

Interview #1 mom1, dad1

Me: okay so I'm going to ask some questions about children and just share what you think about 'em, don't worry about it if you think it's the right answer—there's no right answer, this is just your opinion, what you think.

Me: so first of all, just tell me what you think about children, whatever comes into your mind, what you wanna start off with.

Dad1: crazy

Mom1: they're a joy.

Me: okay, do you wanna elaborate more?

Dad1: Never a dull moment

Mom1: That's true

Me: I can understand that

Mom1: especially when there's two at a time

Me: Are they twins?

Mom1: yeah

Me: I thought they looked pretty close

Mom1: they don't really look anything alike but they're twins

Me: size-wise, they're kind of close

Dad1: Yeah

Mom1: Yep

Me: I have a sentence completion here. So complete this sentence: children are naturally ...

Mom1: disastrous, I guess

Me: It'd be nice to hear from each of you, whatever you think each of you

Dad1: I'm just thinking. Read it again?

Me: child or children are naturally blank

Dad1: Beautiful

Mom1: truthful

Dad1: You mean our kids? [best I could make this out]

Mom1: well it is a little different when they're lying about something they did.

I think truthful like they will just say things without thinking about it, you know, we'll think about it. They don't think about saying something to somebody about like...

Dad1: what's gonna happen afterwards

Mom1: oh, you know, you're... kids will just say it

Me: so no filter

Mom1: yeah

Me: okay any other things that you would say children are naturally

Mom1: I don't know

Dad1: That's all I got

Me: okay, that's fine. Okay, so what do you expect from children at different ages? Like at this age, these little toddlers, what kind of things would you expect there? If they're 10 what do you expect?

Mom1: different responsibility levels, different maturity levels. Like it would be okay for kids like this to do this, but if an eight-year-old is baning on a box, that's not age-appropriate, I don't know. Help me out here, I can't be the only one talking [speaking to Dad1]

Dad1: I'm waiting for you to stop, so I can talk. We're talking like toddlers, I think ... Can you repeat your question?

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

Dad1: toddlers, babies I don't expect much other than that to for them to repeat what they see, learn, and absorb. So we're talking toddlers should be a little more filtered, a little more trusting to do things, more reliable. Like we're, I'm trying to talk her into being trusting into her older kids into doing chores. When I was a kid I was vacuuming and doing chores before I was able to walk to the bus stop by myself. So trust comes with age. [Discussion about whether my recorder will pick up okay with the noise the two toddlers were making.]

Me: this might feel redundant that it's a little bit different question but what are your feelings about children?

Dad1: I love children. All these children are hers; none of them are actually blood mine.

Me: So you're the step-dad?

Dad1: These two are mine. I'm the step-dad to those two. But as these two grow older they will know that I'm not actually theirs but I will raise them and they will know me as dad.

Me: So are they blood or not?

Dad1: No

Mom1: No

Me: I thought you just said they were.

Dad1: They're not blood, but that doesn't mean they're not mine

Me: so you're the step-dad to all of them, I guess

Dad1: yeah

Mom1: yeah

Me: but they're all biologically yours?

Mom1: yeah

Me: okay, I just want to have a perspective on what type of parenting role you each have.

Dad1: I'm a disciplinarian kind of parenting I guess. She's lenient.

Mom1: I let them get away with a lot more.

Me: I have some questions further down that'll get into some of that a little.

So your feelings about children, did you have any more you wanted to say?

Dad1: No I'm good.

Me: What are some of the things that can affect how children think can behave? This is your opinion, what you think.

Dad1: Things they see that happened around them is a big factor.

Mom1: Yeah, I think that's the biggest thing. What's around them is how they're gonna act and behave.

Dad1: When a kid sees violence further on in life they might think that's fine.

[Discussion about toys present and past, prompted by the children pressing a button that started an audible alphabet sequence.]

at a that maintained I do a he is an all in kids everything face meat it was a day that all the ads may be a piece of wood or something to play with in old days I play a more I actually been playing with empty diaper boxes the last couple of days and that's been that amazing they like things that aren't intended as toys they like those sometimes more than the to so take

Me: How much of their behavior—children's behavior—is inborn and how much comes from the environment around them? What do you think?

Mom1: What do you mean by in-born?

Me: Part of them, it's just naturally part of them versus how much comes from what they experience outside of themselves.

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Mom1: I think the only thing that would really be a part of them if it's something behavioral-wise is like mentally something there would cause a behavioral thing, but other than that I think a lot of it they learn. But I don't really know.

Me: And this is just gauging your opinion, what you think, how do you view it? Is it one way or is it the other is it in the middle? And you feel it's mostly the outer things that affect them.

Mom1: Yeah.

Dad1: I feel the same. Back to the, like if they see violence now, further on in life they might think it's okay, that's a mental impact.

Me: Do you think there are any things that are just internal to them that affect their behavior or their way of thinking about things?

Dad1: Internally I'd say they got their own personality and that's nothing that something outside is gonna change. They're always gonna be their own ___ themselves. [Toddler] be nice!

Toddler: Tank you, tank you.

Me: It sounded like "thank you."

Mom1: It was the thank you.

Me: Next, I'm gonna ask you to good describe the ideal child.

Dad1: There's no such thing as an ideal child.

Mom1: Ah, yeah. [Agreeing with Dad1]

Me: Well, in your mind, what would be ideal in your mind for your children to be? Or to be like?

Mom1: Smart, healthy

Dad1: And happy

Mom1: And happy

Me: So that would be the ideal child.

Mom1: Yeah

Dad1: As long as they were smart, healthy, and happy

Mom1: I mean not, not really smart where they have to be genius or anything, just I don't know, your average smart.

Me: Typical, in other words? Typical intelligence?

Mom1: Yeah.

Mom1: There's got to be a normal smartness, right? An average I guess.

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Dad1: The normal people [laughs]

Me: There's, there's probably a middle range that most people fall into. Okay. And what sort of adult does this ideal child become?

Dad1: Just successful in the path they choose.

Me: Okay.

Mom1: Yeah, becoming successful, you know, at least, you know, getting on graduating high school.

Dad1: They have morals.

Mom1: And yeah they know, they, they're respectful and they are responsible and can, you know, put priorities in order and just be successful.

Me: Right, okay. So you guys just brought up a little bit of morals and all that, but you didn't include those as part of the ideal child. Is there...

Mom1: As a child I don't think you can have really morals. Maybe late into the teens and stuff but like one and a half year olds, I mean, don't really have...

Me: Well, one and a half year olds, but what about these guys down here?
[Referring to the two older children down the hall.]

Dad1: Do you learn to respect or do you just automatically know how to respect?

Mom1: You'd have to learn it.

Me: That's something you'd have to... I don't know what your thoughts are.

Dad1: That's what I mean by morals it's...

Mom1: knowing wrong from right.

Dad1: Yeah

Me: Uhuh, okay.

Mom1: So like a child's not necessarily always gonna know wrong from right, but by the time you're an adult hood you should know better, be able to, you know, determine right from wrong and stuff versus when you're child you don't know right from wrong. I mean sometimes they do but not all the time.

Me: Okay, okay and my next one is another complete sentence kind of thing. So to raise the ideal child I would...

Dad1: Make sure they got loving home, food in their belly, shoes on their feet.

Mom1: Make sure all their needs are met first and then make sure, make sure that they're not doing wrong things and if they do a wrong things then punish

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him in the right way given their age. I mean you're not going to punish a teenager the same way that you're gonna punish an eight year old.

Me: Right, that makes sense. Well that was the first question that kinda deals a little bit with the parenting aspect more. So we were talking more about children so we're looking now for the parenting concepts, what you think about it. So as a parent [pause for noise] as a parent what is your goal, what are you trying to accomplish with your children?

Mom1: Make sure that they're taken care of, that they're being raised properly, I don't know how to answer really.

Dad1: I just want to make sure that my kids are gonna go out into the world and know more than I knew when I left my parents' house. [Me: okay]

Because there's still stuff I don't know.

Me: Well, I think we're all learning.

Mom1: If they can come out better than me, then I know I did my job.

Me: Okay, that's a good goal.

Mom1: 'cause I didn't graduate high school or anything, so if they can graduate high school that's already a step better than what I did so...

Me: I can understand. That's cool. Okay, so these goals that we've just talked about for your kids what are some of the things that can help accomplish these goals? What do you think?

Dad1: They always have to know that they're loved—no matter what.

Mom1: Knowing that we're there for them. They have to have that structure and support for them to become good people.

Me: Okay, so what role does example play in all of this?

Mom1: They learn from watching so if they are given a good example

Dad1: Practice what you preach. [Laughs]

Mom1: if they didn't have the love and support and the family that they do and say they had bad parents or something that's gonna set a worse example for kids, showing them that there's no structure, there's no house, there's no foundation or nothing permanent, you know. I think that's something that's important too, is being able to keep things permanent not, like, moving around all the time and stuff like that too.

Me: Okay, cool. I hope you guys are okay with these questions. It digs in...

Mom1: Some of them, I'm just stumped and don't know how to answer it.

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Me: Next, what are some of the sources of examples or behavior models that children follow?

Mom1: I don't understand.

Me: So we've just talked about the importance of example, but what are some of the places that they see those examples? What are the sources of examples?

Mom1: Their parents, siblings, [Dad1: grandparents] their grandparents.

People that they see daily, their babysitter, the other kids too at daycare.

Me: What about you Dad1, any other sources of examples for kids, good or bad?

Dad1: I think since they pretty much absorb anything at a young age anybody or anything that comes in their life with a negative or positive impact they're gonna suck it in. You just hope it is most the time the positive more than the negative. okay do okay

Mom1: Like they learned to bite because other kids bite, so now we're dealing with two biters.

Me: These two? [Indicating the toddlers in the room. Dad1: Yeah.] Next question, how should parents communicate with their children?

Mom1: We talk in to them.

Me: Okay I guess maybe a better way to phrase it is: in what manner do we communicate with them? What kind of talking?

Dad1: Depends on the topic. If they're in trouble, my tone is not gonna be a low tone. I want them to know, if they did something bad, I want them to know it's gonna be bad.

Mom1: The tone changes and the kids can pick that up that, "oh crap, that's a bad tone, I'm in trouble." And their age too. My older kids, I have normal conversations with them like they were another adult, I mean kid-friendly conversations, but I conversate with them like I was talking to another adult. I don't talk to them with kiddy words or, or baby talk or anything like that.

Me: Okay, cool. Okay, this relates to the last one: how can parents improve communication with their children? This is just your opinion, whatever you think.

Mom1: I think a lot with the communication, it comes with them understanding too, I mean, you can't just be talking to a kid and then...

Dad1: You can't just tell them, you gotta make sure, like ask them afterwards,

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“do you understand what I'm saying?” “Do you have any questions?” Like what they did wrong. To do this next time, to make sure they understand completely of this situation.

Mom1: Like you tell your kid “you're grounded,” you know, or, “go to your room right now” and then you've gotta, you can't just send the kid to the room, you're gonna have to go talk to them and tell them like or talk to them and ask them what they did wrong or tell them what they did wrong or something so they understand what's going on. Not just, “I just got sent to my room and I don't know what's going on.”

Me: Yeah that makes sense. Next one: when should a parent punish a child? When they do something bad.

Me: Can you tell a little more what bad would be?

Mom1: Like with these two if they were to hit each other than that, we would put them in their crib or something for their punishment, where they're separated from each other. Or I tell my older kids not to do something, not to get candy, and then they go and sneak candy, they're gonna be punished for it and so usually taking something away, grounding them to the room, or grounding them from being able to go outside and play.

Me: Do you have any thoughts to add in there?

Dad1: Can you repeat that again?

Me: When should a parent punish a child?

Dad1: Whenever you have to tell them more than once. And I'm not talking about, like the age of nine, maybe eight and up, if you got to tell them more than once, then I think time out or an explanation. If you had to tell them more than twice, then spanking or sentences. My parents made me scrub the walls with a toothbrush.

Mom1: I think it depends on the situation too, what they did. It's, the punishment is gonna depend on the severity of what they did. Like, the punishment is not gonna be the same for everything.

Me: The law does that, the law is that way.

Dad1: Like, you're not gonna jaywalk and sentenced to life. [Laughs]

Mom1: The punishment is gonna depend on what they did. But doing something bad is doing something that they were already told not to do so they know they shouldn't do it or it's not necessarily something that they were

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told not to do 'cause there a few things that they know better, that they already know without being told "don't do that." Like you should know better that you don't just go hitting somebody or hurting somebody without having to be told not to do it.

Me: Okay, related to that one: what kind of punishments would be acceptable?

Dad1: Depends what they did.

Me: But as for parents in general, what kinds of punishments are acceptable?

What's the line where you wouldn't go past this point?

Dad1: I wouldn't leave a mark on one of my children. [Mom1: No.] I wouldn't use a belt.

Mom1: But like spanking with just your hand like a light spanking, nothing that leaves marks or anything that's the severe punishment, where if they did something really bad, but that's like catching them in the act, not waiting, you know, an hour and then spanking them, that's if you caught them in the act of doing something bad, their butts get spanked. But if you didn't catch in the act, then that's more of grounding, taking things away.

Me: Okay, do you have more?

Dad1: I'm different when it comes to punishment.

Me: Go ahead and say, I mean you don't have to have the same answers. This is what's in your mind not hers.

Dad1: When I was raised, my mom didn't do the punishing, my dad did. My dad worked nights, so if we did something, my mom would have to call my dad and we would talk to him on the phone. He'd say when I get home in the morning I'm gonna wake you up and I'm gonna punish you. I don't remember ever him waking me up. [Laughs] But he says he did punish us. I never use, like a belt should never be used on a child. A wooden spoon should never be used on a child.

Me: I got the wooden spoon when I was a kid.

Dad1: My aunt loved to use the wooden spoon.

Mom1: I like to use the wood and smack it across the wall and the table cause it scares the kids, but not spanking them with it. 'Cause a lot, 'cause I don't have that deep male voice, so I can yell at them but it really doesn't phase them. But he can yell at them the exact same words that I was saying and it didn't phase them, but when he yells then they're like, "oh crap, we're in

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trouble.” So my equivalent to that is I get to smack, I can smack the wall or the table or something with the wooden spoon and it makes this loud noise, but it doesn't hurt anybody 'cause then I can't yell and scare them.

Dad1: That's kind of a all ages. They do it and the older two do it: when I say not to do something and they don't listen to her. They'll laugh if she says no. If I say no, that's it.

Me: Well, I seem to remember at the beginning you guys said that you were the disciplinarian. So that could relate to it.

Mom1: Yeah, I think a lot of the times too that they don't take me as serious. And it probably does come from a little bit, I wouldn't really see it with them so much 'cause they're still so young but with my older to, they could be like, “I know mom's not gonna take us serious,” you know, “she's not going to punish us,” so they joke it off sometimes.

Dad1: Like, before I came around—her memory is bad—so, like, if she was punishing them, 20 minutes later she'll forget about it and they'll go out and play. As soon as I started coming around, if she punished them and 20 minutes later they go to play, I'm like, “where ya going? Deadbolt's locked, you're in the house for the night.” It's a, punishment has to be ... [Mom1: I think they take advantage of me sometimes.] The punishment has to if—I'm different than you. If I catch them in the act, the punishment's worse. If they come and tell me, like if they took something, the punishment is not gonna be as severe as if I find out.

Mom1: How does spanking in the act not a more severe punishment?

Dad1: You say—we'll talk about it later. [Both Mom1 and Dad1 laugh.]

Mom1: I mean, yes, I would still ground them on top of that. Like if it was something severe where they got spanked they can be grounded as well, not just that. But if it's something minor like a, especially if they bring it and they're like, “oh I did something bad” you're not gonna splat the huge punishment on them at that point.

Dad1: We're talking like they lost your Babe Ruth's baseball ____ and they bring it to you and they tell you, I'm not gonna punish them. If they run around, not telling me about it and hide it from me, punishment's greater. That's what I mean. But I mean, like, catch them in the act as in like they're taking money out of my wallet and I walk in the room, that's a—bam!

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Punishment, grounding, do the dishes for two months.

Me: I'm trying to get done by five—I still have a bunch more questions. When should a parent reward a child?

Dad1: I feel like when I don't have to ask them more than once. And if I do gotta ask them, it's back to the more than once.

Mom1: When they've done something good like they've got good grades in school, they did something without asking, without being told, potty training, you know you reward those. Some people reward for chores and stuff around the house. Every once in a while we'll give the kids opportunities to earn, like a dollar and stuff, you know. A dollar's a lot to a kid.

Me: Right, for a little kid. In what ways could a parent reward their child?

Mom1: Money, treats

Dad1: Games

Mom1: Games, toys

Dad1: T.V. time, movies

Mom1: They don't get movies on week nights because of school, but when they've been good and stuff, then we'll let them have a movie on a week night. So they see that as like a reward. Something small, I mean, you don't have to go out and do anything big.

Me: The next one is another complete the sentence. Parents' expectations of a child blank.

Mom1: I think the expectations for a child is different for every child. I mean, I don't know.

Dad1: Happy

Me: So parents' expectations of a child, continue the sentence.

Dad1: Me as a parent's expectations, as for my children, is to make sure they're always happy. If they're sad then something's not right and you need to figure out.

Me: Let's try to look at the sentence as what your expectations do to a child or for a child. Your expectations, what do they do? How does it affect the children?

Dad1: They learn.

Mom1: You expect them to learn and grow and become, like, smart and ...like, I don't know, it's hard to say.

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Me: I mean, how does it affect kids? If you have a certain expectation, how does it affect them?

Dad1: Like say, you expect her, well I expect her to play a sport. I raise her to every day to go outside, we play basketball, we run drills, it's gonna make it feel like that's all I want her to do. I don't want any of my kids to feel like that's my expectation. I don't want them to make me happy, I want them to be happy.

Mom1: I don't really have too many expectations for the kids. To me an expectation is thinking of where they're gonna go in life and what they're gonna turn out to be.

Me: When I say expectations, it could be just things you expect right here in the home too. Any expectations.

Mom1: I mean I expect them to be respectful and to listen to me and to eat their food that's given to them and not to, like, be the boss. Like, my daughter's got big boss attitude. She likes to think she's in control and I expect them to let me be boss and be in control, but...

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Dad1: It skipped generations started with you and it went to the oldest daughter it skipped [child] and went to [child] and then skipped [child]. [Child] is bossy and [child] is bossy.

Me: That must be fun. Okay, well let's the next question. What control should kid should children have in their own lives? How much does age matter?

Mom1: Their likes and dislikes. I think that's one big thing because nobody else can control what you like and what you dislike, that's all on them.

Dad1: Your belief.

Mom1: Yeah, that too.

Dad1: When you say belief, what do you mean?

Mom1: Like religion, religious in life, in work, abnormal things like you know, ghosts and you know, unicorns. Just random things. You know, things you know. If you want to believe in unicorns and they can believe in unicorns, you know, that's their decision. That's them as a person to make those decisions.

Dad1: Okay. So what about things that happen in the home? How much

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control should kids have? You know what they do in the home

Mom1: there, there's a lot of boundaries there inside the home cause a kid shouldn't have free will in the house just to do whatever they want. You know, just like them, they're contained that they don't have freewill throughout the house and the older two, they can't just randomly go in the fridge and pick out snacks. You know, they need to ask us first just to make sure that dinner is not being cooked and stuff because they like to do that. They like to try and get snacks in the middle of dinner, and so there's just certain boundaries. They can't just go and do anything. But I mean it's their house. They should be able to do what they want, be allowed and be obnoxious and especially if other people are coming into your home, their environment.

Me: What are your thoughts on that? I'll ask that again. So what control should children have in their own lives? Especially like in the house.

Dad1: Their comfortability. [Me: Okay.] Do you like feeling comfortable in your own house?

Me: I like feeling comfortable anywhere I go.

Dad1: but in your own house specifically it's like your domain it's the one place you should feel most comfortable.

Me: I agree. Do you have to leave at five or before five?

Mom1: At five. Yeah. Okay. You guys can finish. I just got to run them over to TTA down the street.

Me: Okay. Don't know if we'll get through all of them by them, but we'll get through most. Okay, so how important is it to catch everything that a child does wrong? Like everything they do wrong, how much do you have to catch of that? How important is that?

Dad1: I don't feel like you have to catch every time they do it wrong. I feel like if you at least get them like one time, either lying or doing something bad or good. Just one time would change what they do in the future because then they know whether it's good or bad, whether they should or shouldn't do it.

Me: So how important is it to catch everything wrong that a child does?

Mom1: To me, I don't think it's really that important. You don't want to focus on every bad thing they're doing wrong. It's better to focus on things you're doing right usually, but you don't want to ignore things they're doing wrong. You want to correct them.

Me: Hmm.

Mom1: But it also, I think it depends on exactly what it is. You know, if they're just, you know, lying about who drew on the wall, you know, every time they draw on the wall, you know, that's not something as bad as, you know, lying about hurting somebody or something I would share. I would say you would have to focus on that bad thing versus you don't really need to focus every time they color on the wall, you know, and lie about it.

Me: Okay. Trying to wait for him to come back. Okay. So this, this kind of relates to the last question. This is a complete the sentence. If a child gets away with doing something wrong blank.

Speaker 3:

Dad1: I feel like if a child gets away with doing something wrong, it goes back to my last question, my last answer. They're going to continue to do it wrong. And I feel like if you don't catch him the first time and the second time and the third time they do something wrong then they're going to continue to do it and think it's okay to do it. Whether you tell them it's not,

Mom1: I'd say that too, but they would just keep doing the bad thing. But it's not a matter of if you caught them or not. It's a matter of if you were able to help correct the issue. Cause you didn't point out that they lie every single time, it doesn't mean they're not that they're going to stop. They may continue to lie. So you need to catch them doing something bad. I don't know.

Me: I know parenting isn't an easy, straightforward thing.

Mom1: It's a wing it as you go kind of thing, usually.

Me: How do children learn to do the right things even when no one's watching, meaning like when they're away, when you're not watching, what is it that leads them to learn to do the right things even in those situations?

Mom1: As they get older, that's where morals come in, where they know right from wrong. But...

Dad1: I think that's more like when they're younger, the impact, like they see and then later on when like your parent's not around, maybe that them seeing that in a younger age, they know this is the right way to do it. So this is the way I should do it.

Me: So are you saying that it kind of happens naturally that they get to that point?

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Dad1: Yeah.

Me: Okay.

Mom1: As they get older, usual..., my dad's here, usually just kind of happens?

Dad1: I'll get to say hi to him.

Mom1: You wanna pause this for a second.

Me: Is he coming up to the door?

Dad1: Okay. We, we asked how important it is to the house to catch

everything wrong with the child. The duck does, but we'll go to the next one.

This is another, Oh, we did that one too. If a child gets away with doing something wrong. Yeah, we cut between catching them doing something good.

Well, it was probably that one that we just read. Oh, how do children learn to do the right things even when no one was watching? I was the one we just did.

Okay. Did. Did you guys say what you wanted to say on that one? Yeah. Okay. Okay.

Me: The next one is another complete sentence. A good parent. You get to continue to sentence.

Mom1: Oh, um, that doesn't lead you to a whole lot. A good parent blank.

Dad1: does what they think is right. I'm not going to leave my child to stray. A good parent will lead their children in the right path.

Me: So do you have any thoughts on what the right path is? Either what the right path is or how you get them there? How do you lead them there?

Dad1: Back to the by example. You gotta lead by example. They're not going to know just a cigarettes are bad. They're not going to know drinking's bad, they're not going to know all this stuff until somebody says, Hey, that's bad.

So I'm gonna raise 'em to know, "Hey, stop picking your nose--that's bad."

Mom1: I mean a good parent takes care of their kids' needs first over like their own and anybody else.

Me: Next question. How do parents learn to be good parents?

Dad1: Don't you know there's parenting seminars they make parents go to? That's how you learn. [Joking]

Me: They make parents go to them?

Dad1: Yeah. [Laughs]

Mom1: I don't think a good parent is going to come from seminars or classes.

It comes with patience and knowing how to basically put them before you.

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Me: But how does a parent learn that?

Speaker 3: Hello patients and knowing how to basically put them before you. I think it's kind of a [inaudible]

Mom1: As a mom, I think lot, I mean it doesn't always come natural, but there's that natural instinct there too, where it's like you just know.

Me: Okay.

Dad1: I've kind of taken a little bit of, like I said, I was raised two different ways. You know, my mom was nice and she waited for daddy to come home, so I've kind of just taken parts of each one of how my parents raised me, kind of just made it my own. Made it so,

Me: So when you made it your own, what did you add to it or take away or you know, it must've been some other place you got stuff from to change it.

Dad1: Oh yeah. I mean you got a, you see parenting anywhere nowadays. I mean, it could be on a billboard. You could see a mom telling a child something. It can be a commercial or just a ad on your phone and... I don't know where I'm going. [Laughs]

Me: They're kind of deep.

Dad1: I've taken my dad's, my dad's a tough lover and I'm a tough lover and I've taken his tough love but left the belt. Some of the disciplinary actions he had with us, but my mom, she loved us and was always there, but sometimes she wasn't there. So those are the things that I'm always going to make sure. Sometimes my parents thought, they maybe didn't think they needed to be there because it maybe wasn't that important, but to me it was. So I'll make sure that even though they, it's important to them, they are going to know it's going to be important to me no matter if it's just a book fare or...

Mom1: Your parents, your parents parenting you, not like you specifically, you know, but your parents parenting you I think is what kind of sets things up too for the future. When you become a parent, it shows you how to do things or how not to do things. Not necessarily the right way, you know? Like if you were abused as a kid, other times you're more likely to do something like that when you're a parent, but that's not doing the right thing. That's just what you've learned.

Me: If you learned those things from your parents, how do you decide which ones aren't good and you want to get rid of those? Which, how do you

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decide that? How do you come up with that?

Dad1: From different, you don't just see your parents growing up. I mean, I seen my friend's parents were, his dad was a drunk. He always beat him. So you also see that, you know, that's not, that's not all right to do to a child.

Me: So maybe some of what we feel as children growing up, if we feel bad about what was being done to us, we learn from that?

Mom1: Yeah, like how it felt, how it, like how it made you feel. Like if you got spanked as a child and you didn't like it you may grow up and be a parent and be like, I was spanked as a child. I hated it. I'm not doing it. That's wrong. Or it could be I was spanked as a child and that's what I show towards my child type thing. So it can go either way, but I don't really know other than you having that personal feeling, knowing what's right and what's wrong. And obviously most people I would think, you know, if they did, you know, the bad thing that they would know that's still not the right thing to do, but it's just what they want to do more so, rather than knowing it's right or wrong.

Me: Okay, cool. You guys mentioned similar things. My next one is actually a complete the sentence one. Parenting classes are ...

Dad1: Parenting classes are forced by the society we have today.

Mom1: I really don't think parenting classes will necessarily ...

Dad1: change anything.

Mom1: Change anything. A parenting class is more like somebody else telling you the right way and wrong way to parent. Usually if you're told right from wrong, just like the kid, you know, if you're telling them right from wrong, they're more likely to know what's right, what's wrong, but it doesn't mean that they're going to do the right thing or the wrong thing. Taking a parenting class doesn't mean that, "Oh, I took a parenting class, I'm going to be the best parent." It's still what you do. Even though you were told, Hey, this is the right way, this is the wrong way, this is not something you need to do.

Me: I guess another way to ask it, as far as parenting classes: Can a parenting class help a parent? Are there ways it could help?

Mom1: I really couldn't tell you, cause I've never actually been to a class. I think it would help, just the person has to be told, you know, the right and wrong. If they're willing to accept that and be like, okay, you know, then I can change. But if they're not willing to take in what they're learning and stuff,

then I don't think it would be helpful.

Me: Well, that makes sense. If, if you don't want to hear it, you're not going to listen to it. But yeah. Okay. Kind of want to ask him about what he said.

Oh, there he is. He's back.

Me: I wanted to go back to what you said. You said that parenting classes are forced on people by society. Tell me more about that.

Dad1: I'm anti government and to see like two people don't love each other and they go to get divorced and they got kids. The government's going to have you do parenting classes first.

Mom1: So like the court, like it's court appointed or like my older kids' dad, we had situations arise when we first split up and stuff, years ago, and the court was just like, okay, here take an eight hour parenting class and you'll be fine.

Me: So that kind of, that's where your perspective on parenting classes comes from? So what about voluntary parenting classes that parents say, Hey, there's a class on parenting.

Mom1: I think that's a little different. That goes on to where if they're willing to take in that information and change things they have to be willing. [Me: But is that of value? Could it be helpful?] Yeah, they have to be willing and acceptful to take in whatever information they're being given to utilize it. It's like feedback kind of thing to somebody on any given situation, you know, there's a word for it. Criticism, you know, like you're, if you criticize somebody or you're the one receiving the criticism, you know, whether it's more aimed in a good way or a bad way, it's like, "Hey, this is what you're doing wrong, but here's what you can do to fix it" type thing, you know, criticizing them and that way it's like the same thing with a class. Like here's, you know what you could be doing wrong. Here's what you could be doing right or what you should be doing. And they just have to accept it.

Me: Right, right, right.

Mom1: They're just like, I'm only here because the court's making me be here.

Me: I guess the question with that is how often do parents go to parenting classes just because of court orders.

Mom1: I've only ever really known of people going to them because it's court ordered. [Me: Really?] [Dad1: Yeah.] I've never known anyone willingly just,

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"Oh Hey, let me just go take this class." It's always been court-appointed through divorces and custody cases and stuff like that.

Me: So do you know what, do you guys know what parenting classes are offered here in Tooele?

Dad1: Don't they have classes in the Tooele County health, down there by the high school, ain't it? That could have been years ago.

Dad1: They might've done them in different places. There's... were you going to say something?

Mom1: There was a name of one, I just can't remember the name of it now off the top of my head. But it's one like you could just, if you wanted information on a parenting class I know you can just go to the court office that they've got um, like listed on a paper. So ...

Me: So have you guys heard of Guiding Good Choices, a parenting program that they have in Tooele or the Love and Logic parenting series?

Mom1: The love and the logic is the one that I was just thinking about. [Me: Is that one court-ordered?] That one was the one that my kids' dad was court ordered on, just here just take this eight hour class course and then you can gain your parent time back. He went from having a supervised visitations two hours a week to, he only had to take this eight hour class to gain his parent time back.

Me: Hmm. Well the guiding good choices, you've never heard of that one? [Mom1: No.] That one actually is a five week thing. So you go there five different weeks for it. But they actually offer both those in Tooele at different times. I think right now currently they're both in a building, it's called the community resource center over by West elementary and they actually have scheduled parenting classes. I'm not sure how often and all that, but I mean they're there for people to use. They're not just forced.

Mom1: Isn't that where the old like VocRehab used to be or something, in the community resource building?

Dad1: That, I don't know. VocRehab I thought it was on main street. West elementary is over by Tooele Junior High, kinda in that area.

Speaker 6: I'm thinking of like, it's in my mind, I just can't envision it. But it was a smaller building, but it's not on main street

Me: For VocRehab? Well, it could have been a different timeframe, but I

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remember a time and it was [Mom1: This was years ago.] For me, it's been years ago too. It was over on main street at the time.

Dad1: I've been here longer than you guys, so my years go way back. Just kidding.

Me: You probably were here when Tooele wasn't a big place.

Dad1: I was here when there was only two lights in Tooele. [Me: Oh my goodness.] There wasn't a light in Stansbury and [Me: now there's two or three...] I vaguely remember the light that's at Flying J. So I mean the light that's there now wasn't there but it could have been like one of those red light ones like out here in town. But yeah, there was only two lights here and no lights in Grantsville.

Dad1: I came in 2005. Most, all the lights were there, pretty much. Let's see, where am I at? Okay. The next thing--I only have two more.

Mom1: I was just seeing what time it was and her crying and for her nap, debating if we should let 'em sleep cause they'll be going to bed in an hour and 45 minutes.

Dad1: I just put her in there so he could hear us over them.

Me: Thank you. Sorry for the kids, but thank you for thinking of that. Um, if scientific research gave parenting information that was different from how you do your parenting, would you consider changing how you do your parenting?

Dad1: It depends on, like are we talking like different topics?

Me: Like scientific research that actually says...

Mom1: Says like, hey, here's spanking your kids doesn't work or spanking your kids does work.

Dad1: Right. [Dad1: No.] So if multiple research studies came to the conclusion that this thing is this way, but you're doing something totally different than what they're saying, would you consider using that information?

Mom1: I think it would depend on exactly what it was. Like maybe not follow it, you know, like a recipe, you know, where you follow everything. Like if science told me like, Hey, spanking your kids is gonna work, you know, it's be like, okay, you know, I'm not going to steer away from spanking or sticking them in the corner, you know, works for punishment. Then you're more likely going to do something that science or, or studies or anything that is gonna

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prove. Doesn't mean you're going to do it, but I think you're going to be more likely to do something when there's studies and science and stuff to prove it.

Me: People in general, but more specifically you, how do you feel about it?

Dad1: I think the spanking thing's been proven otherwise. [Mom1: I couldn't think of another example. It's just the first thing that comes to my mind.]

Spanking's the biggest like conspiracy. [Mom1: I know.] My parents spanked me. I turned out all right. My aunt didn't spank her kid and I feel like I need to spank him. So there's, I feel like people that didn't spank their kids, that's where millennials came from. [Me: Okay.] But it depends on the topic really. I believe in, like the topic spanking. If things came out saying, don't spank your kids, I'm still gonna spank my kids, because that's what made me, me.

Mom1: If science told me that, you know, yelling at your kids doesn't help anything. I still wouldn't stop yelling at them. I'd still yell, you know.

Me: What if they told, what if science showed that yelling actually had detrimental effects? Would you consider that or just not care?

Dad1: I think yelling is more natural instinct kind of thing. [Me: Well, it's kind of instinctive, that's true.] When you get irritated, your voice just naturally starts peaking. It's up there, so I don't like ...

Mom1: But if they were like, Hey, if you yell at your kids, they're going to turn out bad, you know, type thing, you know, going off like detrimental or whatever, then I still wouldn't be like, okay, well I, I personally would still probably yell. So it just goes off like what, what it was.

Me: [Me: Yeah. Well, makes sense.]

Dad1: You can't like definitely cross something out. If it's not something you're 100% on, if I'm not 100% on something that a scientist, a whole bunch of scientists came out and said something and I didn't agree with it 100% that I'd still, I wouldn't change my per sec, what I do, I'd just take some of these great ingredients out of this and add it to this.

Me: So you would actually consider what they're saying and maybe make some use of some of it somehow. [Dad1: Yeah.] Okay. [Dad1: Not all information is useless or not useful.]

Mom1: I'd be more likely to do something if there was that scientific proof or whatever. I don't think I would just be like, okay, just because they say that science says this works or science says, this doesn't work, it doesn't mean I'm

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automatically just going to abide by that. If that was the case, I mean there would be a book that people would go off of of how to ... [Dad1: It's called Google.] be a parent. [Me: Google how to be a parent.] [Dad1: I got this [?] Alexa. Laughs.]

Me: Okay, well, my last one: If you could have it, what new parenting information would you want?

Mom1:I don't really understand like, what kind of information?

Dad1: Like a how-to book?

Me: You're parents. Are there things you wish you knew about parenting that if it was out there you could have it, you'd want it.

Mom1:How to put up with teenagers when they become teenagers.

Dad1: To always ensure my children are going to be safe,

Me: So, how to do that, you'd want to know... [Dad: Yeah.] If they had that. Okay. Cool. Is there anything else you want to say about any of this?

Dad1: Her dad coming here gave me a whole lot of different answers to the questions you already asked, but I can't answer them again, cause you wouldn't like my answers.

Me: Well, I'd like to hear them, actually What, what do you mean? What all, what happened?

Dad1: When it comes to grandparents and parenting, it's hard to parent because grandparents think it's a second chance. [Mom1: Some grandparents.]

Dad1: It's like co-parenting with the second set of parents.

Me: So are you talking about a grandparent kind of imposing on your Parenthood? Is that sort of what you're talking about?

Dad1: I feel like some grandparents overstep what they, what a grandparent is and that's why I believe in like the grandparent law in Utah where a grandparent can't adopt or come after

Mom1:Grandparents have their own kind of rights, where parents have their own kind of rights, you know. A grandparent can't come in and say...

Dad1: Say she gave up a child for adoption, a grandparent can't come in and take that child just cause it's blood.

Me: In other words, they don't have an automatic right to take the child.

They, they could still adopt. Right. Just, they compete with every other parent that's out there trying to adopt. [Dad1: You're just another...] Just another

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parent, not grandparent. Okay. I see that.

Dad1: But when it comes to in the house, there's... Grandparents think they're parents and then you got the parents thinking and knowing they're the parents.

[Dad1: Right.] So parenting, it's the, aaaa! I can't...

Me: So maybe there's a place for, as far as parents learning things as parents, learning how to let go of parenting when they become grandparents.

[Dad1: Yeah.].

Mom1: When they become grandparents, they need to let their parents be the parents to the kids and then be grandparents to the kids. They're no longer parents. [Me: Right.] Cause some don't know those boundaries, like ...

Dad1: I feel like if a kid has, like if parents are divorced, that's hard enough on kids. [Me: Yeah.] Because you already got, if one parent has another person in their life and the other one doesn't and that's got three people and then the other one gets one, then you add the grandparents into it. So then you got this kid's mind going everywhere with what's right, what's wrong, what's okay, what's funny and what's not to do. So I feel like grandparents have a big role in the parenting as well. That's all I got.

Me: Well, thank you. I think, guess I'm done. Got to the last question. Thank you for participating.