to happen. And hopefully that boundary will step over. Now, I'm not advocating anything else, but that's just kind of an example of, you know, here's that boundary as to what you can, what you can do and, and you know, and, and I think it keeps you safe. I think it keeps you in a good spot where you know, the limits of how far out in the ocean can you swim. You know, obviously you're not going to swim from here to Hawaii or you know, from California to Hawaii. But maybe you can go out a hundred yards, I don't know. I mean, I've never done that, but you know, and there again, each person boundaries, each person limits are different. [Me: Right.] And so maybe you can swim to Hawaii from, from California. I can't. So, yeah.

Me: So what controls should children have in their own lives and does age matter?

Dad2: I think, I think they should be able to control different aspects. Like, I mean, when they're younger you can't always pick out their clothes for them. They need to learn how to, yeah. To pick out their clothes. I think that I had a conversation with someone that was upset because they'd pick out the clothes and the children wouldn't wear them, but their a sister-in-law, their kids wore the clothes she picked out for them all the time. I said, you know, I think with maybe it's a silly example, but that's one thing they can control. I want to wear this. [Me: Yeah.] I want to wear this shirt today and makes me feel good if I wear this shirt. And if mom or dad's continually picking it out, you know, maybe they won't learn how to control another aspect of

their life. But I think maybe what they eat for breakfast, you might be able to, you need to control that in a sense. Control where they, how far they can go down the street to play or at the park or whatever. How far away. And I think that even kind of goes into boundaries and limits as to [Me: True.] how far, how far can you go with that without getting, you know, perhaps getting lost or anything else with that.

Me: Okay. So how about age differences?

Dad2: Um I think as they get older and I think maturity level also plays a factor in it. You have some four year olds that are more mature than the seven or eight year olds, but you also have some four year olds who aren't, you know, are still a two year old. So yeah, their, their limits and their not limits, but their control I think kinda depends on on that. But I'm also a firm believer in there again, kids need to be kids. You can't just tell your eight year old, well you have to do this, you have to cook dinner or you have to scrub the floors. You know, maybe they might be able to, but yeah, cause I just kind of think a, the age, each age a little bit more and more control.

Me: So how would you decide what control to give the children?

Dad2: I think just kind of by watching them and learning, seeing what they're capable of doing. You know, there again, you know, you're one 16 year old, may be responsible enough to have a car and be able to drive to and from school. But then the 17 year old, if you give them the car, they may not make it to school. You know, they may be, you know, out doing something else. Uh so I think a lot of that just depends on, on the person, because I think with age it's a number, [Me: right.] that's there and you don't automatically, you're not automatically able to do something with, with that. So...

Me: Okay. How important is it to catch everything that a child does wrong?

Dad2: I don't think it's that important because they do need to make mistakes and learn how to be able to correct it. Yeah, and I, I, you know, depending on how severe the thing is, [Me: yeah.] You know, then yeah, you want to catch it. But I, I don't know. I'm still learning. I'm still, I'm still trying to figure that out. And I just think that if you catch every single thing wrong that they do, maybe they're not, and especially if you're correcting it or showing them how to correct it, they may not learn on their own how to correct how to correct something. I don't want them to, I wouldn't want them to hide all their mistakes from me. But, you know, [inaudible] maybe some might, you don't necessarily need to know, you know. [Me: Yeah.] Well maybe they skipped one class at school today. Do you need to know that? Maybe once, maybe not. But if it's a continual thing, then yes. And I guess maybe in a way, as long as it's not hurting anybody else. [Me: rIght.] Then, you know, [Me: makes sense.] I, I don't know.

Me: Nobody comes with a parenting manual, so, [Dad2: yeah, yeah.] We don't know everything, that's for sure. Okay. So complete this sentence. If a child gets away with doing something wrong.

Dad2: Um they'll may feel that it's okay and continue to do it. And I think that it goes back to do you want to know everything that they've done wrong? If it becomes a habit, then yeah, you may want to, but I guess the severity, of it as well.

Me: Okay. How do children learn to do the right things when no one's watching? Like what gets them to the point that they can be away and they're still doing the right things?

Dad2: I think that does come from parents teachers, leaders, uh knowing I think continually to reinforce it with them.

Me: Reinforce what

Dad2: You know, just do the reinforcing of, okay, you did this, you did this good, you did this right. Or, you know, maybe you heard about, you know, maybe everybody in the math class had the answers to the test and you found out your child didn't use those answers. He took the test on his own. You can, you can say, Hey, look, that's a great thing. Maybe you didn't get an A on the test, but you did it on your own or that and, and just teach them that, you know, that's, you know, you need to have principles with that you're not always going to be watched. You maybe will be with a group of people that don't care. And so what, but as long as you can, I guess, have that moral compass whether you've instilled it in them, or you just continually reinforced it. You know that, I think that'll be...

Me: The moral compass, how do you reinforce that? How do you build that?

Dad2: I think it just, that again goes from day to day experience, day to day learning. And, and I, I do think that that actually kind of more is an individual, an individual thing, because not everybody's gonna feel bad by doing something wrong because it, it is I think it is said out there that, well, everybody's doing it, so it's okay. Um it made me happy for that minute, so it's okay, rather than just because it feels good for that minute, it doesn't mean it's, it's gonna feel good tomorrow.

Me: Right. Okay. Oh, another complete sentence. Complete this sentence. A good parent.

Dad2: A good parent loves their children, no matter what, what they do, they'll support them. No matter what they do. Doesn't mean they have to agree with it. Doesn't mean they have to accept it necessarily, but they do know that that child is theirs and that they, you need to love them regardless. [Me: Okay.] But let them know that just because you love them doesn't mean you're going to accept everything that they necessarily did.

Me: Okay. How do, how do parents learn to be good parents?

Dad2: I think just over, over time.

Me: So all parents over time, learn to be good parents?

Dad2: Maybe not all parents, maybe not...

Me: What gets them there? How do some learn to be good parents?

Dad2: Uh boy I think experience, continual experiences. I think by learning from other people, but also by what works best for you may not work best for me or whatever. I think it's just I think you have some guidelines whether it's, whether it's through, whether it's through religion, whether it's through so-called experts in, in the field of human studies or whatever else. But I think it's also a lot of, it's just kind of natural in us to, to want to nurture, to want to--not everybody has that. And maybe you can learn to do that, but yeah. I don't know.

Me: Okay. Next one, another complete the sentence. Parenting classes are,

Dad2: I think parenting classes are good, but you also have to, there again, take into account that you're raising someone with a mind of their own. It's not like taking a driving class and knowing that if you turn the steering wheel, right, the car is going to go right. If you turn it left, it's going to go left, whatever else. You may turn right on the child, but they're wanting to go left.

Me: Yeah. Well, do you think there are some principles that might apply to almost every child?

Dad2: I think that there are. I think the biggest principle that you can learn, I think from a parenting class is to set boundaries, to set limits to positive reward, positive reinforcements, even

negative reinforcements. But there again also understanding that with each child you have to learn a different, you have to learn a different technique, [Me: right.] Because like I said, I have five children and each one I've had to have different techniques in certain things with them. Some things all were equal, other things were completely, yeah, completely opposite of the other one, almost. And yeah.

Me: So what parenting programs are offered in Tooele?

Dad2: Uh I honestly don't know. I think headstart has some programs that that they, they bring out. But I honestly don't know. So.

Me: Well, have you heard of Guiding Good Choices or the Love and Logic parenting series?

Dad2: I think I've heard of the Love and Logic, but I, I've heard of it, but I don't really understand what it is. I haven't really went into what.

Me: Well, both of those are offered in Tooele. [Dad2: Okay.] And I know that at least Guiding Good Choices for sure is offered over at a little building right at West Elementary. [Dad2: Okay.] It's called the Family and Community Resource Center. [Dad2: Okay.] And they have other things I guess they do there. I don't know everything there, but I know there's, there's stuff out there for parents. Okay. Got just two more questions. [Dad2: Okay.] If scientific research gave parenting information that was different from your parenting practices, would you considering, would you consider changing how you parent?

Dad2: Maybe a little bit. I guess it depends on how far off I was doing something, how bad my children were, were doing. [Me: Yeah.] But I'm kind of a firm believer in if it's don't, if it's not broke, don't, don't fix it. But there again, you can always learn, try to learn different than...

Me: What constitutes broke when it comes to parenting?

Dad2: Uh yeah. I don't know.

Me: That's, I mean, yeah. Okay, well, if there, if you could have any parent, new parenting information that you wanted, what would you want?

Dad2: I think how to have, how, how to have your children listen to you and do what you ask them to do all the time. I think that would be wonderful. But not have them talk back to you.

Me: Okay. I can't just hand you that information, but [Dad2: right.] but at some point maybe they'll come up something. Well, I think that's, I can't think of any other areas. I want to go deeper and ask more, so I think we're done with our interview. [Dad2: Okay.] Thank you for participating. [Dad2: You're welcome.].