

01-AFC

from open-ended interview

*HV1: Perfect. All right now we're going to get to some more open-ended questions that are going to give us an idea how Child N reads. So the first is tell me about kind of a typical day for Child N: he wakes up at what time and through when he goes to bed.

*PAR: I get them up maybe 7:20 every morning, or weekday. He gets up, washes his face, brushes his teeth. I have them bathe at night -- _____ wash his face and brush his teeth. If it's nothing here they want they eat breakfast at school or sometimes they may eat something here and then at school or eat.

*HV1: Second breakfast.

*PAR: He gets out at 3 o'clock exactly. Tuesdays and Wednesdays he has tutoring on the computer from 4:30 to maybe 5:45.

*HV1: And that's on the computer?

*PAR: Yes ma'am.

*HV1: Here at the house? What is that through? Is that with the school?

*PAR: It's something with the school. [Crosstalk].

*HV1: It sounds interesting.

*PAR: It helps, instead of just going to different places and doing tutoring or someone comes here every day. He can do it on the computer. He doesn't like it because it takes too long, like I say, hour and a half -- that kind of drags.

*HV1: Drags into afternoon playtime.

*PAR: Yeah, but other than Tuesdays and Wednesdays when he gets home he always eats something, then he does his homework. And he reads after he does whatever, writing or whatever homework he has to do. Then he pretty much either can watch TV or go outside. They come in -- like they don't really like going outside; he'd rather be in here and play with his toys or Legos or something 'til about 8 o'clock -- well they have dinner of course and then 8 o'clock they get in the tub and get ready for bed. He has another hour to watch TV because 9 o'clock lights are out.

*HV1: Great. So we're interested in learning more about Child N's books like [crosstalk]. So right now he's showing (Home Visitor) some of his books, particularly ones that he likes. So we can get an idea of what kinds of books that he likes. So where would you say you get most of your books from? [Crosstalk].

*PAR: Sometimes I go to Barnes & Noble but a lot of them Wal-Mart. _____ all of them come from Wal-Mart.

*HV1: They have some really good deals on books. So what are some things that you do to help Child N become a good reader?

*PAR: I do -- if he has any problems or anything I have him make sure he read out loud and that way I can see where if he's stuck or anything because if he's not reading out loud I don't know if he's reading or not. He could be in here and I could be doing something and he's doing it himself. I make sure he's reading's out loud. That way I can see if he's stuck or if he's reading. I bought some CDs -- that's what -- so trying to help my ____ boy now because he's not reading at all. And that's frustrating because I'm trying. The CDs help a lot too. They help -- now see that's what I was getting -- Child N, when I held him back in kindergarten those CDs that's reading _____ -- I like those a lot. I don't know where -- I lost a lot when we moved.

*HV1: So tell me more about these CDs? What are they?

*PAR: Like Dr. Seuss, I don't -- they were just different -- some of them had the books to go along with them and then some of them came up with like a dot every time, you know, the word and help them let them know where they was at. I think that helped Child N a lot. And I need to find some more for Child E because like I said, he's doing kind of the same except Child N's putting more effort than Child E. But he tries; I give it to Child N: he tries because it was from not doing anything until he almost made the ____ -- I think he got a C that stopped him and I don't -- you know, I'm proud of that. To me he's a A student for that 'cause he's trying. I mean anything you really put in front of him, even if it's -- he will try or he will ask then he won't -- he wants to finish it. I give that to him: he will

finish what he starts. He just gets frustrated because it takes a long time. After that he may lose concentration.

*HV1: Like I saw when we were doing something for too long.

*PAR: Yeah, "Okay, I don't want to do this anymore."

*HV1: Exactly.

*PAR: Then I come -- he may be on page one and come back he's done, or on last page, reading the last sentence, quiet, then I come he see me. But _____ okay yeah, what they _____?

*HV1: So this is kind of a question that builds on that. So what do you do when Child N has a hard time with a book?

*PAR: I try to get him to pick out books that he can read, like I got some books that got to go through the steps, 1, 2, 3 -- I have a lot of those over there with the different I guess ages or reading levels, reading 0, 1, 2 -- I try to get a lot of things that -- it just start out slow and if he gets something that's too much, if he get it at school I have him check it out again. That way we could keep -- if it's a word or something he going over -- he'll be able to recognize it the next time he sees it. So if he's stuck I'll try to help him but I mean other than that I'll let him read. But if needs help either he'll say he does or what he'll some ask me if I'm not -- I don't really be right there watching him and _____.

*HV1: Yeah. So this questions kind of relates to what you were just saying. So what are some of the questions that you ask when you're talking about books or -- ?

*PAR: I ask him what was the book about, can he give me some characters or something or what happened and -- what happened in the beginning. Then what happened at the end - - can you tell me what happened in the middle? I try to just so he won't be like, "Okay I know what she's going to ask, what's going to come first," so try to switch it up for him. And then like I said, we end up laughing because like, "Was the Peter in it?" Just see if he was paying attention. And there was a Peter in that book so I know he read it.

*HV1: What if anything do you do to motivate or do get Child N to read?

*PAR: Money, toys.

*HV1: Tell me more about that.

*PAR: Basically if they do good in school -- I mean I had to do all of them the same. If they doing good in school, or every day _____ try to do your best and not get in trouble which he doesn't get in trouble at all but I have different stories. But I just try to reward him like Fridays or Saturdays. If we don't go Friday we go Saturday, pick out a toy, just for me showing him, that's showing that hey, appreciate you trying your best because I know it's hard. It's just some things -- I wish I -- I just try to do things with him I wish I would have been talked to more _____ so I just try to -- hey, maybe if I was read this I would have did better. And right now it's working.

*HV1: What about to read at home? Is there anything that you found really gets them to want to read or --?

*PAR: Just if they want to do something, if they want to go somewhere or play a game -- like I said, if they've been playing on games or watching TV or even outside _____ playing video, I feel like they just sometimes too long I just, "Hey, cut it out, let's do something. Do this." Or I just tell them to read. I mean it may not be _____ I just say, "Hey, you all need to read a book," or if they too loud or if they fighting, "Hey, you all need to read a book." It may be five times a day I may say, "Hey, you all need to read a book." And then if they don't want to read the book they behave or they know they going to have to read that book and then they boys -- they get to fighting then read a book. So they may not like books when they -- only 'cause of me but hey, I make them, "Hey, read a book." They may like do nothing but look at the pages but, "Read a book." I mean I tell them. I make them.

*HV1: That's great. So are there any other people in the home that Child N reads with or reads to? So you said how many siblings does he have?

*PAR: Two.

*HV1: Two?

*PAR: _____ read to his baby brother if he'll listen. _____ he'll read _____ -- he'll read, I mean if it's something good to him or something he really like my mom 'cause I mean he reads to my mother or my sister if they come by. But yeah, my sister, if she listen.

*HV1: What about your sister?

*PAR: If she listen sometimes 'cause he gets to _____ might forget what the books called and everything -- never mind, "I heard that before," you know, just like -- so.

*HV1: So what kind of books does he choose to read to his baby brother?

*PAR: Action figure book. They read something fast, something _____ the fastest book he can find, something with the lessest pages, the biggest pictures.

*HV1: So he likes books with pictures?

*PAR: Yeah. Well to read to his brother to get him on over with, you know, you see more pictures you know there's not that many words.

*HV1: So how do you know if Child N's done a good job reading a book? Is there anything that --

*PAR: I say if I ask him questions and he can tell me about it unless it's the same book that he probably know by heart, something I've read to him they know, unless it's something like that. If it's a different book and I ask him questions or if I'm not listening to him or something but -- or I ask him a question or make sure or I go over the book that I want him to read and see if he really read it or know what it's talking about.

other coded excerpts from home visit

PAR: He will read but just as far as something he'd rather just sit here with no TV or nothing and not read. If I tell him, "No, no TV," just rather sit there than to read but he does read when I tell him to or he know he have homework -- he has to read for 30 minutes a day and I make sure he does that.