

01-ATD

*HV1: And chat with you all. Yes. Okay. So next question. We are interested in knowing the kinds of things that you and Child J do just in your every day routine. So I'm just gonna ask you to tell me about a typical day for Child J from morning to bedtime, as well as you can remember.

*PAR: Okay. Child J wakes up in the morning probably about maybe like 10:00 on the weekend – you mean during the week or on the weekends?

*HV1: Just average schedule.

*PAR: He gets up and brush his teeth, wash his face. If he's going to school he'll get his clothes on and go head on to school. But just on the weekend what it is is he get up, I'll fix him breakfast. He'll watch TV. We'll watch something together. We'll go to the park. And just depends. It just depends on how we're feeling that day or what we're gonna do. We have plans we'll go ahead and do what we got to do and then we'll come on back home. Usually I do it – we'll be gone, everybody get tired, come back here and take a bath and get them to bed. They still have a set bedtime during the week. About 8:30. Still. Which is weird. But you know have to have my break too. You know.

*HV1: That's not weird at all.

*PAR: So I have to have me some me time.

*HV1: Absolutely.

*PAR: So they go to bed about 8:30. That's about pretty much a typical day. He plays. Enjoys himself like a normal child. Sometimes I'm with him and sometimes I'm in my room and sometimes I'm not. They loud. So sometime I'm around, sometime I'm not.

*HV1: Okay. Okay. And what might Child J's routine be once he gets home from school?

*PAR: Oh, he comes home. He eats. That's the first thing he want to do is eat and drink. He eats. Then he'll do his homework. Then he'll watch TV. Then we'll make sure he gets his clothes out. He goes to take his bath and he'll go to bed.

*HV1: Got it. Okay. Thank you.

*PAR: Mm hmm.

*HV1: All right. So one of the things that this study's really interested in is learning more about Child J's books and what his reading interests are. So I know that right now Child J is showing Margaret some of the books that he is reading. And what I'm wondering is where did he get most of his books from?

*PAR: Well, since I have five kids, my mom, she keeps everything. So like from the time I started having kids, like, you know you do the baby love and then ___ and the school. You get the – like if you do good or your birthday at school they might give you some pencils or some books. We just keep everything. We accumulated so many. Like over the years. Just keeping them from each kid. Like most of them honestly we can say we got from the doctors. When you go get your immunization shots and stuff like that. And they usually go on from age group. Like when they even get shots now they give them books. So it's just over the years we've just accumulated them over time. From my other kids and everything.

*HV1: Great.

*PAR: They have a large book collection.

*HV1: Who does?

*PAR: The kids. All the kids.

*HV1: Oh, the kids do. Yeah. Well, I imagine yeah, over, across five kids you do accumulate a lot.

*PAR: Yeah. I accumulated a lot of books.

*HV1: That's a very helpful answer. Thank you. Where are the kids getting their books. So. Okay. Next question, what are some things that you do to help Child J become a good reader?

*PAR: I read with Child J. I help him sound out his words. And I have little funny ways. I don't learn like everybody else. So all my little ways and my little tricks, I try to show him. Because I see his learning, - I don't think he has a learning disability like me. But I do see a lot of traits, things that I struggle with I see it in him. So I try to show him all my little things to help me get by. Whether it be the weird ways I sound out stuff or sometimes if I don't know how to spell it I might write it out. I have to write it and see what it looks like and change it around. Like all my little tricks that I know for myself, I try to show him so he can get it too. Cause one thing, you know different things work for different people.

*HV1: Absolutely.

*PAR: So I definitely – he shows me how he works things out and it's neat. And I say, "Oh, I'm gonna try that." And I show him. So I learn as well with him.

*HV1: It sounds like you're able to draw a lot on your own experience and what has worked for you.

*PAR: Mm hmm. That's right. Mm hmm. Over the years. That's right.

*HV1: That's great. I didn't mean to cut you off. Was there anything else you wanted to share?

*PAR: No, that's fine.

*HV1: Okay. So next question, what, if anything, do you do when you see Child J having a hard time with a book?

*PAR: Child J gets frustrated very easily. And he will go off. Like he have these fits, like tantrums. So one thing that I notice that I have to do with Child J, if something frustrates him, it's better for him just to walk away for a little while. And then come back to it later. Even after his mind is relaxed and is not thinking about it so hard anymore. Because Child J gets frustrated very easily. And when he gets frustrated he's like me. He gets discouraged. So when I see that, I don't want him to get so discouraged that he don't want to go back to it. So I will tell him, okay, let's take a break. Just go ahead and take a break. Watch cartoons for a little while. Go get you a snack or something like that. That's one thing I do that helps him a lot.

*HV1: Okay.

*PAR: That brings him back down, you know.

*HV1: Yeah.

*PAR: From his fits. Cause Child J will have a fit. He will.

*HV1: Okay. That's a great strategy.

*PAR: He's very strong willed. Very. How he feels is how he feels. And nothing is gonna change that, you know. So we're just gonna have to make things better. Hey, we're gonna take a break, okay? Cause we both getting frustrated. So let's go take a break and we gonna come back to it in a little while. But that's basically what I do. That's one of my strategies.

*HV1: Sounds like a good idea.

*PAR: Mm hmm.

*HV1: Any other strategies or?

*PAR: No. I think that's pretty much it. I think that's – when he gets frustrated. We just do that.

*HV1: Got it.

*PAR: Or we might pray about it. If it's really, really stressing us we might pray about it.

*HV1: [Inaudible Comment]

*PAR: Yeah, we'll pray about it. If we don't have the understanding. Cause sometime I don't have the understanding all the way as well. So we'll pray about it and see where that get us.

*HV1: And you're talking in this particular instance about the book.

*PAR: Mm hmm. Yeah. About a book. If he's not understanding, I'm trying to explain to him what they're saying or anything. You know he gets frustrated, we'll do that.

*HV1: Okay. Yeah. Well, thank you for sharing that with me. So what are some questions that you ask Child J when you talk about books that he has read?

*PAR: I make sure I ask him does he understand. Do you understand what I'm saying? Do you understand what he did? Do you understand what happens first, what comes first? Do you understand what comes last? What'd they do in the middle? You know just things like that. Did he enjoy it? And whether it's something that he would like to read again. Or would he put in his favorite book category. Things like that.

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

*PAR: I try to explain to him that reading is – it takes you to another place. That you can have kind of like peace of mind. If you get you a good book and you really enjoy it, then you can take yourself out of there. Like you'll be into it and you'll also be learning and exploring and having fun all at the same time. So when he say he doesn't want to read, I really tell him that it's important that he does read. And he finds something that he enjoys. Because reading is very fundamental. You know you just can't tell them that. But, you know. But that's basically what I'm telling is how it's helping him and how it's gonna help him, how reading helps him and throughout life. Not just you just right then reading. But it helps you with everything. You'll be a better reader, a better writer, a better math, person that does math. We just be better – if you _____ get understanding.

*HV1: Mm hmm. Great. Thank you. Let's see. Okay. So are there other people in the home that help Child J with reading? And I know you had mentioned your 14 year old daughter. And anyone else you might like to mention. So are there other people in the home that help him with reading? And what do they do to help?

*PAR: They read with him.

*HV1: And who's they?

*PAR: My son Child JJ. My son Child JJ, he's 11 and Child J is 10. My son Child JJ, he's like honor roll student. So he really –

*HV1: Oh, wow.

*PAR: Yeah. He's been on the honor roll ever since he started school. So he always helps them and see if he's getting the understand of it. He see if he does something wrong. He really works with him. He loves Child J. He really does. Like they really close. They fuss a lot, but they're close too.

*HV1: Yeah.

*PAR: See he makes sure he has understanding. If he got it wrong, if he hears him saying something wrong or pronouncing something wrong, he'll tell him. He'll stop him and he'll tell him, this is how you say it. You sound it out like this. This is ____ or this is not, you know. Like that. And my little girl and my mom, she helps.

*HV1: Okay. And your little girl is the 14 year old?

*PAR: Mm hmm.

*HV1: Okay. And what does she – does she have anything that she does with Child J?

*PAR: She reads with him. She's a little bossy with it cause she's playing school.

*HV1: It's more about the teacher role than the actual reading.

*PAR: It is. You're right. You're right. But he does get out – if they enjoy listening to her. So I don't really hear her doing a lot of – I don't know. If they say something wrong, he's pronounced something wrong or said something wrong, she'll help him. Or if she see him struggling with a word she'll help him.

*HV1: Okay.

*PAR: But other than that she's just reading and bossing.

*HV1: Okay. Memories. I was that teacher with my little brother.

*PAR: Really?

*HV1: And then did you mention your mom? His grandma.

*PAR: Ah huh.

*HV1: Okay. And so grandma's involved. Is there anything she does to help that you've noticed?

*PAR: Well, she's a teacher. So she does it strongly. Like she does – like my son, my baby boy, he was having some issues in school. So she's tutoring him. He has gotten so much better. She tutors him every day.

*HV1: And when you say your baby are you talking about Child J?

*PAR: Nm mm. I have a son younger than him. But she also helps Child J as well. Them two she help. She tutors them. She'll do it together sometimes. So she really takes a lot of time out with them.

*HV1: What a blessing.

*PAR: Mm hmm. It is.

*HV1: That's great.

*PAR: It really is. She works with them a lot. Like a whole lot. Like I supposed to. She said, "What you gonna do with you move and I'm not around?"

*HV1: And does she live in the home?

*PAR: Mm hmm. This is actually her house. Yes. We just in transition of moving.

*HV1: Okay. That's why you said that. Got it. Okay. And how do you know if Child J has done a good job reading a book?

*PAR: He's very excited. He's very excited. He wants to show me everything that he has done and read it over. Show me every word and how he sounded it out. He's good with showing you what he's done and how he did it. So he's good with that. So that's like I said, we both show each other skills. He shows me how he does stuff and it help me sometimes. So he's really excited. He lets you know how he's done and all of that.

*HV1: So you can just kind of tell by his emotional state.

*PAR: Mm hmm. Yeah. He's very excited.

*HV1: Yeah. So what do you think makes a good third grade reader? And what should a good reader be able to do?

*PAR: I think what makes a good third grade reader is just to keep trying. The effort, you have to put forth that effort. You just can't give up. And what'd you say again?

*HV1: I know, it's a double question. What makes a good third grade reader? What should a good reader be able to do?

*PAR: I feel like a good reader should be able to sound out words. And always ask for help. A good reader will always ask for help and sound things out. Know all this little tricks of the trade I should say to get better and be open minded. For sure. You definitely have to be open minded and not want to give up. So.

*HV1: Thank you. And how would you describe Child J's reading skills?

*PAR: Child J, he can read. He came a long way. He's doing a lot better than what he was. But he still has a ways to go. Like I said, he's like me. Little learning issues. We catch on a little slow and then if we don't use it we lose it. So he also needs to utilize it on a daily basis so he'll still like – that's why like summer time it's good. He needs to be kind of like in an academic camp. Because he needs to use it or he'll lose it. It'll be kind of like he'll be – it'll be new to him when the year starts. You see what I'm saying? And he'll be kind of lost.

*HV1: I do. I do.

*PAR: So. Child J just needs to practice. Practice, practice, practice is all I can say. Just practice. He can get better. He can. But he struggles like me.

*HV1: Okay. Well, our study is going to give him the books to practice.

*PAR: Okay.

*HV1: And this is my final question for you. What goals do you have for Child J's reading this summer?

*PAR: For him to be better. At least to make three more notches above – if he's at a reading level of 10, I want him to be at 13. You know what I'm saying? Like I want him to get better as long as I see the progress, as long as I see him getting better I'm okay with that. You see what I'm saying?

*HV1: Okay.

*PAR: I'm fine with that. As long as he's getting better and he's not giving up and he wants to keep trying. My thing is he'll get discouraged, if he gets discouraged then that's it. You know what I'm saying? We just got to keep that going. Keep that –

*HV1: Well, it sounds. Oh, I'm sorry.

*PAR: No, you okay. Keep that line of communication open. Like Child J has to tell me, I want him to tell me stress and let me know that. If he's not enjoying his book, let me know so we can get something that you do enjoy. So he don't get bored and not want to do it. That's my biggest thing. Biggest thing is just practice and excel.

*HV1: Mm hmm. Well, it sounds like he's got a good encourager of a mom to help him along.

*PAR: Thank you.

*HV1: So we have completed our work together. Thank you for being so open and helpful.

*PAR: Okay. You're welcome.