

01-ASW

open-ended interview

*HV1: Okay. So first question, we're interested in knowing the kinds of things that you and Child R do in a typical day. So if you were to think about what a day looks for her from the time she gets up to the time she goes to bed, can you kind of walk me through that?

*PAR: Is it for school or just any other time?

*HV1: We could start with a school day.

*PAR: Okay. The typical school day she gets up about 6:00 to get dressed, usually have breakfast about 7:00, 7:30, out the door 8:30. When she comes home – when I pick them up at 3:30, when she comes home we do homework for about an hour and half, and then she's left with her dad or her older sister, and she's normally either reading or playing games on – educational games on the computer, 'cause I'm usually gone to work by 6:00. So that's our typical school weekday.

*HV1: Okay. And then what happens after reading or computer? I know you're not here, but –

*PAR: She is normally in the bed by 8:30, 9:00, so.

*HV1: Okay, okay. And then – I'm sorry, I interrupted you.

*PAR: Oh, no, that's okay.

*HV1: You were talking about another –

*PAR: Oh, oh. And then normally on the weekends she's usually – weekends are usually activities with us. We might go out shopping or just go out to the park, or maybe go catch a movie or something like that.

*HV1: Okay, great. Thank you. And we're interested in learning more about her books and her reading interests, and she'll be showing (Home Visitor) her books in a few minutes. But our question for you, where did you get most of her books from?

*PAR: She recently got some books from the school library. So she normally gets them from the school library, or we'll go to the County Library and pick out books.

*HV1: Okay, great.

*PAR: So the majority of the time it's the Lincoln – the public library.

*HV1: I love to hear that you actually utilize that. So many people don't, and it's such a cool – I mean, it's an awesome resource.

*PAR: It is.

*HV1: Do you go to the downtown location?

*PAR: The one right here in 98, the _____ location.

*HV1: There – I didn't know there was – hmm, that's nice. And what are some things that you do to help Child R become a good reader?

*PAR: Read with her as she's reading, and if she needs help with words then I'll let her try to pronounce them before I go ahead – instead of just giving her the word I make her try to pronounce it to me, and then if not then I'll assist her in sounding it out.

*HV1: Okay, great. Okay. And what if anything do you do when you see that she's having a hard time with a book?

*PAR: If she's having a hard time with a book we normally – I'll let her walk away for maybe about a minute or so and come back, and then if she's still having trouble we might move on to another book and just come back to that book another day.

*HV1: Okay. And five, what are some questions that you ask her when you talk about books that she's read?

*PAR: I ask her about the main character, what happened in the book, what does she think the main idea of the book was, and why does she think the character did what they did or didn't do depending on what type of book it is.

*HV1: Okay, great. And number six, what if anything do you do to motivate her to read?

*PAR: To motivate her to read? (Laughter) I let her know that if – you know, you have to keep up with reading because that's all you're gonna test on. In school the majority of schoolwork is reading, so if you don't improve your reading then you're gonna have a hard time in class, and I'm not there to help you so you've got to keep going with it.

*HV1: Okay, great. And are there other people in the home that help her with reading?

*PAR: Her dad and her older sister.

*HV1: Okay. And do you know specifically what they do to help?

*PAR: No, I don't.

*HV1: Okay. I know it's kind of a hard question. Okay. Eight, how do you know if your child has done a good job of reading a book?

*PAR: If she has done a good job of reading the book – based off the answers that she gives. If all the answers are correct and we don't have to go back and look for the answer, then I know that she understood what she was reading and remembering it and taking it in.

*HV1: And are these answers to your question or to like school-based questions?

*PAR: Both, school-based and my own questions that I come up with.

*HV1: Okay, great. And what do you think makes a good third-grade reader? What should they be able to do?

*PAR: I'd say in the third grade they should be able to pronounce – I want to say maybe – maybe 80 percent – no, maybe 85 to 90 percent of the words they should be able to pronounce themselves, just based off a third-grade level and based off the – you know how the books have the type of levels and all that? So based on the level type of books, if they could pronounce all the words without any assistance, then that makes them a good reader.

*HV1: Okay. And how would you describe Child R's reading skills?

*PAR: She's – to me I think she's below where she needs to be, because she has to – she goes to a reading specialist at school so that's helping her, but I see her as below where she needs to be.

*HV1: Okay. And last question for you, what goals do you have for her reading this summer?

*PAR: Hopefully to improve where she can basically read the book without getting frustrated or read the book to understand and comprehend what's actually going on without having to go back and look in the paragraph for an answer.

*HV1: Okay, great. Thank you.

*PAR: You're welcome.

*HV1: And the child portion always takes longer than the parent portion –

*PAR: Oh, that's fine.
