

Ready! Set! School! Project
Product Testing Spanish Speaking Group Session One

February 7, 2006

Session Findings and Analysis

Session Objectives:

Session moderator Sonja Agulara, and Family Center staff member Marni Timmerman, presented four draft activities to a group of four Spanish speaking parents of 3-5 year old pre-school children. The objective was to solicit feedback about the activities and suggestions to make them more usable for parents.

The Group:

Three of the four participants were from Tooele County, the other was from Salt Lake City.

The Activities and Procedure:

The group went through a total of four activities during the two-hour session (Let's Read, Telephone Talk, VIP, and My Feelings).

Sonja and the participants read through one activity at a time. After reading an activity, Sonja asked the participants a series of questions to gauge their initial impressions (refer to the Product Testing Review Questions attachment).

Following the initial round of questions and answers, Marni joined the group from an adjoining office where she watched and listened to the proceedings via a television monitor. Marni demonstrated the activity as the writing committee had envisioned it.

When Marni finished demonstrating the activity, she retreated again to the connecting office and Sonja asked a follow up set of questions to determine if any of the parents felt differently about the activity after seeing it demonstrated. Jack Wilbur, the researcher for the project does not speak Spanish. However, he was on hand to answer any questions Sonja might need to address during the session.

This procedure was followed for each activity one at a time.

Parent Impressions

General impressions, overriding themes:

Some of the comments mentioned in this section and throughout this report are already part of the plan. However, for validation purposes if nothing else, I believe it is important to note the comments that kept surfacing.

1. Watching the demonstration was very helpful.
2. Some of the cards need better, different graphics to be more visually appealing and/or to explain the activity better. This might also help overcome any language challenges.
3. The web site should have a chat room or electronic bulletin board for parents to exchange ideas.
4. Many of the activities need to have more detailed instructions.
5. The easier the activity is to do and the more likely it is that the materials are easy to get, the more likely it is that they will do the activity with their children.

Activity Specific Comments:

Let's Read:

1. It catches your attention.
2. "My little girl likes to look through the book and tell me what way she would like to read it," one parent noted.
3. This activity is good because it's easy. There are books in the house already.
4. One parent said that it is easy for her, but that other parents might not have the time. It might be hard to do every day.
5. The instructions are good and clear. There was one comment about vocabulary that Marni can address.
6. Parents could easily see themselves doing this activity with their children on the couch or in bed at bedtime. Her older children would also probably participate. They have to read for school anyway.
7. After watching the demonstration the parents were concerned that there should be a real child involved in the demonstration. "Kids in real life are much more animated. They want to turn the pages faster and be right next to the book, crawling on the parent and be more involved with how the story sharing process goes. I have noticed that my children really like me to read with a different voice when I read to them. They like to read the same book over and over."

Telephone Talk:

1. "Kids love to play telephone. Whenever anybody calls for me they want to talk. When my husband calls, I always have to pass the phone to them so they can speak with their dad."
2. "I love to play telephone with my kids," another mother pointed out. "Whenever they play they pretend they have a telephone. I think most kids like to play telephone. They see us do it and they want to do it."

3. The parents all agreed that the activity would be easy. The instructions are clear and the materials are easy to come up with.
4. The parents like the lesson. Children learn to have a conversation. They talk and they listen.
5. I think if you are trying to help everybody understand you need to have a bit more instructions and also give more suggestions of what you could talk about with your child.
6. The parents enjoyed the demonstration. "It was fun to watch I think it would catch the attention of the child."
7. They envisioned the parent and child would be further apart. They envisioned it being done with two cups for each, two for parent and two for child. "I just think it needs to be clearer so that everybody can understand it."

VIP:

The parents were somewhat concerned about the preparation time for this activity.

1. "It would be a good idea to have some questions to prompt the child of what they are going to look for in the magazine."
2. Parents indicated that they would do it at home. "I would do it because my child would like it," one parent said.
3. "I don't want my 3 year old to play with scissors, I would allow my 4 year old to use the scissors but would be more hesitant with younger kids."
4. "You might not have all of the supplies, so it would be good if you gave suggestions of where parents could find these supplies."
5. The instructions were clear and the vocabulary was good.
6. It would be good to show a picture of the parent holding the hand of child to help them with scissors. It is important to make sure that you are creating confidence with in child and not making them feel bad because they are not doing what children are doing in magazine, a couple of parents noted.
7. It might be good to have the pictures already out and let the child choose which ones they would like.
8. It might be good to have all of the materials in a box, so that you can just get the box down and everything would be ready
9. The distractions could be many. But you could be doing other things while doing this activity with your children.

My Feelings:

1. There should be instructions for making the puppets.
2. The song did not work. You need a song that flows in Spanish.
3. Marni can address a couple of vocabulary concerns about the word crayon and the word conflict..
4. What if the child is crying?

5. Directions need to be clearer and you need to explain more. They need to be easier to understand to make it universal
6. After watching Marni do the presentation they were concerned about how well a child can do the activity. Depends on the age and development level.
7. You need to put a face on the puppet so that you could really see the emotions.
8. I thought you would be doing the puppets as if someone was hidden like a real puppet show.
9. It is good for the fine motor skills with moving the hand in the puppet.
10. You should have a picture of a heart or something that symbolizes feelings on the cards.
11. The word goma de pegar??? Should be pegamento
The song "If you're happy and you know it clap your hands" Does not work in Spanish. Si te sientes hoy feliz aplaude asi. It is kind of hard because every country has their own type of songs? You can put suggestions on the card but it kind of depends on their economic situation whether or not the family will really do it.

Conclusions:

This group of parents seemed very interested in the products being developed. Most of them liked all of the activities. But they want the activities better spelled out, they want ideas about other ways they can accomplish the same outcomes and variations of the activities listed. Visual cues such as simple as a picture of a finished activity for the cards would be helpful to these parents.