

open-ended interview questions

*HV1: Perfect. Great. Well thank you so much. That's going to be great to give us a good idea of what Child D likes and how often she reads. So now I'm going to ask you just some more open-ended questions so we can get an idea of what Child D's daily routine and schedule looks like and where she gets her books. So the first question is we're just kind of interested in what a typical day would look like for Child D, starting from when she wakes up in the morning to bedtime.

*PAR: Typically Child D wakes up around 6:45 in the morning, bath, breakfast, she gets dropped off before school here.

*HV1: What time does she go to before-school care?

*PAR: Between 7:45 and 8:00.

*HV1: Then she's at school -- what time does she usually get out of school?

*PAR: Okay so when she gets the before-school care she's in before-school care 'til about -- school doesn't officially start 'til 9 o'clock. She gets out of school and on the bus at 3:30, then she rides the bus home in the afternoon, she gets home about 4:10, 4:15. From 4:15 to I guess 5:00 she's looking for a snack, trying to convince her brother to lay down and take a nap.

*HV1: Does that happen successfully?

*PAR: Sometimes. I arrive home about 6:30, 7:00 and normally would try to have a meeting, go over what she's read with her brother; if not then she reads with me. _____ bed by 9:00 -- well dinner. After we read we're preparing dinner, having dinner, she's in bed by 9:00.

*HV1: Perfect.

*PAR: Most of the time we shoot for 9:00, 9:15. It just depends on the shower's tied up, _____ started, you know. We all had siblings to it can be a rivalry type of thing.

*HV1: Yes. I am -- the bedtime schedule with one is already challenging enough; I can't imagine three, throwing three in the mix. Perfect. So we're interested in learning some more about Child D's books and reading interests. So (Home Visitor) just had Child D show some of the books that she has and that she likes. Where would you say Child D gets most of her books from? Would you say the library, public school library or the local library? Did you buy them for her, someone else give them to her?

*PAR: A mix of every -- I mean she probably reads about three books a month, probably _____ favorite book, like I said, she checks out books at the library and then she gets books from school.

*HV1: So from school dose someone give her the books from school or does she check them out at the school library typically?

*PAR: Both.

*HV1: So what are some things that you do to help your child become a good reader?

*PAR: Slow her down. Slowing them down, taking out distractions, so it definitely has to be not a lot going on around her for her to read. And just letting her know, reassuring her that learning larger words, it'll come to you. You have to keep trying it and not give up.

[Off mic conversation]

*HV1: So when Child D has a hard time with a book is there anything that you to help her?

*PAR: I think she gets frustrated, and even as adults we can be hard on ourselves and children kind of fall in synch with that, just letting her know that it is okay and pronounce it out, help with pronunciations and work together to learn the word.

*HV1: I just have a couple more.

[Off mic conversation]

*HV1: Now where is your son? What high school does he go to?

*PAR: (School). It's (School 1) and then it's just (School 2).

*HV1: So it's like (School 3) because I notice (School 3) has the new tech and then the (School 3). Nice. So we just have two more questions: what are some of the questions you ask when you and Child D are reading to talk about the books that she's read?

*PAR: The main character, what happened in the story and how she come up with that conclusion. I think kids tend to lock on their favorite character in the book versus the main idea of the book -- or Child D does anyway.

*HV1: And last question: what if anything do you do to motivate Child D to read or [crosstalk]?

*PAR: I take the disk card out of the DVR. And if I was smart I would _____ and turn her into a little video junkie but I didn't. But like I said, no TV I think is a big asset. Making the environment readable whether she _____ a while or read a book. She gets a book and read a book. I tell her you go through so much at school then we go through so much at work we need some quiet time. We do. I don't want to hear a radio, I don't want to hear you popping gum, I don't want to hear you arguing, just creating environment. I got one who blasts music in his ear, he's on the honor roll and I'm like, "You know what? _____ I don't know what's going on." And I'm like, "I can hear that. I can't concentrate because I'm focusing on like -- turn it off. I don't want to hear that type of thing." But he gets it done. I want to think that that's their motivation: because there's nothing else really to do. All the games things are dead and the computer's broken it's not too much they can get into but to read.

*HV1: Well thank you so much for taking the time to share these. This is going to give us some really good information. Hopefully help teachers know what parents are already doing really well and how they can build on that in their classrooms. Thank you again.

excerpts from other aspects of home visit

*HV1: How often do you talk with Child D about reading? Would you say never, hardly ever, once or twice a month, once or twice a week or almost every day?

*PAR: I stress to her that it's important to read because one, she likes to spend too much money so she needs to know what _____ looks like and how much it's worth and reading is important because sometimes you can't afford cable of have this type of paying job. I feel like it's very important _____ her that she can understand it for herself.

