

01-BEP

From Open-Ended Interview

*HV1: So we're done with the survey/questionnaire. Now I'd love to just know a little bit more about what Child O's typical day looks like. So what time does he wake up, so he goes to bed -- what does a typical day look like?

*PAR: He has to be in school at 8:00, so unless -- he'll get up an hour before have to be in school.

*HV1: So he's at school for about how long?

*PAR: He get out at 4:00.

*HV1: What does he usually do after school?

*PAR: He was in an afterschool program which they help him with his homework and different things like that. But for the last couple of weeks he hadn't gone but I think he gonna be starting back next week. So what they do there is they just -- again, like I said, they usually play games after they finish the homework, they get out at 6:00 if they have to.

*HV1: What has he been doing now that he's not been in that program?

*PAR: Not much.

*HV1: He'll just come home and relax?

*PAR: Do his homework and stuff like that.

*HV1: So around what time would you say he eats and starts getting ready for bed on a typical night?

*PAR: _____ 9:00, 9:30.

*HV1: We're interested in learning some more about Child O's interests so we can get him some books he really likes. So where would you say he gets most of his books from?

*PAR: _____ library.

*HV1: Library? Would this be the school library or this a nearby library?

*PAR: Nearby library, yeah.

*HV1: So what are some things that you do to help Child O become a good reader?

*PAR: Listen to him when he reading and not tell him to read out loud. And stuff.

*HV1: Are there other things you do?

*PAR: If he don't understand a word, help him.

*HV1: So related to that, if he comes and he's having a hard time reading a book is there anything you do to help him?

*PAR: If I don't understand the definition or whatever I go to the dictionary. I go definitely -- ain't any shame, I goes to look. Grandma don't know and let me just check this out.

*HV1: I have to do that all the time. That's good. Anything else you do if he's having a hard time like, "This book is too hard for me," or is there anything that --?

*PAR: I'll tell him, if he feel like it's too hard I just say, "You can get another one until you work yourself up to that."

*HV1: What if it's just like a word or a sentence that's too hard?

*PAR: For him?

*HV1: Yeah.

*PAR: Or both. Let's just say for him. You know the _____.

*HV1: For him I'll try to help him the best I can. That's the best I can do right there. So what are some things that you do to help him? Are there certain questions or things you say?

*PAR: If I don't know this -- I said a little while ago if I don't know I'll look it up, try to find out. Then I get him whatever answer I have. If not I would tell him to write it down and go to his teacher the next day, something to that effect, yeah.

*HV1: That's great. So what are some questions that you ask Child O when you talk about the books that he's read?

*PAR: Try to understand what the story's about and if he got a quiz or something like that afterward; this way he'll be after that -- answer the question once he found out what he reading about and stuff like that.

*HV1: So are there any other people in the home that he reads with or reads to?

*PAR: Not right now because they just visiting.

*HV1: Is there anything that you do to help make him want to read more, to motivate him to read?

*PAR: Just keep encouraging him, yeah.

*HV1: What does that encouragement look like?

*PAR: It's to continuously encourage him, meaning like you need to tell him what life is about. You need to really read because this is what's going to -- you need to comprehend what you read and stuff to that effect and do that before you get into playing.

Other coded excerpts from home visit

*HV1: Tell me a little about Child O as a kid.

*PAR: He still need a little help in comprehension and reading, period. So this is good for him because he don't really like to read, you know what I'm saying? You really have to shove a book in his -- you know what I mean? In order for him to really get into it, like cartoon books and stuff that I think third graders should be sort of like past, books like that, easy books. The counter books I don't think it matters so far what he been reading, as long as it's funny and stuff like that. But as far as third grade reading I think he should be _____ at. Kind of past that.