

01-AIR

\*open-ended interview\*

\*HV1: Great. Wonderful, so that's the end of the little survey, and now I'm just going to get a chance to understand a little bit like what Child C's daily schedule looks like and that's going to help us get an idea of when she's reading and what she's reading and how as teachers, we can build upon that, so tell me what's a typical schedule for Child C? Like she wakes up at and then till she goes to bed.

\*PAR1: Oh lordy, the girl gets up at 8:00.

\*PAR2: Well, technically, you get her, Monday through Friday, you get her up at 7:30.

\*HV1: 7:30, yeah.

\*PAR1: Go to school, get ready for school.

\*HV1: Nice.

\*PAR2: And on the weekends she'll wake up on her own. I don't know what time she wakes up because I'm usually still asleep because I work at night.

\*HV1: Do you?

\*PAR2: Yeah.

\*HV1: So you work like from what time to what time?

\*PAR2: I work from 4:00 to midnight.

\*HV1: Are you serious?

\*PAR2: Um-hum, so usually when I come home, I don't fall, I can't fall straight to sleep. I don't usually fall asleep till about 3:00, so usually when I'm falling asleep, and I'm waking up about mid-day, they are already up. So I wouldn't tell you.

\*HV1: Yeah, yeah.

\*PAR1: 8:00, 9:00 we be watching TV, cartoons.

\*HV1: Okay, nice. Okay, and what time does she head to school and do you guys like drop her off? Or does she take the bus.

\*PAR1: Hm-mmm.

\*PAR2: The bus picks her up right here.

\*HV1: Oh nice, oh good. What time does the bus come by?

\*PAR1: The bus will come here at 8:00, come to pick her up. She gets home around 4:00.

\*HV1: Okay, and what does her afternoon schedule look like?

\*PAR1: In the house.

\*HV1: Okay, so she comes in, and does she just play with—

\*PAR1: \_\_\_\_.

\*HV1: Great. And what time does she typically go to bed?

\*PAR1: Oh, shucks. Um, about 11:00, 12:00 close to 1:00.

\*HV1: Okay, so sometimes do you get to see her when—

\*PAR2: The only time I get to see her if she calls up to the job, daddy, bring me home a taco and she sit up and wait for that taco.

\*HV1: Oh, nice, nice. That's sweet of you after a long night of work.

\*PAR2: Sometimes I forget on purpose.

\*HV1: Yeah. That is completely understandable. I would probably forget many times. So, right now, Child C is showing (Home Visitor) some of her favorite books like I mentioned to you so you mentioned that she gets a lot of her books from the library and then—

\*PAR1: From school. Yes.

\*HV1: From churches. Are there any other places that she gets—

\*PAR1: I have to go like what's the um, goodwill and find books. If she find little books in thee too.

\*HV1: Yeah. Very nice. So what, if anything do you do when Child C has a hard time with a book? She comes to you and she says, I can't read this.

\*PAR1: She sits with me. She sits with me.

\*HV1: Okay, can you tell me a little bit about what you do with her when she comes to you?

\*PAR1: I tell her like sound out the word first and if she can't do it, I say it for her or he'll say it for her.

\*HV1: Is there anything else that you would do when she comes and she's like this book is too hard. I can't read this book?

\*PAR1: She just don't read it. She look at the pictures.

\*HV1: Yeah, so you tell her to look at the pictures.

\*PAR1: She look at the pictures and try to figure out what the story is.

\*HV1: Nice, that's wonderful. So what are some questions that you ask when you talk about like the books that she's read?

\*PAR1: What she like about it. What she think about it, because sometimes she puts herself in the story.

\*HV1: Yeah. Yeah. Those are great questions. Okay. So what, if anything do you do to get Child C to want to read more? Is there anything that you have found really that gets her excited about reading?

\*PAR1: We can't even get the girl to sit still.

\*HV1: really? So she likes to be moving and playing?

\*PAR1: Um-hum.

\*HV1: Okay.

\*PAR1: She don't sit still long enough to read anything.

\*HV1: Okay. Do you find that sometimes she has an easier time to sit down and read it if it's something that's interesting to her?

\*PAR1: It's just getting to where she'll sit still.

\*HV1: Hopefully, we'll get to send some books that we'll get and that will help you guys to keep her seated a little bit.

\*PAR2: She's a busy bee.

\*HV1: That's a good thing. I think she's smart. Makes your job as parents a little harder. So are there any other people in the home that she reads with or reads too?

\*PAR2: No.

\*HV1: So primarily just the two of you?

\*PAR1: Um-hum.

\*HV1: Great. And so how do you know when Child C's done a good job reading a book?

\*PAR1: She, I will treat her like candy or when we go out somewhere.

\*HV1: Okay. And so how would you describe Child C's reading skills right now?

\*PAR2: They are below average.

\*HV1: Oh, below average, is that what you said?

\*PAR2: Um-hum.

\*HV1: Okay, so tell me more about what you mean.

\*PAR2: Anything that's not a Dr. Seuss, she has a hard time reading.

\*HV1: Okay. So those are just her favorites, everything else is-, nice. Great. Okay, are you guys done?

\*HV1: Not quite, okay, so I just have a couple more questions. Are there any goals that you have for Child C for reading this summer that we can possibly help with or just that you have for her?

\*PAR1: I \_\_\_\_ I don't even let her go outside that often, so it would be good for her to have these books.

\*HV1: Nice. Great. That's wonderful. Thank you so much for sitting down with me and telling me about this. Hopefully, we can get some really good books for her to read and then keep her sitting for a little while.

\*PAR2: Yes.

\*HV1: This is a lot of good books. I hope it's not going to be that hot today. It has been unbelievable the past two days. I don't know what's going on.

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