

01-AKN

From open-ended interview

*HV1: That is the end of the first half -- thank you. Now I'm just going to ask you some very open-ended questions. First question: we're interested in knowing the kinds of things that you and Child C do in your everyday routine. So if you were to think about a typical day for Child C from the time he wakes up to the time that he goes to bed would you mind just laying it out for me?

*PAR: Depends which day of the week, like Monday through Friday we get up in the morning, he brushes his teeth, washes his face, do the hygiene, clothes, breakfast and then we go to school -- well I drop him off at his grandmother's house and his grandmother transports him to school because he does not have to be at school until 9:00. I have to be to work at 8:00. So from about 7:30 to 8:35 he's with his grandma, usually eating again or drinking. Then he goes to school from 9:00 to 3:30. He gets back to my mom house 4 o'clock, he's to do his homework from 4:00 until I get off on Tuesdays and Thursdays he has a tutor that comes out to my mom house and tutor him. So I'm working with his tutor from 4:00 to about 5:15 I get there on Tuesdays and Thursdays. Once I pick him up we may stop by groceries or whatever, come home. While I'm preparing meals we go back over his homework to make sure it's correct and then we read, we do our reading after dinner, we do our reading. And if we have time they [crosstalk]. Then we have breakdown time so ____ 8 o'clock they have to come in, they take baths from 8:00 to 8:30 is bath time. From 8:30 to 9:00 they have to be in bed but they can have the TV on and then after 9:00 TV is off and that's bedtime.

*HV1: That's a very perfect helpful routine to hear. And I know that right now Child C is showing Margaret some of his books. Our question -- you've already asked this but I'm going to ask again: where have you gotten most of his books from?

*PAR: The book fair, my sister has two children also, one in the eighth grade, another in the sixth grade. So with the sixth grader she pass most of her books down to me. So we just recycle books. So I get most of my books from her.

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

*PAR: Before I just let Child C read but now that I'm more focused because this is his third grade year. He have had a very rough year. Kindergarten, first, second grade was great. But transitioning to third grade he have had a very rough time and I have not actually identified the exact problem -- I don't know if it's his teacher because she's young or the children in the class because I've never had a behavior problem out of Child C, never. But this year it's been more behavioral based that's distracting his work. So I know every day -- if it's not every day I know it's at least three, four times a week he comes home with a issue in class where someone either taking his papers, taking his pencils or

hitting on him or something and it distracts him. His teacher and I have had probably over 40 conferences this year about his academics and his behavior. And it's not his behavior have been outrageous, it's just playing, or maybe defending himself from someone who has hit him or whatever. And I don't blame anything on the teacher because I know she can't watch 30 kids and see everything but this has just been a very rough year. I say that to say this: now that I've had conferences with the teacher and I know Child C weak points I know that Child C for one can't concentrate -- I have to keep him focused. Two, Child C will read a word and it may say, "any" but he'll say "and" because he see A-N. And then he assumes that it's and. So he doesn't pay attention to what he read.

So I have gotten him to start to point at the word he's reading, and when he points at the word he's reading he say it wrong I make him go back and actually look at the word. And he's very lazy when it comes to reading because he rush through this words. That's one big major issue with Child C.

*HV1: So that's one way I hear you saying you help him to become a good reader is encouraging him to slow down, put his finger on the word so he's forced to look at it. That's great. Anything else we should know about as far as having him -- I'm not saying he doesn't remember but I don't think Child C pay attention to what he's reading.

*PAR: I think he just reads and he don't process what he's reading. So each paragraph or page I say, "Okay Child C, what happened on this page?" So he can actually take in what he's reading, he can tell me about a book. When I say, "Child C, what happened in the book?" He'll say, "They were playing football and they threw the football and they went home," but he don't tell what the substance is in this book, what the problem was, who were the characters. He don't do that.

*HV1: It sounds like just slowing him down enough to focus. Okay great. You kind of answered this one when you answered the last one but the next one is what if anything do you do when your child is having a hard time with a book. I know you already answered that; anything you want to add?

*PAR: When he having a difficult time with a book I make sure it's on his level. I want him to read up just to see if he can do it. But if it's a difficult book then we'll just get another book which is ____ another book which is a little bit easier that he can actually read and understand.

*HV1: When you see he's struggling you'll see there needs to be an adjustment in the level of the book -- anything else?

*PAR: Just slow him down and make sure he's comprehending what he's reading.

*HV1: What are some questions you ask Child C when you talk to him about books he's read?

*PAR: The characters in the book, I ask him now the problem in the book -- was it any problem in the book? Or have he ever been in that situation that happened in the book? Bullying -- we do a lot of bullying books also because that's a big issue in school now.

*HV1: I've heard it's out of control in school right now.

*PAR: It is. One of the conferences is about a little girl who was messing with him. Child C is a very self-hearted little boy and I also have taught him never to hit a girl so he wouldn't hit her back but he will always come out and say, "She keeps bothering me. I want her to leave me alone." So we have had a conference about bullying. So if we read any book I'll ask him, "Buddy, have you ever been through that? How would you feel --?"

*HV1: Self-application. I didn't want to get you off track when I mentioned bullying. Okay so those are the questions you ask him, great. What if anything do you do to motivate him to read?

*PAR: I tell Child C a lot that -- for instance I have to associate reading with everyday life because some kids feel like reading is boring or they may not need it. So when we're out and about and he want something and I say, "Well what is it?" he'll say, "It's a game." Well read me what the game is about so I'll know if it's age appropriate. So tell me what the game is about. He's forced to read. That's how I associate reading with everyday life. Or Child C, tell me the ingredients, tell me what's in it, tell me what they are. I just associate reading with everything.

*HV1: Are there other people in the home to help him with reading besides you?

*PAR: His sister helps when they're not fighting. She loves reading.

*HV1: What does she do when she's helping him?

*PAR: Sits beside him, make sure -- the same thing, if I'm cooking I'll say, "Child A, help your brother read or sit beside your brother and read." So she does the same thing I do as far as making him look at the word and read along with him to make sure he's pronouncing the word correctly and saying the correct word.

*HV1: How old is she?

*PAR: She's 11.

*HV1: Anyone else in the home we should be aware of?

*PAR: My husband is here, so he's here. He works nightly but when he is here he help him read but majority is me and my daughter.

*HV1: Just a few more questions. How do you know if Child C has done a good job reading a book?

*PAR: Because if he loves that book he will tell me from the front to the back of the book. So he's excited to tell me what the book is about. That's how I know he has read that book and comprehended it.

*HV1: What do you think a good third-grade reader should be able to do?

*PAR: Read midway fourth-grade level. I think that a good reader should be able to read -- a fourth grader who has been in school in the half semester.

*HV1: As a third grader? Okay. And how would you describe Child C's reading skills?

*PAR: They're strong when he concentrate. He's a very good reader when he wants to be.

*HV1: What goals do you have for Child C's reading this summer?

*PAR: He's going to keep his tutoring this summer; she's not going to stop.

*HV1: This is a reading tutor?

*PAR: She worked with him with math and reading and reading comprehension. So I'm actually going to keep her on this summer because usually during the summer they don't do anything but play and stay at their grandparents' house. This summer I'm putting them in summer camp so they have things to do and I'm going to keep his tutor. So this summer I'm hoping his reading skills get stronger. He put feeling into reading because it's your responsibility, just actually put feeling, emotions when he reads. That's what I want him to become better at is actually reading a book and putting emotion in there to show what the story is about because anybody can read a book but to really take it in you have to understand what you're reading. So I just want his skills to become a little bit stronger going into fourth grade.

*HV1: Those are all my questions for you. Thanks for your thorough, thoughtful answers. Very much appreciated.

Other coded excerpts from home visit

*HV1: How many nights per week does Child C read before bed?

*PAR: Right now it's four nights a week because I'm working on my masters so I'm in school Thursday nights. So usually on Thursday nights his grandparents keeps him and they're older. My mom is 74 so she makes sure he does his homework. But as far as -- I tell him to read but Child C is not going to read without supervision. So I would say four nights a week. On the weekend we usually have reading night on Sunday nights before school.