

01-BAK

\*HV1: Okay, thank you. Just let me write this down. And next I just have a series of open-ended questions again. So we're interested in knowing what kinds of things you and Child N do in your everyday routine. So if you were to think about it, just an average day for Child N from the time she gets out of bed to the time she goes back to bed, can you kinda walk me through that?

\*PAR: Yeah. She's pretty good now. She'll kinda get herself up and get herself ready for school, or if it's the weekends, whatever, she does it all on her own as far as brushing her teeth and picking out her clothes and stuff like that. If it's a school day, she'll do all of that, and my husband usually fixes breakfast for her, so she'll eat like that. On the weekends, same sorta thing, just kinda have breakfast at leisure.

So then she'll go to school. When we come home from school, she gets a snack, and then as soon as the snack is over, it's right to homework. And she might spend – she's gotten – at the beginning of the year she could easily spend an hour to an hour and a half, two hours on homework, but now the end of the year where she's really gotten – understanding the material and stuff, now she can come home, work on her homework, and be done in 30 or 40 minutes.

So she'll get her homework done, and like I said, we make her read every day for 30 minutes after school. And then it's either karate or – like I said, you could look at her checklist if you want to, but if she doesn't have karate, then she'll usually have one simple chore, like maybe straightening up her room or something like that, so a pretty simple chore. Again, earlier in the year I was making her – I had a bunch of little workbooks. So if it was a non-karate day, then I would make her do a page or two out of the workbooks, which – like reading, math, or writing. I was really trying to work with her on her handwriting for a little while, and I kinda gave up on that.

So like I said, that's pretty much it. Get herself ready for school. She's very independent with that. Come home. And especially with the checklist, we don't even really have to say, "Child N, you need to do this, that." She just knows automatically, "Check my checklist," and she's kinda really independent with that. And then by the time all that's done, it's dinnertime, hang out as a family for a little bit, and then she goes to bed.

\*HV1: Great. Okay, that's helpful. Thank you. And we're interested in learning more about Child N's books and her reading interests. I know you've seen her showing (Home Visitor) some stuff right now.

\*PAR: Mm-hmm.

\*HV1: And our question for you is, where has she gotten most of her books from?

\*PAR: Most of those books upstairs probably came from either a school, like a book fair, or some kinda secondhand store, like maybe a – I would say most of them would probably come from a book fair. And then she gets some from – I would say maybe Parent T would be like – we always try to get her a book for Christmas or her birthday or something like that, and then like I said, like a Goodwill or something like that. Those two probably tie as far as how much came from those sorts of places.

\*HV1: And what are some things that you do to help her become a good reader?

\*PAR: To help her become a good reader? I think definitely things like asking her questions about what she's reading. I mean, she loves to kinda tell us just automatically about a part that she think is funny or something, so we definitely try to engage with her when she comes to us with something like that. We try to make a point of stopping and paying attention to what she's saying, especially when it's reading.

But like I said, just trying to take her places and kinda encouraging her to read about it. Like if we go to the museum, it's not just like run through the museum and just run and play. It's like, "Let's stop and read what this little plaque says about the frog." So we just are trying to kinda incorporate it every day, all around, and then having times where we are actually focused on it in one way or another.

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

\*PAR: If she's having a hard time with a book? Similar sorta thing where we'll kinda sit down, and in those instances, we would read the book with her more. And I try to encourage her to not give up on a book. I remember a couple of summers – last summer, actually. Last summer. She was reading so much. I mean, she was just going through books like crazy, and she would get a hard one that she would wanna give up on, so she might move on to another one without me knowing. And so when I realized she had moved on, I'm not gonna fuss and say, "You can't move on," but I will kinda go back and say, "Well, what's up with this book?" and try to encourage her to stay on it or say – like I said, I might say, "Well, we can read this one together," that sorta thing. So I was always trying to encourage her to finish a book, like once she start, finish it.

\*HV1: So checking in to make sure she hadn't just breezed through it, but that she'd really taken the time.

\*PAR: Right, right. But spending more time with her on the book and trying to help her kinda get through it would probably be the most thing that we do.

\*HV1: And what are some questions – you've already talked about this a little bit. What are some questions that you ask her when you talk with her about books that she's read?

\*PAR: I always wanna know who she likes the most, what character does she like the most in the story. I guess I probably should tell you that I used to be an English teacher.

\*HV1: Oh, really?

\*PAR: I should've said that at the beginning. Yeah, I used to be an English teacher, so all that sort of "What's your favorite character?"

\*HV1: You're like, "I know what questions to ask."

\*PAR: Yeah.

\*HV1: "I've got this down."

\*PAR: Uh-huh, uh-huh. Or just in general, "Tell me what's happening in the story," and if maybe the story doesn't make sense, then I kind of – what she's telling me, I kinda go back and be like, "So what happened first, though? And then what happened? I'm not sure that I understand what you're saying." So kinda just paying attention to the story and kinda trying to push her, be on it. Sometimes I ask her the sorta analytical, like "Why do you think this happened?" sorta thing. But for the most part, it's just asking her to tell us what the story's about, summarize what the story's about. And usually, I always ask, "What's your favorite part? What's your favorite character?" That sorta thing.

\*HV1: So you're no longer an English teacher?

\*PAR: Mm-mmm. No, I'm a counselor now.

\*HV1: Are you?

\*PAR: Mm-hmm.

\*HV1: Like mental health counseling?

\*PAR: Mm-hmm. Yeah, we work mostly with kids and teens, and do a lot of family therapy.

\*HV1: Wonderful. Can I ask what your background is?

\*PAR: Well, like I said, my bachelor's is in secondary education, high school education. And I taught high school for a little while and taught middle school for a little while. And then I got my master's in counseling, so yeah, I'm just doing that now.

\*HV1: I'm getting my master's in social work right now so that I can be a family therapist down the road, so I always get excited when I meet other counselors. That's wonderful. I debated long and hard between social work and then just the general counseling degree, which would've been a more straightforward route. Did you go to (School) for that or...?

\*PAR: For my master's?

\*HV1: Yeah.

\*PAR: No, I went to (School).

\*HV1: Nice, I've heard really good things about that program.

\*PAR: It's awesome. Yeah.

\*HV1: Oh, cool. And you've already addressed this a little bit as well, but what, if anything, do you do to motivate Child N to read?

\*PAR: To motivate her to read? Just taking her places, like taking her to the library. Yeah, taking her to the library or just reading with her. I mean, I never, ever, ever tie reading to a reward or a punishment. I've never, ever, ever said, "Well, you're getting on my nerves today. Go to your room and read." You know, like that. I know that's dangerous, so I've never tied it to a punishment, and I've never tied it to a reward either. It's never been like, "Read a book and then I'll buy you a —" It's just trying to encourage her to just read because you enjoy reading.

So I mean, the big — just letting her see us read, and if I'm reading something interesting or funny, I kinda pull her into what I'm reading too and tell her about my story. Like I said, I love to read middle school-level novels and stuff, so I'm always kinda telling her about what I'm reading. So that's basically it. I don't know. She just kinda rolls with it, thankfully. I haven't had to do a — it hasn't been like a tug of war with her to get her to read.

\*HV1: And are there other people in the home that help her with her reading? And if so, what do they do to help?

\*PAR: Yeah, my husband, he helps her with reading as well. He just does pretty much the same stuff that I said: sharing with her what he's reading, asking her questions about what she's reading. If she's having a problem understanding some vocabulary or something like that, walking her through that sorta thing. So pretty much the same stuff that I'm saying, he does with her, just making sure he spends time with her as well.

\*HV1: And how do you know if Child N has done a good job of reading a book?

\*PAR: She's able to give us a kinda really clear summary of it. She knows the characters. She doesn't get the characters confused. Yeah, that's pretty much it. She can really talk about it. Especially if she can, like I said, sorta analyze it, maybe go a little bit deeper than just the storyline, like if she can kinda say to us, "Oh, he did that because he was really mad" or any sort of — that's sort of demonstrating that she's really got — not just read it, but really got I guess the — what's the word I'm looking for? Just sorta analyzing it deeper, that sorta thing.

\*HV1: That's a very helpful explanation. And what, in your opinion, makes a good third-grade reader? So what should a good third-grade reader be able to do?

\*PAR: A good third-grade reader. I think a good third-grade reader should be able to sit down and have at least 20 minutes of sustained reading. I think that's reasonable for a third grader. I think a third grader should – I don't know. Say it one more time so I can get the full question.

\*HV1: Yeah, what should a good third-grade reader be able to do?

\*PAR: Okay. So some good sustained reading I think is important. And then, like I said, be able to kinda explain not just the characters, but kinda explain sort of a deeper side, maybe have a better understanding of why the characters might be the way they are. They definitely should be able to maybe relate to the story, not just saying – yeah. Relate to it in a way to say, "This reminds me of something in my life." I don't know. I think they should be able –

\*HV1: That makes very clear sense.

\*PAR: – to relate to it, and yeah. Yeah, more than just being able to say, "This happened, then this happened, then that happened," but to demonstrate that they kinda have a mental picture of the story is really –

\*HV1: More than just a superficial grasp.

\*PAR: Right, right. Mm-hmm.

\*HV1: And how would you describe Child N's reading skills?

\*PAR: I think she's got really good reading skills. There are some places where – I guess where I start to wonder is more along the lines of the writing side, so I wonder – because of some of her writing, maybe her spelling or something like that. I wish that maybe she was picking up the spelling from the reading, you see what I'm saying? That she's not necessarily – even though she might know the vocabulary words. I think she does a really good job of even stuff like using context clues, like if she doesn't know what a word means. I think she's a pretty good reader. I wouldn't say – I don't know. I would say probably above average from what I know as a teacher. I would probably say above average, but I don't know what the standards are anymore, either. Yeah.

\*HV1: And last question: What goals do you have for Child N's reading over the summer?

\*PAR: Like I said, I know last summer she was – I don't know, was it last summer or two summers ago? Anyway, one summer she read probably a novel a week. I mean, they were really short novels, like to 100- or 120-page sorta novels a week. But she would read one a week or maybe every two weeks. So that would be something I would like to see her do is maybe read a novel a week or every two weeks, but I definitely plan to continue to hold her to a standard of reading 20 to 30 minutes every day. Yeah.

\*HV1: Those are all my questions for you. Thank you. And I think they're almost done. Let me just go check, if you would just \_\_\_\_\_. And should I have taken my shoes off in the house?

\*PAR: No. No, it's fine.