

01-ACI

open-ended interview

*HV1: First one, we're interested in knowing the kinds of things that you and Child L do in a typical day, so if you were to think about her routine from the time she gets up to the time she goes to bed, can you walk me through that?

*PAR: She gets up at about 7:30 AM. She takes about ten minutes in the bathroom to brush her teeth and wash her face. Then she gets dressed. Then she comes and she eats breakfast, watches a little bit of TV. Most of the time she doesn't know because she's eager to get to the bus stop.

We'll get in the car. I'll take her to the bus stop. We'll wait for the bus. The bus comes at 8:30 on the dot, typically. She goes to school, her whole school routine. Once she gets home, just going off of what I've seen, she gets home.

She's telling us about her day. She has a snack. She goes to take a bath because I don't want her sitting around in her clothes that she's wore at school all day, so she takes a bath, and then as soon as she takes a bath, she'll either have another snack or she'll start on her homework while dinner is being prepared. If she finishes her homework, she'll eat dinner. She'll read and then we'll go over her homework and her reading assignment. Then she goes to bed.

*HV1: Okay, and what time does she go to bed about?

*PAR: Oh, Lord, 9:00, if not 8:30.

*HV1: Okay, great, and we're really interested in learning more about what kinds of things she likes to read about. I know that right now she's probably showing (Home Visitor) some of her books and our question for you, and you've already talked about this a little, but I'll ask again. Where did you get most of her books from?

*PAR: Most of the ones that she has right now are Dollar Tree.

*HV1: Okay, that's a good deal. I've seen those. Yeah, and what are some things that you do to help her become a good reader?

*PAR: Have her dissect the word, to pronounce it, to understand what it is. If she doesn't understand what it is, I will give her the definition of it and use it in a sentence for her and show her how she can use it in her daily living. I actually have her to stand up and read. For me, _____ read, just leisurely reading to help her get the words right and then her second read, which I'll have her read it again so she can read it fluently, she has to stand and read it in front of the family and then explain to us what the story is about.

*HV1: I really like that. I like how you make it kind of formal and a family event. That's nice. I really like that.

*PAR: Then my husband will do a test for her. We'll write out a test for her so she can actually explain and to tell what it is, and it was just preparations too for EOG's and just regular tests and critical thinking tests, but to write it out so she can explain, so she can learn to not go off in her imagination like she's

done in the past about a story, but she sticks to the format of the story and gives the answer to the story, whatever the question is asked, and give a detailed answer as to what's going on.

*HV1: Okay. Great and next question. What, if anything, do you do when you see that she's having a hard time with a book?

*PAR: Tell her to leave and relax. Get a snack. Have some fun. Get her mind off of it, and when she's ready, come back.

*HV1: Okay.

*PAR: And try it again.

*HV1: Okay, great. Take a break. Number five, you're already talked about this. What are some questions that you ask her when you talk to her about books that she's read?

*PAR: One of the questions would be, what is the setting?

*HV1: Okay.

*PAR: Who are the main characters in the book? What is the story talking about? Where was the climax at, and what happened in the end, or specific questions related to the characters in the book.

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

*PAR: Take her shopping, a shopping spree.

*HV1: She was pretty excited about that gift card. She's already geared up for the shopping spree.

*PAR: Shopping sprees.

*HV1: Okay, anything else?

*PAR: No. She just likes to shop.

*HV1: Got it. Okay.

*PAR: Shopping sprees or just going to (Name)'s or something, a personal outing. We do family outings, but she likes personal, one-on-one outings and she likes clothes and she loves jewelry, so she loves to go to Glitter at the mall and just get all that dollar jewelry that she wants.

*HV1: Is she a girly girl?

*PAR: Oh, definitely. She's been wearing makeup since she was three.

*HV1: Oh, wow.

*PAR: Yeah.

*HV1: That's fun (laughter). That's cute. She's such a cutie. Oh, it makes me think about my childhood. You talked about this. Are there other people in the home that help her with reading, and if so, what do they do to help?

*PAR: It would be her dad, Parent C. What he does is pretty much we're a united front, so he does the same thing. We have her initial reading, which pretty much is for a new book or something, just to see where she is, start off, see if she's breaking down her words and everything, just pretty much reiterate dissecting words, slowing her down, and if it's a long book, if it's a long chapter book, we'll just do two chapters at a time unless the chapters are really long. Try not to exceed the 20 minute or the 30 minute, for us really, reading timespan and then go back and ask her questions just off of what she's read alone. Once she finished the entire chapter book, then we'll ask her no more than 10 or 12 questions, most of the time, about the entire book just to make sure that she has the full understanding and if we start a new book, we'll ask her about a previous book just to see if she still remembers and is able to retain that information.

*HV1: Great. Okay, and how do you know if she's done a good job of reading a book?

*PAR: Because she's very gung ho about it. She's wanting to tell you and everybody else about it, to be quite honest. Just when she's confident. I know that she feels good about what she's done when she's really, really confident. If she's being withdrawn or if she feels like, no, I really don't wanna go over it then I know that she's made up some words or whatever. She's filled in some words, filled in the blanks of what she didn't know.

*HV1: Okay.

*PAR: But typically, when she's gung ho and very excited about it and real confident, I know.

*HV1: Okay.

*PAR: Yeah.

*HV1: Great, and what do you think makes a good third grade reader, so in other words, what should a good third grade reader be able to do?

*PAR: I think a good third grade reader should definitely be able to go through a chapter book without no problems, without any headaches, as she call 'em (laughter), and be able to tell you the beginning, the middle, and the end of a book and give you some highlighted points and topics, and I think they should be able to independently read without the assistance of a teacher and/or parent. I think their comfort level should be at a maximum. I think they should be really, really comfortable with reading aloud and going over things one-on-one if need be, but I really think they should be a very strong or okay – I don't even wanna say a moderate reader. I really think they should just be a strong reader at that point.

*HV1: Okay.

*PAR: Especially by the end.

*HV1: Okay. Yep, okay, and how would you describe her reading skills?

*PAR: I think her reading skills have drastically improved. I don't think that she is as strong as I would want her to be or where I think that she needs to be. I think that she's okay. I think that she falls into the average percentile, which is not where I want her to be. I would really want her to be in an above average range, whereas it's a thought process, so should she really be in the third grade, going to fourth?

I would rather it be fourth grade, going to fifth, or something of that nature. I really push her to be the best that she can be, and I don't want her to settle and I think that she has settled or pretty much is in the position to have settled. Quite frankly, I don't intend for her to continue to go to (X), to be quite honest. I am not pleased with (Y) schools because she came from (Z).

*HV1: That's too bad.

*PAR: Oh, yeah.

*HV1: Yeah. She was at (Z). When did she start at (X)?

*PAR: Yeah. She started (X) her second grade year.

*HV1: Okay.

*PAR: Yeah.

*HV1: So are you gonna put her back in (Z)?

*PAR: I am.

*HV1: Okay. Will that start in next fall, this fall?

*PAR: No, because our lease doesn't end until after school starts, so she's gonna start back at (X), but then she's gonna come out, because it's year round over there.

*HV1: Okay.

*PAR: Yeah.

*HV1: It doesn't mean anything coming from me, but I am sorry to hear that.

*PAR: Oh, it's terrible.

*HV1: I mean that's your child's world. That's your child's everything, and you wanna have confidence in those people.

*PAR: I'm not.

*HV1: Goodness. Sorry. Well, final question for you.

*PAR: Okay.

*HV1: What goals do you have for her reading this summer?

*PAR: I want her to become a very strong, independent, confident reader.

*HV1: Okay.

*PAR: That's what I want.

*HV1: Okay.

*PAR: And that's my goal. That's the purpose of me doing this program, because she's excited about it. That really helps me a lot where I won't have to push the issue.

*HV1: That was fun to see.

*PAR: And I think too, since whomever told her about the money, I don't know why they did it. I think they may have done it just to get kids kind of riled up about it, but it was a plus. It wound up being a plus according to her, but I really want her to take this seriously, which I believe that she will, because she is excited about it. It's nothing that I'm pushing.

*HV1: Yeah, I could tell. She's like, "When do I get my books?"

*PAR: She's been looking forward for, I don't know, about a month and a half.

*HV1: Good. Oh, that's such a long time for a kid.

*PAR: Whenever they sent it out. That's what she's been looking forward to ____ _ ____.

*HV1: They need to give her a start date, so she cannot get too excited.

*PAR: Well, we told her several times it's not gonna start until you're out of school, so she's like, "But they said! They said!" I'm like, "Who in the world are they?"

I remember sitting here absolutely confused. I know at one point I was actually looking for the books because I'm like, "When are they?" Then you had started calling, so it shined some light on some things, but really, I was walking blind there for a minute.

*HV1: Yeah. I know until you got the call, you heard just bits and pieces, so –

*PAR: Oh, yeah.

*HV1: Well, those are all my questions for you. Thank you for taking the time to answer them so thoughtfully and let me see where they are. There's some paperwork we can do together. While we wait. Just let me see.

*PAR: Okay.

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