

01-AMX

\*open-ended interview\*

\*HV1: Thank you. Okay, great. So for the last two-thirds, I'm just going to ask some open-ended questions, and the first, we are interested in knowing the kinds of things that you and Child D do in your everyday routine. So if you were to think about what a typical day looks like for Child D from when he gets up to when he goes to bed, can you walk me through that?

\*PAR: Okay. He gets up 7:00. He has his breakfast. I take girls to school; I come back. He gets – he does his ADLs, gets ready for school. We leave home at 8:00. I take him to school. I get home 5:00, 5:30. He's usually already had his dinner, so sometimes we sit and watch TV or I'll ask him about his day at school, whether he has homework. If he has homework that's needing done, we do homework. And then he comes out and play.

\*HV1: Okay. So do homework, come out and play. Then what?

\*PAR: He'll play – the little guy that just stopped by, that's one of his friends. They'll get together. They play. He goes home maybe about 8:00. We just sit out on the porch sometimes.

We just talk. Go in the house. He gets his bath. He'll watch TV. Sometimes, we watch basketball games or football games or he'll play his little video game. And around 9:30 I like for him to be in bed.

\*HV1: Great, thank you. All right, we're interested in learning about Child D's books and his reading interests, and I can hear him showing Miss (Home Visitor) his books right now. But our question for you is where did you get most of his books from?

\*PAR: Book fair. There was one of the church members whose sister was a retired school teacher. She gave them books. I buy books at work. If they have book sales at work, I'll buy books. So I guess we just accumulate books, and then I've always had books.

If I see something I think they may like, I just buy it, whether it'd be believe it or not or strange facts or something. I try to get a variety of books.

\*HV1: Okay, great. And what are some things that you do to help Child D become a good reader?

\*PAR: Number one, I try to get him to slow down in his reading. I was like that; I could read well, but sometimes you just read so fast, you will skip words or put words that are not there or omit words. So I try to get him to slow down and just read. And then I ask him if he understands what he read or if he has trouble – very seldom does he have trouble pronouncing words, but do you know what that means.

And with the little test they have, you have to go back and what did this word mean in this paragraph, so we'll look at it, and usually, he can tell you what it means.

\*HV1: Okay, okay. Great. And what, if anything, do you do when you see that he is having a hard time with a book?

\*PAR: I just tell him to slow down. Instead of trying to read a whole book, let's say we read five pages. Or...

\*HV1: Making it more manageable.

\*PAR: Yes, yes. You know, let's not try to read a whole book. One of his teachers I think in his second grade said he's ready now for chapter books, so we would get chapter books, but we would maybe do one chapter. If it's five pages, eight pages, okay, we're done.

\*HV1: Okay.

\*PAR: What was that chapter about, and we go from there.

\*HV1: Okay. You know, you just mentioned this. What are some questions that you ask Child D when you talk to him about books that he's read?

\*PAR: What was the story about? You know, what was the...

[Side conversation]

What was said about, you know, just some of the basic stuff. Who, what \_\_\_\_\_. [Laughter]

\*HV1: Got it. And what, if anything, do you do to motivate Child D to read?

\*PAR: I try to instill in all the kids that reading is fundamental. You have to know how to read to do anything. If you cook, you have to know how to read. If you drive, you have to know how to read. You want to act, you have to be able to read the script. If you play sports, you gotta read plays, so you have to know how to read and understand what you read.

\*HV1: That's a really nice way of presenting it. Yeah, very practical.

\*PAR: Yeah. [Laughter]

\*HV1: Are there other people in the home that help Child D with reading?

\*PAR: His mother likes to read.

\*HV1: Does she live in the home?

\*PAR: Mm-hmm.

\*HV1: Okay.

\*PAR: His older sister is a reader. And I think that helped him because being the youngest, he did – they would sit him down and they would read – she would read to him. He would see her read, so he would try to pick up the book and read. And I think we – I taught him basically how to read the way my mother taught me; you look at the pictures. You look at the story.

You know, you try to associate the lines with what they're doing in the picture. And I'm old-school. I grew up with Dick and Jane books, and I found Dick and Jane books, I mean the big volumes,

and I bought Dick and Jane books. And then she was repetitive; see Dick run; run, Dick, run. But he learned how to read with the Dick and Jane books. [Laughter]

\*HV1: That's – I love that you drew on your childhood. [Laughter] So you had mentioned that his mom lives in the home and will occasionally help him with his reading.

\*PAR: Yeah, oh yeah.

\*HV1: What does she do to help him with his reading that you've noticed?

\*PAR: I mean she encourages him. She, as I said, she likes to read. My mother – you read. I don't care who you were, you read. So we all got that and she'll just sit down with him sometimes. He'll want to do his homework with her. Sometimes I'm too hard, you know, but yeah.

\*HV1: Okay. And you had also mentioned his older sister, and it sounded more like she leads by example and by actually sitting down and working with him. Did I pick on that right? Or does she actually stand and read with him?

\*PAR: She would read with him.

\*HV1: Okay.

\*PAR: Oh yeah, yeah.

\*HV1: And what will she – does she have anything specific that she does?

\*PAR: No, she's one of the – she's real independent. She used to read the dictionary, so I'd look up and he would be reading the dictionary. She was the only child for a while, and my mother read the Bible faithfully, so she was sitting reading the Bible and writing down stuff. So she's real independent and she'll just start reading, so.

\*HV1: Great, okay. And how do you know if Child D has done a good job of reading a book?

\*PAR: He will be able to write down what has happened or I can ask him because usually what I do if he has something to read, I read it first, then I say okay, you read it. And then if there are questions that follow, he can – if he can answers the questions without turning back and looking at the paragraph, I know he has read it and understood it.

\*HV1: Got it. Okay. It's a good indicator. What, in your opinion, makes a good third grade reader? So in other words, what should a good third grade reader be able to do?

\*PAR: They should be able – the biggest thing is to be able to read. People say they can read what they call words, and there's a difference between calling 'em words and actually reading. You read; you understand what you read. And if you can comprehend what you read and tell me back in your own words what you read, I think you're doing a good job.

[Side conversation]

So I think you've done a good job if you can do that. And a lot of kids really don't like to read. Why do I need to read? Everything is on the computer, online, on DVD, whatever. But there's nothing like picking up a book and turning pages.

\*HV1: Mm-hmm, I agree.

\*PAR: And it enhances your vocabulary, your spelling, so.

\*HV1: All right, great. Thank you. How would you describe Child D's reading skills?

\*PAR: Excellent. I was really surprised at his reading level and how well he could read, and not just call words, but flow. You know, some people – see, dah, dah, de. It's like singing a song. But just to be able to read and know the words and not just muffle 'em up, so I think he's an excellent reader.

\*HV1: And last question for you. What goals do you have for Child D's reading this summer?

\*PAR: I would like for him to continue to improve in his reading. He'll be going to the fourth grade. The reading level changes. Words are different. You have to be able to understand what you read. Each grade, you get more, so it's like a pyramid. Kindergarten and each grade you build up. So each level is important, so you have to be able to compile all this knowledge and read and understand and be able to write a paragraph or a decent sentence.

\*HV1: So okay, so that helps me see what your goals are for him. Okay. Great. Well, thank you for providing us with all that helpful information. And I will tell you the child portion usually takes a little bit longer, so we can just jump to some logistics. Let me just check with them and see where they are at.

\*Other excerpts from home visit\*

\*HV1: And what are some of your favorite things to do with him?

\*PAR: Well, with him, I am not quite as active as I used to be. I'm a little bit older. [Laughter] But we do watch TV together. If he gets a book or he wants to sit down and tell me about his books, we do that. And we just talk, just nothing special. We just do things.

\*HV1: And you were saying that one of those things is just talking with him about his books.

\*PAR: Yes, yes.