

01-AVN

*HV1: So we're half done. I think the next part is more fun. This is just a series of open-ended questions. So the first question I have for you: we're interested in knowing the kinds of things that you and Child T do just in your everyday routine. So if you could just think about a typical day for Child T just from the time she wakes up to the time she goes to bed on average what does that look like?

*PAR: Getting ready for school, we get up at 7:30, she -- well up until October because my son and his wife just moved back I was the one who was taking her to school but since they moved back home, back to North Carolina I have a little granddaughter, they do to the same school with her, so she's out of the house no later than 8:45, and she takes her and pick her up because they go to the same school. And from there we here she come back home -- she get home like 3:45 and on a day 4:30, 5 o'clock, give her time to calm down or snack or something. We do homework. So about an hour and 30 minutes. And then from homework 'til she get her supper she take her bath, one or the other, whichever one I can get her to do first. Take a bath, and then her reading times we do reading for 45 minutes. And after that bedtime.

*HV1: Okay, very thorough. Thank you. Next question: we're interested in learning more about Child T's books and what interests her in terms of books. And I know she's showing (Home Visitor) some of her books right now but my question for you is where does she get most of her books from?

*PAR: The library. Either library downtown or ____ the school. And we have the book program, Scholastics, that we buy. We can get the series of them. That's where we get the Jennie B. Jones from.

*HV1: Got it. What are some things that you do to help Child T become a good reader?

*PAR: Make her read.

*HV1: It starts right there, doesn't it?

*PAR: And have her tell me what she read. If not we go back over it. And that comes with her homework too because they have a lot of comprehension that they have to do like the reading and stuff. She got to read it to get the answers.

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

*PAR: Make her stay there because sometimes she gets stubborn and she do it -- she got to do it.

*HV1: So you tell her she's got to do it; do you do anything else when you see her struggling?

*PAR: No. Mm-mm because I'm trying to get out that pattern. I don't want her to be labeled. They pulling her during school time to read, and that has come up because like I tell her, "I'm not going to limit you; you can do it." So she got to.

*HV1: Next thing: what are some questions you ask her when you talk to her about the books she's read?

*PAR: Does she understand it? Can she tell me what the story's talking about, the name of the story, what chapter she's in. If she don't understand a word, what it means, she's going to come and ask. And we're trying to get her to start using the dictionary now.

*HV1: Great. And you've already touched on this a little but this is the next question: what if anything do you do to motivate her to read?

*PAR: She just go at it 'cause she knows she got to do it. It's not really -- maybe once out of the month she might get that, "I don't want to" but she knows she got to do it.

*HV1: So it's less using incentives and more being this is how it is, this is what you're going to do?

*PAR: This is what I'm trying to do. And I have another grandson and she's so gung ho after him, he's 13 now, and he's IB student ____.

*HV1: Oh, very impressive.

*PAR: Yeah, he started at five and he left, he was in the IAD _____, from Elementary to (School 2), now he'll be going to (School 3). And he's taking high school courses now at (School 2). So --

*HV1: You must be so proud. You've worked so hard. I am impressed.

*PAR: But he'll be tenth grade and that's what she patterns after.

*HV1: What an awesome role model.

*PAR: He was here with her until he turned eight. He used to stay with me. And still my daughter comes and goes on weekends so we're still doing everything together. But she know where he's at in his grading.

*HV1: Sounds like he's a motivator for her.

*PAR: Yes.

*HV1: That's a great example.

*PAR: He'll be doing his college courses in tenth grade.

*HV1: You know, IB kids are just an impressive group. I've met some and the AIG kids and you're like, "I wasn't this bright in middle school and high school." It's awesome.

*PAR: Yes it is. So that's great for her. So she's on point, she got the help but that disability just came from her mother, it's my niece, and she has it. But I got her the help in time and not denying it, but not accepting it as a limitation.

*HV1: And that's what these kids need is someone who will actively intervene at the appropriate time. Sounds like she's got that in you. And you've briefly talked about this already, but are there people in the home that help Child T with reading and if so what are they doing to help?

*PAR: My husband, like I say, I'm very busy into all kind of stuff, and if I'm not present or able to stop and do what I need to do to help her with her reading or do she understand what she's reading at the time. He's here now probably once a week or every two weeks, my son, he'll come up and challenge her.

*HV1: And what does your husband do to help her when he's doing that?

*PAR: The same thing.

*HV1: The same thing you're doing?

*PAR: We don't do it for her; she have to do it for us. She have to tell us what she's reading and just make sure she's on schedule.

*HV1: Got it. Okay. The next question: how do you know, what is an indicator for you, that Child T is doing a good job?

*PAR: Her level, just from where we started at, up until -- at one point she was calling words and wasn't able to tell me what she was reading. I mean this -- she can understand it, she don't call words, she knows what she's reading and she can recite.

*HV1: Great. And this is just an opinion-based question: what makes a good third-grade reader? What should a good third-grade reader be able to do?

*PAR: To read and not call words, read a full sentence, because this is the problem I found in the system when I met this challenge that I'm doing with her: you read and when you're reading you're reading, you pause at periods, commas and -- some children just call words.

*HV1: Tell me what you mean by calling words.

*PAR: Like looking at that picture, "I love the man." I -- love -- you know, taking pauses on the next word when you're at a level where you should be able to read that whole sentence and stop.

*HV1: So essentially not taking pauses, not getting stumped.

*PAR: Yeah, and to me that makes me understand that you know what you're reading and you understand what you're reading. But if you calling words you're thinking about the next word, to me -- am I right? Is this the right word I'm saying or is it wrong? But now she's able to recognize the word to be able to read the full sentence. And she's at the level where she needs to be at. Because we wasn't on that level.

*HV1: Sound like you've come a long way.

*PAR: Yes. I mean because the school system you have some good teachers and you have some bad teachers.

*HV1: Sure.

*PAR: And that's what happened to me last year; we had a horrible teacher, and from the first grade -- [crosstalk] -- for the parents. The first year she was horrible; we didn't find out until the end of the school year when you looking, you getting these good grades but then you checking on time you active in your child's life every day and you're saying, "Okay, this -- she should be higher than this." And like math was a struggle for her last year because she didn't get math in the first grade. So now we're getting pulled from that. Reading was a struggle for her in the first grade. Made it hard because she would do it because she was young and I was able to help her. Third grade you don't need any help because you should know. But I mean she has come a long way.

*HV1: Looks like she's made a lot of that _____ with a lot of help from people like you. And I just want to keep us on time because I know you've got to get out of here and let me see --