

01-ALZ

From open-ended interview

*HV1: Yeah. So we're interested in knowing the kinds of things that you and Child K do in your everyday routine. So if you were to walk me through a typical day for her – from the time she wakes up 'til the time she goes to bed – what would that look like?

*PAR: During a school week? Because it's different on the weekends.

*HV1: Yeah. Sure. During the school week.

*PAR: Okay. We get up at – she gets up at 6:00. And then we rush to get her to early morning care. Because I have to be at work at 7:00. And I pick them up from school at 3:30, right after dismissal.

And when Kids Notes was in, she went right to Kids Notes every day, except for Wednesday, 'til 5:30. Then we came back, picked up everybody from their extracurricular activities.

We get home – I'd say it's about 6:30 or so. We eat. And then while I'm fixing dinner, they switch off. They have weeks – "Okay. It's your week to take your bath." And they're scheduled out to take their baths.

And then it's homework time. But she does her homework in the car, and so I can just check it. And then it's time to go to bed – 8:30 is reading time.

And then she tells me like what's going on in the book, and I have to fill out her reading log. And then it's time to go to bed. That's how it is during the week – during a school week. Yeah.

*HV1: Okay. Great. That's perfect. Thank you.

*PAR: Okay.

*HV1: We're interested in learning more about her books and her reading interests. I know she's talking to (Home Visitor) about it right now. But our question for you is: where did you get most of her books from?

*PAR: Actually, I get them from Barnes and Noble, or basically at the book fair at the school, during the book fair. I do it there. And that's mainly where I get her books from – at the book fair.

*HV1: Okay.

*PAR: Because the schools really – they have a sense of what their students like.

*HV1: Yeah.

*PAR: And so that's what I do. And she loves – she lets me know. "Okay, Mom. I need \$20.00 for my books for the book fair."

*HV1: Uh-huh.

*PAR: You know? "Okay." "Please." "Our book fair is over blah, blah, blah, blah." So I have to make sure I get her books from the book fair. So that's where I usually get 'em from.

*HV1: Okay. Sounds like she keeps you accountable.

*PAR: Yeah. Yeah. Because she also wants to do Hunger Games. I've got to get that from Barnes and Noble.

*HV1: Oh, wow.

*PAR: So that's after – if we have time.

*HV1: Did you see the movie?

*PAR: No.

*HV1: It was pretty intense.

*PAR: Yeah. That's why I want to read the book first.

*HV1: Yeah. I mean it was awesome. But even just for me – I was like, "Oh, this is so intense."

*PAR: Yeah.

*HV1: But it's a cool story.

*PAR: Yeah. So we'll see.

*HV1: So book fairs. Okay. Great. And what are some things you do to help her become a good reader?

*PAR: Well, when she was younger, I used to read to her all the time at night. And, also, during free time, we would have book time – like you have circle time.

*HV1: Uh-huh?

*PAR: You also had book time with Mommy. And it was like – I would just read to them. And I believe in reading with inflection and really keeping 'em focused, and then asking questions about – "Oh, what'd you think was gonna happen? Ooh." You know?

And I just make it really interesting. So I started that – ever since they were little. You know? And we have our favorite book like even to this day. Another Monster at the End of this Book with Elmo.

*HV1: Uh-huh?

*PAR: Yeah. And I'd like do the voices. And I think that hooked them in when they were little.

*HV1: Oh, I'm sure.

*PAR: And so, basically, that's what I do. And today, what I do – for right now, her developmental stage is – just ask her questions about the character. "Okay. What's happening with him now? Oh. He swallowed the doggone key again?" You know?

And it's just remembering the story, so she knows that I'm connected. And that is important to me. I think that's the key thing.

Because if I like don't remember certain things, I can tell she's like, "Mom." So I have to make sure that I remember details, and help her tell me – you know?

*HV1: Uh-huh.

*PAR: So that's how – I think – yeah.

*HV1: Okay. Great. And you had – well, that's the fifth question, so I'll wait. Next question. What, if anything, do you do when you see that she's having a hard time with a book?

*PAR: Basically, I ask her – like I'll have her reread something. Or she has to look up the defi – like look up the words to help her understand.

*HV1: Okay.

*PAR: If she can't tell me –

[Interruption]

*PAR: Sorry. And basically just helping her understand certain things with context clues and that kind of thing.

*HV1: Okay.

*PAR: Basically, what I mean – you know what I mean. Right?

*HV1: I know what you mean. I do.

*PAR: Okay.

*HV1: Yeah. And you've already alluded to this, but what are some questions that you ask are, when you talk to her about books she's read?

*PAR: Basically, how do you feel about the character? Is he a nice guy? Is she a nice guy? Is she nice? You know? That kind of thing. Nothing really – what are some of her favorite things she likes to do?

*HV1: Uh-huh.

*PAR: Very like – not like “let's have reading class” questions. Just getting to know the character. You know? That's the kinds of questions.

*HV1: Yeah. Just very natural engagement. Yeah.

*PAR: Right. Right. Because she was reading a story about the cats, and I was like, “Whoa. So how do you think T feels about that?” You know? That kind of thing – just getting into the head of the character.

*HV1: Okay. Okay.

*PAR: Yeah.

*HV1: And what, if anything, do you do to motivate her to read?

*PAR: Well, you know the schools do a great job with their motivational incentives.

[Interruption]

*HV1: We're almost done with this part. So you said the schools do a really good job of motivating her to read.

*PAR: Yeah. I really – it's – they have like – in the summertime, we have goals that we have to do and incentives that I implement here. Or in our family, we read dah, dah, dah, and you get so many points – that kind of thing. And then, at the end of the week, if you have certain points, then you can do X, Y, and Z.

*HV1: Uh-huh.

*PAR: But it's like – it's just a scheduled time in the summer that we have reading time. You know? And, basically, that's it. Yeah.

*HV1: Okay. It's kind of like employee-based incentives.

*PAR: Yeah. And just praising. You know?

*HV1: Okay. Are there other people in the home that help Child K with her reading?

*PAR: My brother – he'll ask her questions about certain things she's reading. Yeah. He has, on occasion. Yeah.

*HV1: And how do you know if she's done a good job of reading a book?

*PAR: Because she understands what she just read.

*HV1: Okay.

*PAR: You know? And she can basically convey that with ease.

*HV1: Got it.

*PAR: Yeah. And I can tell the difference when she doesn't understand something. Because I'll ask her questions, and she'll be like, "Well --" "Okay. Let's read that again. Let's find out why." You know? That kind of thing. So when she has a foggy answer, I know she didn't understand.

*HV1: Okay.

*PAR: Yeah.

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

*PAR: I believe they should be able to clarify what they read, and be able to see it. You know what I mean?

*HV1: Uh-huh.

*PAR: And have that visual, and connect it to what's going on in the story. They really need to understand the characters, where it's taking place.

And what are the problems that the characters are facing? You know? In order to really get into the story. And, of course, they need to understand the different terms, in order to read.

*HV1: Okay. Great. And two more questions. How would you describe Child K's reading skills?

*PAR: I think they're above – I know they're above grade level. She's above grade level.

*HV1: Okay.

*PAR: She was tested. She's always like – she's two grades above grade level. The Lexile scores are different with the actual – like some Lexile scores are not applicable to the testing. So yeah. But they said she's two grade levels above.

*HV1: That's great.

*PAR: When she took her EOGs, she scored a 4.

*HV1: Good.

*PAR: Yeah.

*HV1: And last question. What are your goals for her reading this summer?

*PAR: To keep her reading fluency high. Also, to read more with inflection, so she can hear and see better. And then increase her vocabulary.

*HV1: Okay. Great.

*PAR: Yeah. That's why we're doing like Breaking Dawn and, maybe, Hunger Games.

*HV1: Okay. Great. Thank you.

*PAR: Okay.

*HV1: Those are all my questions for you. The child portion always takes a bit longer.

Other coded excerpts from home visit

*PAR: She reads like whatever homework assignment she has. She makes sure she gets it done. You know? She's just really always been that way.

And she just loves learning. Like she'll ask questions that I have to look up and research to find the answer. She's always been that way.

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PAR: Yeah. And so we sing songs. Or I listen to her music. You know? Just talking. You know? And reading. I know that sounds weird. But –

*HV1: It's not weird at all.

*PAR: We'll sit down. And like she'll read her story, and I'll be reading mine. You know? She'll be asking me about mine. I'll be asking her about hers.

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*PAR: Yeah. And she wants me to – right now, I'm reading – to take out – because I already read – I did it with Breaking Dawn. But I'm reading ahead, so I can see which part she can't read.

*HV1: Uh-huh.

*PAR: So that's what I'm doing right now. So one of our – we're gonna do Breaking Dawn together.

*HV1: Uh-huh.

*PAR: Yeah. So I have to read it first – again. Because I forgot – my daughter – my oldest girl and I read Breaking Dawn together.