

01-AWK

*HV1: Okay, so now we're going to go to the open ended questions. We're interested in knowing the kinds of things you and Child D do in your everyday routines, so tell me about a typical day for Child D, from morning to bedtime as well as you can remember.

*PAR: Okay, so in the morning – I'll start from the morning. He gets up. He takes his shower if he hasn't done so (background conversations) the night before. He eats breakfast.

Then I give him his medicine for his ADHD. Then he walks to the curb, to his bus stop. When he comes home from school from 5:00 to 6:00 is a designated homework time. Even though that is a complete struggle, even if not the whole hour, I try to do something associated with school from 5:00 to 6:00 or 5:00 to 5:30 and then after that, it's up to him what he wanna do, whether it's playing his game or watching a movie, but he knows he has to do something associated with school after he come home and get his snack.

*HV1: Okay.

*PAR: I'll give him something to eat, and then he does homework. Then he does what he wanna do 'til about 8:00. Then it's shower time after 8:00, and it was dinner and then he takes his shower last.

*HV1: Okay.

*PAR: And then it's bedtime by 10:00.

*HV1: Okay, sounds good. We're interested in learning more about your child's books and reading interests. Child D is showing (Home Visitor) some books right now. Where did he get most of his books from?

*PAR: He'll get books from the library.

*HV1: From the library, okay.

*PAR: But I had bought books. I buy those from – like if the library has a sale or a book fair. If he comes home, he does typically come home every now and then with a book fair catalog and he'll see something he like and he'll let me know and we'll definitely get a book from there.

*HV1: So with most of the books that he have, would you say he got them from the public library or the library from school?

*PAR: Public library.

*HV1: Okay. What are some things that you do to help Child D become a good reader?

*PAR: I do try to encourage him, let him know how important it is. He sees me reading frequently and he looks at me, but he _____. I don't like that, but I really just try to encourage him to read something if it's not nothing but a comic book or something about Spongebob or something.

*HV1: (Crosstalk) And modeling. Modeling is a good – because we see you _____.

*PAR: Yeah.

*HV1: So _____.

*PAR: And my other daughter, she has picked up on it. She loves to read. It's just not Child D's thing though.

*HV1: Right, so what, if anything, do you do when your child has a hard time with a book?

*PAR: I read it to him.

*HV1: Okay.

*PAR: And we'll go word for word, finger pointing at the word, and I'll read to him. He likes that better than him doing it on his own, but I don't think that he gets – that's nothing compared to him actually reading himself.

*HV1: Right. What are some questions that you ask Child D when you talk about books that he's read?

*PAR: I ask him about characters. Well, what did this character do? I'll ask him about the beginning of the story, and although – I ask him different – I'll stop. In order for me to get a good response or the right response, I'll have to stop and say, "What did they do again?" If I let him go through the whole story and then ask him at the end, he doesn't remember.

*HV1: Right.

*PAR: Or he's confusing it with another character.

*HV1: Okay, so what, if anything, do you do to motivate him to read?

*PAR: Just get him books that he likes. I'll take him to the library and he'll definitely pick out something he likes. Even though it's not educational, but if it's like a Spongebob book, or an Iron Man book, or a Spiderman book, I'll just let him pick out what he likes and he will read it.

*HV1: Okay, that's good, so are there other people in the home that help Child D with reading?

*PAR: It's just me and his sister _____ brother, and she has – it's just me because she can't tolerate him.

*HV1: Okay. How do you know when he's reading that he's done a good job reading?

*PAR: When he's able to answer the questions and actually know, and that usually takes me and him reading together. When he can answer the questions correctly about what's going on in the story.

*HV1: Okay, so if he reads a book by himself and you ask him those questions that we talked about earlier, if he can answer those questions?

*PAR: Mm-hmm.

*HV1: Okay, so what makes a good third grade reader, so from what you know about just him being in third grade so far?

*PAR: Someone who's consistent with reading.

*HV1: Okay.

*PAR: So I think consistency will make a third grade reader, even if you don't know all the words and you're confused about what's going on, but if you keep reading, even if it's the same book for the rest of the week.

*HV1: Right.

*PAR: Eventually at the end of the week, you're gonna know that book like the back of your hand.

*HV1: So consistent with the words?

*PAR: Yes.

*HV1: Okay, all right, so I guess if they're reading a book and there's a word that is maybe, let's see, a third grade word, maybe please, so consistently being able to read that word throughout the book?

*PAR: And knowing what's going on.

*HV1: Okay, so what do you think a good third grade reader should be able to do?

*PAR: Read and tell you about the story, tell you about the book, definitely. They should be able to know the note. I mean once they're reading, they should be able to repeat to you what the book was about.

*HV1: Right. All right, so how would you describe Child D's reading skills?

*PAR: Child D's reading skills are not where they should be.

*HV1: Okay.

*PAR: But he's definitely working on it, and I think this will help him a lot. This little program will help him a lot, but we're definitely working. They're not where they should be, because he just has no interest in educational things.

*HV1: Okay, so when he reads, what are some things that you see that you feel like he could work on?

*PAR: He can definitely work on remembering what happened.

*HV1: Yeah.

*PAR: Because like I said, I'll have to stop in the middle of the story and say, "What did they do again," or, "What was her brother's name?" If I take it all the way through, there's a chance I'm not gonna get the correct feedback.

*HV1: Okay, so what goals do you have for him reading this summer?

*PAR: Just keep pushing him to read, keep pushing him to do stuff, no matter how frustrated he get or how he express he don't want to. I feel like I should just keep pushing and being consistent with him about reading. Just school, period because _____ to work on it.

*HV1: All right, so that's all the questions for the open ended questions and the other questions, so now we're just waiting for them to finish, and then we'll explain the recorder and what you need to do over the summer.

*PAR: Perfect.

OTHER CODED EXCERPTS FROM HOME VISIT

*HV1: So we really want to learn more about Child D, so can you just tell me a little bit about him?

*PAR: Child D, he's a third grader. He attends (Name) Elementary. He has ADHD. He's a very sweet child, but at times he gets this attitude. He has this attitude that if things aren't going his way or if we're not doing what he wants to do, it becomes a problem for him, and I think that's where he struggles at in school, because he doesn't take school seriously enough to where he doesn't have as much interest in school, enough to pay attention and focus and do the things he's required to do.

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