

01-ADM

\*From open-ended interview\*

\*HV1: So here with me – might be in here. Yes. Okay, so my first question, we're interested in doing the kinds of things that you and Child M do in your everyday routine, so I want you to just think about a typical day for Child M from the time she wakes up to the time she goes to bed, and maybe just tell me about it as best you can remember.

\*PAR: Okay. Well, when she gets up in the morning, she gets prepared because we have to take her older brother to school, and she rides with me every morning to do that. Then we come back and she either sits down and read a book because she's already \_\_\_\_\_ herself. She just sits down and read a book or she might look at MTV, and she eats breakfast here or most of the time she wants to eat it at school, and she waits for the bus.

Then I go to work when I have to work, and I pick them up from school when they don't catch the bus. We come home, and I never have to remind her about getting to her homework. Like I said, she's very excited about learning, so she comes home and she starts on her homework or if she doesn't have a lot of homework, she'll read. Then of course she's back to the TV before she goes to bed.

\*HV1: Okay.

\*PAR: And of course we eat dinner in between that time.

\*HV1: Okay, great. That's a helpful layout of her routine. The next question, we're interested in learning more about Child M's books and her reading interests, and I know that right now she's showing Margaret some of her books and what we wanna know is where did she get most of her books from?

\*PAR: Well, we don't get it from the library. She gets it of course when they have a book fair at school or they send a paper home. They can order them. A lot of it we get from secondhand stores. We had a few from bookstores, but because they're so expensive –

\*HV1: Oh, they're so expensive.

\*PAR: Yeah. A lot of times we get them from used bookstores or either secondhand stores, so she has a lot.

\*HV1: Okay, so she \_\_\_\_\_ helpful \_\_\_\_\_.

\*PAR: Oh, my god. She has at least five boxes of books.

\*HV1: Oh, okay (laughter).

\*PAR: You see the bookcases.

\*HV1: I do, yes.

\*PAR: They have them all over the house and a lot of them up here on mine, but she has so many books.

\*HV1: I can tell that you're an avid reader. I was admiring all of your books.

\*PAR: Yeah, and a lot of times people give her books.

\*HV1: Okay. Who gives her books?

\*PAR: Giving her a lot of books, teachers.

\*HV1: Teachers?

\*PAR: Teachers, friends. It's like she's always been given books.

\*HV1: Great.

\*PAR: Yeah.

\*HV1: Okay, and what are some things that you do to help Child M become a good reader?

\*PAR: Well, we don't spend as much time reading together, like you said, because she's older, but before, of course I sat down and read with her and I made sure she understood the importance of really understanding what she read and not just breezing through it. She mispronounced a word. I would help her on how to say it correctly and just making sure she really understands what she's reading.

\*HV1: Okay.

\*PAR: Because sometimes she could read the words but she doesn't quite understand, and I was taught when I was in school, you should understand what you read, so I tried to stress that importance to my kids.

\*HV1: That's great.

\*PAR: Actually understand what it is you're reading.

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

\*PAR: We would not get off that sentence or that paragraph until we did all of what I just said for \_\_\_\_\_ how to understand or pronounce the word right. Pretty much that.

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

\*PAR: I always ask her, okay, what was the book about? Did you understand it? Did you like it? Was it hard?

\*HV1: Okay, and what, if anything, do you do to motivate her to read?

\*PAR: I really don't have to with her.

\*HV1: I was gonna guess that.

\*PAR: I never really had to motivate her to read.

\*HV1: She sounds very self-motivated.

\*PAR: She always wanted to.

\*HV1: And let me just see where they're at before I proceed. (Home Visitor), how are you doing?

\*CHI: Good.

\*HV1: Good. How much? Where y'all at?

\*HV2: We just did the book. She's about to bring the nine books.

\*HV1: The nine books? Okay, cool.

\*HV2: Yes.

\*HV1: Okay, so they've got a little bit more time, so we're gonna keep rolling.

\*PAR: Okay.

\*HV1: Are there other people in the home that help Child M with reading, and if so, what do they do to help?

\*PAR: Sometimes her and her little brother, he's like a year, 11 months younger than her. They read together sometimes and share books or whatever. Not too often, but then she's more into what she called chapter books or he's in the second grade, so he hasn't quite gotten to that. He's an excellent reader himself, but they read on two different levels.

\*HV1: Sure. Okay.

\*PAR: And her 15-year-old brother and I don't think he's too interested in it right now.

\*HV1: Yeah.

\*PAR: He reads a little bit, but not as much as Child M and I.

\*HV1: So any other adults that help her with reading, ever, or –

\*PAR: Well, aside from school, sometimes she'll read to her grandparents. They take an interest. Her father doesn't live here. He lives in New Jersey, but sometimes when they're talking on the phone, she actually sits there and will read him a book.

\*HV1: That's very sweet. Okay, and number eight, how do you know if Child M has done a good job reading a book?

\*PAR: I'm not quite clear.

\*HV1: Yeah, it's a bit vague. What are indicators or signs that you look for that let you know that she's understood the book, that she's been able to read it, that she's done a good job?

\*PAR: Well, I just simply ask her \_\_\_\_\_, like I \_\_\_\_\_ understand what she read, what was it about, and if I see she seems real hesitant, sometimes I assume she kind of just reads through it. Sometimes I notice when we're reading together and I look at her, those pages are flipping too fast.

\*HV1: Okay.

\*PAR: So \_\_\_\_\_ read it at \_\_\_\_\_, so even though she loves reading, sometimes I think kind of through some of the boring stuff, she doesn't really read it, and I don't like for her to do that. I want her

to read the whole story even if that small part is boring, because it somewhere later on in the book it all ties in together, so I don't like her to \_\_\_\_\_.

\*HV1: Yeah. Okay. Okay, and this is very much an opinion based question. What do you think makes a good third grade reader? In other words, what should a good third grade reader be able to do at this point?

\*PAR: I think a good third grade reader should be able to, when they have \_\_\_\_\_ the story, be able to tell you about any problems, what they've read, what they understood about what they read, give me a brief summary of what they read. That's really important, because like I say, I don't like for her to rush through the book and then she can't tell me, or like when she's doing her homework, she can't answer the questions because she hasn't really took the time to really read and understand the story, so sometimes she has to keep going back. Sometimes the answers are hidden in the stories. That's what's important to me. I try to stress it a lot, is actually understanding what you read.

\*HV1: Got it, and just two questions left. You've been so helpful. How would you describe Child M's reading skills?

\*PAR: I think they're pretty much above average for her age, but I do notice that the \_\_\_\_\_ said \_\_\_\_\_ challenge. I think it's getting a little bit more difficult for her now, because the words are getting longer.

\*HV1: The books are getting thicker.

\*PAR: Yeah, because I'm noticing things. I think that's what it is, is the books are getting a little bit more difficult for her.

\*HV1: Okay.

\*PAR: But I still think she's a real good reader because she doesn't give up.

\*HV1: Okay.

\*PAR: You know what I'm saying? Sometimes she gets tired with it. She doesn't actually give up.

\*HV1: Okay.

\*PAR: She really wants to be a good reader.

\*HV1: Got it. Okay, and last question, what goals do you have for Child M's reading this summer?

\*PAR: Well, when I found out about her being selected to participate, I was hoping her skills with reading would improve for, like I said, the larger words and I want her to get a broader understanding \_\_\_\_\_ more difficult and challenging rules.

\*HV1: Right. Okay, well, those are all my questions for you, and typically it takes them a little bit longer, so we're just gonna use this time to do some logistical stuff if you're okay with that, so remind me. Eva told me you wanted which gift card? Didn't we talk about this?

\*PAR: No.

\*HV1: Oh, okay. For your \$50.00 gift card today, we have Wal-Mart, Food Lion, or BP Shell.

\*PAR: Wal-Mart \_\_\_\_ \_\_\_\_.

\*HV1: Okay, so I'm gonna get started on a receipt for that. Do you mind holding that?

\*PAR: No, not at all.

\*HV1: Thanks, so you have two other children?

\*PAR: I do.

\*HV1: Yeah.

\*PAR: Well, I have three other children, but one is grown and out on his own.

\*HV1: Oh, okay. You look so young. I can't even imagine.

\*PAR: Oh, thank you. Yeah, I have a 22-year-old.

\*HV1: Oh, my goodness. Oh, and I meant to give this to you. This is just a flyer for the study that you can hold onto.

\*PAR: Okay.

\*HV1: And remind me, what is today?

\*PAR: The 5th.

\*HV1: The 5th, right. I apologize that we were a little late in getting here.

\*PAR: That's okay. That is totally okay.

\*HV1: We got a little bit lost.

\*PAR: That is okay.

\*HV1: I know you wanted to meet at 2:00 anyways, so I was like, "It's just as well. They can spend more time."

\*PAR: I just wanted to make sure I was here and calmed down. I had so much running to do for them.

\*HV1: Totally. I hope we didn't make you feel rushed.

\*PAR: No, I didn't. I didn't at all. I just still wanted to make sure I was – you know how you have to get it together.

\*HV1: Oh, you need to transition from task to task.

\*PAR: Exactly.

\*HV1: I get that. Okay. This is the recorder that we're gonna loan you for the summer.

\*PAR: Okay.

\*HV1: We've thrown some spare batteries in. We're gonna show you how to use it. Someone will pick it up from you at the end of the summer and this is where you'll record your conversations, so I'm just

gonna make a note that I'm giving you H7. I'm just gonna ask you to print your name and sign right there.

\*PAR: Okay.

\*HV1: Okay. Thank you so much.

\*Other coded excerpts from home visit\*

HV1: Okay, and what are some of your favorite things to do with Child M?

\*PAR: I love to read, so I think a lot of it comes from her watching me \_\_\_\_\_ around, because I love to read. I love to read. I love to listen to music, and that's basically what I like to do – love to do.

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