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IDENTIFIERS   *Migrant Student Record Transfer System

ABSTRACT
                 This concise, easily understood manual of information
and resources concerning the migrant education program is intended to
encourage more effective use of the Migrant Student Record Transfer
System (MSRTS). The first section is written to familiarize
non-migrant funded personnel with MSRTS health and education records.
The section includes definitions of terms, national goals for migrant
education, and line-by-line explanations of information provided on
MSRTS forms. The second section, on health, examines the relationship
between health and academic achievement; points out migrant health
risks; explains the use of tha MSRTS record to insure continuity of
health care; and encourages the development of a team concept, with
parents, teachers, health care providers, and recruiters each
assuming responsibility for the migrant child's health care. An
outline for a model health workshop is presented, and the health care
delivery systems of five states are described. The education section
(the third section) shows how the MSRTS record can facilitate
effective instruction in reading, mathematics, oral language,
writing, and early childhood and provides sample scope and sequence
of skills, suggestions for instruction, and activities and materials
that have been used successfully with migrant students. The appendix
contains technical information, including health screening standards
and information resources for health problems. (JHZ)

This document was developed in conjunction with the State Directors of Migrant Education, Master Teachers/Health Providers, Consultants and the MSRTS staff in 1985-86.

RESOURCE GUIDE

FOR

TEACHERS AND HEALTH PROVIDERS

Published by the
Arkansas Department of Education
General Division
MSRTS Section
Tommy R. Venters, Director
Winford "Joe" Miller, Director of MSRTS

BEST COPY AVAILABLE

Arkansas

DEPARTMENT OF EDUCATION

FEDERAL PROGRAMS
4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201- ⌐21 • (501)371-1461
TOMMY R VENTERS, Director, General Education Division

July 1986

Dear Users of this Resource Guide.

Good classroom management and effective teaching do not just happen. This Resource Guide is about behavior control using a "people to people" approach—teachers talking to teachers, health providers talking to health providers. Smooth running classrooms where students are highly involved in learning activities and free from disruptions do not happen accidentally. I believe this Resource Guide can lend support to good classroom management.

The Master Teachers and Health Providers who worked together in compiling this Resource Guide did so to help others who find themselves in similar situations and need quick answers. They have tried to make the material in the Guide as useful and practical as possible. It is organized in three sections—Utilization, Health and Education. We are convinced, if used as intended, that classrooms can become better managed and students can become more productive when we provide a better learning environment for our migrant students.

This Resource Guide has two basic objectives that the Migrant Student Record Transfer System (MSRTS) hopes can be achieved.

They are:

a. to **INTERPRET** the MSRTS Record in "User-Friendly" language.
    MSRTS has produced many manuals using the technical approach. The Master Teachers and Health Providers fully intended for this Resource Guide to be **understandable** regardless of an individual's knowledge about technology and/or migrant education.

b. to **UTILIZE** the MSRTS Record.
    Utilization of this record can certainly create a good classroom atmosphere. Most of all, migrant children can begin to feel good about their involvement in the educational process because continuity is assured when the MSRTS record is effectively used in planning for instruction. The skills areas of reading, math, early childhood, oral language and writing discussed in this Guide can be powerful tools for bringing migrant children's achievement levels more closely in line with their grade levels. When the health record is used as described in this Resource Guide, we can be assured of maximum health care for our migrant children.

Don't we all believe ourselves to be honest, hard working and sincere people? I do. I ask you this question so you can view yourself as you enter the classroom with 15 or 20 lives who are dependent on what you do to assist in their education and health. Can you say each day that you have used everything at your disposal to help our children? We trust that using this Resource Guide can be a vital part of the success you and your migrant children are accomplishing

Sincerely,

Winford "Joe" Miller

Winford "Joe" Miller, Director
Migrant Student Record Transfer System

CREDITS

This manual is the product of the first committee of selected Master Teachers and Master Health Providers from across the nation The following people were responsible for the development and production of this guide:

MASTER TEACHERS AND HEALTH PROVIDERS FOR 1985-86

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UTILIZATION
SECTION

TABLE OF CONTENTS for UTILIZATION

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I. THE MSRTS RESOURCE GUIDE

OBJECTIVE   To develop a concise, easily-understood manual of information and resources concerning the Migrant Education Program

PURPOSE   To encourage more effective utilization of the Migrant Student Record Transfer System (MSRTS)

RATIONALE

A   While the current manuals and resources provide a much needed service to specific personnel in the migrant program, they are too technical and/or too in-depth to provide an introductory understanding of their purposes to many migrant staff and the majority of non-migrant staff

B   The current information and resources for the MSRTS is spread out over many manuals and is not centrally located for easy accessibility

C   There is no simplified overview of the MSRTS for both migrant and non-migrant personnel

D   There is no simplified overview of the information contained within the migrant child's educational and/or health record for both migrant and non-migrant users

PLEASE NOTE:

THE UTILIZATION SECTION OF THE MANUAL IS DESIGNED TO BE PULLED OUT. REPRODUCED AND GIVEN TO NON-MIGRANT PERSONNEL IN ORDER TO FACILITATE THEIR UNDERSTANDING OF THE MIGRANT PROGRAM

II. PREFACE

There are records and resources available to anyone involved in the education and/or health of a migrant student. The objective of this guide is to **familiarize** non-migrant funded personnel with the migrant education program and to **explain** the effective utilization of the Migrant Student Record Transfer System (MSRTS) and other resources. It is our intent that this manual be as concise as possible with a more in-depth explanation to be included in the appendix

In 1966 the Elementary and Secondary Educational Act, which became a federal law in order to finance educational programs, was enacted to help the educationally disadvantaged migrant child. Prior to 1968, there was lack of continuity in the educational programs for migrant children throughout the states. The funds are available under what is called Chapter 1, ECIA

At a conference in Phoenix, Arizona, in 1968, thirty-seven state directors met to discuss inter and intra-state problems. It was recommended that an advisory committee of state coordinators should be selected to develop a uniform Migrant Student Record Transfer System

The state directors conceived a Record Transfer System which would serve all then 48 states. The U S Office of Education supported the project by contributing advisory and administrative skills to insure that state desires were represented in the system

The National Data Center was funded on an equitable basis from the maximum total of grants available to the states. These funds were set aside by the U.S Commissioner of Education, and the center was established on November 13, 1968

Requests for proposals were sent to all Chief State School Officers by the Office of Education in 1969 Through competitive bid, the Arkansas State Department of Education was granted the contract.

At a 1969 national workshop in Washington, D C , the State Advisory Committee passed a resolution for safeguarding the information to protect the privacy of the children whose records would be stored in the National Data Center

Educational Amendments of 1974, Public Law 93-380, amended the Elementary and Secondary Education Act whereby the 50 states, Puerto Rico, Guam, America Somoa, Virgin Islands and other trust territories could be served if there were sufficient numbers of children of migratory agricultural workers and migratory fishermen

The automated MSRTS, with 162,000 migrant children on the data base, was a reality in 1970. As of January 01, 1986, 650,000 migrant children were actively enrolled. A comprehensive information system that is responsible for meeting the needs of both migrant children and the users of the system, has been developed. (See appendix I for a more complete history of the establishment of the migrant education program)

III. MIGRANT LOGOS

The logo for migrant education was introduced at the 1974 National Conference on Migrant Education The migrant education logo was designed using symbols for the various aspects of a migrant student's life and education

Migrant students are generally well acquainted with land containing rows of crops stretching toward the horizon The converging lines at the bottom of the migrant education logo represent those fields The fields in the logo also represent a partially opened book, seen from the top The furrows are the pages of the book

The pages of the book and the rows of crops lead to a blank horizon, as study and hard work lead to a future of wide-open possibilities The yellow half circle above the horizon is a representation of the sun The sun represents not only the hot sun associated with work in the fields, but also the bright light of knowledge and success awaiting the student who is allowed to earn an education The words in the outer red circle were added later

For the Resource Guide logo, the official national logo has been expanded to include a ring of children in order to emphasize what migrant education is all about Effective utilization of all the resources available in the migrant education program, through people to people communication, leads to a future of open doors This theme surrounds the outer edge of the logo and will be the focus of training on using the Migrant Student Record Transfer System

IV. INTRODUCTION TO MIGRANT EDUCATION

Goals for the national migrant education program are based on legislative mandates to establish or improve supplemental programs of instructional and supportive service for the children of migratory workers in agriculture and fishing

Each state is responsible for developing a state plan for migrant education which reflects the national program goals in order to assure educational continuity through coordination of programs and projects among the states

A. Definition of a Migrant Child

A **migratory** child is the child of a migratory agricultural worker or a migratory fisherman whose family moves across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment See appendix II

B. Special Needs of a Migrant Child

The migrant child has the same needs as all children, but these needs can be compounded by mobility, language and culture These factors can cause gaps or lack of continuity in the child's education

C. Components of a Migrant Education Program

Migrant education services are of two types — **instructional** and **supportive.** The program services begin with recruitment and identification of the student who is then enrolled on the data base. Instructional and health services are planned to meet the identified needs of the student. Parental involvement is encouraged

1. Identification/Recruitment

The recruiter identifies a migratory child and completes a Certificate of Eligibility (COE) See appendix III This document remains on file and the information is sent to MSRTS in Little Rock, Arkansas For a sample interview questionnaire, see appendix IV

2. Record System (MSRTS)

The Migrant Student Record Transfer System (MSRTS) is a computerized information network which maintains and transfers educational and health data for the nation's migrant children Its purpose is to aid the educational and health community in providing educational opportunities for these children

3. Instructional Services

Supplementary instructional programs may be available in reading, oral language, math and early childhood Other instructional services may include English as a second language, career awareness and cultural enrichment

4. Health Services

Health services are a supportive component and may include medical, dental and nutritional services

5. Parental Involvement

Parent Advisory Councils are federally mandated to insure parent's input for the purpose of focusing migrant programs to meet the needs of their children

V. ADOPTED NATIONAL GOALS FOR MIGRANT EDUCATION

Goals for the naticnal migrant educational program are based on legislative mandates to establish or improve supplemental programs of instruction and supportive services for the children of migratory workers. The national goals for migrant education are used to assist the states in the development of the individual plans. The national program goals are important in assuring educational continuity and coordination

The national goals address specific regulation requirements (34 CFR 201) for

* Specifically-designed curricular programs in academic disciplines based upon migrant children's **assessed** needs. 201 12(a)(3)(ii),(vi) 201 32

* Success-oriented academic programs, career options and counseling activities, and vocational skill training that encourage migrant children's retention in school and contribute to success in later life 201 12(a)(3)(iv),(vi)

* Communication skills programs which reflect migrant children's linguistic and cultural backgrcunds 201 12(a)(3)(iv)

* Supportive services that foster physical and mental well-being, when necessary for migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional and psychological services. 201 12(a)(3)(iv).201 32(c)

* Programs developed through inter-agency coordination at the federal, state and local levels. 201 34 (See appendix V for information on Section 143 projects.)

* A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of the migrant children's academic and social skills. 201 12(a)(3)(v),(5) 201 35

* Staff development opportunities that increase staff competencies in the cognitive, psychomotor and affective domains. 201 12(a)(1)

* A component to properly identify and enroll all eligible migrant children. 201 20,201 32(a)

* Preschool and kindergarten programs designed to meet migrant children's developmental needs and prepare them for future success. 201 11(a)(2) 201 31

* Development, evaluation and dissemination of information designed to increase knowledge of:

   A. program intent, 201 1(a)
   B. intra- and interstate program development, 201 1(b)
   C. contribution of migrants to the community, and
   D. total effect of the program. 201 12(a)(3)(vi),(vii)

* The assurance that sequence and continuity will be an inherent part of the migrant child's total education program through 201.12(a)(ii):201 34

   A. the development of a system which should facilitate the exchange of methods, concepts and materials; and
   B. the effective use of the MSRTS component for inter- and intrastate communication in the exchange of student records

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VI. MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

A. Introduction

1. Statement of Purpose and Need

The MSRTS is a national computer network which facilitates the transfer of educational and health records among school districts nationwide in order that there be continuity in the migrant child's education After a child is determined to be eligible, he or she is assigned an identification number on the MSRTS and added to the data base of information in Little Rock, Arkansas

This information is kept in strict confidentiality and accessed only by appropriate education and health personnel

2. Interpretation of the Two Types of Records

There are two types of MSRTS records, the **educational record** and the **health record**, which will be sent to the appropriate receiving agency upon the child's enrollment in MSRTS.

A. Education

The **educational record** contains

- Student data and parent data
- Secondary credits
- Skills information
- Supportive services
- E-H Linkage

B. Health

The **health record** contains

- Student data and parent data
- Recent health providers
- Health problems
- Student and family history
- Immunization data

Utilization of this data forms a vital link in a migrant child's education Correct utilization can compensate for the lack of educational continuity that is created by the migratory lifestyle of the family

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3. Questions Frequently Asked About New Students

1. Answers on the Educational Record

The answers to the following questions can be found on the **MSRTS Educational** Record To find the answer to each question, find the number corresponding to the question on the Education Record on the following pages

Where can I find — (on **all** student records)
the child's name and birthdate? (1)

the grade in which the child was enrolled ? If the child repeated a grade level? (2)

information about immunizations? (3)

if the child has participated in a free-lunch program? (4)

if the child has any health problems that might affect classroom performance? (5a and 5b)

if the child can be instructed in English? (6)

if test scores are available for this child? (7)

the child's reading level? (8)

if the child participated in a Special Education program? (9)

if the child was in a supplemental program? (10)

the academic skills the child was working on previously? (11)

the child's attendance record in other schools? (12)

if the child is living with the legal parent? (13)

the child's migration pattern? (14)

the last school the child attended? (15)

if the child has a special interest or talent that might help me establish rapport? (16)

why services were terminated for this child? (17)

Where can I find — (on a **secondary** student record)
the school from which the student plans to graduate? (18)

required courses in the school from which the student plans to graduate ? (18)

the courses in which the secondary student was enrolled? (19)

if the student has any grades or partial credits from the previous school? (20a, 20b)

courses that were recommended for this student by the previous school? (21)

a contact for more information on recommended courses? (21)

a contact for more information on partial credits? (22)

if the home-base state requires a competency test for graduation? (18)

possible credits for consolidation? (19, 20a, 20b)

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(5a) **(17)**

| DATE 06/02/86 | M I G R A N T   S T U D E N T   E D U C A T I O N A L   R E C O R D | | PAGE 1 OF 4 | STUDENT ID 85223639 MNC | AR BBFS 00001 |

JONES, MARY C   04/16/86

DRCPOUT

BIRTH DATA **(1)** **PLACE OF BIRTH**

SEX = F   SITE : CONWAY MEMORIAL HOSPI
DOB = 04/16/67   ADDRESS: 1200 WESTERN AVENUE
VER = B   CITY : CONWAY
AGE = 19   ST/ZIP : AR   73201-0000
MUL. BIRTH = 2   COUNTY : FAULKNER
RACE = 2   COUNTRY:

LAST QUALIFYING MOVE. 06/23/85   END OF ELIGIBILITY: 06/23/91
MOVED FROM: WASHINGTON , DC,
MOVED TO: FENNVILLE , MI

TERMINATION
TYPE: D
DATE: 04/16/86

F.L.G.: **(4)**
09/15/83
(ARBBOQ)

PARENT DATA

LEGAL PARENTS:

JONES, JOHN **(13)**
JONES, MARY

CURRENT PARENTS:

SMITH, PAUL
SMITH, ANN

HOME BASE

218 DAVIS ST.
CONWAY
AR   73201-0000

CURRENT RESIDENCE

204 C STREET NW APT 4
WASHINGTON
DC   20004-0000

SCHOOL HISTORY DATA **(3)**

HL: ANNA MICHEN ELEME   SCHL ID: MIBLHG
CORD ADDRESSEE: MONTCALM AREA IMTER SCHOOL DIS

PREV SCHL : D C PUBLIC SCHLS   SCHL IO: DCOBXV
MIGRANT EDUCATION   (SH:AD)
(15) 415 12TH STREET NW
ROOM 1004
WASHINGTON
DC   20004-0000

	SCHL IO		DATE			DAYS			GR	M	E
SH	ST	SCHL	RES.	ENROLL	WITHDR	ENR	PRS	%	LV	S	T
AA	AR	BBDQ	06/01/80	06/15/82	07/31/82	23	21	91	07	3	5
AB	AR	BBDQ	06/01/80	09/01/82	05/29/83	17.	175	99	09	3	
AC	AR	BBDQ	06/01/80	09/01/83	12/20/83	52	52	100	10	3	
AO	DC	DBXV	01/02/84	01/02/84	06/07/85	98	86	87	10	3	
AF	MI	BLHG	06/23/85	08/26/85	04/16/86				11	1	

(14) **(12)** **(2)**

EDUCATION-HEALTH LINKAGE

E-H #	MESSAGE:		CONTACT:
1	CONSULT MEDICAL PERSONNEL REGARDING DEGREE OF CONTAGIOUSNESS AND WHETHER OR NOT SHOULD BE IN SCHOOL. **(5b)**		MARGARET K JONES MIGRANT NURSE ROUTE 3 BOX 33 103 WEST PARK BALO KNOB AR 72010-0000 PH: 501-724-3361
1	CONSULT MEDICAL PERSONNEL REGARDING DEGREE OF CONTAGIOUSNESS AND WHETHER OR NOT SHOULD BE IN SCHOOL.		MIGRANT STUDENT RECORD TRANS. DIRECTOR'S OFFICE - MSRTS ARCH FORD EDUCATION BLDG LITTLE ROCK AR 72201-0000 PH: 501-371-1857
8	CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING MEDICATIONS, PHYSICAL LIMITATIONS, AND CHRONICITY OF PROBLEM.		

85223639 MNC

S E C O N D A R Y   C R E D I T   D A T A

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1985

ARBBDQ ARKANSAS DEPT OF EDUCATION   MIGRANT EDUCATION   LITTLE ROCK,AR 72201-0000   PH: 501-371-1853
**** STUDENT HAS DESIGNATED A SCHOOL FOR WHICH NO MGR DATA IS AVAILABLE, STATE MGR FOLLOWS FOR   ARKANSAS   ****
CONTACT: JOE BASIL, CORD MIG ED   PH: 501-371-1853

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HPS. PER TERM	**(18)** EXPLANATION
AM HIST CIVICS	9-12	1	YEAR		1 UNIT
ENGLISH	9-12	4	YEAR		4 UNITS
HEALTH PE	9-12	1	YEAR		1 UNIT
MAJC FIELD	9-12	3	YEAR		3 UNITS EXCLUDING ENGLISH
MINOR FIELD	9-12	6	YEAR		A UNIT IS A CLASS SCHEDULEO FOR A MINIMUM OF 200 MINUTES LAB CLASS 275 MINUTES PER WEEK FOR 36 WEEKS :A TOTAL OF SIXTEEN UNITS ARE THE MINIMUM GRADUATION REQUIREMENTS
TOTAL		15			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 83

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

(19)

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL WORK		CREDIT GRANTED		TYPE OF TERM	TERM	YR
				% GR.	CLOCK HRS IN CLASS	GR	NO. OF TERMS			
ENGLISH	FUNDAMENTALS II	AF	10					SEM	FALL	85
MATH	ALGEBRA I	AF	11					SEM	FALL	85
PHYSICAL ED	HEALTH	AF	11					SEM	FALL	85
SCIENCE	BIOLOGY	AF	10	40%	40			SEM	FALL	85

MOST RECENT REPORTING SCHOOL:
ANNA MICHEN ELEME
NORTH MAPLE STREE
FENNVILLE
MI   49408-0000

CONTACT: NON REPORTED

****CLASS SCHEDULE CONTINUED NEXT PAGE****

****EDUCATION RECORD CONTINUED NEXT PAGE****

DATE 06/02/86	MIGRANT STUDENT EDUCATIONAL RECORD	PAGE 2 OF 4	STUDENT ID 85223639 MNC

JONES, MARY C   DROPOUT 04/16/86

SECONDARY CREDIT DATA

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL****CONTINUED****

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL WORK		CREDIT GRANTED		TYPE OF TERM	TERM	YR
				% GR.	CLOCK HRS IN CLASS	GR	NO. OF TERMS			
SCIENCE	CHEMISTRY	AF	10					SEM	FALL	85
SOCIAL STUDIES	WORLD CULTURES	AF	11					SEM	FALL	85
VOCATIONAL ED	SHOP	AF	11					SEM	FALL	85

MOST RECENT REPORTING SCHOOL:
ANNA MICHEN ELEME
NORTH MAPLE STREE
FENNVILLE
MI   49408-0000

CONTACT: NON REPORTED

RECOMMENDED COURSES

ARBBDQ AMERICAN CITY SCHOOL DISTRIC 330 GRAHAM STREET   AMERICAN CITY,AR 72335-0000   PH: 501 633 5380
SH LINE IO: AC
CONTACT NAME: DR. MARY JOY   **(21)**   TITLE: COUNSELOR   PHONE: 501-371-1857

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION
ENGLISH	10	SEM	FALL	85	NEEDS WORK ON ENGLISH GRAMMAR
SCIENCE	10	SEM	FALL	85	NEEDS BIOLOGY FOR GRADUATION
HEALTH	10	SEM	FALL	85	SEX EDUCATION IS REQUIRED BY THE DISTRICT

SECONDARY CREDIT ACCRUAL

GRADE 9

SUBJECT	COURSE	SH	PARTIAL WORK		CREDIT GRANTED		TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
			%	CLOCK HRS IN CLASS	GR	NO. OF TERMS					
ENGLISH	ENGLISH I	AB			B+	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	ENGLISH I	AB			A	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
FOREIGN LANG	SPANISH I	AD					SEM	SPR	82	D C PUBLIC SCHLS	
MATH	MATH	AB			C-	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	MATH	AB			B	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
PHYSICAL ED	PE	AB				1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	PE	AB		**(20a)**		1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SCIENCE	LIFE SCIENCE	AB				1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	LIFE SCIENCE	AB			B	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SOCIAL STUDIES	CIVICS	AB			A	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	CIVICS	AB			A	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380

GRADE 10   **(20b)**   **(22)**

SUBJECT	COURSE	SH	%	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE TERM	TERM	YR	SCHOOL NAME	TELEPHONE
HOME ECONOMICS	HOME EC	AD					SEM	SPR	82	D C PUBLIC SCHLS	
MATH	GEOMETRY	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	GEOMETRY	AC	79%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
PHYSICAL ED	HEALTH	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	PE	AC	95%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SCIENCE	BIOLOGY	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	BIOLOGY	AC	76%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SOCIAL STUDIES	AMERICAN HIST	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	WORLD HISTORY	AC	99%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380

AMERICAN CITY SCHOOL DISTRI
D C PUBLIC SCHLS   MIGRANT EDUCATION   415 12TH STREET NW   AMERICAN CITY   AR 72335-0000
                                                                   WASHINGTON   DC 20004-0000

85223639 MNC

****EDUCATION RECORD CONTINUED NEXT PAGE****

(17)

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| DATE 06/02/86 | M I G R A N T   S T U D E N T   E D U C A T I O N A L   R E C O R D | PAGE 3 OF 4 | STUDENT ID 85223639 MNC |

DROPOUT 04/16/86

JONES, MARY C

85223639 MNC

S E C O N D A R Y   C R E D I T   D A T A

SECONDARY CREDIT REPORTING FORM

| SUBJECT | COURSE TITLE | COURSE GRADE LEVEL | PARTIAL WORK | | FINAL GRADE | CREDIT GRANTED | | TYPE OF TERM | TERM | YEAR |
			% GRADE	CLOCK HRS IN CLASS		NO. OF TERMS	CONSOLIDATED SH LINES			

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL	CITY	STATE	YEAR OF GRADUATION

E D U C A T I O N A L   S K I L L S
(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

MATH SKILLS

MATH SKILLS MASTERED   (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL		MASTERY DATE	SH
55801C	THE NAME OF A PARTICULAR QUAD-RILATERAL	IDENTIFIES THE QUADRILATERAL CORRESPONDING TO A PARTICULAR TYPE	10/01/81	AC
56101A	PARALLEL, PERPENDICULAR, OR INTERSECTING LINE SEGMENTS	NAMES THE LINES OR LINE SEGMENTS AS "PARALLEL," "PERPENDICULAR," OR "INTERSECTING"	10/15/81	AC
56201	PARALLEL AND NON-PARALLEL PLANES	IDENTIFIES PLANES WHICH ARE PARA-LLEL OR NON-PARALLEL	10/01/81	AC

CODE			MASTERY DATE

(11)

MATH SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL		SH	DATE REPORTED
56702	A COLLECTION OF DIFFE... OR FIGURES POSSESSIN...	...ENTIFIES THE LINES OF SYMMETRY IN ...ECTS OR FIGURES	AF	10/04/85

CODE			

(11)

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR LEVEL	SH	DATE REPORTED
56004	READS MULTIPLE DIRECTIONS AND PERFORMS THE TASKS.	06-1	AF	10/04/85
66001	TELLS IN OWN WORDS MEANING OF EXPRESSIONS SUCH AS A "BLANKET OF FOG", "SCREAMING HEADLINES".	06-2	AF	10/04/85
03101	PONGA LAS FORMAS SOBRE UN TABLERO, ROMPECABEZAS DE 2 A 4 PIEZAS. READS IN : SPANISH	06	AF	10/11/85
	PUBLISHER: GINN AND CO - READING 720; MOUNTAINS ARE FOR CLIMBING PP 95-105 **(8)**			04/08/86

CODE		INSTR LEVEL		
	READS IN : PUBLISHER:			

****EDUCATIONAL SKILLS CONTINUED NEXT PAGE****

(17)

DATE		PAGE	STUDENT ID
06/02/86	M I G R A N T S T U D E N T E D U C A T I O N A L R E C O R D	4 OF 4	85223639 MNC

JONES, MARY C   DROPOUT 04/16/86

E D U C A T I O N A L   S K I L L S

(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

(11)

ORAL LANGUAGE SKILLS UNDER STUDY

CODE	LANG	SUBTOPIC OR SKILL	SH	DATE REPORTED
02000	ENGL	SIMPLE DIRECTIONS: FOLLOW ONE STEP ORAL INSTRUCTIONS.	AF	10/11/85
04000	ENGL	COMPLEX: FOLLOW TWO OR MORE STEPS ORAL INSTRUCTIONS.	AF	10/11/85
06000	ENGL	MAIN IDEA: LISTEN AND EXPRESS THE MOST IMPORTANT MAIN THOUGHT OR IDEA.	AF	10/11/85
02000	SPAN	SENCILLO	AF	10/11/85
04000	SPAN	COMPLEJO	AF	10/11/85
06000	SPAN	IDEA PRINCIPAL	AF	10/11/85
		LANGUAGE PROFICIENCY LEVEL IS - III, AS DETERMINED BY A TEST GIVEN ON 04/01/86		

CODE	LANG			
		LANGUAGE PROFICIENCY LEVEL IS - , AS DETERMINED BY A TEST GIVEN ON		

EARLY CHILDHOOD SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	SH	DATE REPORTED
C044	USES SELECTED ABSTRACT WORD MEANINGS CORRECTLY **(11)**	AF	10/11/85
AP16	GESTURES TO FAMILIAR PERSON	AF	10/11/85

CODE	

S U P P O R T I V E   D A T A

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	START	END	HRS CUR

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	CODE	START	END	LAST	CUM	SH
E.S.O.L.	* 1	01/04/84			25	AD
TUTORIAL MATH	* 3	01/04/84			10	AD
TUTORIAL READING	4	01/04/84				AD

(10)

* - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS

LANGUAGE(S) FOR INSTRUCTION   **(6)**

LANGUAGE	ASSESSMENT DATES FORMAL	INFORMAL	SH
SPANISH	10/02/85		AF
ENGLISH		10/01/85	AF

SPECIAL TALENT

DATE	NAME	SH
09/30/81	QUILTING	AC
09/30/81	STORY TELLING **(16)**	AC

TEST DATA   **(7)**

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH
CTBS - READING	00101	A	4	9.4	G	10/02/81	H	AC
CTBS - ARITHMETIC	00102	C	5	8.9	G	10/03/81	H	AC
CTBS - ARITHMETIC	00102	C	3	8.9	G	10/03/83	H	AC
CTBS - READING	00101	A	C	9.2	G	10/04/83	H	AC

SPECIAL EDUCATION CONTACT DATA   **(9)**

CONTACT:
BRANNON BERRY
SPECIAL PROGAMS SUPERVISOR
MONTCALM AREA SCHOOLS
STANTON
MI   49406-0000
PH: 514-384-4202   (04/16/86)

FOLLOW-UP CODES:

VARIABLE	COND1	COND2
CONDITION	51	40
IEP AVAILABILITY	02	02
SPEC ED SERVICES	02	02
RELATED SERVICES	15	10

85223639 MNC

17

2. Answers on the Health Record

The answers to the following questions can be found on the MSRTS **Health** Record. To find the answer to each question, find the number corresponding to the question on the Health Record on the following pages

Where can I find ___

if the student has the immunizations required by my school? (1)

if the student has any health problems that need attention? (2)

if the student takes medication regularly? (3)

if the student had any childhood diseases? (4)

if the student has ever been seriously ill? had surgery? (5)

if the student had a recent physical? (6)

who has provided health services recently? (7)

if the student's family has any history of health problems? (8)

with whom the student is living? (9)

if the student becomes ill, where would I drive him home? (10)

how old is the student? (11)

what school the student is attending? (12)

if the student moved, where could I forward emergency health information? (13)

18

00030C5

AR ROES 00001

DATE		PAGE	STUDENT ID
06/02/86	M I G R A N T S T U D E N T H E A L T H R E C O R D	1 OF 3	85223639 MNC

DROPOUT 04/16/86 — **JONES, MARY C** — 85223639 MNC — HEALTH

BIRTH DATA

SEX = F
DOB = 04/16/67
VER = B
AGE = 19
MUL. BIRTH = 2
RACE = 2 **(11)**

PLACE OF BIRTH

SITE : CONWAY MEMORIAL HOSPITAL
ADDRESS: 1200 WESTERN AVENUE
CITY : CONWAY
ST/ZIP : AR   73201-0000
COUNTY : FAULKNER
COUNTRY:

LEGAL PARENTS

JONES, JOHN
JONES, MARY

CURRENT PARENTS

SMITH, PAUL
SMITH, ANN **(9)**

HOME BASE

218 DAVIS ST. **(13)**
CONWAY
AR   73201-0000

CURRENT RESIDENCE

204 C STREET NW APT 4
WASHINGTON
DC   20004-0000 **(10)**

RECENT HEALTH PROVIDERS

ID: ARBBDQ DATE: 10/10/85   ID: DCDBXV DATE: 01/10/84

AMERICAN CITY SCHOOL DISTRICT C PUBLIC SCHLS
330 GRAHAM STREET   MIGRANT EDUCATION
AMERICAN CITY   415 12TH STREET NW
AR   72335-0000   ROOM 1004
PH: 501-633-5380   WASHINGTON
                           DC   20004-0000

(7)

CURRENT SCHOOL

ID: MIBLHG ENRL: 08/26/85
            WDRL: 04/16/86
ANNA HICHEH ELEME
NORTH MAPLE STREE
FENNVILLE
MI   49408-0000 **(12)**

MIGRANT STATUS: 1 GRADE: 11
END OF ELIGIBILITY: 06/23/91

UNRESOLVED HEALTH PROBLEM LIST

ICD GROUP	CONDITION	PROB FREQ	EARLIEST INCIDENCE PROV	ENC #	DATE	LATEST INCIDENCE PROV	ENC #	DATE
	CHRONIC							
490	BRONCHITIS NOS	1				ARBBDQ	1	10/10/85
	ACUTE **(2)**							
110	DERMATOPHYTOSIS	1				ARBBDQ	1	10/10/81
034	STREP THROAT/SCARLET FEV	2	DCDBXV	1	01/10/84	ARBBDQ	1	10/10/85

PATIENT HISTORY

V12   PERSONAL HISTORY OF CERTAIN OTHER DISEASES
   10/10/81   ENC - 1   - REPORTED BY ARBBDQ
            ICD - V12.01 - MEASLES
            OUTCOME   - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.02 - RUBELLA
            OUTCOME   - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.03 - MUMPS
            OUTCOME   - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.04 - CHICKEN POX
            OUTCOME·   - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.06 - TB
            OUTCOME   - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.3   - PERSONAL HISTORY OF DISEASES OF BLOOD AND BLOOD-FORMING ORGANS
            OUTCOME   - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.4   - PERSONAL HISTORY OF DISORDERS OF NERVOUS SYSTEM AND SENSE
                           ORGANS
            OUTCOME   - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
            ICD - V12.41 - EPILEPSY
            OUTCOME   - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION

(4)

V14   PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
   10/10/81   ENC - 1   - REPORTED BY ARBBDQ
            ICD - V14   - PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
            OUTCOME   - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION

DROPOUT 04/16/86   JONES, MARY C   85223639 MNC   - HEALTH

FAMILY HISTORY

V17   FAMILY HISTORY OF CERTAIN CHRONIC DISABLING DISEASES

10/10/81	ENC - 1	- REPORTED BY AR5BDQ
	ICD - V17.2	- FAMILY HISTORY OF OTHER NEUROLOGICAL DISEASES
	OUTCOME	- NO - INDICATED NO FAMILY HISTORY OF THIS CONDITION
	ICD - V17.21	- EPILEPSY
	OUTCOME	- NO - INDICATED NO FAMILY HISTORY OF THIS CONDITION
	ICD - V17.41	- HYPERTENSION
	OUTCOME	- NO - INDICATED NO FAMILY HISTORY OF THIS CONDITION

(8)

SCREENING DATA AND LABS

V70   GENERAL MEDICAL EXAMINATION

10/10/81	ENC - 1	- REPORTED BY ARBBDQ
	ICD - V70.5	- HEALTH EXAMINATION OF DEFINED SUBPOPULATIONS
	CPT - 90751	- PREVENTIVE HEALTH CARE,12-17
	OUTCOME	- NORMAL

V72   SPECIAL INVESTIGATIONS AND EXAMINATIONS

10/10/81	ENC - 1	- REPORTED BY ARBBDQ
	ICD - V72.0	- EXAMINATION OF EYES AND VISION
	CPT - 90751	- PREVENTIVE HEALTH CARE,12-17
	OUTCOME	- NORMAL
	ICD - V72.1	- EXAMINATION OF EARS AND HEARING
	CPT - 90751	- PREVENTIVE HEALTH CARE,12-17
	OUTCOME	- NORMAL
	ICD - V72.2	- DENTAL EXAMINATION
	CPT - D0120	- PERIODIC DENTAL EXAM
	OUTCOME	- ABNORMAL - FOUR CAVITIES

(6)

IMMUNIZATION DATA

**V04   NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST
         CERTAIN VIRAL DISEASES**

	ICD - V04.01	- POLIO ORAL	
05/21/75	ENC - 1	- REPORTED BY ARBBDQ	ON 10/10/81
10/10/81	ENC - 1	- REPORTED BY ARBBDQ	ON 10/10/81
	BATCH	- 1421C	

(1)

	ICD - V04.1	- NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST SMALLPOX	
05/21/75	ENC - 1	- REPORTED BY ARBBDQ	ON 10/10/81

LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE

UNRESOLVED CHRONIC

490   BRONCHITIS, NOT SPECIFIED AS ACUTE OR CHRONIC

* 10/10/85	ENC - 1	- REPORTED FOR ARBBDQ BY ARBBFS EH-LINKAGE - 008
	ICD - 490	- BRONCHITIS, NOT SPECIFIED AS ACUTE OR CHRONIC
	ICD - 786.2	- COUGH
	CPT - 99013	- TELEPHONE CONSULTATION
	OUTCOME	- NORMAL
	CPT - 99052	- MEDICAL SERVICES AT NIGHT

(2)

UNRESOLVED ACUTE

034   STREPTOCOCCAL SORE THROAT AND SCARLET FEVER

* 01/10/84	ENC - 1	- REPORTED BY DCDBXV	EH-LINKAGE - 001
	ICD - 034.0	- STREPTOCOCCAL SORE THROAT	
	CPT - 90751	- PREVENTIVE HEALTH CARE,12-17	
	OUTCOME	- UNDETERMINED - TAKE TWO ASPIRIN-CALL ME IN THE MORN	

* 10/10/85	ENC - 1	- REPORTED FOR ARBBDQ BY ARBBFS EH-LINKAGE - 001
	ICD - 034.0	- STREPTOCOCCAL SORE THROAT
	CPT - 90751	- PREVENTIVE HEALTH CARE,12-17
	OUTCOME	- NORMAL

(3)

*****LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE CONTINUED NEXT PAGE*****

LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE=====CONTINUED=====

UNRESOLVED ACUTE

110   DERMATOPHYTOSIS
    10/10/81 ENC - 1   - REPORTED BY ARBBDQ   EH-LINKAGE - 001
              ICD - 110.4 - DERMATOPHYTOSIS OF FOOT
              CPT - 90751 - PREVENTIVE HEALTH CARE,12-17
              OUTCOME   - NORMAL - SCRATCH WHEN IT ITCHES   (5)

RESOLVED

052   CHICKENPOX
    10/10/81 ENC - 1   - REPORTED BY ARBBDQ   EH-LINKAGE - 001   ==RESOLVED==
              ICD - 052   - CHICKENPOX
              CPT - 90751 - PREVENTIVE HEALTH CARE,12-17
              OUTCOME   - NORMAL

= - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS

DROPOUT 04/16/86   JONES, MARY C   85223639 MNC   - HEALTH

C. A Section-By-Section Look At The Records

1. The MSRTS Educational Record

Each section is shown with a list of its component parts and a brief explanation of these parts

The following may be reproduced and distributed as needed to explain the record for various grade levels. It should be noted that.

1 **Identification, School History** and **Supportive Data** will appear on all records

2 **Education — Health Linkage** will print when unresolved health problems appear on the health record.

3 Some **Educational Skills** sections will print for all students K-8 and will continue to print for one year skills which have been reported for students grades 9-12.

4 Portions of the **Secondary Credit** section will begin to print on records of eighth graders and will grow as information is added through the 12th grade

For a Icok at the education record form in its entirety, see appendix VI.

IDENTIFICATION

1	Name	6	Age	10	Legal parents
2	Student ID	7	Site of birth	11	Home base address
3	Sex	8	End of eligibility	12	Current residence
4	Date of birth	9	Free-lunch qualifier	13	Last qualifying move
5	Birth verification			14	Current parents

3 —7 Information about the child's birth

8 Denotes when the student is no longer eligible for service

10 The biological parent or legal guardian

11 Permanent home for the family

Date the record was printed

```
0000001  SEE E-H LINKAGES                                                              AR BRFS  00001
        DATE                                                          PAGE       STUDENT ID
        06/02/86        M I G R A N T   S T U D E N T   E D U C A T I O N A L   R E C O R D   1 OF 4   85223639 MNC

BIRTH DATA      PLACE OF BIRTH              TERMINATION        PARENT DATA            HOME BASE
                                            TYPE: O
SEX = F         SITE   : CONWAY MEMORIAL HOSPI  DATE: 04/16/86  LEGAL PARENTS:        218 DAVIS ST.
DOB = 04/16/67  ADDRESS: 1200 WESTERN AVENUE                                          CONWAY
VER = B         CITY   : CONWAY                 F.L.Q.:         JONES, JOHN           AR    73201-0000
AGE = 19        ST/ZIP : AR    73201-0000       09/15/83        JONES, MARY           -------------------------
MUL. BIRTH = 2  COUNTY : FAULKNER               (ARBBDQ)                              CURRENT RESIDENCE
RACE = 2        COUNTRY:                                        CURRENT PARENTS:
LAST QUALIFYING MOVE: 06/23/85    END OF ELIGIBILITY: 06/23/91                        204 C STREET NW APT 4
  MOVED FROM: WASHINGTON       , DC,                            SMITH, PAUL           WASHINGTON
  MOVED TO:   FENNVILLE        , MI                             SMITH, ANN            DC   20004-0000
```

JONES, MARY C 85223639 MNC

13 When and where the child last moved to establish eligibility

9 The last school that qualified the child for the free lunch program and the date of the qualification

14 Whom the child is living with now

12 Where the family is living while attending this school

1 —2 The student's name and number are printed on the side of each page to facilitate filing

—U17—

2J

2 i

EDUCATION-HEALTH LINKAGE

1   E-H code

2   Message

3   Contact person

1 — 2   This will alert you to possible
health problems which can affect
the student s performance in school

3   Person to contact for further
information concerning the
child's health problems

EDUCATION-HEALTH LINKAGE

E-H #   MESSAGE:

CONTACT:

1   CONSULT MEDICAL PERSONNEL REGARDING DEGREE OF CONTAGIOUSNESS AND
WHETHER OR NOT SHOULD BE IN SCHOOL.

MARGARET K JONES
MIGRANT NURSE
ROUTE 3 BOX 33
103 WEST PARK
BALD KNOB
AR   72010-0000
PH: 501-724-3361

1   CONSULT MEDICAL PERSONNEL REGARDING DEGREE OF CONTAGIOUSNESS AND
WHETHER OR NOT SHOULD BE IN SCHOOL.

8   CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING MEDICATIONS, PHYSICAL
LIMITATIONS, AND CHRONICITY OF PROBLEM.

MIGRANT STUDENT RECORD TRANS.
DIRECTOR'S OFFICE - MSRTS
ARCH FORD EDUCATION BLDG
LITTLE ROCK
AR   72201-0000
PH: 501-371-1857

These numbers are associated with the unresolved
health problems in that section of the health
record and indicate what conditions caused
these statements to print

— U18 —

25   25

SCHOOL HISTORY DATA

1	Current school	6	Enrollment dates	11	Grade level			
2	Health record addressee	7	Withdrawal dates	12	Migrant status			
3	Previous school	8	Days enrolled	13	Enrollment type			
4	School ID of current school	9	Days present	14	State			
5	Residency dates	10	Percent of days present	15.	School			

1 and 4 School and School ID where the child was enrolled when the record was printed

2 Person receiving the health record

*Used to identify in each section of the record the information reported during this enrollment

5 Date the student moved into the state or school district

6 Enrollment in school/program

7 Withdrawal from school/program

8 10 Attendance information

11 Grade level

12 Migrant status

13 S indicates summer school If regular term it will be blank

SCHOOL HISTORY DATA

CURR SCHL: ANNA MICHEN ELEME   SCHL ID: MIBLHG

HLTH RECORD ADDRESSEE: MONTCALM AREA INTER SCHOOL DIS

PREV SCHL: D C PUBLIC SCHLS   SCHL ID: DCDBXV
        MIGRANT EDUCATION   (SH:AD)
        415 12TH STREET NW
        ROOM 1004
        WASHINGTON
        DC   20004-0000

	SCHL ID		DATE			DAYS			GR	M	E
SH	ST	SCHL	RES.	ENROLL	WITHDR	ENR	PRS	%	LV	S	T
AA	AR	BBDQ	06/01/80	06/15/82	07/31/82	23	21	91	07	3	S
AB	AR	BBDQ	06/01/80	09/01/82	05/29/83	176	175	99	09	3	
AC	AR	BBDQ	06/01/80	09/01/83	12/20/83	52	52	100	10	3	
AD	DC	DBXV	01/02/84	01/02/84	06/07/85	98	86	87	10	3	
AF	MI	BLHG	06/23/85	08/26/85	04/16/86				11	1	

3 Information needed to contact last school of enrollment

*NOTE The first enrollment for a child is designated as AA, the second as AB, etc Space allows only the last 6 enrollments to print

14 — 15 The postal abbreviation for the state and the identifier for each enrolling school

EDUCATIONAL SKILLS

1. Reading skills under study
2. Reading instructional level
3. Math skills mastered/date mastered

4. Math skills under study
5. School history line indicator
6. Input area

MATH SKILLS

MATH SKILLS MASTERED   (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL		MASTERY DATE	SH
55801C	THE NAME OF A PARTICULAR QUAD-RILATERAL	IDENTIFIES THE QUADRILATERAL CORRESPONDING TO A PARTICULAR TYPE	10/01/81	AC
56101A	PARALLEL, PERPENDICULAR, OR INTERSECTING LINE SEGMENTS	NAMES THE LINES OR LINE SEGMENTS AS "PARALLEL," "PERPENDICULAP," OR "INTERSECTING"	10/15/81	AC
58201	PARALLEL AND NON-PARALLEL PLANES	IDENTIFIES PLANES WHICH ARE PARA-LLEL OR NON-PARALLEL	10/01/81	AC

CODE		MASTERY DATE

3   The math skills which a student has mastered with the date indicating when the mastery took place

MATH SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL		SH	DATE REPORTED
56702	A COLLECTION OF DIFFERENT OBJECTS OR FIGURES POSSESSING SYMMETRY	IDENTIFIES THE LINES OF SYMMETRY IN OBJECTS OR FIGURES	AF	10/04/85

CODE	

4   Math skills the child was working on at the last reporting school

5   Associates the skills with the appropriate enrollment line in the school history section

6   May be used to report new codes

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR LEVEL	SH	DATE REPORTED
56004	READS MULTIPLE DIRECTIONS AND PERFORMS THE TASKS.	06-1	AF	10/04/85
66001	TELLS IN OWN WORDS MEANING OF EXPRESSIONS SUCH AS A "BLANKET OF FOG", "SCREAMING HEADLINES".	06-2	AF	10/04/85
03101	PONGA LAS FORMAS SOBRE UN TABLERO, ROMPECABEZAS DE 2 A 4 PIEZAS. READS IN : SPANISH	06	AF	10/11/85
	PUBLISHER: GINN AND CO - READING 720; MOUNTAINS ARE FOR CLIMBING PP 95-105			04/08/86

CODE		INSTR LEVEL
	READS IN : PUBLISHER:	

1   Spanish and / or English reading skills which were being worked on at the time of reporting

2   The instructional level at which the child was working

29

30

EDUCATIONAL SKILLS
(Continued)

1   Oral language skills   3   Early childhood skills
2   Language   4   School history line identifier
                                    5   Input area

1   Oral language skills the child
    was working on at the last
    reporting school

__ORAL LANGUAGE SKILLS UNDER STUDY__   __SKILLS UNDER STUDY__

CODE	LANG	SUBTOPIC OR SKILL	SH	DATE REPORTED
02000	ENGL	SIMPLE DIRECTIONS: FOLLOW ONE STEP ORAL INSTRUCTIONS.	AF	10/11/85
04000	ENGL	COMPLEX: FOLLOW TWO OR MORE STEPS ORAL INSTRUCTIONS.	AF	10/11/85
06000	ENGL	MAIN IDEA: LISTEN AND EXPRESS THE MOST IMPORTANT MAIN THOUGHT OR IDEA.	AF	10/11/85
02000	SPAN	SENCILLO	AF	10/11/85
04000	SPAN	COMPLEJO	AF	10/11/85
06000	SPAN	IDEA PRINCIPAL	AF	10/11/85
		LANGUAGE PROFICIENCY LEVEL IS - III, AS DETERMINED BY A TEST GIVEN ON 04/01/86		
CODE	LANG			
		LANGUAGE PROFICIENCY LEVEL IS - , AS DETERMINED BY A TEST GIVEN ON		

— U21 —

4   Associates the skills
    to the appropriate
    enrollment line in the
    school history section

5   May be used to
    report new skill code

__EARLY CHILDHOOD SKILLS UNDER STUDY__

CODE	SUBTOPIC OR SKILL	SH	DATE REPORTED
C044	USES SELECTED ABSTRACT WORD MEANINGS CORRECTLY	AF	10/11/85
AP16	GESTURES TO FAMILIAR PERSON ´	AF	10/11/85
CODE			

3   Early childhood skills being
    developed at the last reporting
    school

NOTE   Skills information does not print for students beyond 8th grade unless information has been reported in the last 12 months

MINIMUM GRADUATION REQUIREMENTS

1. Designated high school
2. Projected graduation date
3. Contact person

4. Required subjects
5. Grade level of course
6. Number of terms required

7 Type of term
8 Clock hours
9 Explanation

---

*1 The student has indicated that
he intends to graduate from
this high school

2 Year the student should graduate

3 Person to contact for
more information

MINIMUM GRADUATION REQUIREMENTS   OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1985

ARBBDQ ARKANSAS DEPT OF EDUCATION   MIGRANT EDUCATION   LITTLE ROCK,AR 72201-0000   PH: 501-371-1853
**** STUDENT HAS DESIGNATED A SCHOOL FOR WHICH NO MGR DATA IS AVAILABLE, STATE MGR FOLLOWS FOR   ARKANSAS   ****
CONTACT: JOE BASIL, CORD MIG ED   PH: 501-371-1853

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
AM HIST CIVICS	9-12	1	YEAR		1 UNIT
ENGLISH	9-12	4	YEAR		4 UNITS
HEALTH PE	9-12	1	YEAR		1 UNIT
MAJOR FIELD	9-12	3	YEAR		3 UNITS EXCLUDING ENGLISH
MINOR FIELD	9-12	6	YEAR		A UNIT IS A CLASS SCHEDULED FOR A MINIMUM OF 200 MINUTES LAB CLASS 275 MINUTES PER WEEK FOR 36 WEEKS :A TOTAL OF SIXTEEN UNITS ARE THE MINIMUM GRADUATION REQUIREMENTS
TOTAL		15			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 83

4 —9 The courses which are required by
the designated high school

*NOTE   If no high school has been desig
nated, the minimum graduation
requirements of the student's
home base state will print

33

3 i

— U22 —

RECOMMENDED COURSES

1   Course title
2   Grade level
3   Term type

4   Year
5   Explanation
6   Contact Person

The school making the recommendation
Usually the student is expected to
return to this location

3 —4   Indicates when the courses should
be taken

5   Notes of explanation
about the courses

ARBBDQ AMERICAN CITY SCHOOL DISTRIC 330 GRAHAM STREET					AMERICAN CITY,AR 72335-0000	PH: 501 633 5380
SH LINE ID: AC						
CONTACT NAME: DR. MARY JOY					TITLE: COUNSELOR	PHONE: 501-371-1857

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION
ENGLISH	10	SEM	FALL	85	NEEDS WORK ON ENGLISH GRAMMAR
SCIENCE	10	SEM	FALL	85	NEEDS BIOLOGY FOR GRADUATION
HEALTH	10	SEM	FALL	85	SEX EDUCATION IS REQUIRED BY THE DISTRICT

1   Courses which the
student needs to take

2   Indicates the level of the course
which is not necessarily the
student's grade level

6   Where to call for more
information on courses

— U23 —

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CLASS SCHEDULE FROM MOST RECENT REPORTING SCHOOL

1 Subject	5 Clock hours	8 Type of term
2 Course title	6 Final grades	9 Term
3 Course grade level	7 Number of terms	10 Year
4 Percentile of grade		11 School that reported partial credit

Indicates the enrollment line in the school history section under which the entry was made

1 Subject   2 Course title

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

—U24—

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL WORK		CREDIT GRANTED		TYPE OF TERM	TERM	YR
				% GR.	CLOCK HRS IN CLASS	GR	NO. OF TERMS			
ENGLISH	FUNDAMENTALS II	AF	10					SEM	FALL	85
MATH	ALGEBRA I	AF	11					SEM	FALL	85
PHYSICAL ED	HEALTH	AF	11					SEM	FALL	85
SCIENCE	BIOLOGY	AF	10	40%	40			SEM	FALL	85

****CLASS SCHEDULE CONTINUED NEXT PAGE****

MOST RECENT REPORTING SCHOOL:
ANNA MICHEN ELEME
NORTH MAPLE STREE
FENNVILLE
MI   49408-0000

CONTACT: NON REPORTED

11 Contact may be made with the school which entered the last schedule

3 Course grade level

10 Year of term

4 When a student withdraws early (without credit) grade at that time is reported in percent

*9 Term, fall, winter, etc

*8 Type of term, such as semester, etc

5 Number of hours the student was actually in class (refer to when consolidating credits)

6 —7 This information is entered when the student completes the course or is given credit

SECONDARY CREDIT ACCRUAL

1. Subject	5. Hours	9. Term
2. Course	6. Final grade	10. Year
3. SH Line ID	7. Number of terms	11. School name
4. Percent	8. Type of term	12. Consolidated SH lines

6   Letter grade for course (official credit granted)

1   General title of course

The information in this section is printed from the class schedule section when a new group of courses is entered

2   Specific title of course

*3   School history line under which the course was added

4   Student's percentage grade at time of withdrawal

This form or a similar one is used to enter courses which will first print in the class schedule section

Except for recommended courses this is the only section that is used to enter information

7   Number of terms for which official credit is granted

11   School in which course was taken

8   Type of school term (quarter, semester, year)

9·10   School term (spring, summer, fall, winter) and year student was in course

12   Used to combine partial credits from two or more schools when awarding credit for a course

GRADE 9

SUBJECT	COURSE	SH	PARTIAL WORK %	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
ENGLISH	ENGLISH I	AA			B+	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	ENGLISH I	AA			A	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
FOREIGN LANG	SPANISH I	AD					SEM	SPR	82	D C PUBLIC SCHLS	
MATH	MATH	AB			C-	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	MATH	AB			B	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
PHYSICAL ED	PE	AB			A	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	PE	AB			A	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SCIENCE	LIFE SCIENCE	AB			B-	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	LIFE SCIENCE	AB			B	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SOCIAL STUDIES	CIVICS	AB			A	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	CIVICS	AB			A	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5390

GRADE 10

SUBJECT	COURSE	SH	%	CLOCK HRS	GR	NO. TERMS	TYPE	TERM	YR	SCHOOL NAME	TELEPHONE
HOME ECONOMICS	HOME EC	AD					SEM	SPR	82	D C PUBLIC SCHLS	
MATH	GEOMETRY	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	GEOMETRY	AC	79%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
PHYSICAL ED	HEALTH	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	PE	AC	95%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SCIENCE	BIOLOGY	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	BIOLOGY	AC	76%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DIST..CT	501-633-5380
SOCIAL STUDIES	AMERICAN HIST	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	WORLD HISTORY	AC	99%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380

AMERICAN CITY SCHOOL DISTRI
D C PUBLIC SCHLS   MIGRANT EDUCATION   415 12TH STREET NW

AMERICAN CITY   AR 72335-0000
WASHINGTON   DC 20004-0000

SECONDARY CREDIT REPORTING FORM

SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	PARTIAL WORK % GRADE	PARTIAL WORK CLOCK HRS IN CLASS	FINAL GRADE	NO. OF TERMS	CREDIT GRANTED CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL	CITY	STATE	YEAR OF GRADUATION

5   Actual number of hours student attended course (prints **only** for partial credit)

*NOTE   The first enrollment for a child is designated as AA, the second AB, etc. Space allows only the last six enrollments to print

39

40

U25

SUPPORTIVE DATA

1. Current supplemental programs	6. Previous supplemental programs
2 Name of program	7. Language for instruction
3. Program code	8. Special talents
4. Starting and ending dates	9 Test data
5 Hours	10. Special education contact data

1—5 Supplemental programs in which student is participating at the current school

6 Supplemental programs the student has participated in during the last 3 years

S U P P O R T I V E   D A T A

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	END	HRS CUR

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME		CODE	DATE START	END	HOURS LAST	CUM	SH
E.S.O.L.	*	1	01/04/84			25	AD
TUTORIAL MATH	*	3	01/04/84			10	AD
TUTORIAL READING		4	01/04/84				AD

* - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS

7 The languages used to teach the child to best facilitate his understanding

(Needs to be updated annually)

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	INFORMAL	SH
SPANISH	10/02/85		AF
ENGLISH		10/01/85	AF

10 A person to contact for further information about the student's special educational needs (Prints for 1 year from date indicated)

SPECIAL TALENT

DATE	NAME	SH
09/30/81	QUILTING	AC
09/30/81	STORY TELLING	AC

8 Interests or talents which may help establish rapport with the child

9 Nationally recognized or state designated test scores recorded in the last 3 years

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH
CTBS - READING	00101	A	4	9.4	G	10/02/81	H	AC
CTBS - ARITHMETIC	00102	C	5	8.9	G	10/03/81	H	AC
CTBS - ARITHMETIC	00102	C	3	8.9	G	10/03/83	H	AC
CTBS - READING	00101	A	C	9.2	G	10/04/83	H	AC

SPECIAL EDUCATION CONTACT DATA

```
CONTACT:
BRANNON BERRY
SPECIAL PROGAMS SUPERVISOR
MONTCALM AREA SCHOOLS
STANTON
MI    49408-0000
PH:  514-384-4202    (04/16/86)

FOLLOW-UP CODES:
   VARIABLE      COND1   COND2
CONDITION          51      40
IEP AVAILABILITY   02      02
SPEC ED SERVICES   02      02
RELATED SERVICES   15      10
```

—U26—

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2. The MSRTS Health Record

Each section is shown with a brief explanation of the information contained in it.

The student's identifying information will appear on all records. Other sections will appear only when information has been reported for that section. A short statement will appear for sections in which no information has been reported.

For a look at the health record form in its entirety, see appendix VII.

STUDENT IDENTIFICATION DATA

1. Name	7 Place of birth	12 Current residence
2. Student ID	8. Multiple birth	13 Current school
3. Sex	9. Race	14 Status
4. Date of birth	10 Parent(s) name(s)	15. Recent health providers
5 Birth verification	11. Home base address	16 End of eligibility
6. Age		

3-9 Information about the student's birth

10 The biological parents or legal guardians

11 A permanent mailing location

2 Student ID

0000C05

```
     DATE                                                              PAGE       STUDENT ID
     06/02/P6        MIGRANT STUDENT HEALTH RECORD              1 OF  3  85223639 MNC
```

AR DOFS /00091

1 Name

JONES, MARY C

BIRTH DATA   **PLACE OF BIRTH**

```
SEX = F              SITE    : CONWAY MEMORIAL HOSPITAL
DOB = 04/16/67       ADDRESS: 1200 WESTERN AVENUE
VER = B              CITY    : CONWAY
AGE = 19             ST/ZIP  : AR   73201-0000
MUL. BIRTH = 2       COUNTY  : FAULKNER
RACE = 2             COUNTRY :
```

LEGAL PARENTS

```
JONES, JOHN
JONES, MARY
```

CURRENT PARENTS

```
SMITH, PAUL
SMITH, ANN
```

HOME BASE

```
218 DAVIS ST.
CONWAY
AR   73201-0000
```

CURRENT RESIDENCE

```
204 C STREET NW APT 4
WASHINGTON
DC   20004-0000
```

10 Those with whom the student is living

RECENT HEALTH PROVIDERS

```
ID: ARBBDQ  DATE: 10/10/85  ID: DCDBXV  DATE: 01/10/84

AMERICAN CITY SCHOOL DISTRICO C PUBLIC SCHLS
330 GRAHAM STREET          MIGRANT EDUCATION
AMERICAN CITY              415 12TH STREET NW
AR   72335-0000           ROOM 1004
PH:  501-633-5380         WASHINGTON
                          DC   20004-0000
```

CURRENT SCHOOL

```
ID: MIBLHG   ENRL: 08/26/85
             WDRL: 04/16/86
ANNA MICHEN ELEME
NORTH MAPLE STREE
FENNVILLE
MI   49408-0000


MIGRANT STATUS: 1 GRADE: 11
END OF ELIGIBILITY: 06/23/91
```

15 Up to three facilities or contact people who most recently placed information on the health record

14 Current status

16 When eligibility ends

12 Where the student is living while attending this school

13 The school whose enrollment caused this record to be printed

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UNRESOLVED HEALTH PROBLEM LIST

1 Chronic unresolved health problems
2. Acute unresolved health problems
3. Earliest incidence

4. Latest incidence
5. Encounter number
6 Date of encounter

1·2 Current unresolved health problems

4 Health provider that last reported problem

6 Date that service was provided

UNRESOLVED HEALTH PROBLEM LIST

ICD GROUP	CONDITION	PROB FREQ	EARLIEST INCIDENCE			LATEST INCIDENCE		
			PROV	ENC #	DATE	PROV	ENC #	DATE
	CHRONIC							
490	BRONCHITIS NOS	1				ARBBDQ	1	10/10/85
	ACUTE							
110	DERMATOPHYTOSIS	1				ARBBDQ	1	10/10/81
034	STREP THROAT/SCARLET FEV	2	DCDBXV	1	01/10/84	ARBBDQ	1	10/10/85

3 Health provider that reported the problem

5 A unique number designed by the state or local school personnel to distinguish one encounter from another (ex —insurance policy # and initials of attending nurse)

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PATIENT AND FAMILY HISTORY

1. Personal medical history   2 Family medical history   3 Encounter dates

1   Personal medical history ————

3   Dates that service
    was provided —————

1   **Yes** indicates a history
    of this condition ————

1   Medical condition being
    reported ————

1   **No** indicates no history
    of this condition ————

2   Family Medical History ————

```
PATIENT HISTORY

V12     PERSONAL HISTORY OF CERTAIN OTHER DISEASES
        10/10/81  ENC - 1          - REPORTED BY ARBBDQ
                * ICD - V12.01     - MEASLES
                  OUTCOME          - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION
                  ICD - V12.02     - RUBELLA
                  OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
                  ICD - V12.03     - MUMPS
                  OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
                  ICD - V12.04     - CHICKEN POX
                  OUTCOME          - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION
                  ICD - V12.06     - TB
                  OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
                  ICD - V12.3      - PERSONAL HISTORY OF DISEASES OF BLOOD AND BLOOD-FORMING ORGANS
                  OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
                  ICD - V12.4      - PERSONAL HISTORY OF DISORDERS OF NERVOUS SYSTEM AND SENSE
                                     ORGANS
                  OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION
                  ICD - V12.     - EPILEPSY
                  OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION

V14     PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
        10/10/81  ENC - 1          - REPORTED BY ARBBDQ
                  ICD - V14        - PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
                  OUTCOME          - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION



FAMILY HISTORY

V17     FAMILY HISTORY OF CERTAIN CHRONIC DISABLING DISEASES
        10/10/81  ENC - 1          - REPORTED BY ARBBDQ
                  ICD - V17.2      - FAMILY HISTORY OF OTHER NEUROLOGICAL DISEASES
                  OUTCOME          - NO - INDICATED NO FAMILY HISTORY OF THIS CONDITION
                  ICD - V17.21     - EPILEPSY
                  OUTCOME          - NO - INDICATED NO FAMILY HISTORY OF THIS CONDITION
                  ICD - V17.41     - HYPERTENSION
                  OUTCOME          - NO - INDICATED NO FAMILY HISTORY OF THIS CONDITION
```

*NOTE   ICD stands for International Classification of Diseases

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SCREENING DATA AND LABS

1 Recorded dates of physicals	2 Screenings and examinations	3 Results of tests

```
SCREENING ᴸATA AND LABS

V70    GENᴇʀAL MEDICAL EXAMINATION
       10/10/81  ENC - 1          - REPORTED BY ARBPJQ
                ₊ ICD - V70.5     - HEALTH EXAMINATION OF DEFINED SUBPOPULATIONS
                  CPT - 90751     - PREVENTIVE HEALTH CARE,12-17
                  OUTCOME         - NORMAL

V72    SPECIAL INVESTIGATIONS AND EXAMINATIONS
       10/10/81  ENC - 1          - REPORTED BY ARBBDQ
                  ICD - V72.0     - EXAMINATION OF EYES AND VISION
                  CPT - 90751     - PREVENTIVE HEALTH CARE,12-17
                  OUTCOME         - NORMAL
                  ICD - V72.1     - EXAMINATION OF EARS AND HEARING
                  CPT - 90751     - PREVENTIVE HEALTH CARE,12-17
                  OUTCOME         - NORMAL
                  ICD - V72.2     - DENTAL EXAMINATION
                  CPT - D0120     - PERIODIC DENTAL EXAM
                  OUTCOME         - ABNORMAL - FOUR CAVITIES
```

1 Date of exam

2 Examination given

3 Results of examination

If all reported data has been normal, only the latest data is printed

If any abnormal results have been reported, all data will be printed on the record

*NOTE   CPT stands for Current Procedural Terminology, Fourth Addition

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IMMUNIZATION DATA

1. Immunization
2. Dates given

3 Reporter ID

4 Provider ID
5 Date reported

---

2   Date of immunization   1   Type of immunization   5   Date reported

```
IMMUNIZATION DATA

V04     NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST
        CERTAIN VIRAL DISEASES

                ICD - V04.01  - POLIO ORAL
        10/15/72  ENC - 12AD    - REPORTED BY CABWKZ           ON 12/15/72
        12/05/72  ENC - 12AD    - REPORTED BY CABWKZ           ON 12/15/72
        02/23/74  ENC - AA23    - REPORTED FOR CABWKZ BY CABWKZ ON 06/15/74
        06/15/74  ENC - AA23    - REPORTED FOR CABWKZ BY CABWKZ ON 06/15/74

V06     NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST
        COMBINATIONS OF DISEASES

                ICD - V06.1   - NEED FOR PROPHYLACTIC VACCINATION WITH COMBINED
                                DIPHTHERIA-TETANUS-PERTUSSIS (DTP) VACCINE
        10/15/72  ENC - 12AD    - REPORTED BY CABWKZ           ON 12/15/72
        12/05/72  ENC - 12AD    - REPORTED BY CABWKZ           ON 12/15/72
        06/15/74  ENC - AA23    - REPORTED FOR CABWKZ BY CABWKZ ON 06/15/74

                ICD - V06.4   - NEED FOR PROPHYLACTIC VACCINATION WITH MEASLES-MUMPS-RUBELLA
                                (MMR) VACCINE
        12/08/72  ENC - 12AD    - REPORTED BY CABWKZ           ON 12/15/72
```

4   Provider I D   3   Reporter I D

VII. MSRTS RESOURCES

A. Printed Resources

Many materials are available on the use of MSRTS For current available materials consult the appendix and/or contact your state migrant education office These materials include manuals on the following

1. Skills

2. The educational record

3. The health record

4. Secondary credits

5. Current test and supplemental program codes

6. Acronyms and abbreviations (see appendix VIII)

B. Human Resources

Each state has a process for handling data Information flows from and to the school in the following manner
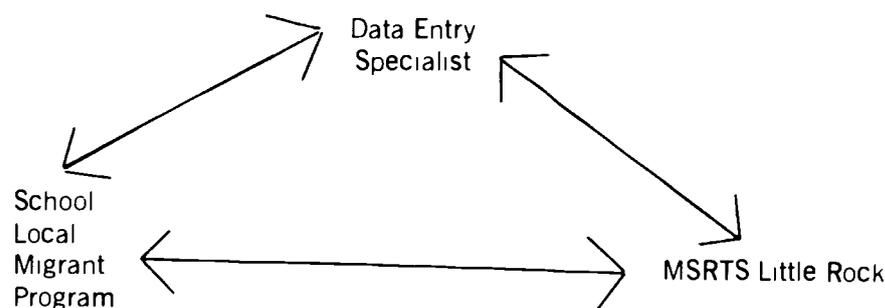
Generally, the project site/school has a local contact person who is responsible for the MSRTS record. These people are most commonly called record transfer clerks, recruiters and/or data entry specialists.

Under the direction of the state director of migrant education, each state has personnel responsible for the encoding of this data who are commonly called terminal operators or data entry specialists They communicate with personnel in Little Rock, who assist the states with their implementation of the records system

C. Optional Attachment to the MSRTS Educational Record

The Master Teachers and Health Providers Committee recommends the following page be duplicated and attached to the most current copy of the educational record. These should then be filed in the cumulative folder of each migrant student. This is done to enable any non-migrant project school receiving the student to interpret the information the record contains.

OPTIONAL ATTACHMENT TO THE MSRTS EDUCATIONAL RECORD

This record can give you some valuable information concerning your new student It is a succinct culmination of much useful information The fact that the record exists means that at some point in time, this student has moved into a school district served by a migrant program. The student has qualified for the program by moving in order for a parent/guardian to obtain work in eligible agricultural related or fishing activities.

- In the top left hand portion of this record, you can see how recently the record was updated and printed

- The top portion of the record will tell you the following useful things about your student: birth data, parent data and address. It may alert you as to whether a student has been on an approved free-lunch program. You may need to check on current eligibility if there is a free-lunch qualifying (F LQ) date

- The school history data section located just below the birth data will give you a prior school address and phone number. This section also contains the student's attendance record.

- If the education-health linkage is present it will alert you to possible health problems which can affect the student's performance in school

- The educational skills section gives you the most recently **reported** skills the student has studied.

- If the student is in grades 8 through 12 you may see secondary credit data. This section yields vital information for choosing a curriculum for the student

- The supportive data section will alert you to possible educational needs It shows previous supplemental programs in which the student was enrolled, the language in which the student learns best and any special talents or test data that might be useful to you. This section may also contain special education contact data. There will be a phone number, an address and the name of a person you can contact for more detailed information A health record, which contains valuable information such as immunizations, screenings and health problems, is available for each migrant student

IF YOU NEED OR DESIRE FURTHER INFORMATION ABOUT THIS RECORD, YOU CAN CONTACT THE APPROPRIATE LOCAL OR STATE PERSONNEL. APPROPRIATE PHONE NUMBERS ARE PROVIDED ON THE BACK OF THIS SHEET MSRTS AND THE MASTER TEACHERS/HEALTH PROVIDERS HAVE PRODUCED A RESOURCE GUIDE WHICH MAY BE OF ASSISTANCE TO YOU

5 4

CONTACT NUMBERS FOR MIGRANT SERVICES

Alabama Migrant Office	Montgomery	205	261-5145
Alaska Migrant Office	Juneau	907	465-2824
Arizona Migrant Office	Phoenix	602	255-5138
Arkansas Migrant Office	Little Rock	501	371-1853
California Migrant Office	Sacramento	916	324-1556
Colorado Migrant Office	Denver	303	866-6758
Connecticut Migrant Office	Hartford	203	566-3426
Delaware Migrant Office	Dover	302	756-4667
District of Columbia Migrant	Washington	202	724-4235
Florida Migrant Office	Tallahassee	904	487-3517
Georgia Migrant Office	Atlanta	404	656-4995
Idaho Migrant Office	Boise	208	344-2195
Illinois Migrant Office	Springfield	217	782-6038
Indiana Migrant Office	Indianapolis	317	269-9477
Iowa Migrant Office	Des Moines	515	281-5313
Kansas Migrant Office	Topeka	913	296-3161
Kentucky Migrant Office	Frankfort	502	564-3301
Louisiana Migrant Office	Baton Rouge	504	342-3517
Maine Migrant Office	Augusta	207	289-5170
Mariana Islands Education	Saipan, C'.I		
Marshall Islands Education	Majuro		
Maryland Migrant Office	Baltimore	301	333-2412
Massachusetts Migrant Office	Tewksbury	617	851-5934
Michigan Migrant Office	Lansing	517	373-0160
Minnesota Migrant Office	St Paul	612	296-0324
Mississippi Migrant Office	Jackson	601	359-3498
Missouri Migrant Office	Jefferson City	314	751-8280
Montana Migrant Office	Helena	406	444-5443
Nebraska Migrant Office	Lincoln	402	471-2481
Nevada Migrant Office	Carson City	702	885-3136
New Hampshire Migrant Office	Concord	603	271-2717
New Jersey Migrant Office	Trenton	609	292-8463
New Mexico Migrant Office	Santa Fe	505	827-6527
New York Migrant Office	Albany	518	474-1233
North Carolina Migrant Office	Raleigh	919	733-3972
North Dakota Migrant Office	Bismarck	701	224-2284
Ohio Migrant Office	Worthington	614	466-4161
Oklahoma Migrant Office	Oklahoma City	405	521-2846
Oregon Migrant Office	Salem	503	373-1378
Pennsylvania Migrant Office	Harrisburg	717	783-6466
Puerto Rico Migrant Office	Hato Rey	809	754-1050
Rhode Island Migrant Office	Providence	401	277-3037
South Carolina Migrant Office	Columbia	803	734-8109
South Dakota Migrant Office	Pierre	605	7.3-3218
Tennessee Migrant Office	Nashville	615	741-0628
Texas Migrant Office	Austin	512	463-9067
Utah Migrant Office	Salt Lake City	801	533-6092
Vermont Migrant Office	S Burlington	802	658-6342
Virginia Migrant Office	Richmond	804	225-2911
Washington Migrant Office	Olympia	206	753-1031
West Virginia Migrant Office	Charleston	304	348-2702
Wisconsin Migrant Office	Madison	608	266-2690
Wyoming Migrant Office	Cheyenne	307	777-6239
Migrant Student Record Transfer System		501	375-4960
United States Office of Migrant Education		202	732-4746

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HEALTH SECTION

TABLE OF CONTENTS for HEALTH SECTION

I. INTRODUCTION

Maximum education achievement for the migrant child is often hindered by undiagnosed and untreated health problems. Some are obvious — the young migrant child with undiagnosed hearing or vision problems will clearly experience difficulty in learning, regardless of the quality of the educational program presented. Other less obvious but equally significant undetected health conditions such as anemia, respiratory infections and dental disease also contribute to listlessness and distraction which may inhibit the learning process.

Not only do children of migrant farmworkers face the typical diseases and health problems of childhood, but in addition, they confront numerous health problems and risks associated with their migratory lifestyles and environmental hazards of agricultural work. Although from a health viewpoint migrant children are at a very high risk, a number of social, cultural and linguistic barriers often preclude their ability to access health care services on a regular basis.

Complicating the problem of irregular access to health care is a parallel problem—lack of continuity of care. Virtually all health professionals working with migrant farmworkers can recount numerous examples of migrant children who have had immunization series initiated several times, but who have never had the series completed and thus remain unprotected from serious disease conditions that are 100 percent preventable. Had the next health provider working with the child known which immunizations had been administered previously, these types of omissions would not happen. Significant portions of a medical history, such as a history of seizures or an allergy to specific medications, are also of critical importance when attempting to provide high-quality medical care to migrant children.

Given the availability of both education and health programs, it is inexcusable in the decade of technology for any migrant child to be denied access to health care. **Given the existence of the Migrant Student Record Transfer System** it is equally inexcusable for continuity of care to remain a problem. The knowledge and tools are readily available to both educators and health providers to resolve the long-standing problems associated with access and continuity. **It is now only a question of will.**

II. OBJECTIVES

The purpose of the health section of this resour‹ ˙ guide is to assist those persons working with migrant children to

1   **Provide optimal health care** to migrant children,

2   **Promote the utilization of the MSRTS record** to insure continuity of health care;

3   **Encourage the team concept** (all persons working with the migrant children, parents, teachers, health care providers and recruiters are members of a "team" and have responsibility for the child's health care),

4   **Examine the relationship between health and academic achievement** of the migrant child.

III. PROVISIONS OF CARE

A. Goals

The migrant education program, coordinating its efforts with other programs and agencies, must strive to ensure that all migrant children receive proper health care thus enhancing their educational potential and the quality of their lives

The following objectives are necessary to promote the well-being of migrant children:

1. **Reinforce** the concept that each child and his family is responsible for his or her health;
2. **Conduct** necessary health screenings and identify health problems;
3. **Develop** an awareness of health problems and assist parents in making referrals for health care;
4. **Coordinate** migrant health problems with other agencies to ensure provision of care;
5. **Provide** follow-up on referrals;
6. **Counsel** families in health care;
7. **Promote** and assist in health education;
8. **Maintain** complete and timely health records.

B. Services

Each state director decides how much of the migrant education budget will be allotted to health services It can be so elaborate as to include complete physicals with laboratory tests, total follow-up, all medical, surgical and dental referrals including diagnosis and treatment It may also include current medical, surgical and dental problems On the other hand, the health services can be so limited as to allow only for medical emergencies, or the health services could be totally eliminated.

In an effort to assure **optimal** health of each migrant child, it is suggested that the following screenings be provided These screenings will permit the early identification of existing or potential health problems and allow for medical intervention while the child is still in the area

1. **Patient and Family History**—Targets health problems which have occurred in the past, as well as identifies potential problems

2. **Health Screenings** (See appendix IX for Washington State Screenings Standards)

   a Vision—Uses screening test to identify squinting, blurry vision and/or other complaints which may be an indication of a visual disturbance

   b Hearing—Uses screening test to indicate hearing loss

   c Dental—Identifies problems requiring professional dental care

   d Height and Weight—Identifies overweight and underweight

   e. Blood Pressure—Identifies elevated blood pressure which may indicate kidney or cardiovascular disease, also base line data is obtained (see appendix X)

   f Scoliosis—Identifies curvature of the spine

   g Nurse's Health Assessment—Refers to the process of identifying possible health problems

   h Developmental Screenings—Identifies gross motor, fine motor and language problems

3. **Laboratory Screenings**

   a Urinalysis—Determines presence of infection or other health problems such as diabetes and kidney disease

   b Hematocrit/Hemoglobin—Assesses the possibility of iron deficiency anemia

   c TB Skin Test—Determines exposure to tuberculosis bacillus

4. **General Medical Assessment** (by a physician)

5. **Immunization**—Determines adequacy according to state guidelines

   It is essential that all health information be recorded on the child's MSRTS record so that continuity of care can be assured when the child moves to a new location.

C Informed Consent

Health services, including emergency care, require parent's informed consent, which is recorded on the Certificate of Eligibility All information is confidential—child and parent rights must be protected

D. Service Providers

In order to provide health care to migrant children it is essential that the services of all health providers be utilized and coordinated Potential health providers include migrant health clinics, community health clinics, local physicians, dentists, migrant education programs and community agencies (see appendix XI and XII for expanded list of national agencies) Each community will vary in types of programs, agencies and services available It is important that migrant educators and health providers survey the available health resources in their area and utilize their services

The following list of community agencies is provided as a **starting point** for educators and health providers who are seeking services for migrant children It is not anticipated that all of these agencies will be available in each community On the other hand, other services not listed here may be available in your community

1. Early Periodic Screenings, Diagnostic and Treatment Program: Funding for physical evaluations provided to students with eligibility for public assistance

2 Maternal and Child Services. Physical and developmental screenings along with child development counseling offered through public health agencies in most states

3 Health and Rehabilitative Service, such as Crippled Children's Services. State services designed to fund diagnostic evaluations, provide treatment and associated equipment for specific handicapping conditions

4 State and Local Health Departments: Provide prenatal services, well child clinics, provision of immunizations, communicable disease control, environmental health controls and administration of Crippled Children's Services and Women, Infants and Children (WIC) Programs in some areas.

5 Local Schools May provide audio, visual, dental, scoliosis, height and weight, blood pressure or other screening programs

6 Community Mental Health Centers Mental health counseling and therapy services provided through local and state funding

7 Alcohol/Drug Abuse Programs. Counseling and therapeutic services for problems of alcoholism and drug addiction

8 Family Planning Programs Provide counseling for effective means of birth control as well as pregnancy counseling

9 Women, Infants and Children (WIC) Programs Supplemental food program and nutritional education for women, infants and children funded by U S Department of Agriculture

10 Service Clubs Special funding for glasses, (Lion's), rehabilitation (Shriner's and Elks) or other specific health needs (Hospital Guilds) may be available through local service organizations

11 Voluntary Health Agencies such as American Heart and Cancer Associations. Local chapters may help those with specific health problems by providing health education materials. Muscular Dystrophy may help provide transportation and medical supplies Cystic Fibrosis and Easter Seal Association may supply equipment and service.

12 State Co-operative Extension Services Provide a multitude of educational pamphlets and programs such as Expanded Food and Nutritional Educational Program (EFNEP)

13 U S Department of Agriculture Surplus Commodity Program May provide free cheese, butter and other commodities to financially eligible families :

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E. Program Models

The effective implementation of health services for migrant children can be accomplished in a variety of ways. In setting up a health program, the following must be considered

1 **Budget**: Find out the funding available or what budget is allocated to the health services.

2 **Assessment**. Assess your needs. Choose priorities of health care. Determine screenings which help the majority of the students How can you use your funds most effectively?

3 **Eligibility**: Consider eligibility for established community resources

4 **Organization and Management** Make your plan Consider early intervention strategy in health problems, long and short objectives and develop a tracking system for data collection

5 **Implementation**. Put your plan into operation

6 **Evaluation** Use the data collected to measure the effectiveness of the program Consider and identify the strengths and weaknesses. Use this information to modify your program.

The following five health program models are described to illustrate a **variety** of approaches for the provision of comprehensive health care for migrant students

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1. Minnesota Model

Minnesota Migrant Education works closely with Migrant Health Services, Inc., of Minnesota and Tri-Valley Preschool Programs to coordinate health and educational services to migrant children from two weeks of age through secondary levels The six to eight-week programs are held in 14 sites throughout Minnesota from May until August.

At each of these sites health care professionals, primarily nurses, are employed These persons are responsible for daily health care and first aid, health screenings (depending on the child's age), immunizations and health education. The health care professionals are responsible for inputting health information onto the MSRTS.

Migrant Health Services, Inc. is responsible for contracting with screeners and health professionals when necessary. This agency is responsible for payment of health services, using a voucher system. Migrant health nurses make home visits for immediate follow-up of children's health problems involving the family.

The MSRTS is utilized for all children enrolled in the migrant education and preschool programs in Minnesota to provide continuity of health care

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2. Utah Model

The health component is responsible to the migrant community to provide for.

— Emergency Care
— Care for Current Health Problems
— Prophylactic Needs
— Health Maintenance

In the school, focus is on the daily needs of the children. These needs include first aid and other spontaneous health concerns as well as health education

During the six to eight-week program, each child will have preliminary screenings, a physical examination and dental evaluation, with recommended follow-up

All of these services are correlated by the health provider

To set up the program, needs are assessed first in relation to funding. The following STEPS are evaluated and action taken according to needs and goals

Step 1 System for Projecting Health Component

— Assess needs
— Assess goals
— Evaluate assistance available from community agencies
— Evaluate assistance available from service organizations
— Consider resources of Migrant Education (Chapter 1)
— Consider resources of Migrant Health Services

Step 2 System for Gathering Information

— Establish eligibility
— Establish enrollment
— Obtain health history
— Obtain immunization status
— Obtain permission for health screenings
— Request student MSRTS records

Step 3 System for Providing Daily Health Needs

— First aid care
— Spontaneous health concerns
— Current health problems
— Health education

Step 4 System for Preliminary Health Screening

— Visual evaluation
— Hearing test
— Weight and height grids
— Hematocrit/Hemoglobin
— T B test
— Immunization if needed
— Blood pressure
— Urinalysis
— Scoliosis

Step 5 System for On-Site Medical/Dental Evaluation

— Provide a doctor
— Provide a nurse and/or nurse practitioner
— Provide a dentist
— Provide a hygienist

Step 6 System for Providing Care/Follow-up

— Migrant health services with voucher system
— Community clinics
— Home visits
— Provide transportation

Step 7 System for Recording

— On-site records
— Input to MSRTS

Summary

Following these steps may help you to develop a comprehensive health component. However, one very important aspect to an effective health program is to delegate the responsibility for each system to a specific person. Perhaps it will be to the recruiter, the secretary or the health provider but some **SPECIFIC PERSON** must be designated to assume the responsibility of each step.

3. New York State Model

MIGRANT HEALTH VOUCHER SYSTEM

The New York State Migrant Health Voucher System is a unique, statewide project designed to provide health services to migrant children when those services are not available through another resource

The project, which is funded with Chapter 1 Migrant Education money, is coordinated on a statewide basis and dependent on the cooperation and concern of local migrant education personnel

The project is designed to

1   Provide full coordination of **all** health services at the local level in addressing the health needs of migrant children

2   Provide fast, quality health care to meet identified needs

3   Provide services on a cost efficient basis

Steps in providing health services through the Migrant Health Voucher System include the following

- All migrant education personnel receive training regarding the health problems of migrant children, the relationship between good health and academic success, and the use of the Migrant Health Voucher System

- Local migrant education project coordinators survey the health resources in their area and prepare a list of possible health providers and health care funding

- Migrant educators observe their students for possible health problems

- Screening clinics are conducted to assess the health status of migrant children

When a health problem is identified, the following procedures are adhered to in securing services to meet that problem

1   The local migrant education project coordinator contacts health providers on a previously prepared list of health resources in an attempt to meet the identified need at no cost or low cost to the family

2   If the need can not be met through a local resource, the migrant education project coordinator contacts the Migrant Health Voucher System Coordinator by phone to request payment for the service

3   When verbal approval has been secured for payment of the service, the migrant education project coordinator arranges with the child's parent and with a local health care provider or health care facility to meet the identified health need Every attempt is made to obtain the service at the lowest possible cost without sacrificing the quality of the care

4   After the service has been rendered, the health care provider sends a bill and a signed New York State Voucher to the office of the Migrant Health Voucher System for payment

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4. Washington State Model

In Washington state, the Educational Service District # 171 contracts with local health departments, within their district, to provide the health component of the migrant education program.

Public health nurses, working in teams of three or four, provide the audio. visual, dental and physical screening of the students within the school facility. In addition, they provide urine screening, hematocrits and tuberculin skin testing. The immunization status is assessed as well If immunizations are needed, they are administered at the school facility by the nurses.

Parents are encouraged to be present during the assessment, but work obligations frequently interfere However, the provider does have a patient and family history with which to work Health education is an important part of the encounter with the student Time away from the classroom is kept at a minimum with all screening done in a given block of time

Once the health problems are identified, the public health nurses work with the family to coordinate follow-up Home visits are frequently required to explain the problem and determine any area, such as funding or transportation, interfering with meeting the student's medical need Local health providers, service organizations and community agencies are tapped to meet the needs of each child

The Migrant Student Record Transfer System is utilized to maintain an accurate up-to-date health record All information is recorded by the public health nurse, and current records are maintained in the school and local agency as well

Through a close working relationship with both the schools and the parents, the public health nurse coordinates continuing health care for the migrant students Often the nurse becomes an advocate for the child and his family as other needs are identified during home visits Through timely entry of health data onto the MSRTS, an ongoing medical record is established with the potential of following the student throughout the United States

5. Louisiana Model

In Louisiana the migrant health program is an organized program which extends from the coordination and supervision at the state level to the nurse who provides actual services on a parish level The health provider is a registered nurse certified through the State Department of Education Additional criteria for job performance is set forth within the jurisdiction of the parish board A migrant nurse may be full-time or prorated with another program depending on the number of students served and the needs within the parish The migrant health program is coordinated with other school health programs in order to eliminate supplanting

Visits are scheduled to the schools by the nurse for the purpose of vision, hearing, dental and health assessments on all eligible migrant students when feasible as well as health counseling and health education Immunization records are checked. Possible health problems are identified, referrals made to the proper source and assistance given as much as possible The health provider works closely with the migrant students, their families and the schools Home visits are made as needed Pertinent health data is collected and reviewed Follow-up is done as deemed necessary A close working relationship is maintained with other health departments, and services are utilized when possible

Keeping accurate updated records and documenting services administered to the migrant students are other important functions of the migrant school nurse The MSRTS Health Data Section provides a means for recording pertinent health information that will transfer with the student

The migrant health support service helps to provide needed health services to migrant children and to supplement services not provided by other programs The MSRTS is a service that has been rendered to migrant children through the process of utilization of health data collected.

IV. SPECIAL HEALTH CONCERNS

Migrant children not only face the typical diseases and health problems of childhood; they also confront numerous health problems and risks associated with their migratory lifestyle.

Health providers are often faced with a migrant child who does not communicate easily n English. The following words and phrases may be helpful

Spanish phrases of commonly used words and phrases.

1 What is your name?
   ¿ Cómo se llama usted '
   (¿ Cómo te llamas')

2 What is wrong?
   ¿ Tienes algún problema?

3 How are you?
   ¿ Cómo estás?

4 I am very sorry.
   Lo siento mucho.

5 Sit down   Stand up.
   Siéntate.   Párate

6 Stick out your tongue
   Saca la lengua

7 Open your mouth.
   Abre la boca

*8. Where does it hurt?
   ¿ Dónde te duele?

Body Parts

1	head — cabeza	8	nose — nariz
2	mouth — boca	9.	eyes — ojos
3	hands — manos	10	feet — pies
4.	leg — pierna	11	arm — brazo
5.	face — cara	12	hair — pelo
6	tooth — diente	13.	tongue — lengua
7	ears — oídos/orejas	14	finger — dedo

*See appendix XIII and XIV for additional English-Spanish phrases and Temperature and Dosage Chart Standards for health providers.

A. Factors Which Place Migrant Children at Risk *

1. Low income

The low income level for some migrant families may result in poor nutrition, inadequate housing and a crisis approach to health care An estimated 50 percent of the health problems of migrant children can be traced to the **lack of a nutritious diet**. Inadequate nutrition in early ages may adversely affect the health of migrant children and result in physical problems tnat plague the child into adulthood.

Low income may mean that migrant families live in substandard housing units. Often an entire family lives in one room and shares cooking and toilet facilities with several other families. Lack of kitchen facilities results in the purchase of food that can be eaten with minimal preparation Such convenience foods are a poor source of nutrition

Because migrant families often do not have health insurance or the money necessary to pay for medical and dental care, such care is generally provided on a crisis basis. Medical problems are ignored until the problem becomes acute and medical attention is essential. Even when migrant families live in areas where health services are available, families are hesitant to take care of health problems except on an emergency basis. Time required for health care would detract from the time available for working and earning money.

2. Barriers to health services *

These barriers may include **isolation** and **inaccessibility of health services, language and cultural barriers, eligibility requirements** and **discrimination**.

Migrant families often live in housing or migrant labor camps located in isolated rural areas As a result, transportation to doctors, dentists, hospitals or clinics, can be a major problem. The availability of health services may be further restricted by the hours that health providers work. If clinics are not open on weekends or evenings, then the migrant worker must leave the field to obtain medical attention, resulting in loss of pay.

Language can be a barrier to migrant workers who may have a limited command of English. If bilingual health providers are not available, migrant workers have great difficulty expressing their needs and comprehending the instructions of the medical provider.

Culture is another barrier to obtaining health care Health providers sometimes lack understanding and sensitivity to cultural perspectives.

Eligibility requirements and waiting periods for publicly funded medica: and nutritional programs often restrict the availability of services to migrant families. This may severely hamper the families' ability to meet the health and nutritional needs of their children For example, if a waiting period of 30 days is required before a service can be made available, it may mean that the family will have moved to another area (and possibly another waiting period) before receiving the required care.

Discrimination is a real problem faced by migrant families as they enter new communities Migrant families are often members of minority groups and are usually considered to be outsiders Many times they are not afforded the same courtesies as permanent community residents.

3. Mobile lifestyle

A third major cause of poor health conditions of migrant farmworkers is the mobility of their lifestyle. Such mobility often results in a lack of continuity of health care. Continuous supervision of a medical problem by one physician can not be provided A worker may obtain an initial diagnosis and treatment for an ailment in one state and ask for follow-up care in a second, third or even fourth state

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B. Frequently Identified Health Problems in Migrant Children

A survey of health problems reported to the MSRTS in 1985, and of health problems observed by migrant health providers from several states indicates that the following problems are prevalent in migrant children

1. Dental

One of the greatest health needs of the migrant child is dental care The California Story (Mines and Kearney, 1982) reports 47 2% of migrant families reported toothaches and an additional 15.7% reported gum disease. This results from poor dental care as well as poor nutrition A lack of awareness of the importance of primary teeth (baby teeth), along with poor financial status, prevents most migrant children from seeing a dentist on a regular basis

2. Vision

A visual handicap prevents adequate achievement in school Often students who have poor reading abilities have some type of neglected vision problems According to the Auxiliary to Texas Optome ic Association, there is considerable correlation between school drop-outs and reading deficiencies which can be related to a vision deficiency

3. Hearing disorder

Out of a 30 student classroom, at least one child has a significant hearing loss. Three and one-half percent (3.5%) to five percent (5%) of school age children have some type of hearing loss due to otitis media and serous otitis. Most hearing problems have developed by the time a child reaches third grade Children with hearing problems are put at a disadvantage because in many instances they are labeled mentally retarded until the hearing loss has been diagnosed.

4. Immunizations

Immunizations are of vital importance to all age groups. It is of utmost importance that the immunizations process begin in infancy State laws require all students be immunized against diphtheria, tetanus. poliomyelitis, pertussis, measles, rubella and mumps Exceptions to these requirements are allowed on an individual basis Other immunizations are available and may be required for children and parents Benefits derived from the prevention of disease through immunization practices are immeasurable

The MSRTS health record provides an important link for recording and updating immunization information. **The record is only as reliable as the information recorded on it.** A personal immunization record should be kept by the parents for each family member.

5. Nutrition

Malnourishment among the migrant population can be traced to a lack of income with which to provide adequate nutrition and a lack of awareness of the elements of a balanced diet

The rapid growth rate of infants and children make them especially vulnerable to malnutrition. A poorly nourished child is highly susceptible to infections and may exhibit low height and weight patterns A recent study conducted in California (Mines and Kearney, 1982) indicated 21.7% families reported anemia as being a chronic problem Fatigue and lack of energy result from anemia, as well as poor healing of the body

6. Handicapping conditions

Any suspected handicapped child should be referred for further evaluation All handicapped migrant children should have **EARLY**

- **Identification by**

  Appropriate professionals
  Appropriate testing
  Appropriate consideration of cultural/ethnic characteristics

- **Evaluation of**

  Weaknesses
  Strengths
  Plan of action to develop skills

- **Service for**

  Long-term goals
  Short-term goals
  Data collection, evaluation and assessment
  Review

Assessing progress may be difficult because of the length of the program, however, information on where the child is going is extremely important for proper follow-up This information should be entered into the MSRTS system to maintain continuity on the educational-health program Health personnel should also be aware of what individual educational plans (IEPs) have been developed to comply with P.L. 94-142 and state regulations

7. Child abuse

Each year, approximately 10,000 children are battered, between 50,000 and 75,000 are sexually abused and 20,000-50,000 are emotionally, physically or mentally neglected. About 40 out of every 1,000 students are physically abused each year.

According to statistics completed by the Eastern Stream Child Abuse Prevention Education (ESCAPE) Project, the incidence of child abuse among migrant children is approximately 100 children per thousand This is roughly **ten times** the rate of the U S population as a whole and four times the rate of families with annual incomes of less than $7,000

Of the four types of child abuse, **physical neglect is the predominant form of maltreatment.** There also are considerable numbers of migrant children who are physically, sexually and emotionally abused

The m 'n types of child abuse are

- **Physical Abuse**—Any non-accidental injury caused by the child's caretaker

- **Neglect** — Non-attention to the child's basic needs such as food, clothing, shelter, medical care and supervision

- **Sexual Abuse**—Any contact or interaction between a child and adult in which the child is being used for the sexual stimulation of the perpetrator or other adult

- **Emotional Abuse**—Includes blaming, belittling or rejecting a child; constantly treating siblings unequally, and the persistent lack of concern by the caretaker for the child's welfare

8. Adolescent suicide

A major social, medical and educational problem is adolescent suicide and attempted suicide All boundaries are crossed in suicide economic, racial and social It is the second leading cause of death in the 15-21 age group In American youth, 10-15% have at least attempted suicide In the high school age group, for every completed suicide there are 100 to 200 attempted suicides

9. Lead poisoning

Lead poisoning is a "man-made" disease that affects metabolism and mental development According to the National Center for Disease Control it affects more children than measles, mumps and chicken pox combined The latest figures show that some 675,000 preschoolers are affected by lead poisoning to some degree. That is about 4% of children between the ages of six months to five years who suffer some degree of lead poisoning. (See appendix XV for more information.)

10. Pesticide poisoning

Due to the agriculture related work with which the migrant family is associated, a high incidence of pesticide poisoning exists in this element of the population In seeking a resolution to this problem several contributing factors have been identified These include.

    a   The need for better regulations of safety for the pesticide handler
    b   More education in the signs and systems of pesticide poisoning
    c   Container storage and labeling procedures
    d. General handwashing techniques
    e. Clothing safety procedures.

V. UTILIZATION OF MSRTS RECORD

For the health provider, the MSRTS record can maintain a comprehensive medical profile or record on the client A completed record includes patient history, family history, previous screenings and lab data, as well as lists of acute and chronic health problems and immunizations This record may be the patient's only hope of compiling a complete medical history The system is available, but **it is the responsibility of each provider** to make it a meaningful record

A. Output Documents

1. Request records from MSRTS

2. Examine output documents

a Educational record will go to the instructional personnel Education-Health (E-H) Linkage may appear **This message identifies health problems about which the instructional personnel should know.** It is presumed that these are unresolved problems, acute or chronic, and the condition is such that it may have an effect on the student's learning ability.

b Health record will go to the health provider This record contains identifying data and health information which has been previously entered into the system Health information is reported using diagnostic and procedural codes.

Diagnostic Procedure ICD (International Classification of Disease) CPT (Current Procedure Terminology) (See appendix XVI for complete list of codes taken from MSRTS User's Manual)

This record can be evaluated in many ways; we are presenting one way of assessing the health output.

3. Evaluate medical record

a Unresolved health problems
Action: Is intervention appropriate? Have these problems been resolved since the last entry?

b Patient and family history
Action Is there any significant condition which affects the student's present health?

c Screening data
Action. When were screenings last done?
How do they relate to the norms?
Are further screenings necessary?
Should screenings be repeated?

d Immunizations
Action: Are they current?   Is intervention appropriate?

e Resolved health problems
Diagnosed and treated problems are listed This may be useful for future reference
Action: None

B. Input Documents

The health record varies from state to state Some states have separate forms for physical examinations and data entry Others may combine these forms (see following example) The Health Data Entry Form is completed by the assigned person This information is entered into the MSRTS data bank, which becomes a permanent record

C. MSRTS User's Manual

This manual contains detailed information in the use of the Migrant Student Record Transfer System A list of frequently used ICD (International Classification of Diseases) and CPT (Current Procedure Terminology) codes are included in the appendix of this resource guide

HEALTH DATA ENTRY FORM*

Program _____

_____ Add A New Encounter
_____ Correct Existing Encounter

Provider ID _____ _____ Student No _____ Date of Birth _____ Sex _ _____
Reporter ID _____ Client Name (Last) _____ (First) _____ (MI) _____
Date of Enc _____ Legal Parent (Last) _____ (First) _____
Encounter # _____ (Last) _____ (First) _____

PATIENT HISTORY

Code	Description
V10	Malignant Neoplasm
V12 01	Measles
V12 02	Rubella
V12 03	Mumps
V12 04	Chicken Pox
V12 05	Whooping Cough
V12 06	TB
V12 21	Diabetes
V12 3	DS BL & Organs
V12 4	DS NS & Organs
V12 41	Epilepsy
V12 5	DS Cir System
V12 51	Rheumatic Fever
V12 6	DS Resp System
V12 7	DS Digestive System
V13 0	DS Urinary
V14	Allergy Med Agent
V15	Allergy Other Agent

_____ _____
_____ _____
_____ _____

FAMILY HISTORY

Code	Description
V16	Malignant Neoplasm
V17 1	Stroke
V17 2	DS of Nervous Sys
V17 21	Epilepsy
V17 3	Ischemic Heart DS
V17 4	Other Cardiovas
V17 41	Hypertension
V19 6	Allergic Disorder

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

YES/NO IMMUNIZATION

	Admin		History of Previous Admin		
	Date	Batch #	Date	Date	Date

YES/NO	Code	Description	Admin Date	Batch #	Date	Date	Date
_____	V03 1	Typhoid Paratyp					
_____	V03 2	Tuberculosis (BCG)					
_____	V03 6	Pertussis Alone					
_____	V03 7	Tetanus Tox Alone					
_____	V04 01	Polio Oral					
_____	V04 02	Polio Immunization					
_____	V04 1	Smallpox					
_____	V04 2	Measles Alone					
_____	V04 3	Rubella Alone					
_____	V04 6	Mumps Alone					
_____	V04 8	Influenze					
_____	V06 1	DTP					
_____	V06 12	Td					
_____	V06 4	MMR					

SCREENS/LABS

	Code	CPT	Description	CHK A/N/U	Outcome
_____	V20 2	_____	HLTH Exam(Preschool)		
	V70 5	_____	HLTH Exam (School Age)		
_____	V72 0	90760	Gen Vision Exam		
	V72 1	90760	Gen Hearing Exam		
_____	V72 2	D0120	Dental Exam (Oral)		
_____	V72 2	D1120	Dental Exam (Prophyl)		
_____	V72 2	D1230	Dental Exam (Fluoride)		
_____	V72 80	90760	Height		(CM) (IN)
_____	V72 81	90760	Weight		(KG) (LBS)
_____	V71 2	71000	TB X Ray		(Whealsize MM)
_____	V74 1	86580	TB Skin (Intradermal)		
_____	V81 1	90760	Blood Pressure		
_____	V81 51	81002	Urinalysis (Dipstick)		
_____	V82 81	90760	Scoliosis		

HEALTH PROBLEMS

Primary ICD Code	Type	Status	EH Codes	CPT A/N/U	Outcome	RX or Batch #

* NOTE: This is a sample form Health data entry forms are supplied by each state office

VI. TRAINING

In order to make the provision of health services appropriate to the needs of migrant children, it is essential that ongoing training be provided to those persons who have direct responsibility for their health care. Health providers such as nurses, doctors, dentists and clinic personnel are obviously responsible for the provision of services. But health care personnel cannot adequately care for the health needs of migrant children in isolation. School personnel, recruiters and parents are all contributors to the appropriate health care of migrant children and need training in this area.

The following outline suggests training **topics** for each of the members of the health team:

A. Health Professionals

1. What are the unique health needs of migrant children and their families?

2. What is the MSRTS, and how can it be utilized to the benefit of the migrant child?

3. How can cooperative relationships with local health providers be developed to the advantage of the migrant child?

B. Parents

1. What is preventive health care?

2. What are common health problems of children?

   a. Baby bottle mouth

   b. Immunizations

   c. Lack of health records

   d. Childhood diseases

   e. Safety

   f. Nutrition

3. How do children grow? (Child Development Information)

C. School Personnel

1. What are the unique aspects of the migrant family's lifestyle, and how can the school be sensitive to the culture of the child?

2. What are the most frequently reoccurring health problems of migrant children?

3. How can teachers recognize health problems in migrant children?

4. What are the indicators of child abuse?

5. What health education activities and resources can be used in the classroom to promote health care?

6. What local agencies can be utilized by the teacher to promote health education and health care?

7. How can the teacher utilize the E-H Linkage on the MSRTS record to facilitate the education of migrant children?

D. Recruiters

1. What are the most frequently reoccurring health problems of migrant children?

2. How can the recruiter recognize health problems in migrant children?

3. To whom should observed health problems be reported?

E. Model Health Workshop

This model was developed to help you present a workshop on how to use the MSRTS health section and its relationship to education.

You may use all of the workshop or sections of it for mini-workshops. You may duplicate any or all of it for your purposes.

MODEL HEALTH WORKSHOP

OVERVIEW OF WORKSHOP AND WORKSHOP OBJECTIVES

Information

1. What is the relationship between health and education?

2. What is the health status of migrant children?

3. How can health services be obtained for migrant children?

4. How can the MSRTS record be utilized to benefit health/education of migrant children?

Visuals

Transparency listing workshop objectives (Transparency # 1)

Handouts

(Same as visual) Handout # 1

Activity

Lecture format

Time

Five minutes

WHAT IS THE RELATIONSHIP BETWEEN HEALTH AND EDUCATION?

Information

1. Some children seem to sail through school while others just are unable to get off the ground. Sometimes the ingredient that makes the difference is a matter of health. For migrant children this is often the case.

2. Educational achievement can be hindered by undiagnosed and untreated health problems

3. Undiagnosed and untreated visual and hearing problems have obvious adverse effects on learning

4. Less obvious health problems such as anemia, respiratory infections and dental disease may contribute to listlessness and distraction due to pain which may inhibit the education process.

Visuals

Transparency of two balloons — one on the ground and one up in the air (Transparency # 2)

Handouts

None

Activity

Lecture format

Time

Three minutes

7.4

WHAT IS THE HEALTH STATUS OF MIGRANT CHILDREN?

Information

1. Migrant children and families have the poorest health of any group in the United States

2 Not only do migrant children face the typical diseases and health problems of childhood, they also confront numerous risks associated with their migratory lifestyle.

3. There are several barriers that prevent migrant children from obtaining good health care

   a. Low income which results in poor nutrition, inadequate housing and a crisis approach to health care

   b. Specific barriers such as geographic isolation, language, cultural barriers, eligibility requirements and discrimination.

   c Mobile lifestyle which results in a lack of continuity of health care

4 There are several health problems for which migrant children are at a high risk

a	dental	e	incomplete immunizations
b	hearing disorders	f.	pesticide poisoning
c	lead poisoning	g.	child abuse
d.	visual problems	h.	handicapping conditions

Visuals

1 Transparency of barriers to obtaining good health (Transparency # 3)

2 Transparency of frequent health problems (Transparency # 4)

H indouts

1. List of barriers to good health (Handout # 2)

2. List of frequent health problems (Handout # 3)

Activity

1. Ask workshop participants to name the barriers that they believe may prevent migrant children from obtaining health care.

2 Lecture format

Time

Twenty minutes

7ə

HOW CAN HEALTH SERVICES BE OBTAINED FOR MIGRANT CHILDREN?

Information

1. If migrant children are to obtain good health care, it is essential that all people who have responsibility for the care of migrant children function as a team in observing and reporting health problems and locating health services.

2. Health services can be obtained from several sources including local doctors and dentists, migrant clinics, community health clinics as well as a host of agencies and services providers.

Visual

Transparency of health care team (Transparency # 5)

Handouts

List of health organiz   ons and agencies (Handout # 4)

Activity

Lecture format

Time

Ten minutes

HOW CAN MSRTS RECORD BE UTILIZED TO BENEFIT THE HEALTH AND EDUCATION OF THE MIGRANT CHILD?

Information

1. The MSRTS record is an important link in the continuous health care of the migrant child.

2. Your attitude and your utilization of the MSRTS is critical.

3. E-H Linkage — may appear on the education record if the child has a health problem about which the instructional personnel should know.

4. The health record goes to the health provider and contains identifying data and health information which was previously entered into the system.

Visual

Transparency of types of information on health record (Transparency # 6)

Handouts

Print-out of a health record

Print-out of an education record

Activity

Lecture format

Time

Ten minutes

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**MSRTS RESOURCE GUIDE
HEALTH WORKSHOP**

WORKSHOP OBJECTIVES

- What is the relationship between health and education?

- What is the health status of migrant children?

- How can health services be obtained for migrant children?

- How can the MSRTS record be utilized to benefit the health education of the migrant child?
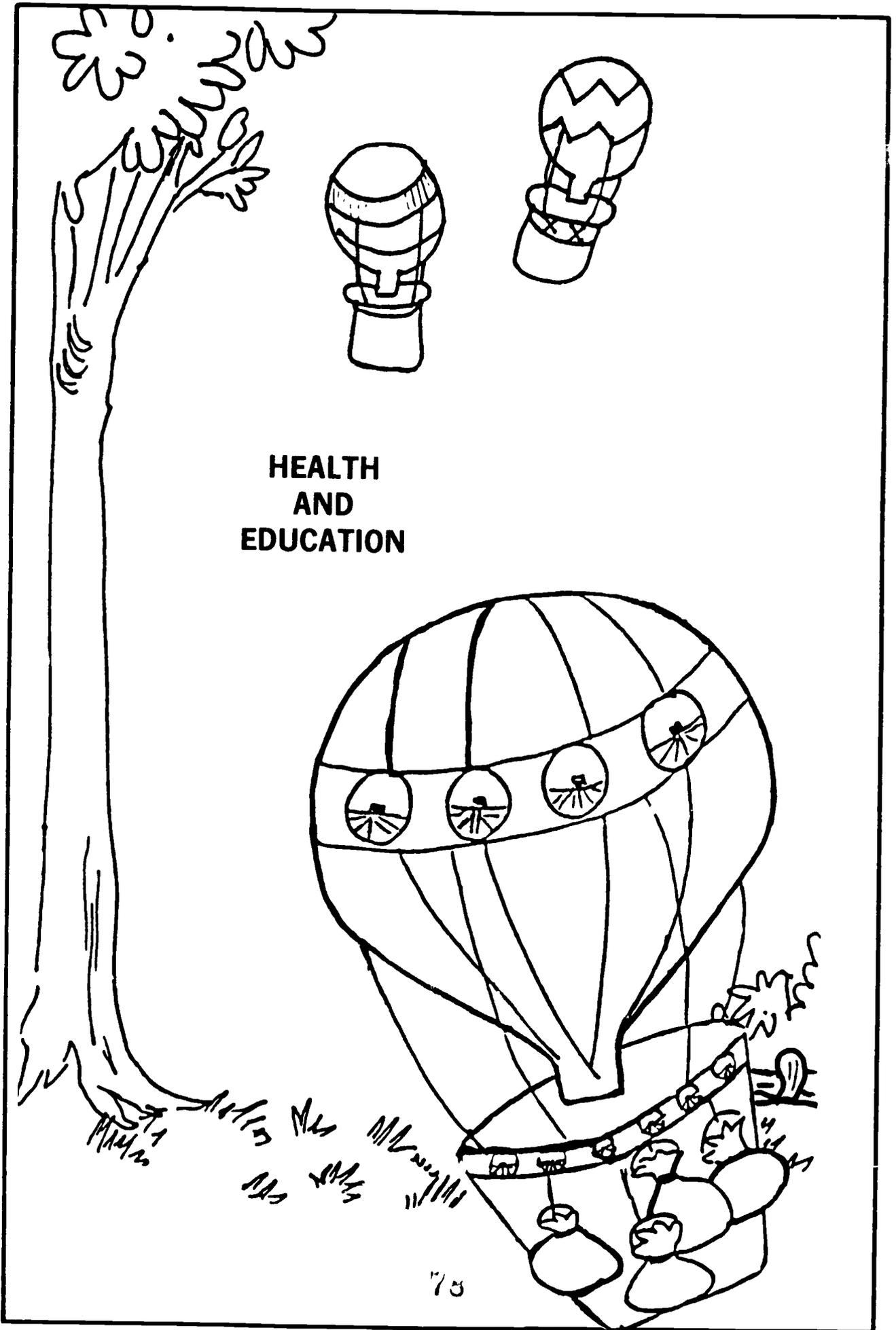
HEALTH
AND
EDUCATION

75

BARRIERS TO GOOD HEALTH

LOW INCOME

MOBILE LIFESTYLE

SPECIFIC BARRIERS

7 ɔ
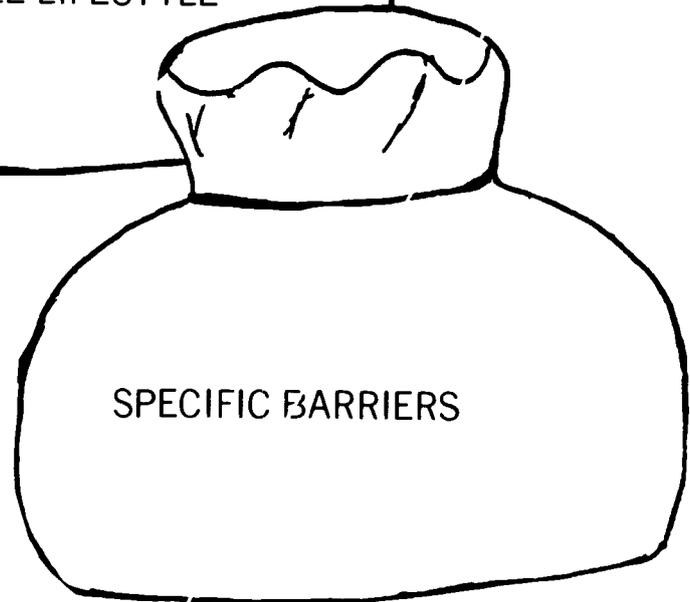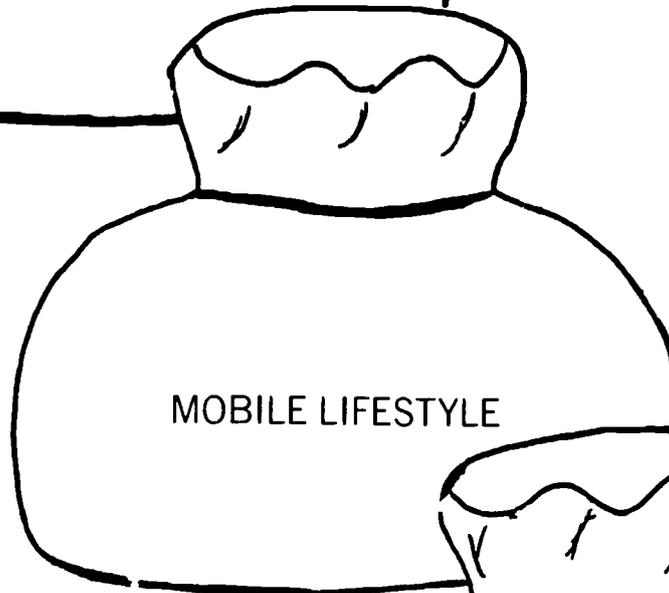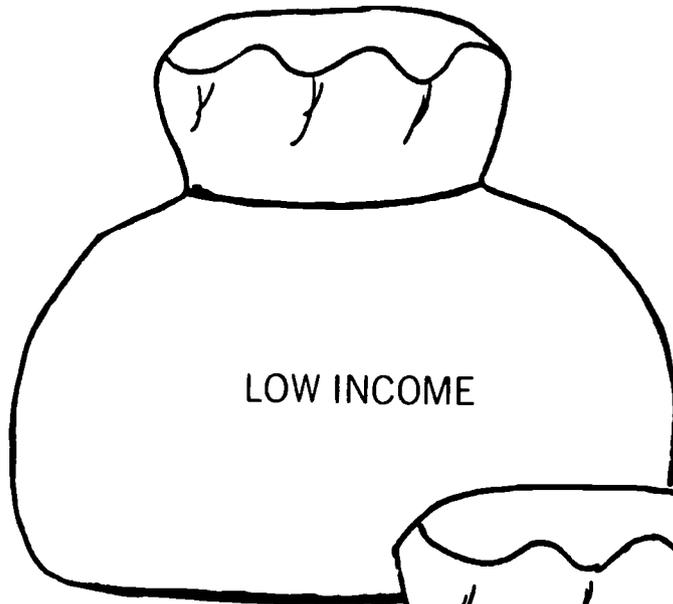
HIGH RISK HEALTH PROBLEMS FOR MIGRANT CHILDREN

DENTAL DISEASE

HEARING DISORDERS

VISUAL PROBLEMS

INCOMPLETE IMMUNIZATIONS

CHILD ABUSE

PESTICIDE POISONING

LEAD POISONING

HANDICAPPING CONDITIONS

80
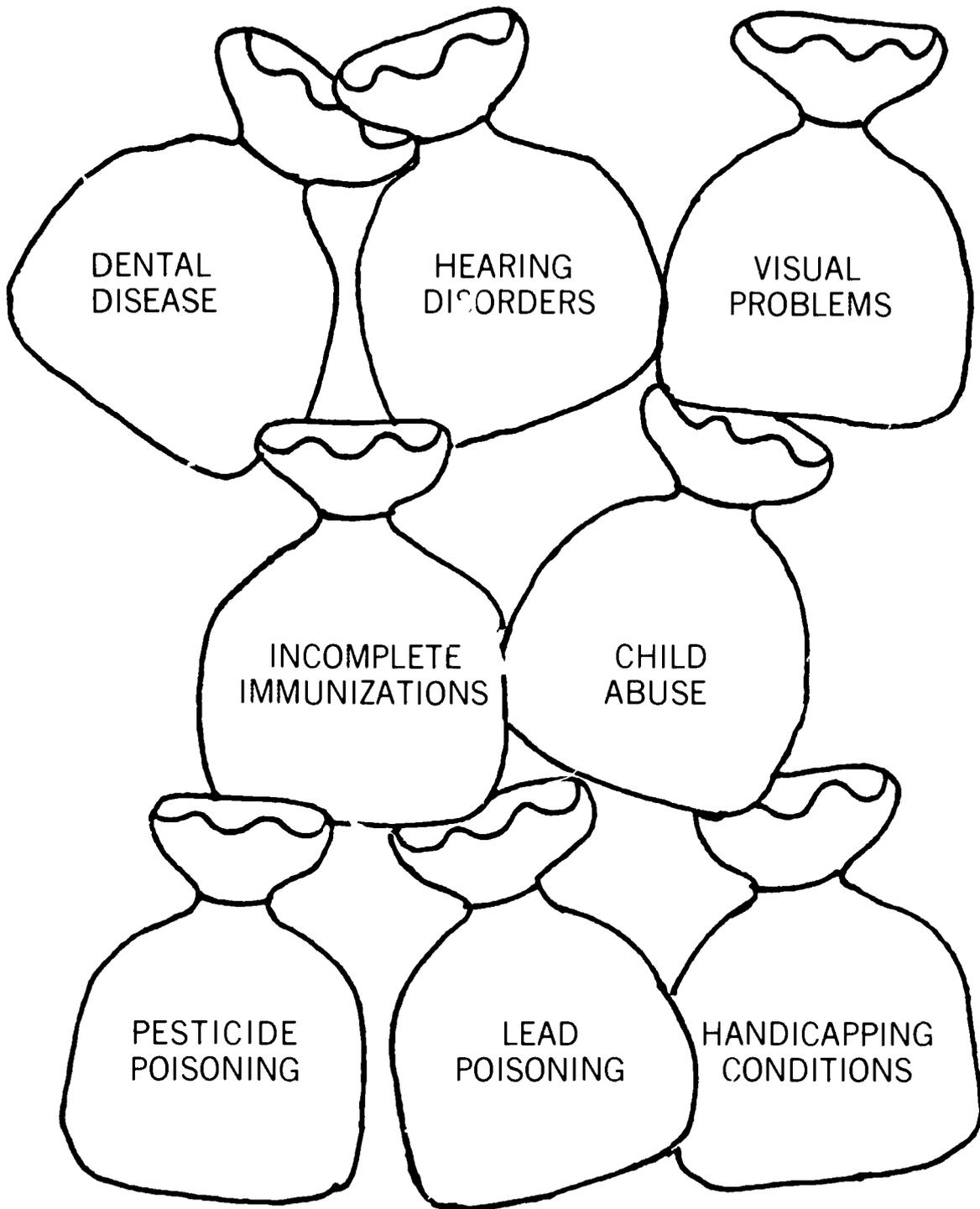
MEMBERS OF THE HEALTH CARE TEAM

PARENT

RECRUITER

CHILD

HEALTH PROVIDER

TEACHER

81
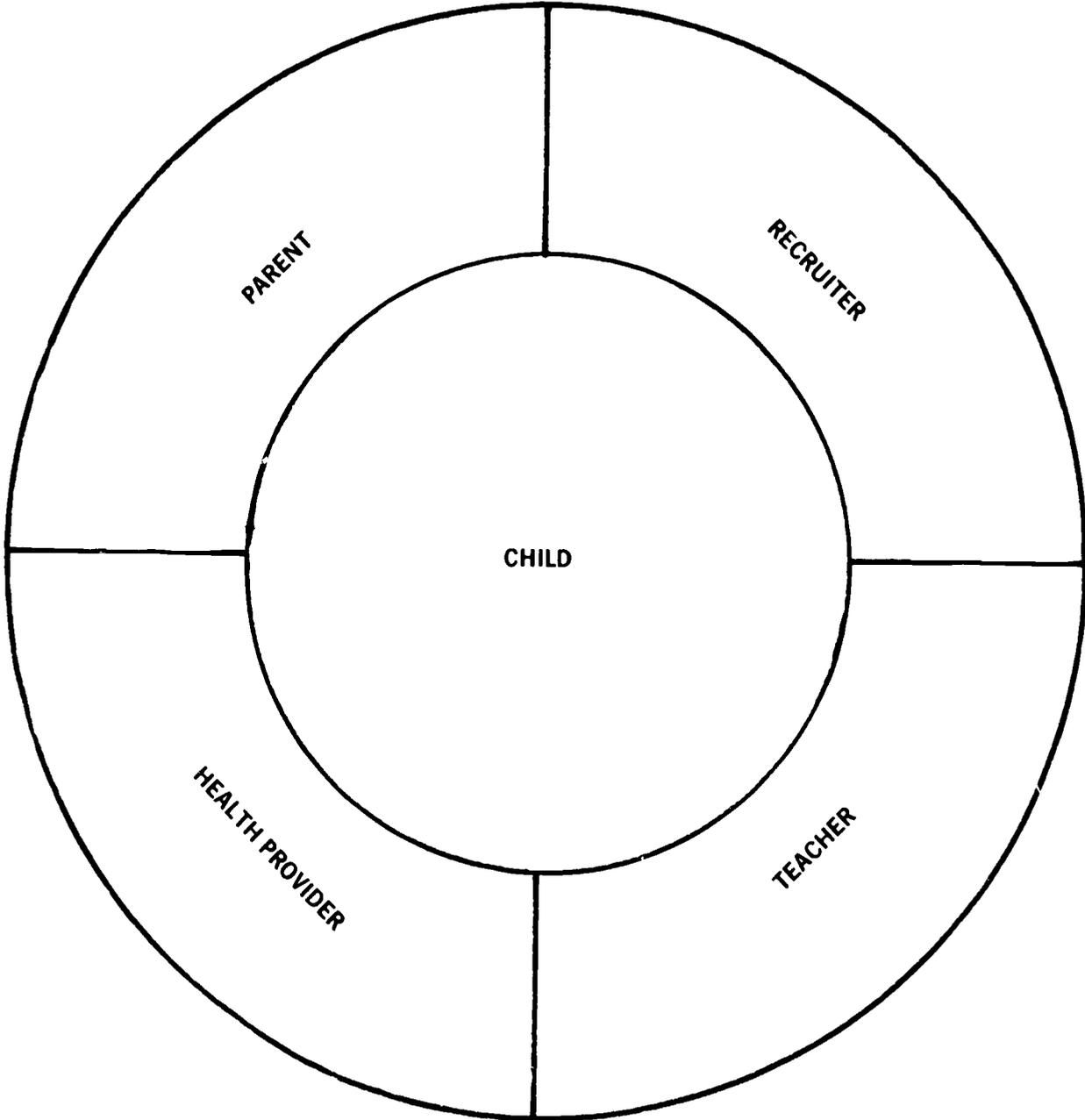
MIGRANT STUDENT RECORD TRANSFER SYSTEM

- Health Record

  * Student and Parent Data

  * Recent Health Providers

  * Problem List

  * Patient History

  * Family History

  * Screening Data and Labs

  * Immunization Data

  * Listing of Health Problems by Problem
    Type and Encounter Date

- Education Record
  * Education-Health Linkage

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BARRIERS WHICH PREVENT MIGRANT CHILDREN FROM OBTAINING GOOD HEALTH CARE

- **Low Income**

  ★ poor nutrition

  ★ inadequate housing

  ★ crisis approach to health care

- **Mobile lifestyle**

  ★ no continuity of care

  ★ inadequate health records

- **Specific barriers**

  ★ geographic isolation

  ★ language

  ★ culture

  ★ eligibility requirements

  ★ discrimination

HEALTH PROBLEMS FOR WHICH MIGRANT CHILDREN ARE AT HIGH RISK

- Dental Disease

- Hearing Disorders

- Visual Problems

- Incomplete Immunizations

- Child Abuse

- Pesticide Poisoning

- Handicapping Conditions

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HEALTH CARE PROVIDERS

- Migrant Health Clinic

- Community Health Clinics

- Local Physicians/Dentists

- Migrant Education Funds

- Early Periodic Screening, Diagnostic and Treatment

- Maternal and Child Services

- Health and Rehabilitation Services

- State and Local Health Department

- Local Schools

- Community Mental Health Services

- Alcohol and Drug Abuse Centers

- Family Planning Programs

- Women, Infants and Child (WIC) Program

- Service Clubs

- Voluntary Health Agencies

- Cooperative Extention Services

- U.S. Department of Agriculture Surplus Commodity Program

VII. SUMMARY

The premise that **a child's progress** in the classroom **is dependent** upon **good health** is universally accepted Obviously, poor vision, inadequate hearing or an aching tooth will drastically impair a child's ability to function in the classroom. But equally important is one's general health, including the state of nutrition and emotional well-being.

Since the migrant child's lifestyle is not conducive to the assurance of good health care, it is imperative that teachers and other school personnel develop an awareness of common problem areas This awareness, combined with the health provider's coordination of resources and treatment, provides the opportunity for an improved state of health for the migrant child

A complete, current medical record is essential in providing continuity of care. The **MSRTS**, with accurate and timely entry of data, **can provide the vehicle** for this purpose. A continued working relationship between family, school and health provider forms the avenue upon which the migrant child can travel toward an optimal state of health Everyone shares the responsibility

EDUCATION SECTION

—i—

TABLE OF CONTENTS for EDUCATION SECTION

I. INTRODUCTION

Equal opportunities for education are a generally accepted principle in this country However, for migrant youth, the doors of education remain locked for many reasons . . . a dominant language other than English, irregular school attendance because of mobility, the need to work, and oftentimes poor health and nutrition. Migrant students generally are not receiving an education that is preparing them to accept either the promises or responsibilities of tomorrow. But hope is not lost! Classroom teachers and migrant educators cooperating throughout this nation hold the "golden key" to educational success for migrant students

The authors of this guide recognize the resources already available through utilization of the MSRTS, but it is felt that **a more complete use of MSRTS can significantly aid all others who work with this special group of students to unlock the doors to a successful education, and beyond that a successful future.** The resource guide can also help students, teachers and parents better understand the needs of migrants so no student's high aspirations or promising potential goes unrecognized Working together, the doors of education will remain open to the migrant youth of this country

The major emphasis in migrant education is focused on **teaching**, not testing; on active **learning**, not passive listening; on **growth**, not on grades, on **respect** for self and others The burden of instruction falls on the teachers, but before panic sets in, it is important to realize that a basic set of skills lists in reading, math, oral language and early childhood has been developed for use in the educational planning for migrant students.

These skills lists encompass skills **most often used** in the classroom Reference to these skills, furnished by the home base receiving state, will be encountered on the MSRTS transmittal record in the format below.

```
                              E D U C A T I O N A L   S K I L L S
        (STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

    MATH SKILLS
    MATH SKILLS MASTERED    (MOST RECENTLY REPORTED)
    CODE   SUBTOPIC OR SKILL                                               MASTERY DATE   SH
    55801C THE NAME OF A PARTICULAR QUAD-    IDENTIFIES THE QUADRILATERAL     10/01/81     AC
           RILATERAL                         CORRESPONDING TO A PARTICULAR TYPE
    56101A PARALLEL, PERPENDICULAR, OR       NAMES THE LINES OR LINE SEGMENTS AS 10/15/81   AC
           INTERSECTING LINE SEGMENTS        "PARALLEL," "PERPENDICULAR," OR
                                             "INTERSECTING"
    58201  PARALLEL AND NON-PARALLEL PLANES  IDENTIFIES PLANES WHICH ARE PARA-   10/01/81   AC
                                             LLEL OR NON-PARALLEL

    CODE                                                              MASTERY DATE

    MATH SKILLS UNDER STUDY
    CODE   SUBTOPIC OR SKILL                                              SH   DATE REPORTED
    56702  A COLLECTION OF DIFFERENT OBJECTS  IDENTIFIES THE LINES OF SYMMETRY IN AF  10/04/85
           OR FIGURES POSSESSING SYMMETRY     OBJECTS OR FIGURES

    CODE

    READING SKILLS UNDER STUDY
    CODE   SUBTOPIC OR SKILL                                          INSTR LEVEL  SH  DATE REPORTED
    56004  READS MULTIPLE DIRECTIONS AND PERFORMS THE TASKS              06-1      AF   10/04/85
    66001  TELLS IN OWN WORDS MEANING OF EXPRESSIONS SUCH AS A "BLANKET OF FOG", 06-2 AF 10/04/85
           "SCREAMING HEADLINES"
    03101  PONGA LAS FORMAS SOBRE UN TABLERO. ROMPECABEZAS DE 2 A 4 PIEZAS   06    AF   10/11/85
           READS IN    SPANISH
           PUBLISHER  GINN AND CO - READING 720, MOUNTAINS ARE FOR CLIMBING PP 95-105  04/08/86

    CODE                                                             INSTR LEVEL

           READS IN                 PUBLISHER

    ORAL LANGUAGE SKILLS UNDER STUDY
    CODE   LANG SUBTOPIC OR SKILL                                            SH  DATE REPORTED
    07000  ENGL SIMPLE DIRECTIONS  FOLLOW ONE STEP ORAL INSTRUCTIONS         AF   10/11/85
    04000  ENGL COMPLEX  FOLLOW TWO OR MORE STEPS ORAL INSTRUCTIONS          AF   10/11/85
    06000  ENGL MAIN IDEA  LISTEN AND EXPRESS THE MOST IMPORTANT MAIN THOUGHT C IDEA AF 10/11/85
    02000  SPAN SENCILLO                                                     AF   10/11/85
    04000  SPAN COMPLEJO                                                     AF   10/11/85
    06000  SPAN IDEA PRINCIPAL                                               AF   10/11/85
           LANGUAGE PROFICIENCY LEVEL IS - III. AS DETERMINED BY A TEST GIVEN ON 04/01/86

    CODE   LANG

           LANGUAGE PROFICIENCY LEVEL IS -     , AS DETERMINED BY A TEST GIVEN ON

    EARLY CHILDHOOD SKILLS UNDER STUDY
    CODE   SUBTOPIC OR SKILL                                                 SH  DATE REPORTED
    C044   USES SELECTED ABSTRACT WORD MEANINGS CORRECTLY                    AF   10/11/85
    AP16   GESTURES TO FAMILIAR PERSON                                       AF   10/11/85

    CODE
```

By examining the student's record the teacher can find the **most recently reported skills being worked on** and discover a starting point for instruction, thereby, providing continuity of education in the basic skills areas The resource guide also includes suggestions for instruction, sample activities and materials that have been used successfully in the instruction of migrant children

A. Definition of a Migrant Student

A "Migrant **Student**" is defined as a child who has moved from one school district to another during the past year with a parent or guardian who was seeking or acquiring employment in agriculture, related food processing activities and/or fishing. A student meeting these requirements, with the concurrence of his parents or guardians, may receive benefits from the migrant program for a period of six years.

The focus of a migrant education program must be on the student. REMEMBER!!!

The time you changed from a small rural school to the large city school? Frustration!

The time the girl in the front row turned clear around in her seat, pointed a finger at you, and giggled, "That's not the correct way to pronounce the word!" Humiliation!

You simply could not get all your homework done—the big school was so far advanced beyond the school you had come from—you cried and cried each night. Discouragement!

Or remember the time your own child did not want to go to school—the big kids had been harassing the new kid? Heartache!

The time you visited a foreign country and you just could not make yourself understood? Frustration, indeed

Education is definitely the answer here—the right kind—not one which attempts to make everyone the same, but one which capitalizes on the differences and talents of each, and harmoniously amalgamates them into a productive whole. The migrant student is similar to all other students—he responds to praise, to a warm smile, to kindness and grows even more responsive when we meet him with confidence and a friendliness that provides him with the security he so desperately needs. The migrant student has been described as having the following characteristics

1. They are eager to please. In general, migrant children have the tendency to be obedient and to value the praise and acceptance of their teacher

2. They are responsible. By the age of nine or ten, many migrant children care for younger children while parents work. By the age of 12, they are often breadwinners

3. They are loved. Their families welcome them with enthusiasm and warmth.

4. They are adaptable. Because they have moved around so much, they have learned to adjust to various kinds of living, working and learning situations

5. They are perceptive and sensitive. Perhaps because of a language barrie., they have developed the ability to "read" visual cues, such as facial expressions and gestures, and can generally size up new situations and people

6. They can express themselves vividly and with ease among their family and peers. The school's task is not to belittle their means of communication but to provide them with the opportunity to develop or expand the use of the language of the dominant culture

7. They want an education. They continue to enroll in school and display a willingness to overcome a variety of problems.

8. They are curious. Given a supportive environment, they are alert, observing and full of questions.

9. They are enthusiastic. It is easy for them to become committed to activities which are geared for their level.

10. They possess a culture of their own and their behavior may be based on what is required for survival in the life they know

Migrant students bring a particular set of problems to the school site. Some of these problems may include a dominant language other than English, irregular school attendance because of mobility and the need to work, and oftentimes poor health and nutrition. The implication for the school is that because of their unique problems, they have special educational needs.

To meet the diverse needs of the migrant child, a variety of educational delivery systems has evolved

B. Instructional Delivery Systems

Designs of migrant programs vary throughout the country. The most often used instructional delivery systems are **Pull-out, Send-in, Extended Program** and **Excess Cost** Though different in setup, the goal is still the same—to provide an appropriate instructional program for the migrant child A classroom teacher or migrant personnel might be asked to work in an instructional delivery system such as the ones in the following diagrams:

"PULL-OUT"

TYPE OF HELP	REQUIREMENTS	OTHER CONSIDERATIONS
PULL-OUT	MASTER SCHEDULE	RESOURCE ROOM
	COORDINATED PLANNING	STUDENT NEEDS MAY BE DIFFERENT
	NO MORE THAN 1/4 OF INSTRUCTIONAL DAY	LOST TIME - STUDENTS MOVE EVERY PERIOD
	DURING READING/MATH TIME	LESS DISTRACTING
	EQUAL TIME	LESS COORDINATION
	DURING FREE TIME	

"SEND-IN"

TYPE OF HELP	REQUIREMENTS	OTHER CONSIDERATIONS
SEND-IN	MASTER SCHEDULE	ASSURES COORDINATION
	GROUP FOR INSTRUCTION	SAME NEEDS WITHIN GROUP
	EQUAL TIME	SERVE MORE STUDENTS
	COORDINATION (PLANNING)	HELP IN CONTENT AREAS
	COMPATIBLE TEACHERS	TEACHER MOVES EVERY PERIOD
		ORGANIZED STORAGE OF MATERIALS

EXCESS-COST

$$\frac{-30 \text{ STUDENTS}}{2} = \frac{15/1 \text{ TCH}}{15/1 \text{ TCH}} \quad \begin{array}{l}50\% \text{ MF}\\ 50\% \text{ CH 1}\end{array}$$

TYPE OF HELP	REQUIREMENTS	OTHER CONSIDERATIONS
EXCESS COST	BASED ON PROJECTED STUDENT/TEACHER RATIO	EASY TO SCHEDULE
	SPLIT-FUND TEACHER SALARIES	SERVES MORE STUDENTS ON DEPARTMENTALIZED CAMPUS
	ADDITIONAL CLASSROOM	SERVES LESS STUDENTS ON A SELF-CONTAINED CAMPUS
		LOWER STUDENT/TEACHER RATIO

Extended Program

OR SUMMER SCHOOL
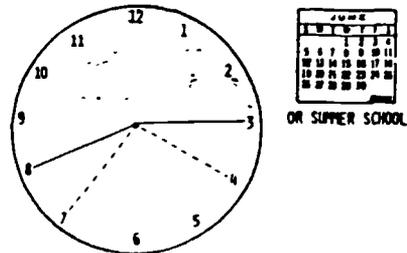
TYPE OF HELP	REQUIREMENTS	OTHER CONSIDERATIONS
EXTENDED PROGRAM	MUST OCCUR BEFORE OR AFTER REGULAR SCHOOL DAY	EASY TO SCHEDULE
	LOW STUDENT/TEACHER RATIO	TRANSPORTATION PROBLEM
	ESSENTIAL ELEMENTS STAFF	EXTRA PAY FOR SOME TEACHERS

The particular delivery system of instructional services in use in each area has been selected to meet the needs of that locale

9 1

II. CLASSROOM MANAGEMENT

Good classroom management is the key to help c' room and migrant teachers alike develop a favorable learning climate for all their students Having migrant children in the classroom can enhance learning for all, but sometimes the job of planning[1] for these students seems overwhelming. This section is designed to facilitate effective classroom planning to incorporate special needs facing migrant students.

[1]According to research, teachers who are good classroom managers produce effective instruction, thus assuring educational progress for students. In order to be an effective classroom manager, a teacher must: 1) Analyze classroom tasks, 2) Teach the Going-To-School Skills, 3) See the classroom from student's perspective and 4) Monitor student behavior.

To develop an effective classroom management system requires.

Planning **before** the year begins
1 Determining expected behavior
2. Translating expectations into procedures and rules
3 Identifying consequences

Management **during** the first weeks
1. Early discussion of rules
2 Teaching classroom procedures (Mechanics)
3 Teaching procedures as needed by students
4 Involving students
5 Whole group focus
6. Rules and procedures included in lesson plans
7 Allowing time to learn procedures

Behaviors necessary to **maintain** the system
1. Monitoring student behavior
2. Managing inappropriate behavior
3 Developing student accountability

The key to classroom management lies in the things the teacher does ahead of time to create a good learning environment and a low potential for trouble. This enables the teacher to deal successfully with problems by minimizing them through prevention.

GENERAL MANAGEMENT PRINCIPLES

1 Establish clear rules where rules are needed. Certain aspects of classroom management recur on a regular basis, for example, storing belongings, using the restroom and drinking fountain. Make these rules very clear and explain the rationale in detail

2 Management should be approached with the emphasis on maximizing the time students spend in productive work, while minimizing disruptions and delays Thorough daily planning is important here. Plan room arrangement, equipment storage, preparation of equipment or illustrations and transitions between activities so that needless delays and confusion are avoided.

3. Plan independent activities as well as organized lessons Students must be provided with appropriate seat work and other independent activities so that they will be profitably occupied when the teacher is busy with small group instruction Each student should know what the assignment is, what to do if he cannot continue and what to do when work is completed These will provide a basis for responsible self-guidance, and will minimize problems resulting from idleness

4 Stress positive, desirable classroom behavior Praise desired behavior. The praise should be simple, direct and given in straightforward declarative sentences The particular behavior or accomplishment being praised should be clearly specified Teachers should use a wide variety of words when praising students. Verbal praise should be backed with nonverbal communication of approval

TECHNIQUES FOR DEALING WITH EVERYDAY PROBLEMS

Here are some techniques for dealing with everyday problems of minor inattention and disruption caused by boredom, fatigue, distraction or other situational variables

(1) The teacher should be sure to get the students' attention before beginning a lesson There should be a standard signal that tells the class, for example, each lesson could begin with a bell while the teacher stands in the same place in the classroom; (2) Keep lessons moving at a good pace; (3) Monitor attention during lessons; (4) Show variety and unpredictability in asking questions; (5) Terminate lessons that have gone on too long.

Remember, the key to successful classroom management is **prevention** teachers do not have to deal with misbehavior that never occurs

N [1] J Brophy and T Good, **Looking In Classrooms.** (New York Harper & Row)
B Brophy, J and Good, T **Looking In Classrooms.** (New York Harper & Row)

To help the teacher and student become acquainted, even though their languages are different, here is a list of commonly used **words and phrases.***

1. Good morning—Buenos días
2. Hello, how are you?—Hola, ¿Cómo está usted?
3 What's your name?— ¿Cómo se llama usted?
4. My name is _____.—Me llamo _____.
5. Do you have a nickname?— ¿Tiene usted un sobrenombre?
6. How old are you?— ¿Cuántos años tiene usted?
7. Speak slower, please.—Hable más despacio, por favor
8 Bring me the _____—Tráigame el/la _____
9. Put the _____ here —Ponga el/la _____ aquí
10. Tell me your name.—Dígame su nombre.
11. Write your name —Escriba su nombre.
12. Show me the/your _____.—Enséñeme el/la su _____
13. Draw a line under _____.—Dibuje una línea debajo de _____
14. Put a circle around _____.—Ponga un círculo alrededor de _____
15 This is your _____ —Este/Esta es su _____.
16. This is a _____.—Este/Esta es un/una _____.
17. Say _____, please.—Diga _____, por favor.
18. Repeat, please.—Repita, por favor.
19 Raise your hand if you have a question —Levante la mano si tiene una pregunta
20. What do you call this?—¿Qué es esto?
21 The English word for this is _____ —La palabra en inglés para esto es_____
22. School starts at _____ and ends at _____ —La escuela empieza a las _____ y termina a las _____.

23. It is lunch time now.—Ahora es la hora de comer.
24. It is recess now.—Ahora es el tiempo de recreo.
25 This is your chair —Esta es su silla.
26. This is your book.—Este es su libro
27. This is your pencil —Este es su lápiz
28 This is the boys' restroom —Este es el baño para los muchachos.
29. This is the girls' restroom.— Este es el baño para las muchachas
30. This is your teacher —Este/Esta es su maestro/maestra
31. This is the school office.—Esta es la oficina de la escuela.
32. This is the playground.—Este es el campo de recreo.
33 This is the cafeteria.—Esta es la cafetería.
34. This is the bus you will ride to your home —Este es el camión que le llevará a su casa
35 This is the library —Esta es la biblioteca
36. Colors—Colores

Red—rojo	green—verde	purple—morado
orange—anaranjado	yellow—amarillo	brown—moreno, café
blue—azul	black—negro	white—blanco

37 Numbers—Numeros

one—uno	two—dos	three—tres	four—cuatro	five—cinco
six—seis	seven—siete	eight—ocho	nine—nueve	ten—diez

38. Thank you!—¡Gracias!
39 Please—Por favor
40. Good bye—Adios
41 Stand up.—Levántese
42. Sit down —Siéntese
43. To color—Colorear
44 To cut—Cortar
45 To paste—Pegar

*It may be necessary to translate these statements into other languages. Consult your local migrant education agency for assistance.

A. Testing, Evaluating, Prescribing And Grouping

Because the life patterns of migrant students vary and their school experiences are irregular, it is essential that the teacher make accurate, **rapid** academic placement so that quality time in school will be insured. Proper assessment of students opens the doors to correct placement and better instruction. The diagnostic exercises in this section of the resource guide may be used to **determine levels** in **skill areas**, **significant gaps in learning** and **instructional needs** of the individual. The results of these should be combined with informal observation, study of the MSRTS skill and test data, school records and reports. Included in this section are suggestions of standardized tests, "quick" assessments and teacher-made tests. All have been designed to **rapidly** evaluate the migrant student's immediate educational needs.

Some student evaluations may be on an informal basis. You, as the teacher, may make a subjective evaluation of the placement of each child. This is not very scientific, but **any** evaluation that can be quickly administered to present an assessment of a child's present skill will enhance the scope of knowledge of the migrant child.

Most commercial reading series have an informal Inventory Test to quickly place a student within that series. Use it, if possible, to assure quick placement within the classroom reading groups. **Be aware of discrepancies that may appear during the first few sessions of instruction.** It may be necessary to use another method of assessment to verify this placement. The following are examples of "Quick Checks," which may be useful.

Feel free to pull these pages out and copy them for classroom use.

SAN DIEGO QUICK ASSESSMENT

The San Diego Quick Assessment is a test that can be administered individually to find a student's reading level for placement and selection of instructional materials

Instructions for administering are

1. Type each level on separate 5 X 7 cards (using primary type if possible)

2. Begin with a list that is at least two years below the student's grade placement

3. Ask the student to read the words aloud to you If he misreads any on the list, drop to easier lists until he makes no errors This indicates the base level

4. Write down all incorrect responses.

5. **Independent Level**—no more than one error

6. **Instructional Level**—two errors

7. Three or more errors—**Frustration Level**, or material too difficult

PP	Primer	1	2	3
see	you	road	our	city
play	come	live	please	middle
me	not	thank	myself	moment
at	with	when	town	frightened
run	jump	bigger	early	exclaimed
go	help	how	send	several
and	is	always	wide	lonely
look	work	night	believe	draw
can	are	spring	quietly	since
here	this	today	carefully	straight

4	5	6	7	8
decided	scanty	bridge	amber	capacious
served	business	commercial	dominion	limitation
amazed	develop	abolish	sundry	pretext
silent	considered	trucker	capillary	intrigue
wrecked	discusses	apparatus	impetuous	delusion
improved	behaved	elementary	blight	immaculate
certainly	splendid	comment	wrest	ascent
entered	acquainted	necessity	enumerate	acrid
realized	escaped	gallery	daunted	binocular
interrupted	grim	relative	condescend	embankment

9	10	11
conscientious	zany	galore
isolation	jerkin	rotunds
molecule	nausea	capitalism
ritual	gratuitous	prevaricate
momentous	linear	risible
vulnerable	inept	exonerate
kinship	legality	superannuate
conservatism	aspen	luxuriate
jaunty	amnesty	piebald
inventive	barometer	crunch

9 ˘

SAMPLE METHOD OF GROUPING

Once an entire class has been given the San Diego Quick Check, the teacher might want to use the following form to place students in proper column by reading level and then group the class by **reading instruction level**

SAN DIEGO PRE-TEST SCORES
Used for Grouping

PP	P	1	2	3	4	5

6	7	8	9	10	11	12

9o

SAMPLE GROUPING PATTERN
By
READING or MATH LEVEL

One **suggested** grouping pattern for use in reading or math might look like the diagram below.
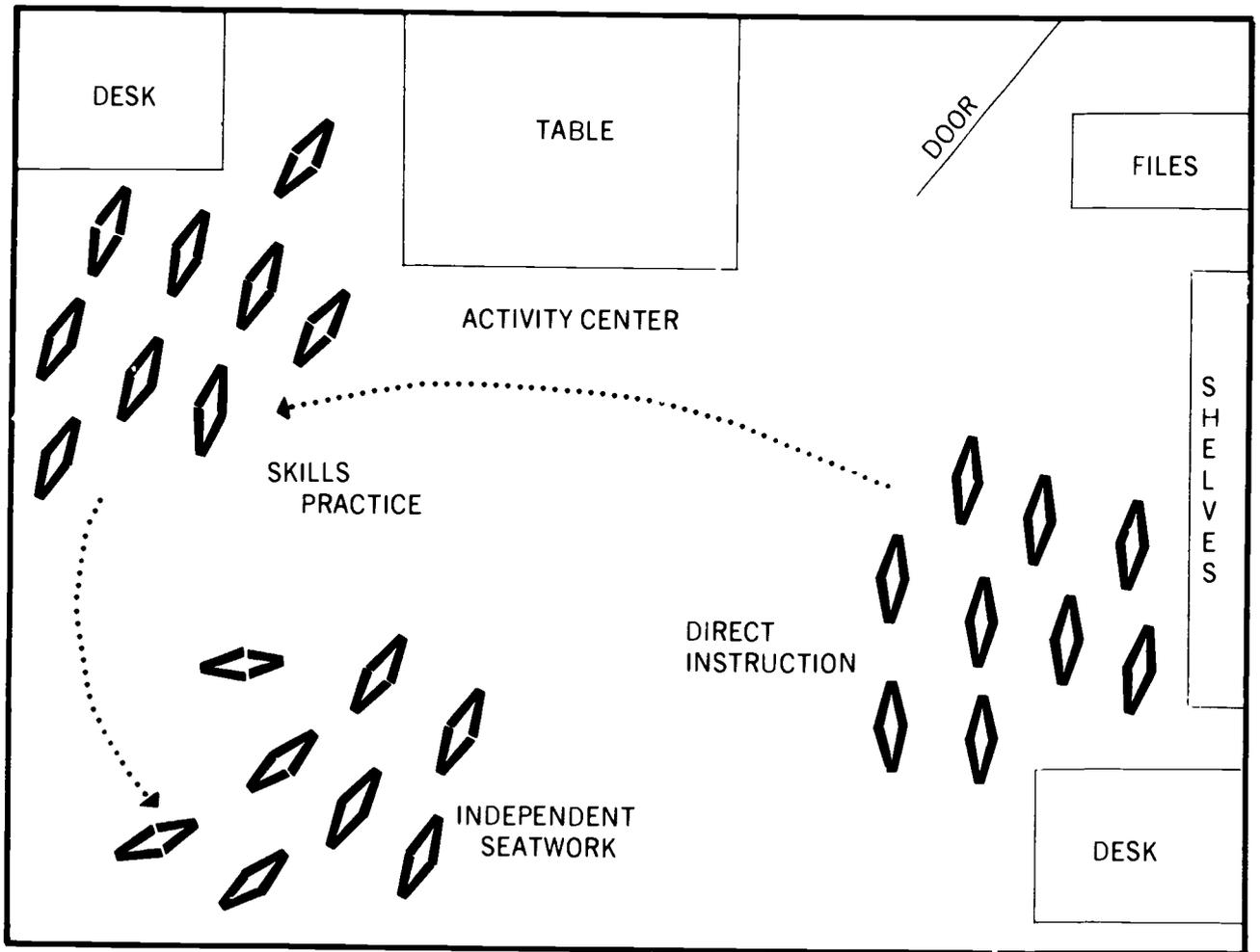
TEST OF PHONICS PRINCIPLES

University of Georgia Reading Clinic
by Dr. Ira Aaron

Test for Initial Consonant Sounds—

Here are some words and groups of letters which look like words. Please pronounce them for me

1.	bed	bem	5	mud	mub	9	yes	yeb
2	dot	dor	6	nap	nad	10	zot	zoo
3	fun	fum	7	rob	ron	11	bit	bis

Summary of findings _____

_____

Test for Final Consonant Sounds—

Here are some groups of letters which sound and look like words. Please pronounce them for me

1	ned	neb	3	fed	fen	5	her	het
2	rat	rad	4	bit	bip	6	not	nos

Summary of findings. _____

_____

Test for Consonant Blends—

Here are some words and groups of letters that look like words. Please pronounce them for me

1	black	blen	3	from	frase	5	skit	skan
2	clip	clup	4	grit	grem	6	snow	snad

Summary of findings _____

_____

Test for Consonant Diagraphs—

Here are some words and groups of letters that look like words. Please pronounce them for me

1	chick	chis	3.	thumb	thud	5	what	whis
2	shad	shan	4	when	whes			

Summary of findings _____

_____

Test for Long and Short Vowel Sounds—

I will pronounce some words. These words have various vowel sounds. Tell me if the vowel has a long sound or a short sound

1	gate	5	key	9	goat
2	apple	6	end	10	hop
3	stay	7	fly	11.	cut
4	eat	8	wish	12	use

Summary of findings _____

_____

Test for Final "e" Principle—

Here are some groups of letters which look like words. Please pronounce them for me

1.	nobe	3	page	5.	kise
2.	rafe	4	hute	6	dete

Summary of findings: _____

_____

Test for "r" Controller—
Here are some groups of letters which look like words Please pronounce them for me

1. dar
2. mer
3. jur
4. ser
5. par
6. tur

Summary of findings: _____

Test for "l" and "w" Controllers—
Here are some words you know Pronounce them for me

1. ball
2. halt
3. claw
4. law

Summary of findings. _____

Test for Syllabication—
Here are some words that have syllables in them Tell me where each divides

1. understand
2. because
3. season
4. beautiful
5. instrument
6. house
7. hospital
8. terrible
9. sound
10. experience

Summary of findings: _____

Test for Prefixes—
Here are some words that have prefixes in them Tell me the prefix in each word

1. disappoint
2. dissolve
3. misplace
4. incorrect
5. coworker
6. recover
7. misspell
8. encircle
9. illegal
10. transplant
11. microphone
12. although
13. defrost
14. overslept
15. subbasement
16. unusual
17. displease
18. midsummer

Summary of findings· _____

Test for Suffixes—
Here are some words that have suffixes in them Tell me the suffix in each word

1. nothingness
2. hesitated
3. pleasantly
4. selfless
5. farmer
6. motherhood
7. solemnly
8. carefully
9. thankful
10. homeward
11. wooden
12. examinee
13. tiniest
14. tasty
15. achievement
16. friendship
17. foolish
18. tomatoes
19. cunning
20. graceful

Summary of findings· _____

Test for Compound Words—
Here are some compound words Tell me where each divides into syllables

1. earthworm
2. overcome
3. earthquake
4. honeycomb
5. honeybee
6. railroad
7. overjoy
8. airplane
9. waterfall
10. backbreaking
11. undersecretary
12. fireworks
13. deerskin

Summary of findings _____

SAMPLE METHOD OF GROUPING
by
COMMON SKILL WEAKNESSES

Score the test of Phonic Principles by using + if student knows the sound and — if student does not know the sound.

Once the test is administered to each student in a group, the teacher might choose to sub-group by skill weaknesses for instruction The cumulative scores form could be used to record the names of students across the top of form and the + and — by each skill Then the teacher would read across the form to find those students with the **same common weakness** for the sub-group

CUMULATIVE SCORES
University of Georgia Test of Phonics Skills

GROUP _____ SKILLS																	
Initial Consonant																	
Final Consonant																	
Consonant Blends																	
Consonant Diagraphs																	
Long & Short Vowels																	
Final "e"																	
"r" Controller																	
"l" & "w" Controller																	
Syllabication																	
Prefixes																	
Suffixes																	
Compound Words																	

Comments

_____

_____

_____

_____

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MATHMATICS QUICK ASSESSMENT *

This is an example of a quick check that can be used to assess computational skills It is important to note the **exact computational skill** that is being tested, rather than the operation Just knowing that a student is weak in subtraction, for instance, is not helpful to the teacher. To properly plan for instruction, the teacher would need to know in **which** subtraction skill the student is deficient It is not necessary to give all four operations tests in the very beginning. The teacher may want to test only the operation the student was on at the last school (consult MSRTS form). It is usually better to test a little, teach, retest, reteach, test again. Following this cycle is an effective way to utilize your time and the student's time, also students do not become overwhelmed and teachers do not become frustrated. It is better to set a short-term goal and attain it than to set a long-term goal that a migrant student may not be around long enough to attain.

NAME _____ DATE _____

MSRTS
Math Code
11801

3	2	2	0	5	3	4	8	7	5
+4	+6	+2	+9	+4	+0	+2	+1	+2	+3

11802

5	8	8	4	7	9	7	6	4	7
+5	+9	+3	+6	+8	+7	+8	+9	+8	+6

12101
12104

24	33	40	111
+3	+12	+50	+343

12401
12405

17	47	60	701	628
+5	+26	+80	+89	+937

12701
12703

70	1600	2756
20	100	22
50	500	1875
+90	+8000	+542

NAME _____ DATE _____

MSRTS
Math Code
15301

9	2	5	1	7	4	6	3	9	8
-3	-2	-2	-0	-5	-4	-0	-2	-7	-8

15302

19	18	17	16	15	14	13	12	11	10
-9	-3	-9	-4	-6	-3	-7	-0	-5	-6

15303
15306

47	875	594	5743
-34	-521	-203	-321

15604
15608

86	621	455	415
-69	-414	-378	-378

702	4364	6004	627,145
-355	-176	-525	-18,976

NAME _____ DATE _____

MSRTS
Math Code
18001

5	4	1	0	5	2	4	7	3	8
x2	x3	x6	x8	x3	x6	x4	x0	x3	x2

7	8	4	6	6	4	6	7	6	5
x7	9	x7	x9	x6	x8	x8	x9	x7	x9

18301-
18311

43	20	324	120	200
x2	x3	x2	x4	x3

44	321	403	421	600
x21	x32	x12	x212	x431

18601
18605

68	409	38	915	802
x4	x6	x73	x47	x94

18606-
18607

735	109
x499	x357

NAME _____ DATE _____

MSRTS
Math Code
20401

8—2 =   6—1 =   15—3 =   35—7 =   56—9 =

$3/\overline{9}$ $4/\overline{36}$ $5/\overline{40}$ $7/\overline{42}$ $9/\overline{81}$

20701 $3/\overline{7}$ $4/\overline{19}$ $6/\overline{29}$ $8/\overline{69}$ $5/\overline{36}$

21001 $4/\overline{12}$ $25/\overline{75}$ $30/\overline{90}$ $15/\overline{135}$ $227/\overline{1135}$

21301
21305 $5/\overline{16}$ $13/\overline{92}$ $22/\overline{623}$ $104/\overline{3325}$ $367/\overline{39702}$

* May also be used for diagnosis

SAMPLE GROUPING PATTERN
By
COMMON SKILL WEAKNESSES

One suggested grouping pattern for use in reading or math might look like the diagram below·
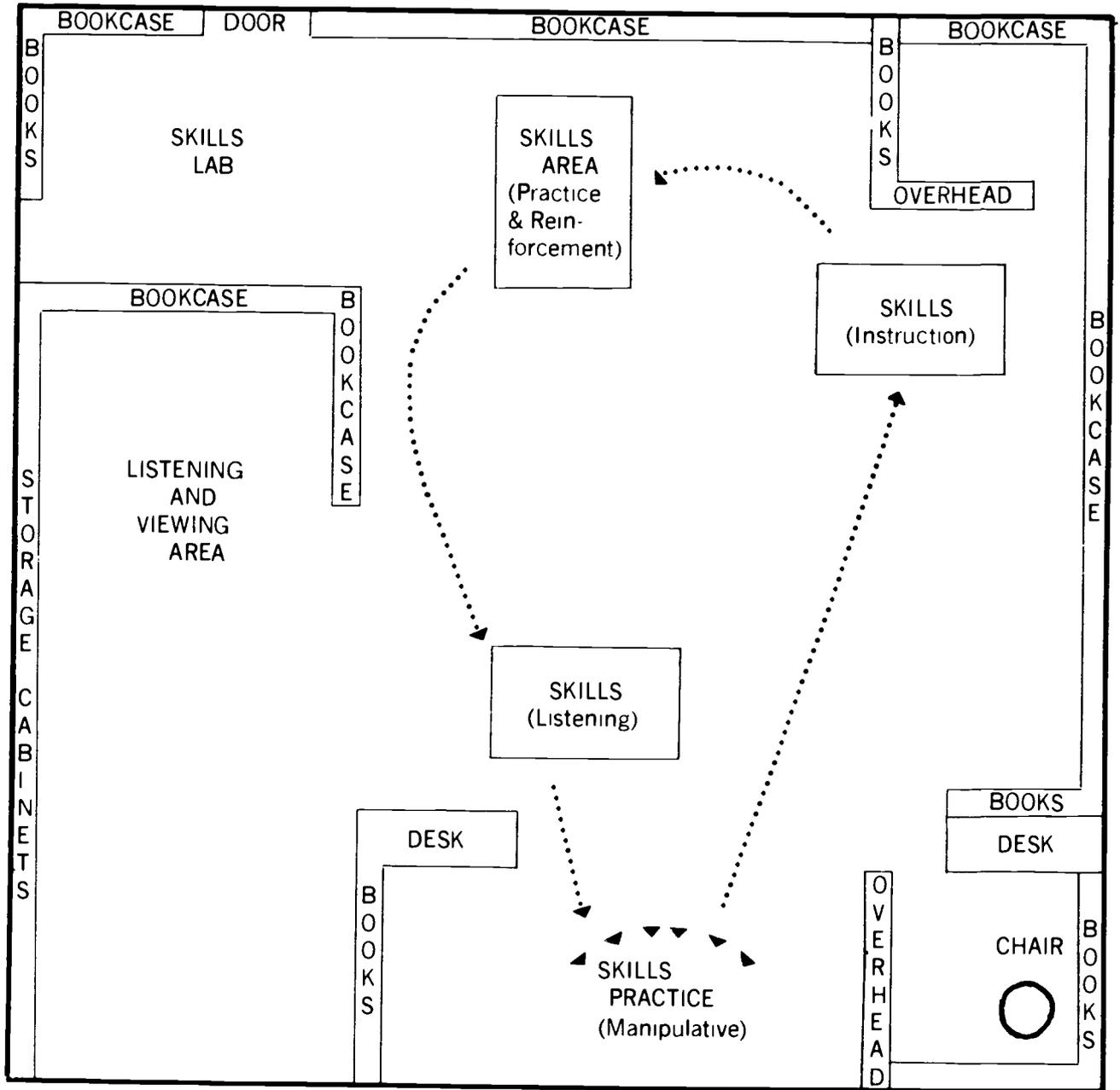
QUICK-CHECK AT THE SECONDARY LEVEL

Teachers of secondary students are often faced with the problem of a content area textbook that is written on a reading level that is too difficult for the student. For a student to successfully use a content area textbook, it must be written at the student's **independent reading level**. This is **not** the time for a student's thought processes to be interfered with by having to unlock new vocabulary It is difficult for a student to grasp a new concept when it is all he can do to merely pronounce the words

The following is an informal way of judging the readability level of a textbook This is useful when time does not permit the application of a readability formula

INFORMAL QUICK PROCEDURE

One quick analysis in determining how well students can read your textbook is through an oral reading activity. **First** you select a passage in your text of about a hundred words. **Second**, the student reads the passage orally with the teacher recording words missed Then **you estimate** the student's reading level by the following criteria

NUMBER OF WORDS MISSED	PERCENT OF WORDS CORRECT	READING LEVEL
0-1	99%-100%	**INDEPENDENT LEVEL** (Student can read the material easily without instruction.)
2-20	95%-98%	**INSTRUCTIONAL LEVEL** (Student can read the material with instruction from the teacher.)
21 and up	94% or less	**FRUSTRATION LEVEL** (Student cannot read the material with or without teacher instruction)

To justify this procedure, the student should be able to discuss the passage If comprehension is poor, the teacher should place the student in a lower level text book

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BIBLIOGRAPHY OF TESTS USED WITH
LIMITED ENGLISH PROFICIENT STUDENTS

The following tests, in the areas of Oral Language Proficiency, Reading/Math and Achievment, are available for use with Limited English Proficient students.

I **Oral Language Proficiency**

A Basic Inventory of Natural Language (BINL)

Grade Range	K-12
Languages	Arabic, Armenian, Cambodian, Cantonese, Chinese, Creole, Dutch, English, Farsi, French, German, Greek, Hindi, Hmong, Ilokano, Inpuiaq, Italian, Japanese, Korean, Laotian, Navajo, Philipino, Polish, Portuguese, Russian, Spanish, Taiwanese, Tagalog, Toishnese, Ukranian, Vietnamese, Yugoslavian
Source	Checkpoint Systems (714) 888-3296 1558 N Waterman, Suite C San Bernadino, CA 92404

B Bilingual Oral Language Tests (BOLT)

Grade Range	4-12
Languages.	English and Spanish
Source	Bilingual Media Productions (415) 548-3777 P O Box 9337 North Berkeley, CA 74709

C Bilingual Syntax Measure (BSM)

Grade Range	Level I, K-2, Level II, 3-12
Languages	English and Spanish
Source	The Psychological Corporation (312) 641-3400 7555 Caldwell Avenue Chicago, IL 60648

D Comprehensive English Language Test (CELT)

Grade Range	High Schools—Adults
Language	English
Source	McGraw-Hill International Book Company 300 West 42nd Street New York, NY 10036

E Idea Oral Language Proficiency Test (IPT)

Grade Range	K-12
Languages	English, Spanish and Portuguese
Source	Ballard and Tighe, Inc (714) 990-IDEA 580 Atlas Street Brea, CA 92621

F Language Assessment Battery (LAB)

Grade Range	Level I, K-2, Level II, 3-6, Level III, 7-12
Language	English
Source	Riverside Publishing (312) 693-0040 8420 W Bryn Mawr Avenue Chicago, IL 60631

G Language Assessment Scales (LAS)

Grade Range	Pre-LAS, Pre K-1, Level I, K-5, Level II, 6-12
Languages·	Spanish and English
Source	Linguametrics Group (415) 499-9350 P O Box 3495 San Rafael, CA 94912-3495

H Language Assessment Umpire (LAU)

Grade Range	K-8
Languages	English and Spanish
Source	Santillana Publishing Company (201) 767-6961 257 Union Street Northvale, NJ 07647

I Oral Language Evaluation

Grade Range	K-12
Languages	English and Spanish
Source	EMC Corporation 300 York Avenue St Paul, MN 55101

J The Woodcock Language Proficiency Battery

Grade Range	Ages 3-Adult
Languages	English and Spanish (Batería)
Source	Teaching Resources Corp DLM (617) 890-6139 303 Wyman, Suite 300 Waltham, MA 02154

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II. READING/MATH

A. Degrees of Reading Power

Grade Range. Form PA 8 grades 3-4, Form PA 6 grades 5-6, Form PA 4 grades 7-8; Form PA 2 grades 9-12

Language: English

Source DRP Services, (212) 582-6210
The College Board
888 Seventh Avenue
New York, NY 10106

B Inter-American Series—Test of Reading and Prueba de lectura

Grade Range Levels 1-5, grades 1-12

Languages. Spanish and English

Source: Guidance Testing Associates, (512) 434-4060
P O. Box 28096
San Antonio, TX 78228

III ACHIEVEMENT TESTS

A Brigance Comprehensive Inventory of Basic Skills

Grade Range Yellow, birth-7 years; White, K-1 Screening, Orange, K-8 Assessment of Basic Skills-Spanish; Green, K-9 Comprehensive Inventory of Basic Skills, Blue, K-6 Inventory of Basic Skills; Red, 4-12 Inventory of Essential Skills

Languages. English and Spanish

Source Curriculum Associates, Inc
5 Esquire Road
North Billerica, MA 01862-2589

B California Achievement Tests (CAT)

Grade Range 1-12; Level I, grades 1.5-2.9, Level II, grades 2-4 9, Level III, grades 4-6 9, Level IV, grades 6-9 9, Level V, grades 9-12.9 (reviewed for grades 2-6)

Languages English

Source CTB/McGraw-Hill, (800) 538-9547
Del Monte Research Park
Monterey, CA 93940

C Comprehensive Test of Basic Skills
(Reading, Language and Mathematics Sections)

Grade Range K-12: Level A, K-1.3, Level B, K.6-1.9; Level C, 1.6-2 9 Level 1, 2 5-4 9, Level 2, 4 5-6 9, Level 3, 6 5-8.9, Level 4, 8 5-12 9 (reviewed for K-6)

Languages. Spanish and English, Level 4 not available in Spanish

Source McGraw-Hill, (800) 538-9547
Del Monte Research Park
Monterey, CA 93940

D The 3-R s Test/La Prueba Riverside de Realizacion en Español

Grade Range· Level 6. grade K; Level 7: grade 1; Level 8: grade 2, Level 9: grade 3; Level 10: grade 4; Level 11·grade 5, Level 12: grade 6, Level 13: grade 7; Level 14 grade 8 and 9

Languages. English and Spanish

Source· The Riverside Publishing Company, (800) 323-9540
8420 Bryn Mawr Avenue
Chicago, IL 60631

E Inter-American Series—Test of General Ability

Grade Range Preschool, ages 4-5; Level 1, age 6 for end of Kindergarten and beginning of grade 1, Level 2, age 7-8, grades 2-3; Level 3, age 9-11, grades 4-6; Level 4, age 12-14, grades 7-9; Level 5, age 15-18, grades 10-12

Languages· English and Spanish

Source. Guidance Testing Associates, (512) 434-4060
P O Box 28096
San Antonio, TX 78228

After determining the skills to work on with each child, you may wish to use a **Migrant Student Profile** to plan a course of instruction

SAMPLE MIGRANT STUDENT PROFILE

Name _____ Age _____

Grade _____ MSRTS # _____

TEST RESULTS	SKILLS TO TEACH
Oral Language	
Reading	
Math	

ADDITIONAL INFORMATION (Interests, etc)	COMMENTS

LESSON PLAN		SKILL AREA	
Date	Objective	Materials Used	Evaluation

Now that the needs of the migrant student have been assessed, it is time to begin **teaching**! The following instructional strategies may be of use as you begin this exciting task

B. Successful Instructional Strategies

When a teacher has established a classroom management system that includes testing, evaluating, prescribing and grouping to meet each student's unique needs, the next step is to be knowledgeable of the latest research relating to successful instructional strategies. These strategies should then be incorporated into the four content areas of reading, math, oral language and early childhood. The most current research cites the following 11 strategies as being highly successful

1   Teachers who allocate more time to a particular content area of the curriculum have students who achieve higher levels than teachers who allocate less time to that content area. The more time teachers spend teaching reading, for example, the greater their students' reading achievement.

2   Teachers who increase the amount of time students actually spend engaged in a learning activity will see the difference reflected in increased achievement. Allocating time for reading, in other words, isn't sufficient. The students also must be actively engaged in learning to read.

3   Teachers should ensure that the students spend over half of their time working on tasks that provide high success. Students who spend more time than the average in high-success activities have higher achievement scores. However, older students (fifth grade and over) and students generally skilled at school learning need a smaller percentage of time at the high success level. It is seldom, if ever, desirable for students to be given tasks where they experience low success.

4   The evidence suggests teachers who have the ability to diagnose students' skill levels generally have classrooms where students show a higher rate of engagement

5   Frequent pupil requests for additional instructions or clarification generally are associated with low success rate. That is, frequent need for explanation may be a signal that changes in the instructional program are needed

6   Frequently reminding students to "get back to work" when they are off task is ineffective. Students are most likely off task because the activities are too difficult

7   The percentage of instructional time during which students receive academic feedback is positively related to student engagement rate and to achievement. Teachers should increase the use of feedback to students about their work.

8   Direct interaction between a student and a teacher about academic content is associated with increased engaged time and higher achievement. For instance, students who spend more time in small group instruction have higher rates of engagement than students who spend most of their time in independent seat work and have little interaction with the teacher or others.

9   The use of aides, parent volunteers, cross-age tutors and peer tutors increases the amount of interactive instruction, thus keeping engagement rates high

10   Students who work together to reach academic goals and take responsibility for achieving them generally have higher achievement. Cooperation and student responsibility in non-academic pursuits do not have this effect

11   Within high achieving classes studied, all had some type of positive reward system, e g , "bionic handshakes," ice cream, teacher praise, or tokens that could be used to earn a prize. Thus there appears to be value in providing rewards

Lifted from R&D Education Report, Volume 2, Number 3

C. Instructional Record Keeping And Reporting

Simplification of paperwork and having concise records to use for student evaluation is a top priority for migrant educators. Record keeping can be as simple as a classroom chart or a very detailed form that can be used by a program evaluator. On the following pages is a sample skills reporting check list. You may want to use the skills reporting check list in one of the following ways.

1. Mark items you wish to report
2. Date items you wish to report
3. If you wish to use the check list several times, you may use a different color for each marked reporting.

EXPLANATION FOR USE OF TEACHER-MADE FORM

MSRTS at this time is not furnishing skills check sheets for Early Childhood, but the following pages 29 and 30 are sample check sheets that a teacher might use.

I. TOP SECTION IS COMPLETED AS FOLLOWS

    A Name· Last name first, i e., MARTINEZ, Ramon
    B Age· Upon entry into classroom
    C. MS. Migrant Status (1, 2, 3, 4, 5 or 6)
    D R. Race (1—American Indian or Alaskan Native, 2—Asian or Pacific Islander, 3—Black, 4—Hispanic, 5—Caucasian)
    E. MSRTS/NME: Student number from the MSRTS form
    F School District or center name
    G. Building· LEAVE BLANK
    H Teacher/Aide Teacher's name
    I. Attendance dates Use as directed by local evaluator

II DIRECTIONS FOR MARKING

    A You may color in boxes for skills known upon entry (not necessary)
    B Skills assigned at a previous school (information can be obtained from the MSRTS forms)
    C Skills you assign after student has been tested and specific skills are determined.
    D Skills mastered while in your classroom.

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1987 EDITION
NATIONAL MIGRANT EDUCATION PROGRAM - MSRTS SKILLS CHECKLIST
READING

NAME _____ STUDENT ID _____ GRADE _____ DATE _____

TEACHER _____ SCHOOL _____

(PLEASE: Circle Instructional Level)   R K PP P1 2 2-1 2-2 3 3-1 3-2 4 4-1 4-2 5 5-1 5-2 6 6-1 6-2 7 8 9 10 11 12

DECODING

READINESS
_____ 010 **Sensorimotor**
_____ 01031 Fine motor control
01032 Directionality
_____ 020 **Visual Discrimination**
02031 Identify shapes
_____ 02032 Identify colors
_____ 02033 Match symbols, letters, words
_____ 02004 Match letter-name/symbol
_____ 040 **Visual Memory**
_____ 04001 2-4 piece puzzle
_____ 04002 Identify (1) missing parts, (2) pictures, (3) letters
_____ 04003 Reproduce from memory
_____ 04004 Identify missing objects
_____ 060 **Auditory Discrimination**
_____ 06032 Likenesses/differences in letter sounds
_____ 06003 Sound patterns
_____ 070 **Auditory Memory**
_____ 07031 Follow Directions
_____ 07032 Repeat word order
_____ 07033 Reproduce rhyming words
_____ 07034 Sound assigned to letter
_____ 07035 Respond to story
_____ 100 **Alphabet**
_____ 10031 Recite
_____ 10032 Match upper/lower case
_____ 10033 Trace, copy
_____ 10034 Identify letters

_____ 110 **Personal Identification Skills**
_____ 11031 State personal information
_____ 11032 Recognize name

CONSONANTS
_____ 140 **Initial**
_____ 14031 Identify in a word
_____ 14032 Substitute to form a new word
_____ 160 **Final**
_____ 16031 Identify in a word
_____ 16032 Substitute to form a new word
_____ 180 **Digraphs:** Two consonants create a single sound
_____ 200 **Blends:** Two or three consonants retain sounds

VOWELS
_____ 240 **Short:** Identify in words
_____ 260 **Long:** Identify in words
_____ 270 **Y as a Vowel**
_____ 27031 Words such as gy
_____ 27032 Words such as candy or sky
_____ 280 **R or L controlled:** Use in words
_____ 310 **Diphthongs, Digraphs, Combinations:** Use in words

STRUCTURAL ANALYSIS
_____ 320 **Hearing Syllables:** Determine number in a word
_____ 340 **Using Syllables**
_____ 34031 Rules for dividing
_____ 34032 Rules for accenting

_____ 360 **Root Words:** Identify a base word
_____ 380 **Compound Words:** Identify combined words
_____ 400 **Contractions:** Identify shortened form or two words.
_____ 420 **Prefix:** Identify initial syllable
_____ 440 **Suffix:** Identify final syllable(s)
_____ 450 **Endings:** Identify added symbols

COMPREHENSION

LITERAL
_____ 460 **Main Idea:** Stated in a selection
_____ 480 **Related Detail**
_____ 48031 Locate details
_____ 48032 Recall details
_____ 48033 Relevant/irrelevant facts
_____ 500 **Classification:** Categorize words or ideas
_____ 520 **Sequence**
_____ 52001 Rearrange pictures
_____ 52032 Rearrange words
_____ 52033 Rearrange sentences
_____ 52034 Sequence events/ideas
_____ 540 **Conclusions**
_____ 54001 Close procedure
_____ 54002 Identify words that summarize
_____ 54003 List related statements
_____ 560 **Following Directions**
_____ 56031 Complete task(s) given orally
_____ 56003 Read one direction

*All skills which appeared in the original edition, but do not appear in this edition, will also print on student records when reported.

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E20

____ 56004 Read multiple direction
____ 56005 Instruction "how to"

INFERENTIAL

____ 580 **Main Idea**
____ 58001 Key words as clues
____ 58002 Appropriate title
____ 58003 Most important thought

____ 600 **Related Detail:** Relationship to main
topic

____ 620 **Cause/Effect:** Interpret cause/effect
of action

____ 640 **Generalization:** Formulate a broad
statement

____ 650 **Literature:** Story elements

____ 660 **Figurative Language**
____ 66001 Tell in own words
____ 66002 Identify figurative phrases
____ 66003 Interpret similes and metaphors

____ 680 **Summarizing**
____ 68031 A selection
____ 68032 Various sources

____ 700 **Punctuation:** Clarify meaning and
seperate structural units

____ 720 **Critical Reading**
____ 72001 Classify as fact/fiction
____ 72032 Differentiate fact and opinion
____ 72003 Evaluate for propaganda
____ 72034 Compare/Contrast
____ 72035 Identify author's purpose

____ 740 **Predicting Outcomes**
____ 74031 Select appropriate conclusion
____ 74032 Suggest logical conclusion

VOCABULARY

____ 760 **Sight Words:** Words instantly
recognized

____ 780 **Multiple Meanings**
____ 78001 Different parts of speech
____ 78002 Same, must be used in a sentence
____ 78003 Change with accent

____ 800 **Time/Identity Signal Words**
____ 80001 Pronoun referents
____ 80032 Question words
____ 80033 Signal words

____ 820 **Word Meanings**
____ 82001 Synonyms
____ 82002 Homonyms
____ 82003 Antonyms
____ 82004 Abstract word meanings
____ 82005 Technical vocabulary
____ 82036 Word-analogies

____ 840 **Context:** Use surrounding words

STUDY SKILLS

READING IN THE CONTENT AREA
____ 862 **Reading Rate**
____ 86231 According to reading purpose
____ 86232 Skim/scan

____ 880 **Following Directions:** Directions for
a subject area

____ 900 **Chart/Graph/Map Reading**
____ 90031 Charts
____ 90032 Graphs
____ 90033 Road maps
____ 90034 Topical/geographical maps
____ 90035 Diagrams/timelines

____ 920 **Locational Skills**
____ 92031 Alphabetical order
____ 92032 Dictionary/encyclopedia
____ 92002 Telephone directory
____ 92003 Newspapers
____ 92033 Library references
____ 92034 Best source of information

____ 940 **Organizing**
____ 94001 Take notes
____ 94002 Outline format
____ 94003 Bibliography
____ 94004 Use study method
____ 94005 Summarize
____ 94006 Footnotes
____ 94007 Cross-reference

____ 960 **Survival Skills**
____ 96031 Signs/labels
____ 96032 Forms
____ 96033 Schedules
____ 96034 Consumer information

READS IN _____
(specify if other than English)

PUBLISHER _____

SERIES _____

BOOK _____

PAGE _____

E21

1967 EDITION
NATIONAL MIGRANT EDUCATION PROGRAM - MSRTS SKILLS CHECKLIST
<u>ORAL LANGUAGE</u>

NAME _____ STUDENT ID _____ GRADE _____ DATE _____

TEACHER _____ SCHOOL _____

Depending upon the language in which the skill is being developed, place an E(English) or S (Spanish) next to the skills under study.

E22

LISTENING COMPREHENSION

ORAL DIRECTIONS
___ 020 **Simple**
  ___ 02001 One word
  ___ 02002 Simple sentence
___ 040 **Complex**
  ___ 04001 Compound/complex sentence
  ___ 04002 Directions in sequence

RECALL
___ 060 **Main Idea**
  ___ 60001 Of a sentence
  ___ 06002 Of a paragraph
  ___ 06003 Of a story, song or poem
___ 080 **Sequence**
  ___ 08001 Compound sentence
  ___ 08002 Paragraph
  ___ 08003 Story
___ 100 **Relevant Details**
  ___ 10001 Of a sentence
  ___ 10002 Of a compound sentence
  ___ 10003 Of a paragraph
  ___ 10004 Of a story
___ 110 **Summarize**
  ___ 11001 Paraphrase
  ___ 11002 Interpret and evaluate
  ___ 11003 Synthesize

RELATIONSHIPS
___ 120 **Cause/Effect**
  ___ 12001 From a sentence
  ___ 12002 From a paragraph
  ___ 12003 From a story

___ 140 **Comparison/Contrast**
  ___ 14001 Similarities
  ___ 14002 Differences
___ 160 **Inference**
  ___ 16001 Draw conslusions
  ___ 16002 Predict what is likely

CRITICAL LISTENING

EVALUATION
___ 180 **Propaganda Techniques**
  ___ 18001 Stereotyping
  ___ 18002 Testimonial
  ___ 18003 Bandwagon
___ 200 **Fact/Opinion/Fantasy**
  ___ 20001 Evaluate as fact
  ___ 20002 Evaluate as opinion
  ___ 20003 Evaluate as fantasy

ORAL EXPRESSION

FUNCTIONAL COMMUNICATION
___ 270 **Responding:** Give personal data
___ 280 **Oral Description**
  ___ 28001 Single words
  ___ 28002 Phrases
  ___ 28003 Simple sentences
  ___ 28004 Compound/complex sentences
  ___ 28005 Multiple interrelated sentences
___ 300 **Discussion**
  ___ 30001 Single words
  ___ 30002 Phrases
  ___ 30003 Simple sentences
  ___ 30004 Compound/complex sentences
  ___ 30005 Ask for information

  ___ 30006 Exchange information or opinions
  ___ 30007 Convince others
___ 320 **Oral Reporting**
  ___ 32001 Use simple sentences
  ___ 32002 Use compound/complex sentences
  ___ 32003 Use multiple interrelated sentences
  ___ 32004 Use logical sequence
  ___ 32005 In summary form
___ 340 **Retelling**
  ___ 34001 Repeat sounds
  ___ 34002 Repeat words
  ___ 34003 Repeat phrases
  ___ 34004 Repeat complete sentences
  ___ 34005 Repeat short verses
  ___ 34006 Retell in own words
  ___ 34007 Retell in summary form
___ 360 **Giving Oral Directions**
  ___ 36001 Single word commands
  ___ 36002 Use phrases
  ___ 36003 Use simple sentences
  ___ 360C4 Use compound/complex sentences
  ___ 36005 Use multiple interrelated sentences
___ 370 **Asking Questions**
  ___ 37001 Yes/no response
  ___ 37002 Ask questions using who, what...
  ___ 37003 Ask tag questions
  ___ 37004 Ask negative question

CREATIVE COMMUNICATION
___ 380 **Self-expression**
  ___ 38001 Physical needs
  ___ 38002 Emotions and wishes

*All skills which appeared in the original edition, but do not appear in this edition, will also print on student records when reported.

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_____	400	**Storytelling:** Relate Original Story
_____	420	**Retelling for Entertainment:** Repeat
		an incident, joke...
_____	430	**Role Playing:** Free dialogue

PRODUCTION OF SOUND

_____ 432 **Pronunciation**
_____ 43201 Initial consonants
_____ 43202 Medial consonants
_____ 43203 Final consonants
_____ 43204 Short and long vowels
_____ 43205 l and r controlled
_____ 43206 Diphthongs
_____ 43207 Consonant blends

VOCABULARY DEVELOPMENT

BASIC
_____ 440 **Nouns**
_____ 44001 Name common objects
_____ 44002 Name persons
_____ 44003 Name places
_____ 44004 Name abstract nouns
_____ 44005 Classify common objects
_____ 44006 Classify persons
_____ 44007 Classify places
_____ 44008 Regular plurals
_____ 44009 Irregular plurals
_____ 44010 Singular possessive forms
_____ 44011 Plural possessive forms

_____ 460 **Pronouns**
_____ 46001 Subject personal
_____ 46002 Object personal
_____ 46003 Possessive
_____ 46004 Interrogative
_____ 46005 Relative
_____ 46006 Demonstrative
_____ 46007 Indefinite
_____ 46008 Reflexive

_____ 480 **Verbs**
_____ 48001 Of being
_____ 48002 Regular present tense
_____ 48003 Irregular present tense
_____ 48004 Regular past tense

_____ 48005 Irregular past tense
_____ 48006 Present progressive tense
_____ 48007 Past progressive tense
_____ 48008 Future tense
_____ 48009 Future progressive tense
_____ 48010 Auxiliary verbs with past
        participle
_____ 48011 Contractions
_____ 48012 Passive voice

_____ 500 **Adjectives**
_____ 50001 Articles
_____ 50002 One adjective
_____ 50003 Two or more adjectives
_____ 50004 Regular comparative adjectives
_____ 50005 Irregular comparative adjectives
_____ 50006 Demonstrative adjectives
_____ 50007 Proper placement

_____ 520 **Adverbs**
_____ 52001 Manner action is performed
_____ 52002 Time action is performed
_____ 52003 Frequency action occurs
_____ 52004 Proper placement
_____ 52005 Negative words

_____ 540 **Prepositions**
_____ 54001 Of position
_____ 54002 Other

_____ 560 **Conjunctions**
_____ 56001 To join words
_____ 56002 To join phrases
_____ 56003 To join clauses
_____ 56004 Pairs

EXPANDED
_____ 580 **Categories**
_____ 58001 Classify words

_____ 600 **Synonyms:** Alike in meaning
_____ 620 **Antonyms:** Opposite in meaning
_____ 640 **Multiple-Meaning Words:** Have different
                                        meanings
_____ 660 **Figurative Language:** Meaning other
                                        than literal

_____ 670 **Idiomatic Expressions:** Cannot be
                                        literally translated

LANGUAGE PROFICIENCY LEVEL: (Please circle)

        I   II   III   IV   V

as determined on _____
                              DATE

— E23 —

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1987 EDITION
NATIONAL MIGRANT EDUCATION PROGRAM - MSRTS SKILLS CHECKLIST

MATH

NAME_____ STUDENT ID _____ GRADE_____ DATE_____

TEACHER _____ SCHOOL_____

READINESS

___ 002 **Color**
- ___ 00231 Match colors
- ___ 00232 Identify basic colors
- _-_ 00233 Identify other colors
- ___ 00234 Match color and word

___ 028 **Spatial Relations**
- ___ 02801 Recognize relation of one object to another (left/right, on/ under...)

___ 031 **Time Relations**
- ___ 03101 Recognize time relations (before, during...)

___ 059 **Size Relations**
- ___ 05931 Identify size relations (small/ large...)
- ___ 05932 Order by size

___ 062 **Measurement Relations**
- ___ 06231 Identify weight relations
- ___ 06232 Identify length relations (short/long...)
- ___ 06233 Identify area relations (larger/ smaller...)
- ___ 06234 Identify volume relations (empty/ full...)
- ___ 06235 Order objects (short to long...)

NUMBER MEANING

___ 069 **History of Numeration Systems**
- ___ 06931 Roman numerals
- ___ 06932 Other systems

___ 070 **Numeral and Associated Word name**
- ___ 07031 Read numerals 0-9
- ___ 07032 Write numerals 0-9

- ___ 07033 Match numeral to word 1-10
- ___ 07034 Read numerals 0-20
- ___ 07035 Write numerals 0-20
- ___ 07036 Read numerals > 20
- ___ 07037 Write numerals > 20
- ___ 07038 Match numeral to word >10

___ 073 **Signs and Associated Word Names**
- ___ 07331 +, − and word names
- ___ 07332 x, ÷ and word names
- ___ 07333 > , < , = and word names

___ 076 **Ordination**
- ___ 07601 Identify ordinal position (first, second...)

___ 079 **Counting**
- ___ 07931 Count by 1's: 1-10
- ___ 07932 Count by 1's: 1-20
- ___ 07933 Count by 1's: 1-100
- ___ 07934 Count by 2's
- ___ 07935 Count by 5's
- ___ 07936 Count by 10's
- ___ 07937 Count by 100's
- ___ 07938 Count by other groupings (3's, 4's, 6's ...)
- ___ 07939 Count by odd or even numerals
- ___ 07940 Complete sequence (1, 2,_, 4,5)
- ___ 07941 Identify numbers before and after (_, 4, _)
- ___ 07942 Solve problems involving comparison of numbers

___ 080 **Exponents**
- ___ 08031 Identify exponent and base
- ___ 08032 State exponents as factors
- ___ 08033 Name standard number for exponential number
- ___ 08034 Multiplication of exponents
- ___ 08035 Division of exponents
- ___ 08036 Square root

___ 081 **Factorials**
- ___ 08131 Write factorials as factors

WHOLE NUMBERS

___ 082 **Place Value**
- ___ 08202 Identify value or place value of each digit in a two-digit numeral
- ___ 08203 Identify value or place value of each digit in a three-digit numeral
- ___ 08204 Identify value or place value of each digit in a four-digit numeral
- ___ 08205 Identify value or place value of each digit in a numeral with five or more digits

___ 085 **Expanded Notation**
- ___ 08531 In words or multiples of ten

___ 086 **Scientific Notation**
- ___ 08631 Expressed by ten to a power

___ 087 **Properties of Whole Numbers**
- ___ 08731 Commutative property
- ___ 08732 Associative property
- ___ 08733 Distributive property
- ___ 08734 Additive identity (0)
- ___ 08735 Multiplicative identify (1)

___ 092 **Rounding**
- ___ 09231 Round to nearest place
- ___ 09232 Check reasonableness of answer

___ 119 **Addition**
- ___ 11931 Identify terms (Addend, sum...)
- ___ 11932 Sums thru 5
- ___ 11933 Sums thru 10
- ___ 11934 Sums thru 18

E24

___	11935 Column addition
___	11936 Addition, no regrouping
___	11937 Addition, regrouping
___	11938 Addition word problems
___	11939 Check problems
___	11940 Mental computations
___	11941 Estimate sum

___ 152 **Subtraction**

- ___ 15231 Identify terms (minuend, difference...)
- ___ 15232 Subtraction combinations thru 5
- ___ 15233 Subtraction combinations thru 9
- ___ 15234 Subtraction combinations thru 18
- ___ 15235 Subtraction, no regrouping
- ___ 15236 Subtraction, regrouping
- ___ 15237 Subtraction with 0
- ___ 15238 Subtraction word problems
- ___ 15239 Check problems
- ___ 15240 Mental computations
- ___ 15241 Estimate difference

___ 182 **Multiplication**

- ___ 18231 Identify terms (factor, product...)
- ___ 18232 Facts 0's thru 5's
- ___ 18233 Facts 6's thru 9's
- ___ 18234 By one digit, no regrouping
- ___ 18235 By one digit, regrouping
- ___ 18236 Multi-digit multiplier
- ___ 18237 Multiplication word problems
- ___ 18238 Check problems
- ___ 18239 Mental computations
- ___ 18240 Estimate product

___ 206 **Division**

- ___ 20631 Identify terms (divisor, quotient...)
- ___ 20632 Single-digit divisor, no remainder
- ___ 20633 Single-digit divisor, remainder
- ___ 20634 Multi-digit divisor, no remainder
- ___ 20635 Multi-digit divisor, remainder
- ___ 20636 Division word problems
- ___ 20637 Check problems
- ___ 20638 Mental computations
- ___ 20639 Estimate quotient

FRACTIONS

___ 242 **Fraction Basics**

- ___ 24231 Identify terms (numerator, denominator...)
- ___ 24232 Relate proper fractions to parts of objects
- ___ 24233 Relate improper fractions to objects
- ___ 24234 Equivalent fractions
- ___ 24235 Compare fractions
- ___ 24236 Ratio
- ___ 24237 Proportion

___ 261 **Factoring**

- ___ 26101 Composite number of prime factorization

___ 264 **Simplifying Fractions**

- ___ 26431 Proper, improper or mixed

___ 267 **Least Common Multiples**

- ___ 26701 Two or more whole numbers

___ 270 **Greatest Common Factor**

- ___ 27031 Two or more whole numbers

___ 275 **Addition of Fractions**

- ___ 27531 Like denominators, proper fractions
- ___ 27532 Like denominators, proper + mixed
- ___ 27533 Like denominators, mixed + mixed
- ___ 27534 Unlike denominators, LCD one denominator
- ___ 27535 Unlike denominators, LCD not a denominator
- ___ 27536 Word problems/activities

___ 286 **Subtraction of Fractions**

- ___ 28631 Proper, like denominators
- ___ 28632 Proper, unlike denominators
- ___ 28633 Mixed, unlike denominators, LCD one denominator (no regrouping)
- ___ 28634 Mixed, unlike denominators, LCD one denominator (regrouping)
- ___ 28635 Mixed, unlike denominators, LCD not a denominator (no regrouping)
- ___ 28636 Mixed, unlike denominators, LCD not a denominator (regrouping)
- ___ 28637 Word problems/activities

___ 308 **Multiplication of fractions**

- ___ 30831 Proper x proper
- ___ 30832 Proper x whole number
- ___ 30833 Proper x mixed
- ___ 30834 Word problems/activities

___ 317 **Division of Fractions**

- ___ 31731 Reciprocals
- ___ 31732 Proper ÷ proper
- ___ 31733 Proper and mixed
- ___ 31734 Proper and whole numbers
- ___ 31735 Mixed and mixed
- ___ 31736 Word problems/activities

DECIMALS

___ 351 **Place Value of Decimals**

- ___ 35101 A single-digit decimal numeral (.1-.9)
- ___ 35102 Identify value or place in a two-digit decimal
- ___ 35103 Identify value or place in a three-digit decimal
- ___ 35104 Identify value or place in a four-digit decimal
- ___ 35105 A decimal numeral with five or more places, name specified place value or digit
- ___ 35106 Read decimal numerals

___ 354 **Rounding of Decimals**

- ___ 35401 Round to nearest tenths, hundredths, etc.

___ 357 **Equivalent Decimals**

- ___ 35701 Convert to equivalent decimal

___ 360 **Fractions to decimals**

- ___ 36031 A mixed numeral, denominator is multiple of ten
- ___ 36032 A fraction, denominator not a multiple of ten

___ 363 **Decimals to Fractions**

- ___ 36301 A one-place decimal
- ___ 36302 A two-place decimal
- ___ 36303 A mixed decimal

___ 366 **Repeating Decimals to Fractions**

- ___ 36631 Fraction or mixed number

E 25

Column 1

___ **368 Addition of Decimals**
___ 36831 Same place value, no regrouping
___ 36832 Different place value, no re-
grouping
___ 36833 Same place value regrouping
___ 36834 Different place value, regrouping
___ 36835 Word problems/activities

___ **380 Subtraction of Decimals**
___ 38031 Same place value, no regrouping
___ 38032 Different place value, no re-
grouping
___ 38033 Same place value, regrouping
___ 38034 Different place value, regrouping
___ 38035 Word problems/activities

___ **392 Multiplication of Decimals**
___ 39231 Whole times decimal
___ 39232 Same place value
___ 39233 Different place value
___ 39234 Word problems/activities

___ **401 Division of Decimals**
___ 40131 Whole number & decimal fraction
___ 40132 Decimal fractions without rounding
___ 40133 Decimal fractions with rounding
___ 40134 Word problems/activities

___ **404 Estimation of Decimals**
___ 40431 Locate number of places
___ 40432 Round to estimate answer

PERCENT

___ **420 Terms and Symbols**
___ 42001 Identify symbol

___ **423 Decimal to Percent**
___ 42301 A two-place decimal fraction
___ 42302 A three-place decimal fraction
___ 42303 A decimal fraction in units and
tenths

___ **426 Percent to Decimal**
___ 42601 A percent <10% >1%
___ 42602 A percent <100% >10%
___ 42603 A percent <1000% >100%
___ 42604 A percent in decimal fraction form
___ 42605 A percent in mixed fraction form

Column 2

___ **429 Fractions to Percent**
___ 42901 A unit fraction with a denomi-
nator of 2,4,5 or 10
___ 42902 A nonunit fraction with a de-
nominator a factor of 100
___ 42903 A fraction with a denominator
not a factor of 100

___ **432 Percent to Fraction**
___ 43201 A percent <10% >1%
___ 43202 A percent <100% >10%
___ 43203 A percent <1000% >100%
___ 43204 A percent in decimal fraction
form
___ 43205 A percent in mixed fraction form

___ **435 A % of B =**
___ 43501 (A) is whole (>10%,< 100%) (B)
is whole
___ 43502 (A) is whole (>1%,<10% (B) is
whole
___ 43503 (A) is whole (>100%,< 1000%)
(B) is whole
___ 43504 (A) is a mixed fraction, (B) is
whole
___ 43505 (A) is a mixed decimal fraction,
(B) is whole
___ 43536 Word problems/activities

___ **438 A% of ___ = C**
___ 43801 (A) is whole, (C) is whole
___ 43802 (A) is a mixed decimal fraction
(C) is whole
___ 43833 Word problems/activities

___ **441 ___ % of B =**
___ 44101 (B) is whole, (C) is whole
___ 44102 (B) is decimal fraction, (C)
is a decimal fraction
___ 44133 Word problems/activities

MEASUREMENT

___ **449 Linear Measurement**
___ 44931 Use arbitrary units to measure
length
___ 44932 Use customary units to measure
length

Column 3

___ 44933 Use metric units to measure
length
___ 44934 Use abbreviation, symbols and
vocabulary of length measurement
___ 44935 Word problems/activities

___ **450 Conversions, Customary Units**
___ 45001 Identify linear units and
subunits

___ **456 Conversions, Metric Units**
___ 45601 Identify linear units and
subunits

___ **462 Measuring Perimeter**
___ 46201 A customary unit of linear
measurement and a simple
geometric shape
___ 46202 A unit of metric linear measure-
ment and a simple geometric shape

___ **468 Computing Perimeter**
___ 46831 Use formula

___ **465 Scaling, Maps and Drawings**
___ 46531 Measure and identify scaled
distances

___ **475 Circular Measurement**
___ 47531 Calculate circumference
___ 47532 Calculate radius/diameter from
circumference
___ 47533 Word problems/activities

___ **477 Measuring Area by Tiling Grids,...**
___ 47701 Use arbitrary units
___ 47732 Use customary/metric units

___ **480 Computing Area of Rectangle**
___ 48002 Sides given
___ 48003 Area and one side given

___ **483 Computing Area of Parallelogram**
___ 48302 Sides given
___ 48303 Area and one dimension given

___ **486 Computing Area of Right Triangle**
___ 48602 Height and base given
___ 48603 Area and one dimension given

___ **489 Computing Area of Non-Right Triangles**
___ 48902 Height and base given
___ 48903 Area and one dimension given

Column 1

____ 492 **Computing Area of Circle**
____ 49202 Given radius or diameter
____ 49203 Find radius or diameter when area
        given

____ 495 **Relations Between Perimeter and Area**
____ 49501 Different areas with same
        perimeter

____ 50 **Computing Surface Area of a Rectangle Solid**
____ 50431 Calculate surface area

____ 507 **Land Measurements**
____ 50701 Acres
____ 50732 Hectares

____ 510 **Word Problems/Activities in Computing Areas**
____ 51031 Use Formula

____ 513 **Measuring Volume**
____ 51301 Measure in arabitrary units
____ 51302 Identify volume given in
        arbitrary units
____ 51333 A rectangular solid
____ 51334 An irregularly shaped solid
____ 51335 Word problems/activities

____ 515 **Time**
____ 51531 Tell time to the hour
____ 51532 Tell time to the half-hour
____ 51533 Tell time to the quarter-hour
____ 51534 Tell time to five-minute intervals
____ 51535 Tell time to the minute
____ 51536 Solve problems involving time
____ 51537 Solve problems involving a
        calendar
____ 51538 Tell how many days per week;
        days, weeks, months per year
____ 51539 Order the days of the week,
        months and seasons of the year

____ 524 **Measuring Temperature**
____ 52431 Read a Fahrenheit gauge
____ 52432 Read a Celsius gauge
____ 52433 Word problems/activities

____ 531 **Measuring Weight**
____ 53102 Use customary units to measure
        weight

Column 2

____ 53103 Use metric units to measure mass
____ 53133 Convert customary to subunits
____ 53104 Convert metric to subunits
____ 53135 Word problems/activities
____ 53136 Use abbreviation, symbols or
        vocabulary

____ 534 **Measuring Capacity**
____ 53431 Convert customary units to
        subunits
____ 53432 Convert metric units to subunits
____ 53433 Word problems/activities
____ 53434 Use abbreviation, symbols and
        vocabulary

____ 536 **Money**
____ 53631 Identify value of U.S. coins
____ 53632 Order coins by value
____ 53633 Identify value of U.S. bills
____ 53634 Order bills by value
____ 53635 Determine value of like coins
____ 53636 Determine value of unlike coins
____ 53637 Determine value of like bills
____ 53638 Determine value of unlike bills
____ 53639 Determine value of coins and
        bills
____ 53640 Word problems/activities
____ 53641 Relation between place value and
        money
____ 53642 Make change
____ 53643 Convert money of equivalent
        value

____ 554 **Estimation**
____ 55431 Distance or length
____ 55432 Weight
____ 55433 Volume

GEOMETRY

____ 556 **Lines**
____ 55631 Identify straight lines,
        curved lines...

____ 557 **Shapes**
____ 55731 Match shapes
____ 55732 Identify basic two-dimensional
        shapes

Column 3

____ 55733 Identify basic three-dimensional
        shapes

____ 558 **Types of Quadrilaterals**
____ 55831 Distinguishing properties
____ 55832 Name a quadrilateral
____ 55833 Identify a quadrilateral

____ 561 **Parallel, Perpendicular, Intersecting Lines**
____ 56131 Name lines
____ 56132 Identify lines

____ 564 **Exterior/Interior Regions of Closed Curves**
____ 56401 Identify exterior, interior

____ 567 **Symmetry of Objects or Figures**
____ 56701 Identify symmetric figures
____ 56702 Identify lines of symmetry

____ 570 **Midpoint of a Line**
____ 57001 Identify midpoint

____ 573 **Points Lying in a Common Plane**
____ 57301 Identify points on a common
        plane

____ 576 **Intersection of Planes**
____ 57601 Identify intersection of planes

____ 579 **Intersection of Lines and Planes**
____ 57901 Identify intersection of line
        with plane

____ 582 **Parallel and Non-Parallel Planes**
____ 58201 Identify parallel or non-
        parallel planes

____ 585 **Coordinates and Points**
____ 58501 Identify coordinates or points
        on a grid
____ 58502 Identify a point or an ordered
        pair
____ 58503 Identify places from map
        coordinates

____ 588 **Obtuse, Acute and 90° Angles**
____ 58831 Name an angle
____ 58832 Identify an angle
____ 58802 Measure an angle

591 **Congruency of Angles Formed by Intersecting Lines**
  59101 Formed by two lines
  59102 Formed by parallel lines

592 **Translations, Reflections, Rotation**
  59231 Translations
  59232 Reflections
  59233 Rotations

593 **Congruent and Similar Triangles**
  59331 Congruent
  59332 Similar

594 **Diameter, Radius and Chord of a Circle**
  59401 Identify diameter, radius, chord

597 **Altitude and Base of a Triangle**
  59701 Identify base and altitude

600 **Pythagorean Relationship**
  60001 Identify relationship
  60002 Identify formula

PROBABILITY AND STATISTICS

603 **Tallying**
  60301 Use tally marks

605 **Graphs**
  60531 Bar
  60532 Line
  60533 Circle
  60534 Picto
  60535 Data Tables

608 **Sample Statistics**
  60831 Mean/Average
  60832 Median
  60833 Mode
  60834 Range

610 **Probability**
  61031 Express as a ratio

EQUATIONS AND INTEGERS

611 **Equations**
  61131 One Step
  61132 Multiple steps

614 **Integers**
  61431 Identification
  61432 Ordering
  61433 Addition
  61434 Subtraction
  61435 Multiplication
  61436 Division
  61437 Absolute value

619 **Write/Solve Equations from Words**
  61931 Phrase to mathematical statement
  61932 Mathematical statement to phrase
  61933 Sentence to equation
  61934 Solve equation involving whole
    or fractional numbers
  61935 Solve equation involving
    positive or negative numerals

SETS

640 **Set Recognition**
  64031 Sort sets
  64032 Identify sets

641 **Set Comparison**
  64131 Equivalent sets
  64132 Nonequivalent sets
  64133 Sets with more/fewer members

642 **One-To-One Matching**
  64231 Match members of equivalent sets
  64232 Associate counting numbers to
    a set

643 **Set-To Numeral Comparison**
  64331 Match sets of zero to five with
    numerals 0-5
  64332 Match sets of six to ten with
    numerals 6-10

644 **Joining and Separating Sets**
  64431 Join sets to form sets of one
    to ten
  64432 Separate sets into subsets

646 **Patterns**
  64631 Duplicate patterns
  64632 Complete pattern sequences

684 **Venn Diagrams**
  68431 Subsets
  68432 Union
  68433 Intersection

ELECTRONIC TECHNOLOGY

696 **Calculators**
  69631 Keyboard familiarity
  69632 Practical application

699 **Computers**
  69931 Keyboard familiarity
  69932 Terminology
  69933 Practical application
  69934 Programming

| DATES | Week #1 | Week #2 | Week #3 | Week #4 | Week #5 | Week #6 | Week #7 | Week #8 | Week #9 | Week #10 | TOTAL E P |

X Received Migrant Services
/ Scheduled, but did not participate
A Absent on scheduled day

NATIONAL MIGRANT EDUCATION EARLY CHILDHOOD SKILLS (2½ to 5 years)

Area: PSYCHOMOTOR   Topic: GROSS

Code	Skills
PG25	Throws ball overhand (P)
PG26	Goes upstairs and downstairs (P)
PG27	Pedals tricycle (P)
PG28	Jumps in place (P)
PG29	Runs well (P)
PG30	Kicks ball forward (P)
PG31	Walks on tiptoe (P)
PG32	Walks on or between parallel lines (P)
PG33	Jumps from low elevation w/ft together (P)
PG34	Maintains balance while broad jumping (P)
PG35	Balances on one foot (P)
PG36	Walks backward (P)
PG37	Walks up and down stairs w/o support (P)
PG38	Aims and throws ball (P)
PG39	Catches medium sized bounced ball (P)
PG40	Climbs well (P)
PG41	Makes lrg circ frontal motion w/arms (P)
PG42	Skips on alternating feet (P)
PG43	Jumps rope (P)
PG44	Hops skillfully on dominant foot (P)
PG45	Walks on balance beam (P)

Area: PSYCHOMOTOR   Topic: FINE

Code	Skills
PF20	Builds tower of 6 or more blocks (P)
PF21	Makes verticle strokes (P)
PF22	String large beads (P)
PF23	Well dvlpd finger wrist coordination (P)
PF24	Puts pegs in pegboard (P)
PF25	Cuts with scissors (P)
PF26	Turns pages one at a time (P)
PF27	Pours liquids with minimal spillage (F)
PF28	Builds tower of 10 or more blocks (P)
PF29	Draws simple picture w/three details (P)
PF30	Dresses and undresses self w/help (P)
PF31	Writes some letters & simple words (P)
PF32	Laces shoes & begins to tie them (P)
PF33	Folds paper diagonally (P)
PF34	Draws a picture w/at least 6 details (P)

SKILL LEVEL KEY:

Infant	Toddler	Preschool
(I)	(T)	(P)

Area: COGNITIVE   Topic: ORAL LANGUAGE

Code	Skills
CO18	Says 6 to 18 or more words (P)
CO19	Forms sentences or phrases/2 or 3 words (P)
CO20	Uses words to make wants known (P)
CO21	Refers to self by name (P)
CO22	Uses 200 or more recognizable words (P)
CO23	Uses some pronouns (P)
CO24	Uses plurals (P)
CO25	Gives own first and last name (P)
CO26	Forms a negative sentence (P)
CO27	Forms sentence or phrase/3 to 4 word (P)
CO28	Uses consonant sounds accurately (P)
CO29	Talks freely while role playing (P)
CO30	Repeats simple sound patterns (P)
CO31	Asks questions continually (P)
CO32	Uses prepositions (P)
CO33	Forms sentence or phrase/4 to 5 word (P)
CO34	Tells experiences (P)
CO35	Tells about a picture (P)
CO36	Tells function of familiar object (P)
CO37	Forms meaningful sentence /6 + words (P)
CO38	Uses opposite analogies (P)
CO39	Uses past tense (P)
CO40	Uses vocabulary/1500 or more words (P)
CO41	Uses complex language patterns (P)
CO42	Talks a great deal (P)
CO43	Names basic colors, shapes, sizes (P)
CO44	Uses abstract word meanings correctly (P)
CO45	Tells story in sequence w/, w/o picture (P)
CO46	Names some letters, numbers & words (P)

Area: COGNITIVE   Topic: VISUAL

Code	Skills
CV19	Copies horizontal line (P)
CV20	Copies circle (P)
CV21	Searches for named obj/ w/o visual rep (P)
CV22	Focuses on 1 of many parts of object (P)
CV23	Names picture of obj removed from view (P)
CV24	Selects simple identical picture (P)
CV25	Completes two parts of picture (P)
CV26	Copies cross (P)
CV27	Puts together 2 6 piece puzzles (P)
CV28	Copies square (P)
CV29	Copies triangle (P)
CV30	Copies some letters and numerals (P)
CV31	Copies some simple words ( )
CV32	Puts together 6 8 piece puzzles (P)

Area: COGNITIVE   Topic: AUDITORY

Code	Skills
CA13	Articulates some consonants (P)
CA14	Identifies common objects by sounds (P)
CA15	Uses appropriate voice inflection (P)
CA16	Varies voice volume (P)
CA17	Increases & decreases speed of voice (P)
CA18	Reproduces plurals (P)
CA19	Identifies simple tones (P)
CA20	Recognizes melodies (P)
CA21	Identifies rhyming words (P)
CA22	Identifies like/unlike bgning consonant (P)
CA23	Repeats sentences correctly (P)
CA24	Repeats 4 5 letters or #'s given order (P)
CA25	Repeats short verses (P)

Area: AFFECTIVE   Topic: PERSONAL/INTERACTIONAL

Code	Skills
AP37	Participates in parallel play (P)
AP38	Manipulates caregivers (P)
AP39	Participates in symbolic play (P)
AP40	Seeks adult approval (P)
AP41	Participates in cooperative play (P)
AP42	Shows concern for others (P)
AP43	Seeks to please others (P)
AP44	Takes turns (P)
AP45	Shares possessions (P)
AP46	Takes pride in accomplishments (P)
AP47	Accepts routine (P)
AP48	Demonstrates sense of humor (P)
AP49	Participates organized small group activity (P)
AP50	Participates in making group decisions (P)
AP51	Accepts group decisions (P)
AP52	Makes and keeps friends (P)
AP53	Accepts changes (P)
AP54	Demonstrates self reliance (P)

DIRECTIONS FOR MARKING:

■ Entry Skill   ⬚ Assigned at Present School

Ⓞ A signed by Previous School (From MSRTS)   ☒ Mastery

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Early Childhood (0 - 2½ years)

Area: PSYCHOMOTOR	Topic: GROSS
Code	**Skills**
PG01	Lifts head briefly when on stomach (I)
PG02	Turns head to avoid annoyance (I)
PG03	Rolls part way to side from back (I)
PG04	Holds head erect in supported sitting position (I)
PG05	Turns head in all directions (I)
PG06	Lifts head and chest when on stomach (I)
PG07	Exhibits vigorous body movements (I)
PG08	Rolls from side to side (I)
PG09	Rolls from stomach to back (I)
PG10	Sits with support (I)
PG11	Bounces up and down while sitting (I)
PG12	Uses limbs to move about (I)
PG13	Pulls self to stand (I)
PG14	Sits alone (I)
PG15	Creeps or crawls (T)
PG16	Pushes into sitting position (T)
PG17	Stands alone (T)
PG18	Gets down from standing (T)
PG19	Stoops and gets back up (T)
PG20	Climbs up and down objects (T)
PG21	Steps backward (T)
PG22	Walks with confidence (T)
PG23	Throws objects awkwardly (T)
PG24	Seats self in chair (T)

Area: PSYCHOMOTOR	Topic: FINE
Code	**Skills**
PF01	Puts hands togethe · (I)
PF02	Bats and swipes at objects (I)
PF03	Grasps and holds objects with whole hand (I)
PF04	Plays with hands and fingers (I)
PF05	Mouths objects (I)
PF06	Reaches for objects with both hands (I)
PF07	Transfers an object from hand to hand (I)
PF08	Manipulates objects by rotating wrists (I)
PF09	Uses thumb and 2 or 3 fingers to grasp objects (I)
PF10	Coordinates hand/arm movement to mouth (I)
PF11	Pokes with index finger (I)
PF12	Claps hands with (I)
PF13	Drops and picks up objects at will (I)
PF14	Uses hands in sequence or simultaneously (I)
PF15	Scribbles spontaneously (T)
PF16	Builds tower of two or more blocks (T)
PF17	Puts small objects into containers (T)
PF18	Dumps objects out of container (T)
PF19	Holds cup to lips for drinking (T)

Area: COGNITIVE	Topic: ORAL LANGUAGE
Code	**Skills**
CO01	Makes cooing sounds (I)
CO02	Makes vowel-like sounds (I)
CO03	Gurgles and blows bubbles (I)
CO04	Makes small throaty sounds (I)
CO05	Laughs aloud (I)
CO06	Imitates variations in pitch and volume (I)
CO07	Vocalizes spontaneously (I)
CO08	Makes two-syllable sounds (I)
CO09	Imitates sound or sequences (I)
CO10	Makes several sounds in one breath (I)
CO11	Makes same sound over and over (I)
CO12	Squeals to get attention (I)
CO13	Produces sounds specific to parents' native Lang. (I)
CO14	Uses words meaningfully (I)
CO15	Talks in jargon (T)
CO16	Says two to six or more words (T)
CO17	Communicates "whole" sentences with one word (T)

Area: COGNITIVE	Topic: VISUAL
Code	**Skills**
CV01	Follows horizontal movement of bright object(s)
CV02	Fixates and focuses eyes (I)
CV03	Follows object vertically and circularly (I)
CV04	Looks intently at toy in hand (I)
CV05	Turns head and eys together (I)
CV06	Watches movement of own hands and arms (I)
CV07	Studies objects looking, tasting and touching (I)
CV08	Looks for toy that disappears (I)
CV09	Recognizes and judges visual size of objects (I)
CV10	Responds playfully to mirror image of self (I)
CV11	Explores objects from different angles (I)
CV12	Looks for familiar object (I)
CV13	Points to object in a picture (T)
CV14	Looks for hidden object (T)
CV15	Understands spatial relations (T)
CV16	Places three shapes in a 3-hole form board (T)
CV17	Matches circles, triangles and squares (T)
CV18	Groups objects together by color, form & size (T)

Area: COGNITIVE	Topic: AUDITORY
Code	**Skills**
CA01	Moves head and eyes in direction of sound (I)
CA02	Reacts differently to different sounds (I)
CA03	Looks for source of sound with eyes (I)
CA04	Listens selectively to familiar words (I)
CA05	Listens to conversation and singing tones (I)
CA06	Looks toward speaker when own name is called (I)
CA07	Responds to simple one-part command w/o gesture (I)
CA08	Differentiates between some words (I)
CA09	Points to one body part when ask (T)
CA10	Points to picture of familiar object when asked (T)
CA11	Locates sound from all directions (T)
CA12	Responds to action words (T)

Area: AFFECTIVE	Topic· PERSONAL/INTERACTIONAL
Code	**Skills**
AP01	Looks at faces (I)
AP02	Smiles responsively (I)
AP03	Increases physical activity on sight/smell form (I)
AP04	Cries from discomfort and for attention (I)
AP05	Quiets self (I)
AP06	Responds to non-verbal attention by smiling (I)
AP07	Differentiates strangers from family (I)
AP08	Initiates social play by smiling (I)
AP09	Vocalizes socially (I)
AP10	Smiles and vocalizes at mirror image of self (I)
AP11	Imitates facial expressions (I)
AP12	Grasps source of food with both hands (I)
AP13	Distinguishes between friendly and angry talk (I)
AP14	Thrashes arms and legs when frustrated (I)
AP15	Repeats behavior attended to or reinforced (I)
AP16	Gestures to familiar person (I)
AP17	Works for toy out of reach (I)
AP18	Shows fear of stranger (I)
AP19	Plays simple games (I)
AP20	Shows displeasure with loss of toy (I)
AP21	Plays by self for a short period of time (I)
AP22	Relates to more than one person (I)
AP23	Recognizes the meaning of "no-no" (I)
AP24	Uses "no" appropriately (I)
AP25	Responds to rhythmic sounds and movements (I)
AP26	Imitates adult activity (T)
AP27	Shows anger (T)
AP28	Responds to attention (T)
AP29	Repeats activity over and over (T)
AP30	Resists restrictions (T)
AP31	Shows special attachment to favorite toy (T)
AP32	Displays interest in a variety of activities (T)
AP33	Explores environment (T)
AP34	Knows own possessions (T)
AP35	Indicates need for assistance (T)
AP36	Responds to music (T)

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SAMPLES OF STUDENT EVALUATIONS

After determining the skills to work on with each child, you may wish to use the following **Migrant Student Profiles** to plan a course of instruction.

Daily   Weekly

It may be necessary to retranslate terms to adapt the vocabulary to the common language of your mobile population

. . . .

DAILY PROGRESS REPORT
REPORTE DEL PROGRESO DIARIO

DAILY PROGRESS REPORT
REPORTE DEL PROGRESO DIARIO

Student _____   Date _____
Estudiante   Fecha

BEHAVIOR COMPORTAMIENTO	Excellent Exceinte	Good Bein	Satisfactory Satisfecho	Unsatisfactory No Satisfecho
1 Finished all work Terminó todo trabajo				

2   Listened to class presentations
  Escuchó las presentaciones
  de la clase				

3 Follows directions Sigue instruciones				

Teacher's Signature _____   Parent's Signature _____
Firma del Maestro   Firma del Padre

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WEEKLY PROGRESS REPORT
REPORTE SEMANAL DEL PROGRESO

Student
Estudiante

Date
Fecha

BEHAVIOR COMPORTAMIENTO	Excellent Excelente	Good Bien	Satisfactory Satisfecho	Unsatisfactory No Satisfecho
1 Listened to class presentations Escuchó presentaciones de la clase				
2 Followed directions Siguió las instrucciones				
3 Worked independently Trabajó independientemente				
4 Followed class rules Siguió las reglas del salón de clase				
5 Showed acceptable social habits Mostró hábitos sociales aceptables				
ACADEMIC PROGRESS PROGRESO ACADEMICO				
1 Worked independently Trabajó independientemente				
2. Was prepared for reading group Estaba preparado para el grupo de lectura				
3. Passed weekly spelling test Pasó la prueba de ortografía				

4   Passed weekly math test
      Paso la prueba de matemáticas
      semanal				

Teacher's Signature
Firma del Maestro

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Parent's Signature
Firma del Padre

LONG TERM REPORTING

Reporting is also done by six weeks, nine weeks, semester, etc. A sample of long-term reporting (a **report card**) is shown below.

FALL / SPRING / SUMMER _____

Student's Name: _____ (____) (___)
  Last   First   Middle   Date of Birth   Grade

School: _____ MSRTS/MNE

Parents' Names _____ (Father) _____ (Mother)

Home Base School. _____ Address· _____

SUBJECT	HOURS	TEACHER	GRADE	SUBJECT	HOURS	TEACHER	GRADE
Language Arts							
Mathematics							
Social Studies							
Science							

Days Absent _____   Date of Entry _____   Re-entry _____

Days Present _____ Date of Withdrawal _____ Date of Withdrawal _____

_____   _____   _____
   Teacher   Principal/Director

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D. Cooperative Instructional Personnel

The classroom teacher is basically responsible for the developmental program of the child Cooperative instructional personnel that may be assigned to be **supportive** of the child's instructional program include **supplementary teachers, paraprofessionals** or **volunteers.** The duties of the suppor personnel vary according to the state and district plan.

Unless the child is assigned to a special education program, the role of the **supplementary teacher** is to **reinforce, reteach** or **remediate** as directed by the classroom teacher.

Ways of working with students on an individual or small group basis — strategy for **reteaching, reinforcing** and **remediating.**

REINFORCE — additional practice on a skill that student has worked with, but not mastered Some students lack confidence; therefore, more guided practice followed by more independent practice that will lead to a successful evaluation is the key to helping this kind of student

RETEACH — is done during the lesson cycle, individually or for the group, for the student who needs a little more clarification. The teacher must be able to spot the difficulty and diagnose it immediately If there is so much reteaching taking place that it interferes with the lesson, the teacher needs to re-examine the lesson and consider possible causes for unsatisfactory progress.

REMEDIATE — another complete lesson on the same skill for the student who needs more time to learn; because students learn in different ways and at different rates, the remediation should use a method and materials that are different from the initial teaching. This may involve going back to a prerequisite skill and teaching a lesson on that After remediation, it is often necessary to do a reinforcement lesson the next day A remediation lesson may involve reteaching during the learning cycle.

The supplementary teacher may be assisted by a paraprofessional aide or may supervise paraprofessional tutors who have been trained in effective instructional procedures.

Brubaker and Sloan, in an article in the **Education Digest,** April 1981, pointed out that the threads important in holding together a teacher/aide team are: **cooperative decision making, effective communication** and **a healthy attitude**

Cooperative instructional personnel do not necessarily have to be on the LEA payroll. Many communities have very successful volunteer programs made up of church or civic groups, college students, or older students within the school. One of the most effective support persons is the **parent** of a migrant child. Parental involvement in this manner reaps academic and public relations rewards

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E. Parental Involvement

Parents' Role In Education

Caring and involvement are elements that will open the doors of the nations schools to migrant families. Personal attention, contact with adults and family involvement with schools have been shown to improve performance and help keep migrant students, especially the ESL students, in school.

The door to effectiveness in education is opened when schools, parents and students work together to define needs and develop programs The curriculum crisis in American schooling that affects all American youths is doubly severe for the ESL student Their families recognize the importance of the English language, but the home language must be considered when determining courses of instruction.

It will take the caring and involvement of everyone concerned to guarantee that no student is left out because schools lack the sensitivity required to identify and address specific student needs. The ESL families will have to become involved in their own schools to make themselves heard by those whose decisions affect the education of their children They must insist that their children — who will be so important to this nation in the future — receive every opportunity to learn and grow.

Ideas and a list of materials to successfully promote parent participation and to open doors for cooperative efforts are included in this section.

| 1. Be a good listener | 2 Relax and show interest | 3 Read to him, too | 4 Praise him when he makes progress |
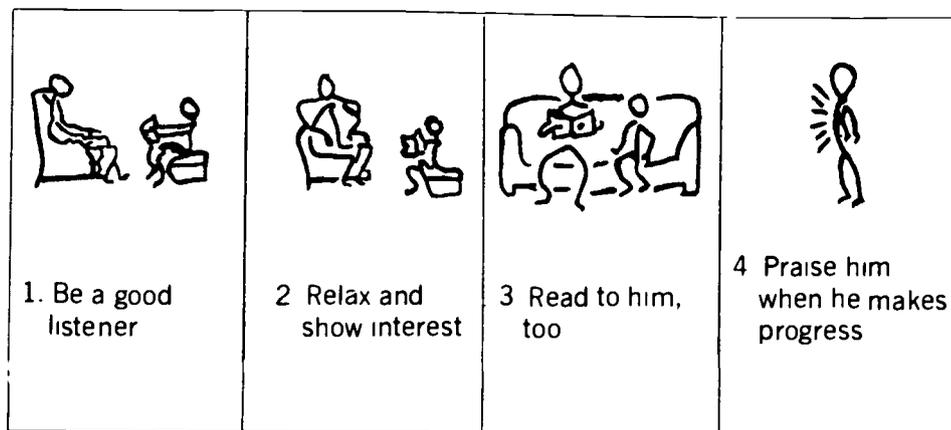
1. Developing Successful Parental Relationships

Parent involvement in the schools is very important for meeting the needs of children. The degree of meaningful involvement and parent education is critical to the child's education. Teachers must build good personal relationships with parents. Parent and teacher cooperation is **most effective** when there is a mutual respect and acceptance for each other. There are many ways a teacher can facilitate parent involvement. Some of the ways a teacher can encourage parent involvement are:

a. Make it easy for parents to take part
b Stress informality Make the parent feel at home, a welcomed guest
c. Set up lending libraries for parents to check out materials to use with their child at home
d Stress to parents that they are the real teachers who have the greatest influence on their children.
e. Enlist parent's help in solving problems. You might ask what methods have worked for them in dealing with their children
f Never assume that a parent will not help Act as if you expect him to and he will
g Encourage parents to set a time aside for the child to talk about and share school activities.
h. Be simple, natural, and sincere with the parents in conversation
i. Plan things for parents to do at home with children
j. Express your appreciation to parents for their involvement

2. Communication

In developing good communications with parents the following creed between school and home will aid in closing the gap

THIS I BELIEVE

I am **responsible** for my children. I have them in their most impressionable years, and for the greatest number of hours The **school** and the **church** can help, but the prime responsibility is mine

I must **set a good example** by manner, word and deed

I must provide the **right environment**: a good atmosphere at home, and the proper influences elsewhere. This means **knowing where my children go**, and for how long It is I who should decide which movies should be seen, which companions are acceptable, which books are permissable and which TV programs are not objectionable.

I must teach my children good habits, not only of health and study, but of work, and consideration of others This means respect for themselves and others. I must insist that they take a share of the **responsibility** of the home.

I must be willing to make sacrifices, not so much as to material things as to my time and attention to their problems I do not need to entertain my children, but I do need to exercise reasonable **control** over their pleasures

I must maintain discipline, **tolerant but firm**. Children appreciate good discipline.

I must show my **love** for my children by encouraging them to do, rather than do for them.

PARA LOS PADRES

EN ESTO CREO

Soy responsable de mis hijos Los tengo durante sus años más impresionables, y por el mayor numero de horas La escuela y la iglesia pueden ayudar pero la responsabilidad primordial es mía

Yo debo poner el **buen ejemplo** con mi forma de ser, mi comportamiento y mi forma de hablar.

Debo proveer el **ambiente apropiado**. Una buena atmósfera en el hogar y las influencias adecuadas de otros lugares. Esto significa **el saber a donde van mis hijos**, y por cuanto tiempo Yo soy quien decide que peliculas ven, cuales amistades son aceptables, cuales son los libros permitidos, y cuales programas de television son objetables.

Debo enseñar buenos hábitos a mis hijos, no solamente de salud y estudio, pero de trabajo, y consideración hacia otros. Esto significa el respeto a ellos mismos y a otros Debo insistir que tengan su porción de **responsabilidad** en el hogar.

Debo estar dispuesto a hacer sacrificios no tanto en respecta a lo material sino en respecta al tiempo y atención que les dedico a ellos y a sus problemas No necesito divertir a mis hijos, pero si necesito ejercitar un control razonable sobre sus placeres

Debo mantener la disciplina, ser **tolerante pero firme**. Los niños saben apreciar buena disciplina.

Debo demostrar mi **amor** a mis hijos incitándoles a hacer las cosas, en vez de yo hacerlas por ellos.

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Reading

Do I . . .

1 read to my child? _____
2 let my child see me read? _____
3. encourage my child to
   read to me? _____
4 visit the library with rny child? _____
5. provide books in my home? _____
6. subscribe to a newspaper? _____
7. teach my child to take
   care of books? _____
8. buy books for my child? _____
9. know when my child has
   reading problems? _____
10. provide a relaxed atmosphere
    for reading? _____

Math

Do I . . .

1 encourage my child in math? _____
2. understand the school's
   math program? _____
3 know how my child is performing? _____
4 provide math opportunities
   in the home? _____
5. feel comfortable with math? _____
6 provide math games? _____
7. let my child help me shop? _____
8 give my child opportunities
   to solve problems? _____
9 let my child explain homework? _____
10 attend math workshops? _____

Parent's Name ___ _____

School _____

Date _____

A
REPORT CARD
FOR
PARENTS

DIRECTIONS. This self-appraisal form is to be
used to determine if you qualify for
promotion as a responsible parent
Place a check in the space to the
right of the sub-item which most
adequately describes your behavior

—E37—

Parent Involvement

Do I...

1. attend parent meetings? _____
2. know the purpose of the S.A.C.? _____
   (School Advisory Council)
3. participate as a member of
   the SAC/DAC? _____
   (School Advisory Council/ District Advisory Council)
4. volunteer my services
   in the classroom? _____
5. read newsletters from school? _____
6. help plan the school program? _____
7. help to carry out the program? _____
8. help review the school program? _____
9. demonstrate a commitment
   to the school? _____
10. share responsibility for my
    child's education? _____

General

Do I...

1. send my child to school on a regular basis? _____
2. send my child to bed at a
   reasonable hour? _____
3. send my child to school on time? _____
4. let the teacher know I am interested? _____
5. express a positive attitude toward school? _____
6. visit my child's school? _____
7. know my child's teacher? _____
8. contact my child's teacher on a regular basis
   to find out how he/she is progressing _____
9. follow through on homework assignments? _____
10. insist on a regular time for homework? _____

Affective

Do I...

1. smile often? _____
2. praise my child? _____
3. avoid comparison with
   other children? _____
4. teach my child responsibility? _____
5. encourage my child to try
   new things? _____
6. send my child to school in a
   happy mood? _____
7. send my child to school
   neat and clean? _____
8. hug my child? _____
9. demonstrate patience? _____
10. make my child feel important? _____

Academic

Do I...

1. listen to my child? _____
2. show an interest in what my child
   tells me? _____
3. answer questions? _____
4. talk to my child? _____
5. respond to my child in complete
   sentences? _____
6. make statements that will
   generate conversation? _____
7. discuss with my child what he
   sees on TV? _____
8. expose my child to many varied
   experiences? _____
9. encourage my child to write? _____
10. provide a language model? _____

3. Sample Activities for Parent Workshops

The parent coordinator and/or teacher may request the assistance of a professional consultant to help prepare interesting workshops or inservice activities. The teacher might also assign migrant parents to be responsible for developing activities to fit their needs. The following are samples to help you get started.

Christmas Ornament Workshop
Designed as an arts and crafts language experience activity. This workshop usually results in tremendous attendance by parents and children alike.

Games Workshops
This activity involves the parent and child in making educational games stressing skills in reading, language development or mathematics. The game(s) are then taken home for family use.

Helping Your Child Develop Basic Math Skills in the Home
The presenter gives ideas for parents on how to help their child develop math skills by using everyday experiences or resources found in the home.

How to Read Aloud to Your Child
Deals with techniques useful in making oral reading interesting to a child. Includes question-asking techniques to improve a child's listening skills.

Magic Show
Entertaining activity for parents and children alike. Magician uses a lot of language development techniques with youngsters. Good model for parents on how to draw more oral language from their children.

Micro Teaching Demonstration
The Chapter 1 school staff member presents a teaching demonstration using Chapter 1 children. The demonstration may include examples of teaching techniques used in the school's Chapter 1 program, or may involve teaching techniques for parents to use in the home. This may be video taped and shown at a PAC meeting.

Nutrition Workshop
Can have the school nurse or a nutritionist present good nutrition practices for the family. Presentation may include a cooking experience and a recipe book of nutritious foods or meals. Compile a recipe book of different culture and ethnic foods.

Open House During School Hours
Provide an opportunity for the parents to tour the Chapter 1 programs and see them in action. Refreshments and discussion on the program may also be included.

Puppet Making
This is a good make and take activity for parent and child. The puppets can be very basic ones made out of old socks or paper bags, or may be more complicated ones made from foam rubber, wood or papier mache. Reading or Cognitive Language Development **must** be part of this activity

Preparing Your Child for Kindergarten
Presenter gives good sound ideas on things you can do to help your preschooler prepare for the school experience.

Reading in the Home
Resource person(s) discuss with parents ways in which they can help their children with reading through experiences in the home. May include handouts and demonstrations.

Slide Presentation or Video Cassette Recording of Children's Activities in the School—Chapter 1 Program 1
This type of activity is a very interesting one to parents. All parents enjoy watching their children on "TV"! An added plus to this activity may involve the children in narrating the presentation

Workshop on Parent-Child Communication
Ideas for parents on how to communicate with their children in a more positive and effective manner. These samples are only a few of many to help migrant parents become a part of the educational process.

4. Sample Materials for Parents

The commercial industry has developed materials to assist educators in preparing parent activities. Your school or some fund raiser may assist you in purchasing some of the following items:

Bienvenidos A La Escuela
Welcome to Our School
Deerfield Migrant Program
c/o Rita Urzykowski
252 Deerfield Road
Deerfield, MI 49238

Booklet containing activities for Spanish culture

The Bowdoin Method
Websters International Tutoring Systems, Inc
2416 Hillsboro Road
Nashville, TN 37212

Intertwines both cognitive and affective areas in a program for effective parenting. Kits in Spanish and English.

A Calendar of Home/School Activities
by JoAnne Brosnahan and Barbara Milne
Goodyear Publishing Company, Inc.
Santa Monica, CA 90401

Growing Up Equal
by Jeanne Kohn
Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Handbook for Parents
by Betty Logo and Susan Johnson
Ideas and activities to help children succeed
    in school.
Migrant Education Service Center
700 Church Street, SE
Salem, OR 97310

Hand in Hand in Hand
Polk County Public Schools
P.O. Box 391
Bartow, FL 33830
A handbook for parents, kindergarten through
    third grade

Helping Hands
Continental Press, Inc
127 International Blvd., NW
Atlanta, GA 30303

Help! The Kid Is Bored
by Sharla Feldscher
Quick and easy activities that turn trying
    moments into happy hours
A & W Publishers, Inc
95 Madison Avenue
New York, NY 10016

Kits for Kids
How to turn ordinary objects, projects and events
    into activities and gifts for kids
by Nancy Butterworth and Laura Broad
St. Martin's Press
175 Fifth Avenue
New York, NY 10010 Price: $7 95 Postage $ 75

The Open House
St Martin's Press, Inc.
174 Fifth Avenue
New York, NY 10010

The Parent Book
by Harold Bessell, Ph D and Thomas P. Kelly, Jr.
Jalmar Press, Inc.
501 Elvas Avenue
Sacramento, CA 95819

The Whole Learning Catalog
by Bruce Raskin
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III. INSTRUCTIONAL UTILIZATION OF MSRTS RECORD

A. Reading

Reading is the key to all other learning If a child fails here, they fail everywhere However, the migrant student may encounter more difficulty learning to read because of mobility, native language and other elements unique to their lifestyle. Building a good strong basic background is essential for all students

1. Utilizing the MSRTS Record

When a migrant student is assigned to a classroom in a new school, the teacher should examine the MSRTS reading skills report to determine:

a   The **reading instructional level**
b   The **skills under study** in the previous school

A teacher of reading should **first** look at the MSRTS report and find the student's **reading level** and then **secondly** look at the MSRTS form and find the **skills under study** and **thirdly** go to the **Scope** and **Sequence** of **Reading Skills** to be used. Find the placement of the **skills under study** on the Scope and Sequence and **fourthly** plan the instructional strategy. If the MSRTS record has not arrived, the teacher can access the system directly by using the newly implemented Inquiry Program The teacher should contact the state migrant director (see telephone number on page 35 of the Utilization Section) to secure the toll free Inquiry number and receive information directly from the Data Base

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READING SKILLS UNDER STUDY
CODE   | SUBTOPIC OR SKILL                                                        INSTR LEVEL  SH   DATF REPORTED
56004  | READS MULTIPLE DIRECTIONS AND PERFORMS THE TASKS.                             06-1     AF   10/04/85
66001  | TELLS IN OWN WORDS MEANING OF EXPRESSIONS SUCH AS A "BLANKET OF FOG",         06-2     AF   10/04/85
       | "SCREAMING HEADLINES".
03101  | PONGA LAS FORMAS SOBRE UN TABLERO, ROMPECABEZAS DE 2 A 4 PIEZAS.              06       AF   10/11/85
       | READS IN : SPANISH
       | PUBLISHER: GINN AND CO - READING 720; MOUNTAINS ARE FOR CLIMBING PP 95-105              04/08/86
-------|----------------------------------------------------------------------------------------------------
CODE   |                                                                          INSTR LEVEL

       | READS IN :                        PUBLISHER:
```

1   Spanish and/or English reading skills which are being worked on at the time of reporting

2   The grade level at which the child is working

Use of this information will provide a smooth transition from the previous school to the present school as the teacher will be able to provide instructions and materials that relate specifically to what was previously studied.

The sample scope and sequence which follows shows a natural progression from left to right by area and category, as well as from top to bottom within a category Recognizing where the student fits in this sequence, will eliminate wasted time for the teacher in planning instructional strategies

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2. Sample Scope and Sequence of Reading Skills

The teacher should examine the reading section of the MSRTS form and locate the skill under study, then find the placement of that skill on a scope and sequence similar to the one below. Once the **skill under study** is located, the student may follow a left to right progression as well as a top to bottom progression. According to the **reading** level recorded on the MSRTS form, instructional materials are selected to teach the skill based on the student's reading level. Students progress at their own pace maintaining a minimum of **(local prerogative)** % mastery of each skill.

DECODING

K [ ] P [ ] I [ ]
K 1   1 3   4-6

Instructional Level

READINESS	CONSONANTS	VOWELS	STRUCTURAL ANALYSIS
___ Visual Memory	___ Initial	___ Short	___ Hearing Syllables
___ Visual Discrim	___ Final	___ Long	___ Using Syllables
___ Auditory Discrim	___ Digraphs	___ R L Controlled	___ Roots/ Words
___ Sensori motor	___ Blends	___ Irregular	___ Compound Words
___ Alphabet	___ Endings		___ Contractions
___ Context			___ Prefixes
			___ Suffixes

COMPREHENSION

P [ ] I [ ] S [ ]
1-3   4-6   7-12

LITERAL	INFERENTIAL	VOCABULARY
___ Main Idea	___ Main Idea	___ Sight Words
___ Related Details	___ Related Details	___ Multiple Meanings
___ Classification	___ Cause/ Effect	___ Time/Iden Signal
___ Sequence	___ Generalization	___ Word Meanings
___ Conclusions	___ Figurative Language	___ Context
___ Following Directions	___ Summarizing	
	___ Punctuation	
	___ Critical (Creative) Reading	
	___ Predicting Outcomes	

STUDY SKILLS

P [ ] I [ ] S [ ]
1-3   4-6   7-12

(READING IN CONTENT AREA)

___ Appropriate Reading Speeds

___ Following Directions

___ Chart Graph Map Reading

___ Locational Skills

___ Organizing

LANGUAGE EXPERIENCE
METHOD OF TEACHING READING

Research indicates that fluency of language seems to be the single most important factor in reading success. The language experience method of teaching reading is taken from the works of Roach Van Allen. This approach to reading instruction integrates the teaching of listening, speaking, reading and writing. Language is communicative, whether it is written or spoken. We use oral language to express our thoughts. We use written language to record our thoughts and give messages to one another. The language experience approach **uses the child's oral language** as content for reading materials.

In the language experience approach the child engages in four related activities centered around reading for meaning:

An experience that stimulates conversation

For example. An experience or activity that involves observing, comparing, constructing, visiting or listening to a story, record or seeing a filmstrip or film Discussion and questioning follow.

The dictating or writing of a story

For example: A group cooperative story may be written on a large chart or individual dictation may be taken at a table or the student's desk. Several teaching strategies are taking place during the dictation. By repeating each word as it is written, the teacher provides both auditory and visual presentation. The teacher models correct letter formation and left to right orientation The student is encouraged to watch each word as it is being written.

The format of the story may be sentence, paragraph, sequencing events, outlining. directions or short plays.

Rereading the story

For example: The first day of writing the chart story involves reading and rereading several times. The teacher reads as each dictated word is written on the chart. At least once, the beginning of the story is read before going on to next sentence. When the story is finished, the teacher and the students read the story in its entirety Each individual may read the sentence which he or she contributed The teacher may have the student read for a purpose—"Read me the sentence that tells   ."

"Word Bank"

For example A very important part of this approach is to help the student acquire sight words that are recognized in isolation After a group or individual story has been written, a copy should be made for each child The student selects the words that he or she can read for their "word bank " Word banks can be used for phonic analysis. structural analysis, vocabulary building, classification, sight word study. spelling and story writing

Other suggestions for working with language experience:

- For the very young, structure stories to be repetitive

  I can . .   I have
  I like   I want .

- Use follow-up activities such as·
  Circling star words
  Cut sentence strips apart then paste together
  Make individual booklets
  Print vocabulary on one card and definition on another for matching
  Make the story into a cloze story
  Write down one title (main idea) on a card and two distractors (details) then let the children choose the best title
  Illustrate the story
  Make puppets — dramatize
  Write phrases from the story to use as a matching activity
  Find words in the story that fit classification categories or classification by phonics (all the words that begin with. . .)
  Find rhyming words

The language experience approach is not only a technique for improving language fluency, but it also stimulates a curiosity about words and develops knowledge of word, sentence and paragraph meaning.

A SUGGESTED PLAN FOR READING INSTRUCTION

Components OF THE Reading Process

1 State Plan

or

2 Standardized
Test

| IDENTIFY |

Individual
Diagnostic
Testing
1 Reading Level
(San Diego)
2 Pinpoint
Specific Skill
Weakness for
Individual Skill
Profile (Decoding
Skills)

| DIAGNOSE |

Instruction based on
1 Reading Level
and
2 Specific Skill
Weaknesses

Fill out Skill
profile per student
with + and — by
each skill

| INSTRUCT |

Selected materials
based on
1 Reading Level
and Interest
Level

2 Plan activities
to remediate each
— on profile sheet
Proceed with
teaching strategy
from left to right
and top to bottom
Decide on % of
mastery Mark pro-
file accordingly

Threefold Evaluation
1 Yearly-Pre and
Post with
Standardized
2 Diagnostic
Beginning, Mid-
term, Final
3 Daily-Mark
Profile Plan for
Tommorrow

| EVALUATE |

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THE READING PROCESS

The **Reading Process** typically has four major components: identification, diagnoses, instruction and evaluation. The testing instruments and instruction materials may vary from school to school and state to state, but the PROCESS remains basically the same

As one approaches the **Reading Process** for the migrant student, the PROCESS could be implemented in the following manner:

IDENTIFICATION — The students would be identified according to the (1) state plan and (2) administering of a standardized test (SRA, California, ITBS, Gates-McGinitie, etc.)

The identification could be done on an individual basis or in situations where there are masses of migrant students, the identification process could be done collectively

DIAGNOSES — Proper diagnoses must be done on an individual basis using **individual diagnostic instruments**.

Individual diagnostic instruments are used for two purposes (1) to find an **exact** reading level (RL) and (2) to pinpoint specific skill weaknesses

To find a child's exact reading level, the most accurate instrument is an Informal Reading Inventory (IRI). This takes anywhere from 45 minutes to one and one-half hours depending upon how high the student is reading. There is a much quicker way of finding a child's reading level (5-10 minutes) but with less accuracy. The alternate instrument is one of the **WORD TEST** The one with the highest validity as compared to an IRI is the **San Diego Word Card Test**. The San Diego Word Card Test will give you a child's exact reading level in 5 minutes or less with **95% accuracy** as compared to an IRI if the child is reading third grade level or below. The San Diego Word Card Test will give you a child's exact reading level in 5 minutes or less with **90% accuracy** as compared to an IRI if the child is reading above third grade level Once the child's reading level (RL) is diagnosed, the next test is to administer an instrument that will **pinpoint why** a child is reading, let's say at the second grade level, and sitting in the sixth grade Many of these diagnostic instruments are **PHONICS TESTS**. They assess a child's reading weaknesses in the decoding area of reading There are many of these tests: Macmillan Diagnostic, Stanford Diagnostic, University of Georgia Test of Phonic Skills, etc. The evaluator now has (1) the student's exact reading level and (2) identified specific reading weaknesses These two pieces of data are used for the third component

INSTRUCTION — Instruction is done based on the child's reading level and skills weaknesses as revealed through the diagnostic testing **Material** is selected according to the student's reading and interest level **Activities** are designed at the student's reading level to teach the identified skills weaknesses As a skill is mastered, the student can move to the next more difficult skill Skills in reading are quite progressive or spiraling in the decoding area; however, each comprehension and study skill must continue to be taught and refined as a child's reading level goes up and as the weight of the material becomes more difficult. **Decoding skills** are not that way Once a decoding skill is mastered (ex bl as in black) it does not change as the weight of the vocabulary becomes more difficult (ex. bl as in blasphemy)

The reading materials used for **Instruction** are many and varied Two things should be kept in mind in selecting (1) student's reading and interest level, plus (2) activities to teach the identified **decoding skill** weakness and activities to teach the **comprehension** and **study skills** as the student's reading level progresses and as skills are mastered.

EVALUATION — Evaluation is three-fold.

- Yearly — Post test at end of year with the same standardized test used to initially identify—just a different form This yields pre and post test data (ex 4.1 pretest, 5 2 post test = 1 1).

- Diagnostic — Individual diagnostic testing should be done periodically—a minimum of three times per year. This is done for the purpose of adjusting reading materials to meet the student's reading growth and skills mastery

- Daily — Daily evaluation on the part of the teacher is necessary for planning instructional strategies to meet a child's reading need, especially in remediation, the teacher or tutor cannot plan tomorrow's lesson until the student has an understanding of the reading concepts and skills presented today

If a teacher or support person is **only** responsible for remediation, the following chart might be helpful in planning for instruction.

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COMMON READING PROBLEMS, CAUSES, REMEDIATION, MATERIALS

I BASIC WORD ATTACH SKILLS

SKILL	POSSIBLE CAUSE	REMEDIATION	MATERIALS
A RECOGNITION			
1 Gross mispronunciation calls a word anything	Lack of phonetic ability, Lack of experience	Build sight vocabulary increase oral langauge Language experience stories	Puppets Dolch words Third Grade Assessment Words Language Master
2 Minor mispronunciation mistakes in initials medial and final position	Failure to recognize letter forms Careless perception	Test to see if child knows letters Trace trouble letters Compare look alike words Emphasize initial attack of words	Flash Cards Manuscript Letters & Numerical Cards Step Strips Sand Paper Letter
3 Reversals—inverts letters words confuses punctuation signs	Perceptual problem	Trace letters Matching Card Games Intensify size color shape	Moving Up in Grammar Punch Through Cards Old Maid
4 Non pronunciation—fails to attack new words	Wrong word attack method Not using context clues Materials may be too hard	Teach sounding new words Encourage guessing from context sense of the sentence Overcome fear of big words	SRA K 's Light & Learn match word & pictures Dolch words with pictures
B VOWELS			
1 Auditory—cannot hear vowel differences	Auditory discrimination problems—use checklist to pinpoint	Teach letter configurations Vowel rules Use visual with auditory	Teach new material visually—use material on visual problems check list
2 Visual—cannot see word pattern that make vowel differences	Visual perceptual problem—use check list to pinpoint	Teach letter sounds Use auditory with visual	Teach new material auditorily—use material on auditory problems check list
3 Combination—knows rules and sounds but can t apply them to new words	Conceptualization	Use word families Build generalization Teach only one vowel at a t me	Step Strips Word Family Cards Short vowel/long vowel worksheets with tapes Word Families and Fables
C BLENDING			
1 Cannot put letter sounds together	Unsure of phonic ability	Work on speed Sing Review individual sounds	Dolch words with pictures Light Learn match word pictures Language Master tape recorder Apple Tree Games
2 Cannot put syllable sounds together	No phonic training Relied on sight words Only phonic training has been on short words	Train in perception of prefixes & suffixes Teach rules of syllabication Work on speed of blending	Scrabble & other word building games Prefix & suffix worksheets
3 Cannot put words together to make a longer word	Lack of confidence Fear of long words Only phonic training on short words	Work with compound words Teach rules of syllabication	Build compound words

II COMPREHENSION SKILLS

SKILL	POSSIBLE CAUSE	REMEDIATION	MATERIALS
A Main Idea	Lack of practice in this type of assignment Lack of comprehension Material that does not lend itself to one central idea	Check on ability to retell what is read Give practice in finding paragraphs points Avoid poorly written material	Reaction cards SRA Lunchbox Kits SRA Kits Supplementary Reading Sets Frank Schaffer Main Ideas
B Follow Directions (written).	Lack of comprehension Vocabulary too difficult Doesn t read in terms of what is to be done Lack of training	Building meaning vocabulary Practice repeating what is read Give practice in telling outline Use work books that require reading directions	Sports Reading Series Frank Schaffer Following Directions Reading for comprehension
C Make Inferences (written)	Too much drill on getting the facts Lack of training in this kind of assignment Poor attention span Poor stock of sight words Material is too hard	Develop making judgements by continually asking them Develop discussions Listen to student s opinions and give them merit Select material that can be read with ease Build sight vocabulary	Reading for Comprehension Sports Reading Series Frank Schaffer Drawing Conclusions Open Ended Sequence
D Sequencing	Lack of practice in this assignment Poor memory of details Poor ability in three preceding skills	Begin with familiar stories and pictures Use examples from experience Have students make their own examples Assign stories on their independent reading level with few examples Move to the complex	Sequencing kits (pitures of stories) Sequence puzzles Size sequence cards Sequence picture cards I II & III Open end sequence cards Frank Schaffer Sequence skills (written)

Note In all remediations you want to build confidence in reading Positive encouragement lots of drill and practice in a variety of activities continuous review individual achievement will further motivate the reluctant reader

5. Suggestions for Instruction

Provide many opportunities for students to read books below their reading level. This is a way they increase speed, fluency, master sight vocabulary and develop expression. Dr. Ira Aaron, University of Georgia, Athens says **there is no way a student can be given too much easy reading!**

a. Be sure to listen to what children mean as well as what they say (voice inflection can be a clue).

b. Give the child time to answer, then don't be too quick to judge the answer. Find out why they answered as they did.

c Listen to the context of answers to give clues to reasons for confusion.

d. Take time to set the mood when you first meet with your students Be sure they know what is expected of them and how to succeed.

e Provide enough work to keep students busy, but do not overwhelm them

f. Try to use things and examples that are in their world so there will be less of a gap between in school and out.

g. Use more than one mode of presentation - ccmbine visual, auditory, kinesthetic (say the word, write on board, have children write it in the air).

h. Develop multi-level instructional games.

i Use bulletin boards as learning centers.

j Color code materials by skill levels, mode of presenting, response required

k File pages from workbooks by skill areas for individual, small group use

l Use language experience stories in reading.

m. Use effective questioning techniques. Vary the level of question

n Use resources from the library and the community.

o Modify activities to provide differential practice

p. Utilize peer help (Buddy system; PAL - Pupil Assisted Learning).

q. Build a resource file of materials needed to modify assignments

r. Brainstorm any category of classification.

s. Use every pupil response techniques (All hold up thumb to answer)

t Set up an independent reading center comprised mainly of out-of-adoption easy reading books.

4. Sample Reading Activities

A few sample activities and their sources are found below When a teacher has located the reading skill under study listed on the MSRTS form, then one way of practicing that skill would be to use activities such as the following.

*CREATE-A-CARTOON

Purpose. After completing this activity, the student should be able to select, illustrate and put into proper sequence the main events or ideas from a story he has read.

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1. Ask students to make a list of between five and ten main events or ideas from a fiction book they have read. Their ideas must be in proper sequence

2 Supply each student with a long, thin piece of paper (Adding machine tape works nicely.)

3 The student may divide his paper into the number of squares necessary, using one box to depict each event of his story, sequentially, cartoon-fashion. Encourage students to make these colorful.

4 Each "frame" of the cartoon may be accompanied with a short statement of explanation The cartoon strip should also contain the title and author of the story.

5 The cartoons may all be pasted into a "Friday Funnies" or other sort of collection for sharing

Variation· The cartoon "frames" may be mounted on cardboard and cut apart so that students may practice putting them back together in proper order, and with the proper title

CHARLOTTE'S WEB
by E. B. White

Wilbur was a special pig.	Wilbur had a spider friend named Charlotte.	When Wilbur was about to be killed. Charlotte worried	She thought of a way to save Wilbur	Mr. Zuckerman decided not to kill Wilbur.
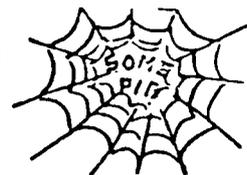
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frankness

Card Shark

Skill # 360

Objective

The student will identify root words

Directions:

The cards are dealt and the activity follows the traditional rules of "Fish " A pair is constituted by two words having the same root word The student must correctly name the root word to claim the pair

Follow-up Activities:

1 Using the cards from the activity, play, "Concentration "

2 Utilizing the dictionary, have the student look up each root word and write two additional forms of that word

Soup To Nuts

Skill # 340

Objective.

The student will distinguish one. two and three syllable words

Directions:

The student orders dinner for himself and two friends Each dinner must consist of something from each category The first dinner has only one syllable words. second dinner, two syllable words and third dinner, three syllable words Have him record what he has eaten

Follow-up Activities.

1 Using a real menu, the student categorizes the items as to one, two or three syllable words

2 Have the student make a list of local restaurant names and categorize them as one, two or three syllable words
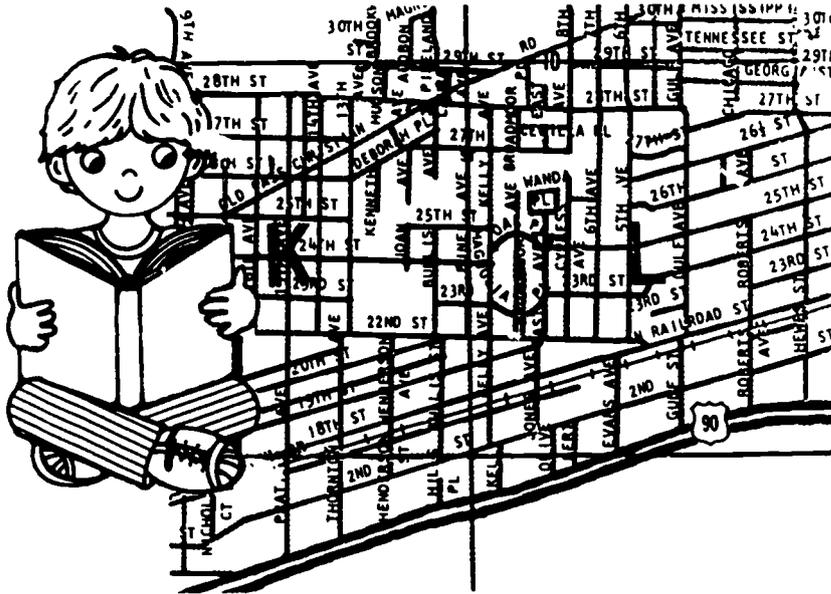
Random Directions

Skill # 360

Objective:

The student will give directions to a specific location

Directions:

Provide the student with a street map of the city which has the location of the school marked on it Have the student choose a name and address from the phone book and have him locate that address on the map Using the map as a reference, have the student give the group verbal directions from the school to the phone-book address

Follow-up Activities

1   In alternating turns, have each student choose a secret location on the map and give oral directions until the location is guessed

2   Have each student give oral directions from the school to his house

True Grid

Skill # 560

Objective:

The student will perform the task as read

Directions·

Hand the student a sheet of graph paper Ask him to follow the directions

Follow-up Activities:

1   Have the student chart a design
2   Have the student write the directions for charting his design and give to a friend to try

Begin at the ★ and follow the coloring i structions for each line.

1. Skip 9 squares, color 3 tan.
2. Skip 4, color 3 tan, skip 2, color 2 tan.
3. Skip 4, 3 tan, skip 2, 2 tan.
4. Skip 4, 7 tan.
5. Skip 5, 1 tan, 1 black, 2 tan, 1 black, 1 tan.
6. Skip 5, 6 tan.
7. Skip 5, 2 tan, 2 black, 2 tan.
8. Skip 4, 1 brown, 2 tan, 2 black, 2 tan, 1 brown.
9. Skip 1, 1 tan, skip 2, 4 brown, 1 red, 3 brown.
10. Skip 1, 2 tan, skip 1, 8 brown.
11. Skip 2, 1 brown, skip 1, 8 brown.
12. Skip 2, 1 brown, skip 1, 8 brown
13. Skip 2, 10 brown.
14. Skip 4, 8 brown.
15. Skip 2, 3 tan, 6 brown, 3 tan.
16. Skip 2, 3 tan, 6 brown, 3 tan.

Taken from   **Color Your Classroom**
by
Mississippi Migrant Education

CHAINS

You Need

construction paper strips (1½" x 6")
magic markers or crayons
paste
a small container

1. Use a different color for each modified vowel. If you plan to reinforce all five vowels, then use five different colors of construction paper
2. Write examples of r modified words on the construction paper strips
3. Put these strips into a container
4. Children sort the strips according to the vowel sounds, say the words and glue to make chains
5. Hang these from the ceiling!

You could have your children make these chains into necklaces and bracelets as you study each sound, too

To make it extra hard, don't limit the chains to a single color for each vowel!

Make paper chains to hang from ceiling

PAPER STRIPS

6"

1½"

Examples:

car	dare	jerk	s	hire	burn	sure	corn
tar	hare	slipper	fu	sire	church	churn	worn
bar	stare	were	stir	tire	fur	horn	fort
jar	acre	shirt	girl	fire	purple	short	port
star	barn	third	circle	wire	turtle	form	hornet
care	her	bird	birth	hurt	curtain	cork	cord

You Need

indelible magic markers
assorted colors of balloons
two-way tape
a big box

BALLOON BURST
★ ★ ★ Basic Skills ★ ★ ★

1. Inflate the balloons. Be careful not to inflate them too full or they will burst more easily

2. Decide on a skill — vowel sounds, ow sounds, hard or soft c and g, etc

3. Write words on the balloons using the indelible markers

4. Store the balloons in the BIG box

5. Children find balloons with matching sounds, rhyming words, etc (depending on the skill you choose) Then, they create a balloon pyramid or sculpture using the two-way tape to stick the balloons together When finished, ask each child to "read" his creations

Taken From **Up The Reading Ladder**

balloon box

two sided tape

mow
snow
throw
tow
growth
flow
blow
row

make a balloon animal

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Let's Make Some Fun

Skill # 360

Objective:

The student will tell how to make something

Directions:

Provide the students with a package of JELL-O and the utensils for making it Have one student read the directions from the box while another student prepares the JELL-O. As part of the fun, let the students eat the JELL-O

Follow-up Activities:

1. Have each student bring one ingredient for making pizza One student should be in charge of giving directions while the others should assemble the ingredients All may share and enjoy the finished product.

2. Have each student prepare and present a demonstration on the procedure for making a simple object, such as a paper airplane

Activity Taken From: **Color Your Classroom III On Oral Language**
Mississippi Migrant Education.

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READING AND THINKING

(Secondary)

It has become increasingly evident that the ability to think effectively is essential Clear and critical thinking begins with an understanding of processes. From an understanding of processes students must learn to form strategies for the completion of tasks

Educators have come to realize that reading is thinking and students who are not able to think effectively cannot read effectively Suggestions for intervention strategies for reading and thinking include

INTERVENTION STRATEGIES SERIES MAPPING

PREREADING

1   Frayer Model
2   Graphic Organizers
3   List—Group—Label
4   Possible Sentences
5   Semantic Feature Analysis
6   Semantic Mapping
7   Anticipation Guide
8   Directed Reading Thinking Activity
9   Prediction
10 Study/Question/Review/Recite (SQ3R)
11 Think Aloud

VOCABULARY

1   Analogies
2   Cloze Procedure
3   Frayer Model
4   Graphic Organizer
5   List—Group—Label
6   Possible Sentences
7   Semantic Feature Analysis
8   Semantic Mapping

INTERVENTION STRATEGIES SERIES

COMPREHENSION

1   Anticipation Guide
2   Directed Reading—Thinking Activity
3   Guided Reading Procedure (GRP)
4   Prediction
5   Question/Answer?Relationships (QAR)
6   Reciprocal Teaching
7   Request
8   Study/Question/Read/Review/Recite (SQ3R)
9   Think Aloud

STUDY SKILLS

1   Graphic Organizers
    a   Cause/effect
    b   Comparison/contrast
    c   Time order
    d   Simple listing
    e   Problem/solution
    f   Bulletin board
    g   Chalkboard diagram, etc
2   Cornell Notetaking
3   One-Sentence Summary
4   Pyramid Diagram
5   Story/Chapter Mapping
6   Framed Paragraphs

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WORD CATEGORIZING
(Frayer Model)

Description

The Frayer model is a word categorizing activity to teach for mastery of word concepts and is based on building bridges from the new to the known It deals with several levels of learning advocating supra-ordinate, coordinate and subordinate aspects of concepts

The levels of learning involved are.

1. Sorting out relevant features,

2   Identifying object, event or set of circumstances from various perspectives

3   Classifying more than one example

4   Formal level must be able to label the concept, list defining attributes, classify examples and nonexamples and list reasons for including or excluding examples based on the defining attributes.

Discovery learning is a part of using the Frayer model as it provides students with varied ways of thinking about the meanings of words This strategy helps show how new concepts relate to other concepts Discussing what a word does not represent enhances vocabulary development

Procedure

The teacher completes steps 1 and 2 before instruction

1   Develop the target concept into a hierarchy, depicting supraordinate, coordinate and subordinate concepts You will use this information in step 4.

2   Define the concept so that you will be sure of the relevant attributes. For example, Mammal—any vertebrate . that feeds its young with milk from the female mammary glands, has the body more or less covered with hair, and that with the exception of the monotremes, brings forth living young rather than eggs.

3   Tell the students what the name of the concept is that you're going to teach and ask them to contribute any examples that they may have This can be accomplished by having students break into small groups of no more than five and making a list. After a specified period of time, usually no more than 5 to 10 minutes, ask for the longest list. While the other groups listen, a representative of the group dictates the list as you write it on the board or overhead Begin organizing the examples into categories Other groups are then invited to add to, or challenge, the examples of their peers. Nonexamples are usually examples under coordinate concepts, that is, if students give the name of birds as mammals, write those examples under the slot that will be later labeled as birds, a coordinate concept of mammal

4   Finish constructing the hierarchy using the data from step 1, explaining why you are placing the terms where you are

5   Guide the students in discovering what characteristics are common to all examples. These will be the relevant attributes This is the part of the lesson where you can clear up any misconceptions. For example, if the student's examples of elected officials of a democratic society are all men, the students may conclude that "maleness" is a relevant attribute

6   Next, guide the students in finding the difference among the concept examples These differences are the irrelevant attributes For example, mammals differ in their habitat, height, weight, hair, etc.

7   When you feel that the students understand the concept, supply them with examples and non-examples not previously discussed These could be the concepts that will be encountered in the reading assignment If the students can discriminate and generalize to the new, you can feel confident that they understand the concept

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ANALOGIES
(Secondary Level)

An analogy can be one of the toughest types of \ .oal questions we can ask a student to answer. The difficulty lies in the fact that **ALL** of the thinking skills in our model must come into play. Meaning, connotation and word usage are insufficient for analyzing many of the more complex analogies. We must look for classes, structure, sequence and function to give us clues

There are many types of analogies, but listed below are some of the more common "relating factors" which can be used in developing activities for classroom use which require that students use the thinking skill of "Seeing Analogies "

1 **PART-WHOLE**
leg is to man
France is to Europe
wheel is to car

2 **THING-QUALITY**
skunk is to bad smell
cold is to ice
elephant is to large

3 **ACTION-OBJECT**
write is to pen
cork is to plug up
soap is to clean

4 **ACTION-AGE''T**
perform is to actor
reign is to monarch
record is to tape recorder

5 **CAUSE-EFFECT**
fire is to burn
hit is to break
switch on is to operate

6 **SEQUENCE**
dusk is to night
planting is to harvest
birth is to death

7 **THING-CLASS**
box is to container
sparrow is to bird
vehicle is to truck

8 **MEASURE-WHAT IS MEASURED**
pint is to liquid
meter is to distance
decibel is to sound

9 **MEASUREMENT-OBJECT MEASURED**
pint is to juice
meter is to cloth
decibel is to radio speaker

10 **GROUP-MEMBER**
army is to sergeant
team is to player
agitated is to angry

11 **ITEMS IN SAME CLASS**
truck is to car (vehicles)
crow is to robin (birds)
boxer is to runner (athletes)

12 **FEATURES IN COMMON**
match is to lightbulb (both give off light)
clock is to car (both have gears)
bottle is to lens (both made of glass)

13 **HIERARCHIES**
general to private
parent to child
president to secretary

14 **TOOLS TO MATERIAL**
saw is to wood
hammer is to nail
sewing machine is to cloth

15 **SYNONYM-SIMILARITY**
richness is to ..ealth
swiftness is to speed
dishonest is to unethical

16 **ANTONYM-OPPOSITE**
strong is to weak
black is to white
stop is to go

17 **WORKER-OBJECT CREATED**
carpenter is to cabinet
farmer is to crop
engineer is to circuit

18 **PURPOSE**
glove is to baseball
hook is to fish
telephone is to communicate

19 **STAGE-OPERATION**
take off is to flight
dialing is to phoning
testing is to grading

20 **DEGREE**
cool is to cold
warm is to hot
agitated is to angry

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NOTE-TAKING
The Cornell System for Taking Notes

The First Step: Preparing the System

1   Use a large, loose-leaf notebook. The loose-leaf feature enables you to insert mimeographed "hand-outs" and assignment sheets in topical or chronological order.

2   Take notes on one side of the page only. Later, while studying, it is a great help to spread out the pages to see the pattern of a lecture or chapter.

3   The key to the system is to draw a vertical line about two and one-half inches from the left edge of each sheet. This is the recall column. Notes will be written to the left of the line.

4   Before each new class, take a few minutes to look over the notes on yesterday's class, so that you can connect them with the lecture you are about to hear

The Second Step: During the Lecture

1   Record your notes in simple paragraph form

2. Skip lines to show the end of one idea and the start of another.

3   Using abbreviations will give you extra time to listen and to write. Avoid, however, using too many abbreviations or you might have trouble deciphering weeks or months later.

4. Write legibly You can if you discipline yourself. Later, when you review, legible handwriting will let you concentrate on ideas and facts rather than on figuring out your scribblings Doing your notes right the first time also saves time in rewriting or typing them — this is not a form of review; it is a mechanical process that wastes your time.

The Third Step: After the Lecture

1   Consolidate your notes during your first free time after class
   — Read through your notes
   — Make any scribbles more legible
   — Fill in spaces purposely left blank
   — Emerge with an overview of the lecture
   — Underline or box in the words containing the main ideas

2   Using the recall column on the left side of the page, jot in key words and key phrases that will stand as cues for the ideas and facts on the right. (In making these jottings, you will have reread all the lecturer's ideas, rethought them in your own words and reflected on them as you tried to think of a brief summarizing phrase or key word) In doing so, you will have organized and structured the lecture both in your notebook, and more importantly, in your mind

3   Now cover up the right side of the sheet, exposing only the jottings in the recall column Using the jottings as cues to help you recall, RECITE aloud the facts and ideas of the lecture as fully as you can in your own words and with as much appreciation of the meaning as you can. Then uncover the notes and verify what you have said. **This procedure of reciting is the most powerful learning technique known to psychologists.**

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5. Sample Reading Materials

Adapting the Basal to Meeting the Needs of Students with Limited English Proficiency
Interface Consultants, Inc.
7080 S.W. Fir Loop, Suite 200
Portland, OR 97223

AIMS—Comprehension Kit A, grade 1, 2 and remedial
and Comprehension Kit B, grade 2, 3 and remedial
The Continental Press, Inc.
Elizabeth, PA 17022
An instructional manipulative series that can be adapted to the needs of different types of learners The learning folders are designed to help children develop comprehension skills

Barnell Loft Series
"Specific Skills", "Supportive Skills", "Multiple Skills"
Barnell Loft Company
Baldwin, New York 10017

Bill Martin's Instant Readers
Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017

Bill Martin's Sound of Language Readers
Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017
Collections of articles, stories and poems that help children hear the sound patterns of the sentences they read Dynamic illustrations and typography that emphasize the rhythms of words and phrases A teacher's guide of practical suggestions
Students $14.22 — $16 95, Teachers $196 05

Bowman Primary Reading Series
Bowman Publishing Corp
622 Rodier Drive
Glendale, CA 91201
Supplement to all basic reading series Books are developed with a universally basic vocabulary

Cassette Activity Books, $9 95
Workbook Factory
Division of Media Materials
Department 850598
320 West 29th Street
Baltimore, MD 21211-2909
Controlled vocabulary, clear directions and examples make these a valuable tool to supplement any program These have been developed for many skills using situations relevant to students day to day experiences

Color Your Classroom (Free)
(Blue Book)
Mississippi Materials and Resource Center
Migrant Education
Gulfport, MS 39501
A Reading Curriculum Guide, developed in correlation with the numerical coding of the MSRTS Reading Skills List

Good Apple
Box 299, Carthage, IL 62321
Newspaper with innovative ideas for activities in reading.
Published Quarterly

Hammond Reading Skill Series, $1.85 (each title)
515 Valley Street
Maplewood, NJ 07040
Inexpensive, non-consumable soft cover test for reading skills.

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Langauge Experiences in Reading Level 1
by Roach Van Allen (big kit)
EBE
Encyclopedia Britannica Educational Corporation
Includes 72 four-page reading selections Each reading experience is a four-page reading selection There are 12 selections for each of the six units. Includes teacher's guides. resource cards, six filmstrips, 14 records, ditto sheet resource book and student activity book.

Mail Box
Education Center
1411 Mill Street
Post Office Box 9753
Greensboro, NC 27429
Activity magazine with reproducible pages and many innovative ideas

The Reading Fox
By Julia Federson
Educational Insights, Inc
211 South Hendry Avenue
Inglewood, CA 90301
Copy, 1972
A source of a variety of supplementary aids, ideas and techniques for your reading programs (Small file box with cards), (150 reading games and activities) Includes a continuum of reading skills to be copied for each student

Read On
Educational Insights, Inc.
Carson, CA 90801
One hundred individualized reading projects and exercises for intermediate grade interests

Reading Reinforcement Skilltext Series
MERRILL
Charles E Merrill Publishing Co
1300 Alum Creek Drive
P.O. Box 508
Columbia, OH 43216
Develops the reading skills students need while a light load of skills per lesson gives pupils confidence Inexpensive ditto books available by grade level

Teaching Reading Comprehension
David Pearson and Dale Johnson (1978)
Holt, Rinehart and Winston, $16 76
Features numerous examples of teaching activities for a variety of content areas and grade levels Provides the latest information processing theory background and their practical implications for teaching reading

Teaching Reading to Non-English Speakers
Eleanor Wall Thonis
New York Xollier Maximillian International, 1980
Language experience format

Teaching Reading Vocabulary
David Pearson and Dale Johnson
Holt, Rinehart and Winston
Provides theoretical and practical bases for helping students develop vocabulary skills as well as providing activities

Up the Reading Ladder
Frank Lepsin and Lynn Morasco
Trellis Books, Inc.
Dansville, NY 14437
Activity based ideas for teaching reading in the primary grades

Zanner Bloser Reading Kits, grades 1, 2 and 3, $39 95
Visual, Auditory and Kinesthetic Teacher Edition
w/o Kit $19.95
612 North Park Street
mbia, OH 43215

1 5 8

6. Teaching Reading to the Limited English Speaking Student

What does a regular classroom teacher do when a non-English speaking (NES)/Limited English Proficient (LEP) student enrolls in the class? Often it seems, the door slams shut for both the teacher and the student. This section holds the key that will unlock that door! But to be successful, it is important to remember to maintain the **order** of the process for language learning **understanding, speaking reading** and **writing.** An effort should be made to insure that the students learn to read and write words they are able to orally produce and understand.

Techniques already being used in the classroom are readily adaptable to LEP instruction The following suggestions will assist the classroom teacher to better understand the methods used in LEP instruction

I. TEACHING READING TO NES/LEP MIGRANT CHILDREN IN YOUR SCHOOL

Should teachers teach English reading to a non-English migrant student the same way they teach it to our native English speakers? NO!!!... BECAUSE...

A   ESL students are not per se babies, starting out with limited verbal capabilities and experiences. They are older They have broad experiences and extensive vocabularies, even though they are in another language.

B.   ESL students have already used their native language for a variety of purposes. (1) to get what they want, (2) to increase their knowledge and (3) to express themselves. They know the usefulness of language, its limits and its challenges

C   ESL students have already learned one system of language: (1) its grammar, (2) vocabulary and (3) sounds. The second time around may be easier.

D   English may not be as important to ESL migrant students as it might seem to us. Their **first language** is their most **important language.** While learning a second language (English), they are still using the first language extensively with family and friends

E   ESL migrant students have an additional advantage if they can already read in their native language If so, they already know what reading is all about They will be able to transfer much of this knowledge to the new language

II   EVALUATE YOUR MIGRANT STUDENT'S READING SKILLS

Are they LEARNING TO READ or READING TO LEARN? There's a big difference! Do not review learning-to-read skills if the student is already reading for meaning In doing so, you might waste teaching time and cause students to lose their interest and turn against reading. **Test for comprehension first in English or Spanish.**

A   READING TO LEARN

Do students recognize ideas from printed words and sentences? This is what reading is all about

Do students recognize ideas in English? If not how about in the native language? A student will catch on to the idea of reading much faster if the first learning is in the native language. The basic skills of reading may transfer rapidly from one language to another.

B   LEARNING TO READ

In the beginning stages, be sure all materials are already familiar to the student in oral form

The ESL migrant student is often lost in reading programs which capitalize on what is most familiar to English speakers, such as the home and family Since another language is spoken at home, Limited English Speakers (LES) have no need for words such as "mother, cup, kitchen, etc " in English.

Cultural differences should be explained in advance The child who comes from a culture in which dogs are not allowed in the home will have difficulty comprehending a story about a boy feeding his dog in the kitchen.

Make sure the students have mastered the sounds represented in the reading selection before seeing the words otherwise, they will pronounce them the way they would be pronounced in the native language

Does the student use the words in the reading selection and understand their meaning? The native speaker has an extensive vocabulary. The ESL migrant student may arrive with 100 words or 1,000. That is very little compared to the 15,000 words the average native speaking kindergarten child has in his vocabulary when entering school.   160

III. TEACHER AWARENESS OF CULTURAL DIFFERENCES

A Family and Home —   Many library books featuring family events do not play the same role for ESL students Since they speak another language at home, they have much less need for the words which are most familiar to English speaking children

B Name —   Pronunciation and spelling of English names are foreign to the migrant LEP child They are difficult to remember whether the child hears them or sees them on paper

C Food —   At home, the children will use words from the native language for mealtime conversation Even in school there is not much opportunity for talking about food Usually the noontime tray is handed over with no choice

D Holidays —   Their holidays may be different from ours They may not be celebrating our holidays for awhile Remember too, that holiday vocabulary is specialized and is used only once a year

E Music —   Music is a universal language

F Body Language —   (Non-verbal Communication)

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I. TEACHING READING TO NES/LEP MIGRANT STUDENTS GRADES 7-12 ILLITERATE IN THEIR OWN LANGUAGE

A significant number of migrant students enter regular classrooms without any reading skills at all Older migrant students and illiterate adults not only have to learn to speak English; they also have to develop fundamental literacy skills in order to read English even at the most basic level Such students present special problems to the classroom teacher

Learning to read is a complex task, and it takes time to develop literacy skills Some are physiological, such as learning to make coordinated eye movements across a line of print But the central one is cognitive, learning to associate abstract symbols with the concrete sounds of the spoken language and the meanings they represent In order to read any written language, a person must master basic skills, no matter what the writing system may be

II. THE ILLITERATE MIGRANT STUDENT HAS TWO MAJOR PROBLEMS

A   To learn English

B   To learn how to read

These problems should not be confused. It is quite possible to teach conversational English without using written materials at all Moreover, trying to teach the student to become literate in English at the same time he is learning to speak English will have the effect of setting two hurdles before him/her Progress is likely to be slow, and the student may be easily discouraged The problem might best be dealt with separately As with the pre-literate kindergartener or first-grader, reading might be delayed until the student has a good understanding of the sound system of English and a basic vocabulary Then, the sight words and language experience methods may be initiated. An alternative approach is to teach the migrant student to read in the native language first. Sometimes important literacy skills can be taught in only a few weeks and applied to English later

III. *SKILLS THAT MAY TRANSFER IF STUDENTS ARE LITERATE IN THEIR OWN LANGUAGE

A   Comprehension

1   Getting the main idea

2   Getting important details

3   Developing visual images

4   Predicting outcomes

5   Drawing conclusions

6   Sequencing

B   Following Directions

C   Study Skills

D   Picture Clues

E   Mechanical Writing Skills

F   Literary Skills

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*Lifted from **Cultural Awareness Manual**, Migrant Education of Oregon

ESL INSTRUCTIONAL AREAS

What follows is a list of general areas of instruction which could form the basis for ESL instruction. The vocabulary items listed name categories which can be expanded upon to meet the students' needs. For example, the category of "people/family" might include the following: father, mother, sister, brother, boy, girl, man, woman.

These areas are listed in a recommended sequence of introduction. Also sequenced are the grammatic structures which in actual practice should be combined with the vocabulary in each teaching.

I VOCABULARY

Nouns

school/items in classroom
colors
body parts/major
numbers/1-20
survival information/
   (name-phone-address-
   school)
people/school
animals/pets
alphabet
people/relatives
animals/farm

toys-games-sports
food/meals
food/fruits
food/meats-desserts-other
people/occupation
clothing
shapes
transportation
time
calendar/days of week
calendar/months of year
animals/zoo

numbers/ordinal
calendar/seasons-holidays
house/parts
body parts/detail
numbers/100—
money
house/household items
tools

II. VOCABULARY SKILLS

Descriptive Words

prepositions/spatial concepts
preposition/directions
commands/following
   directions

feelings
size
opposites
comparatives

superlatives
adjectives/general

III GRAMMATIC STRUCTURES

Regular Plurals

yes/no responses — (Are you a boy? yes/no)

positive statements — (This is a **ball**)

pronouns/subject — (he she, they, it ..)

present progressive tense — (The boy is **jumping**)

present progressive questions— (What is **doing**? He is **eating**)

negative statements — (Is grass blue? **No**, grass is **not** blue)

(conjunctions)
(habitual present tense)—(She **eats** the lunch)

contractions/present — (I'm he's   )

possessives — John's Sue's .)

irregular plurals
future tense—(We **will go** to school)

future/contractions — (she'll, they'll, won't   )

pronouns/possessives — (his, hers, ..)

past-tense/regular — (He **jumped** yesterday)

past questions—(Did she play ball? Yes, she played ball)

past irregular — (run/ran, eat/ ate   )

past contractions — (didn't, he'd)

pronoun/object
conditional — (should, could   )

perfect tenses

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RECOMMENDED DO'S FOR TEACHING READING TO THE LEP STUDENT

1. Do encourage the child to read in the native language before starting to read in English. Sometimes a six-week start is all that is needed in the native language.
2. Do emphasize letter-SOUND relationships instead of letter-NAME relationships.
3. Do encourage peer teaching. Place the child in a class with English speaking students who will be able to help him in a peer teaching situation
4. Do give the ESL migrant student ample opportunity to read long articles and books instead of just short passages requiring concentrated study Choose material for enjoyment, c better yet, let the pupil choose it
5. Do start reading structures and vocabulary already encountered orally Move into phrase-and-sentence-reading rapidly Much later, introduce new words into the reading passages.
6. Do use whole phrases and sentences—not individual words.
7. Do provide more than the usual exposure to native English speech. Listening is important because the child imitates what has been heard Make daily use of records and story-telling
8. Do remember that what determines the difficulty of a passage is not mainly vocabulary but complexity of structure, thought and concept
9. Do encourage the student to choose reading material similar to what will be needed in other subject area courses.
10. Do make up your own practice items for reading, most commercially prepared ones are geared to native English speakers who have a different and more extensive vocabulary As the student progresses, begin to move into less structurally controlled passages Use visual aides as much as possible whenever new vocabulary is encountered Keep in mind a well-researched truth, "I remember longest, that which I SEE "

RECOMMENDED DON'TS FOR TEACHING READING TO LEP STUDENT

1. Don't teach individual words out of context or use flashcards—not even for prepositions, adverbs or any other single words. The native speaker relates these to a meaningful situation, but the limited English speaker is oftentimes not able to do so
2. Don't dwell on a phonics approach to reading. Let the ESL migrant student practice whole sentences useful for everyday life Phrases that can be used with other children will interest the ESL migrant student because of the need for them. Start with sentences; then go to individual words for phonic contrasts
3. Don't isolate sounds from the words
4. Don't worry about teaching the alphabet, it will not help in teaching reading The classroom teacher might require it for alphabetizing skills, but not for reading.
5. Don't ask a student to read aloud for purposes of testing comprehension. The danger is that a student may become a word caller and will not concentrate on meaning ESL migrant students, who are forced to read aloud, worry about pronunciation and what other classmates' reactions will be to pronunciation A student who is self-conscious about pronunciation will not think about the meaning
6. Don't automatically place the student in a low ability group Good readers can provide better models, stimulation and help for the ESL migrant student.
7. Don't introduce ESL migrant students to words they have not used orally. The most effective teaching technique is "Go From the Known to the Unknown "
8. Don't start with traditional beginning reading book written for native speakers of the language The vocabulary and structure is too broad for non-English speakers (NES).
9. Don't rely solely on word recognition tests (WRAT) for placement in reading levels Pronunciation problems for non-native English speakers will interfere with results. Correct pronunciation does not necessarily mean comprehension, especially for non-native English speakers

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SAMPLE IDEAS FOR TEACHING THE LEP STUDENT

The following activities are suggested for the regular classroom Teachers are encouraged to choose whichever ones seem most appropriate for the Limited English Proficiency (LEP) student in their classroom.

1 In teaching vocabulary, use songs and games whenever possible and appropriate ("The Alphabet Song," "Simon Says," "Chutes and Ladders")

2 Have the student start a picture dictionary or index card file using magazine, newspaper and catalog pictures as well as the student's own drawings As dictionary grows and the student becomes more skilled in reading and writing English he can: label the pictures with words and then descriptive sentences, alphabetize all labels individually or by subject, classify objects pictured by size, color, shape, use availability, etc. create main categories and subdivisions within them (e g , good—likes, dislikes, groups, common in U.S , common in native country, cooked, raw served at what meal, source, etc), use this picture resource as a base for vocabulary and sentence building exercises.

3 Have the student name anything and everything—when able, write labels—use as flash cards

4 Pantomime is a universal language Set aside regular time when whole class communicates on an even footing

5 Listening practice is important Read aloud to students prose, poetry and rhymes Use colorfully illustrated books, records and tapes (Dr. Seuss, folk tales, myths, fables)

6 Have student trace outline of a friend on large sheet of paper Orally or in writing name the various body parts Clothing can be colored in and labeled

7 Use a calendar to teach days of the week, months, numbers, seasons and holidays The calendar can be used to introduce the past, future tense and place (e g , "Monday is after Tuesday ", "The five is above the twelve "). Ask questions in sentences and expect answers in sentences

8 Label objects in the classroom in both English and student's native language. Use sentence labels—"This is a clock "

9 Provide student with opportunity to teach the class portions of his native language He could start with numbers, alphabet and body parts and graduate to sentences and songs.

10 After student has developed a basic listening/speaking vocabulary, is beginning to recognize words by sight, and has heard and can form the sounds of English as well as recognize their written form, he may be started in a basal reader Find one that is interesting and a challenge Teach new vocabulary before he encounters it in context. Remember that the older student is already a proficient reader and needs to translate the process into English

11 Introduce student to school staff and tour building Follow-up tour by having student make a detailed map of building labeling rooms by name, use and including their contents A younger student might start by mapping the classroom while an older student would go on to drawing maps of the community and to reading maps of city and state

12 Ask the student to draw a family picture or bring photo to class Use it to teach names of family relationships (father, son, sister brother), pronouns and as a basis for discussing life roles

13 Use easy crossword puzzles and word finds to introduce and reinforce vocabulary.

14 Use commercial programs the student can use independently (Exmaple· **Bill Martin's Instant Readers, Systems 80, Tutorette Language Master, PAL Language System,** etc)

15 Have student keep a journal in his own language (like a diary) include things that he has learned in English The purpose is self-expression and should not be graded. To show student you are keeping track of his work, you may want to check and date it periodically

16 Teach student the alphabet and beginning sounds. A suggestion is to have student make a booklet and put a letter on each page. The student should then record words as he learns them, on the correct page and perhaps draw a picture The student can be instructed to record all vocabulary cards in the booklet as he learns them.

17. Use peer tutors to work with students A student who can handle being excused from routine assignments or an older student will benefit from "teaching" this student

SAMPLE ESL COMMERCIAL MATERIALS

The sample of ESL material listed below is not meant to be an exhaustive list of resources, but one which will provide a starting point for the beginning teacher or will perhaps provide a fresh approach for the experienced instructor

Back and Forth: Pair Activities for Language Development
Exercises which provide stimulating interchanges designed to help intermediate ESL students improve their listening and speaking skills
Palmer, Adnon S. and Theodore A Rodgers with
Judy Winn-Bell Olsen
Alemany Press
2501 Industrial Parkway, West, Dept R B 34 ACT
Hayward, CA 94545

Communication Starters and Other Activities for the ESL Classroom
Collection of language acquisition activities designed expressively for ESL teachers
Winn-Bell Olsen, Judy
Alemany Press
2501 Industrial Parkway, West, Dept R B 34 ACT
Hayward, CA 94545

ESL SOURCE BOOK:
A Selected Bibliography For Second Language Teachers
Edited by: Patrick J Le Certua, Carol, M Reeves, Keith Groff-1986
State of Idaho Department of Education

Everyday English Books 1-5
Designed for adult and young adult students at a beginning survival level
National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60464-1975

Learning Another Language Through Action;
The Complete Teacher's Guidebook
Provides information and guidelines for applying the TPR in day to day classroom instruction Beginning at intermediate level
Asher, James J
Sky Oaks Productions
19544 Sky Oaks Way
Los Gatos, CA 95030

Look Again Pictures: For Language Development and Life Skills
innovative resource book that uses lifeskills themes to develop English and language skills High school/adult ESL students
Winn-Bell Olsen, Judy
Alemany Press
2501 Industrial Parkway, West, Dept R B 34 ACT
Hayward, CA 94545 $12 95

More ESL/LEP oriented materials and activities are listed under the Oral Language Section of this guide

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B. Mathematics

For students attending the same school day after day, a natural progression of math skills is easily followed. However, for transitory migrant students, this progress is continually interrupted by their changing schools, teachers and textbooks. It is possible that one skill, borrowing, for example, is never completely taught or understood. Although many migrant students are very successful in certain areas of math, it is important to assess these very basic skills and concepts to make sure a complete progression has been acquired. These basics are a very important key to the future success of the migrant student, in and/or out of school.

1. Utilizing the MSRTS Record

To insure continuity of progress, the teacher will receive, as part of the MSRTS record, the **last three reported mastered** math skills, as well as the **last three skills** on which the **student was working**

1. The math skills which a student has mastered with the date indicating when the learning took place

2. Math skills the child was working on at the last reporting school

3. Associates the skills with the appropriate enrollment line in the school history section

4. May be used to report new codes

After studying the student's record, the teacher should then study the scope and sequence of math skills being used in the program

The sample scope and sequence that we have included progresses from left to right by area and from top to bottom within an area. It is important that students be placed in an instructional program designed for advancement, rather than for continued practice at the independent level. Additional diagnosis may be done through an informal assessment of skills weaknesses.

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2. Sample Scope and Sequence of Math Skills

NUMERATION	COMPUTATION	PROBLEM SOLVING	MEASUREMENT	GEOMETRY	GRAPHING	PROBABILITY, STATISTICS
— Number concepts	— Addition whole numbers	— Orally, with objects	— Comparing	— Classification	— Orders points on a line	— Classification
— One to one correspondence	— Subtraction whole numbers	— Identify patterns	— Identify money	— Size and shape	— Order numbers	— Ordering
— Ordering	— Multiplication whole numbers	— Apply addition	— Identify time units	— Patterns	— Locate points on a number line	— Order numbers
— Counting	— Add, substract decimals, using money	— Apply subtraction	— Measure length	— Name two dimensional shapes	— Work with addition tables	— Collect and organize data
— Skip counting	— Divide whole numbers	— Identify story situations	— Measure weight, mass	— Name three dimensional shapes	— Picture graphs	— Read bar graph
— Comparing	— Recognize inverse operations	— Depict story situation	— Liquid volume	— Identify characteristics of shapes	— Work with multiplication tables	— Construct graphs
— Place value	— Use inverse operations	— Model story situation	— Temperature	— Investigate properties of figures	— Draw number lines with fractions and decimals	— Interpret graphs to solve story problems
— Fractions	— Add, subtract fractions	— Use charts and graphs	— Solve conversion problems	— Similarity, congruency, symmetry	— Graph points on a plane	— List possible outcomes
— Investigate odds, evens	— Multiply decimals and fractions	— Estimation	— Find perimeter	— Use properties of figures		— Read, interpret line graphs
— Decimal place value	— Divide fractions	— Decimals, using money	— Find relationships between metric units	— Find surface area (with models)		— Construct charts
— Read, write whole numbers		— Using geometry	— Find area (with grids)	— Transactions, reflections, rotations		— Use counting arrangement
— Round numbers		— Using fractions	— Find circumference			— Predict possible outcomes
— Read, write decimals		— Solve linear equations	— Find volume (with cubes)			— Construct sample spaces
— Exponential notation						— Determine, interpret fractional probability
— History of numeration systems						— Find averages
— Factor (primes and composites)						— Apply probability and statistics to solve problems
— Find relationships between fractions, decimals, percents, ratio						
— Find least common multiple						
— Find greatest common factor						
— Use integers						

MATHEMATICS TERMS ENGLISH/SPANISH

For the teacher of limited English speaking students, as many migrant students are, it may be helpful to refer to this list. This is a very limited list of terms that is included merely to help the teacher begin to work with a new student. To make location of terms easier for the teacher, the list has been divided into subject areas, similar to the sample scope and sequence. **This is not meant to be used as a checklist of skills.**

NUMERATION/NUMERACIÓN

Cardinal Numbers-Números Cardinales
- Zero Cero, One-Uno, Two Dos
- Three Tres, Four Cuatro, Five-Cinco
- Six Seis, Seven-Siete, Eight Ocho
- Nine Nueve, Ten Diez, Eleven Once
- Twelve Doce, Thirteen Trece
- Fourteen Catorce, Fifteen-Quince
- Sixteen Dieciseis, Diez y seis
- Seventeen Diecisiete, Diez y siete
- Eighteen Dieciocho, Diez y ocho
- Nineteen Diecinueve, Diez y nueve
- Twenty Veinte, Thirty Treinta
- Forty Cuarenta, Fifty-Cincuenta
- Sixty Sesenta, Seventy-Setenta
- Eighty Ochenta, Ninety Noventa
- Hundred Cien, Ciento

Ordinal Numbers-Números Ordinales
- First Primero, Second Segundo
- Third Tercero, Fourth Cuarto
- Fifth Quinto, Sixth Sexto
- Seventh-Séptimo, Eighth Octavo
- Nineth Noveno, Tenth-Décimo

Equivalent Set-Conjunto Equivalente

Compare-Comparar

Place Value-Valor de Posición
- Ones Unidades, Tens Decenas
- Hundreds Centenas
- Thousands Milésimas
- Millions Mil milésimas
- Billions Cien mil milésimas

Fraction-Fracción
- One half Un medio
- One third Un tercio
- One fourth Un cuarto
- One eighth Un octavo
- One tenth Un décimo

Common Denominator-Denominador Común
- Reduce Reducir
- Even Numbered Número Par
- Odd Numbered Número Impar
- Decimal Number Número Decimal
- To Round Off Radondear
- Prime number Número Primo
- Compound Number- Número Compuesto

COMPUTATION—COMPUTACIÓN, CÁLCULO

Addition-Adición
- Added Sumado
- Carry Llevar
- Plus-Más
- Sum Suma

Subtraction-Subracción
- Difference Diferencia
- Minus Menos
- Take away Quitar

Multiplication-Multiplicación
- By Por
- Factor Factor
- Multiple Múltiplo
- Product Producto

Division-División
- Divide Dividir
- Left over Residuo
- Quotient Cociente
- Remainder Restante

PROBLEM SOLVING-PROBLEMAS

Solution-Solución
- Method Método
- How much Cuánto
- Answer Respuesta
- Missing Faltante
- Total Total
- Join Enlazar
- To Estimate Tantear
- Equation Ecuación
- Check Comprobar

MEASUREMENT-MEDIDAS/METRICS-MÉTRICO

Money-Dinero
- Cent Centavo, Coin Moneda
- Bill Billete, Dollar Dólar
- Change Cambio

Time-Tiempo
- After Después, Before Antes
- Clock Reloj, Day Día, Hour Hora
- Minute Minuto, Month Mes
- Noon-Mediodía, Season Estación
- Second Segundo, Week Semana
- Year Año

Length-Lagura
- Meter Metro, Ruler Regla
- Inch Pulgada Foot Pie
- Yard Yarda Mile Milla

Weight-Peso
- Ounce Onza, Pound Libra
- Ton Tonelada, Gram Gramo

Volume-Volumen
- Capacity Capacidad
- Cup Taza
- Gallon Galón
- Liquid Líquido
- Pint Pinta
- Quart Cuartillo Cuarto
- Liter Litro

Temperature-Temperatura
- Thermometer Termómetro
- Cold Frío
- Warm Caliente
- Degree Grado
- Centigrade Centígrado
- Perimeter Perímetro
- Area Area
- Circumference Circunferencia
- Formula Fórmula

GEOMETRY-GEOMETRÍA	GRAPH-GRÁFICA	PROBABILITY, STATISTICS PROBABILIOAD, ESTADISTICA
To Classify-Clasificar	Point-Punto	Classify Clasificar
Size Tamaño	Lines Linea	Collection Colección
Exact Exacto	To draw Trazar/Dibujar	Organize Organizar
Different Diferente	Dotted line Linea quebrada	Construct Construir
Same Lo mismo	Addition table Tabla de sumas	Solution-Solución
Shapes-Figuras	Multiplication table Tabla de multiplicación	Chart Carta
Square Cuadro	Picture graph Pictografia	Space Espacio
Rectangle Rectángulo	Scale-Escala	Proof Prueba
Circle Circulo	Graph paper-Papel cuadriculado	Combination Combinación
Triangle Triángulo	Bar Barra	At random Azar
Cone Cono	Symbol Signo, simbolo	Average Promedio
Cube Cubo	Horizontal Horizontal	
Cylinder Cilindro	Vertical Vertical	
Pyramid Pirámide		
Sphere Esfera		
Angle Angulo		
Arc Arco		
Center Centro		
Edge Arista		
Face Cara		
Line segment Segmento de linea		
Radius Radio		
Side Lado		
Surface Superficie		
Symmetry-Simetría		
Similar-Semejante		
Congruent-Congruente		
Rotation-Rotación		
Reflection-Reflexión		

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3. Suggestions For Instruction

Effective math instruction involves more than use of a textbook. Research tells us that when most children leave the elementary school, they are just entering the level of thinking that involves symbols or ideas: rather than objects. The implication of this research is that **instruction needs to be at the concrete operations level of thinking. Migrant students** of all ages **need a concrete experience** with manipulatives to develop mathmatical concepts. Following is a description of various **manipulatives** that should be considered as **essential** classroom materials.

Interlocking Counting Cubes:
Plastic cubes, approximately 2-cm or 1-inch square, which snap together to demonstrate numeration concepts and basic computation concepts

Attribute Blocks:
Wooden or plastic geometric shapes in various colors, shapes and sizes These are used for sorting, classifying and comparing, as well as for problem solving

Pattern Blocks:
Brightly colored wooden blocks in various geometric shapes These may be used in developing concepts of patterning, fractions and geometry

Buttons, shells, keys, or objects for counting and sorting:
Simple, safe objects for very young learners to develop numeration skills Objects should have similarities and differences

Geometric Models:
Wooden or plastic models of basic shapes, including square, circle, triangle, rectangle for two-dimensional shapes, sphere, cube, cone, rectangle, solid and various prisms for three-dimensional models.

Base Ten Blocks:
Wooden models of ones, tens, hundreds and thousands These provide numeration experience and demonstrate place value concepts Other place value models, includi g chip trading, may also be used.

Fraction Models:
Plastic, wood or rubber models showing the same size whole divided into various fractional parts Colored rods in graduated lengths may also be used.

Measuring Instruments (including metric and customary units):
Mass. A simple balance for comparing objects as heavier or lighter and balances or scales with units Money. Realistic play money coins and paper money may also be included. Real money may be used where appropriate Length. Rulers, meter sticks, tape measures and trundle wheels with graduated units Volume Measuring cups, measuring spoons and graduated containers of various shapes Temperature Thermometers of various types, including a large size demonstration thermometer. Time Clocks, including demonstration clock with movable hands

Interlocking Centimeter Cubes:
Small plastic cubes, one cm on a side, which snap together These generally have a mass of one gram and may be used for mass, length or volume activities They may also be used for remediating numeration skills

Geoboards:
Square plastic or wooden boards with a square array of pegs or nails, usually at least 5 x 5. They may be used for geometry or measurement experiences.

Decimal Models:
Cardboard or plastic squares and rectangles divided into tenths, hundredths and thousandths

Tangrams:
A set of seven plastic, wooden, linoleum or poster board pieces constructed according to a specific pattern within a square These are used to develop concepts in geometry, measurement and problem solving.

Probability Devices:
Spinners with various configurations; cubes or other regular geometric solids with colors, numbers, letters, etc.; on the faces. These are used in developing probability concepts.

A SUGGESTED STRUCTURE FOR TEACHING MATHEMATICS

After studying the student's record to find the math skills being worked on, then locating the skill on the Scope and Sequence of Math Skills, the teacher may choose to use the following format for teaching the math lesson.

1 **Set the stage** — familiarize with the skill related to real life

2 **Teach the skill** with a **manipulative**

3 **Student activity** with **same** manipulative

4 **Student activity** with **new** manipulative

5 **Teach the skill** with **pictures**

6 **Student activity** with **pictures**

7 **Teach the skill symbolically**

8 **Student symbolic activity**

9 **Reinforce/Relate**

Students learn more effectively when they are interested in what they learn Migrant students, especially, need to know the importance of what they are learning and how it relates to their daily life Teachers of migrant students should continually try to create, develop, maintain and reinforce a positive attitude toward mathematics.

Teacher-made activities, commercial games and other innovative projects will provide interesting and meaningful additions to your program

Examples of commercial games that teachers can use to reinforce math skills include Chess, Monopoly, Quizmo, Count You Change and Yahtzee

Skills can be enriched by student projects such as operating their own store, ordering from a catalog, planning a meal or mapping out a trip The possibilities are endless!

The following examples of teacher-made activities may be used in learning centers by individuals or small groups They may also be used in a peer tutoring situation When correlated to the MSRTS math skills list and the scope and sequence of math skills being used by the school district, "fun" activities of this type may be used to assist the student in adjusting from one school to another

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Circle the sums of "15"

6	3	7	8	4
9	10	12	8	11
5	11	3	0	9
7	10	4	15	6
8	8	6	9	7
4	5	6	12	3
11	9	10	14	1

175
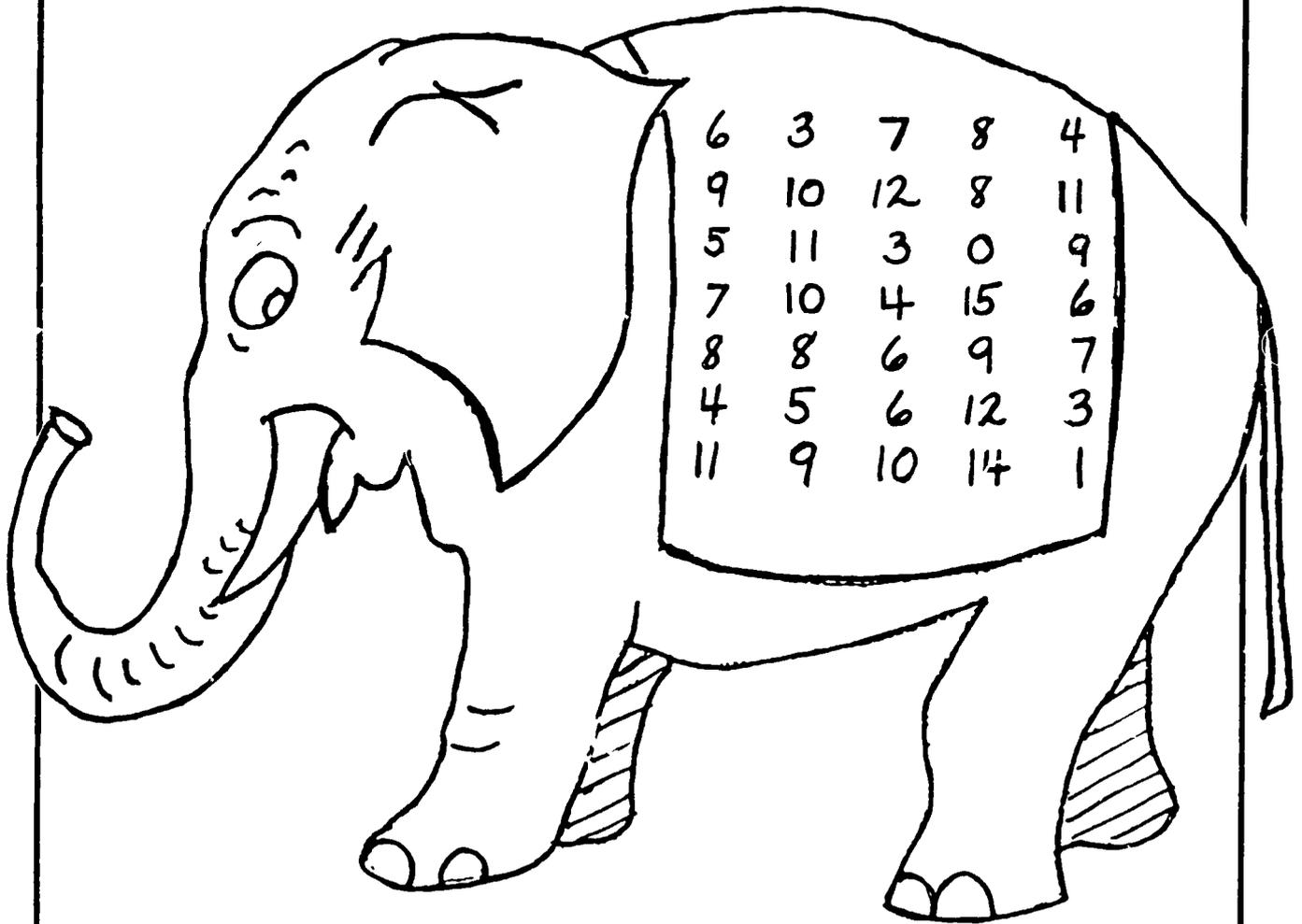
Gaze into the crystal ball Find pairs that add up to 13

```
3   8   4   9   3
9   3   8   5   9
4   9   8   7   6
7   8   5   9   4
7   5   2   4   8
6   7   9   4   5
```

176
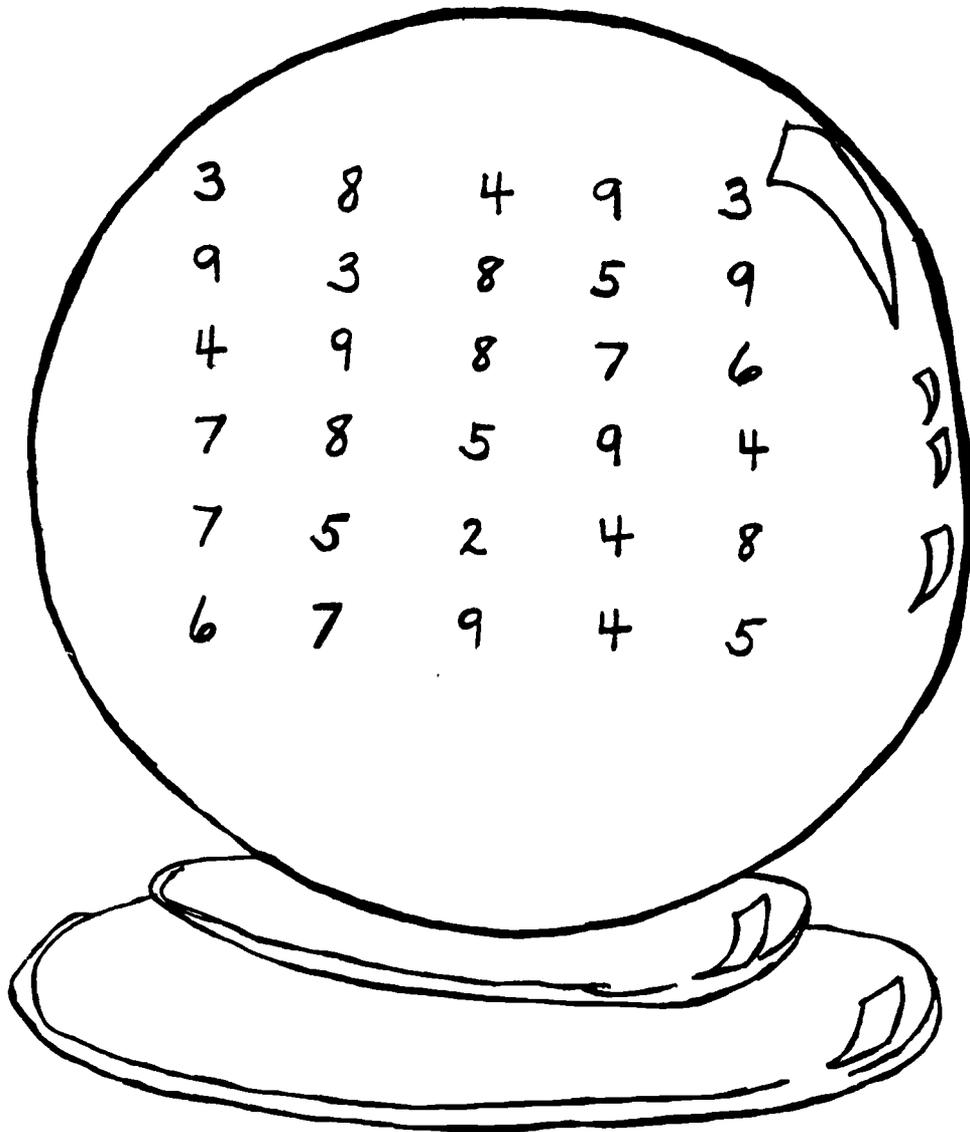
Purple Turtle can be played by one or more

Make several turtles—use opposites

color and number words,

math facts,

etc

four seven

14 17 12 5

Cut 10
colored
circles

(red)(blue)(green)
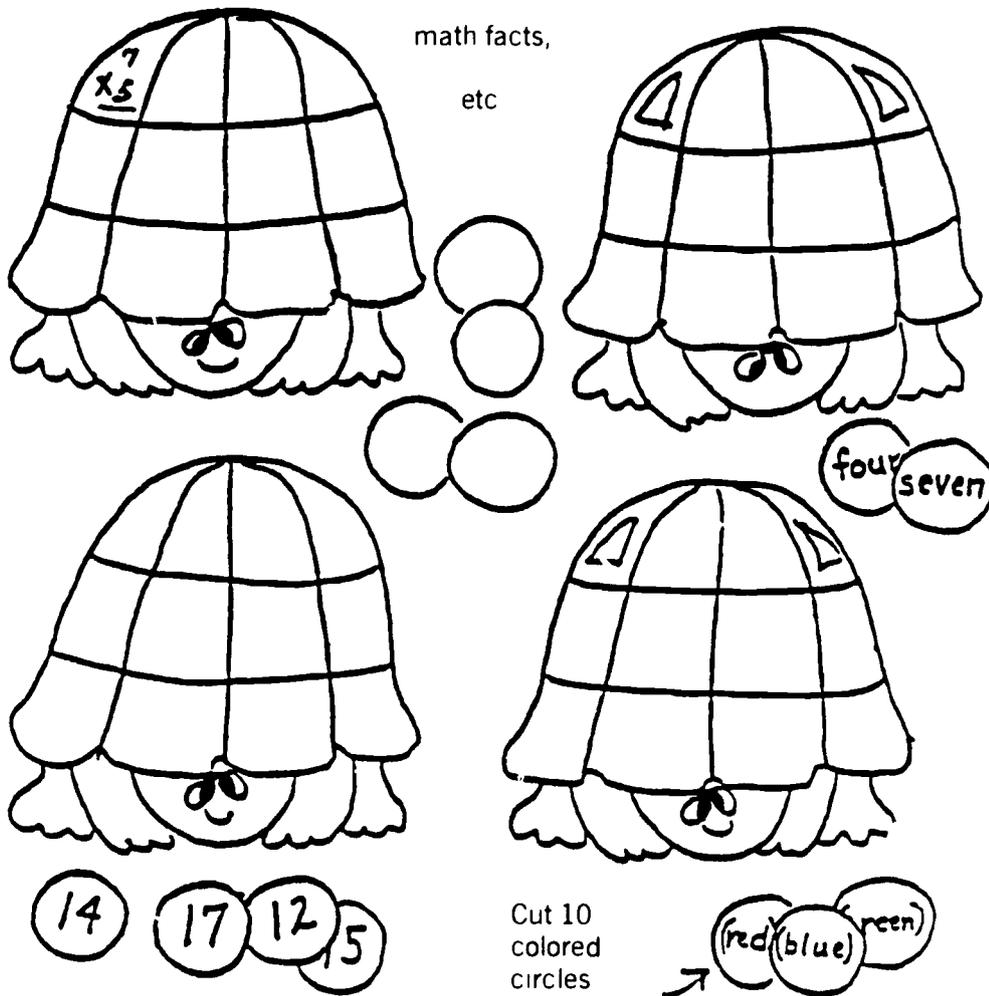
1   Color head, legs
purple. Outline
shell. Put words
or numbers in
spaces on shell

2   Cut your
circles
this size
Keep in
envelope

eight

N. Livingston
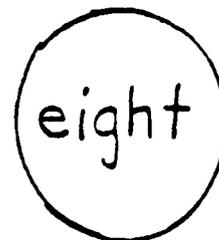
FISHING FUN . cut fish out of colored paper—use several colors Print simple math problems on front

Paper is folded here

(outside)

2 + 6
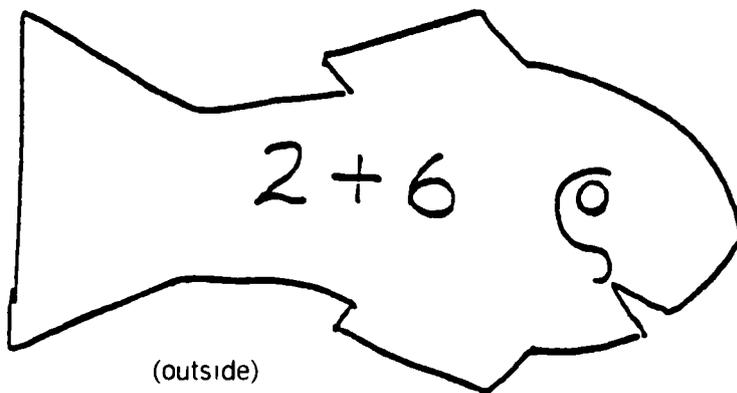
Child reads problem, gives answer, then

child opens up fish to check

The dots help him count, if needed

8
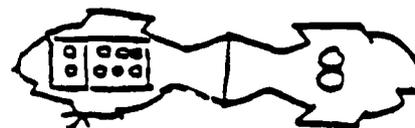
(inside)

Also·
  —subtract
  —multiply
  —divide

| 12 | 8 | 20 |

| THREE | SEVEN |

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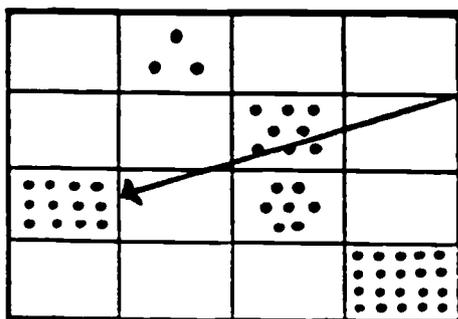
N. Livingston

Color the Kernels of the Maize

red—counting by 5's
orange—count by 2's
yellow—all other numbers
green—leaves
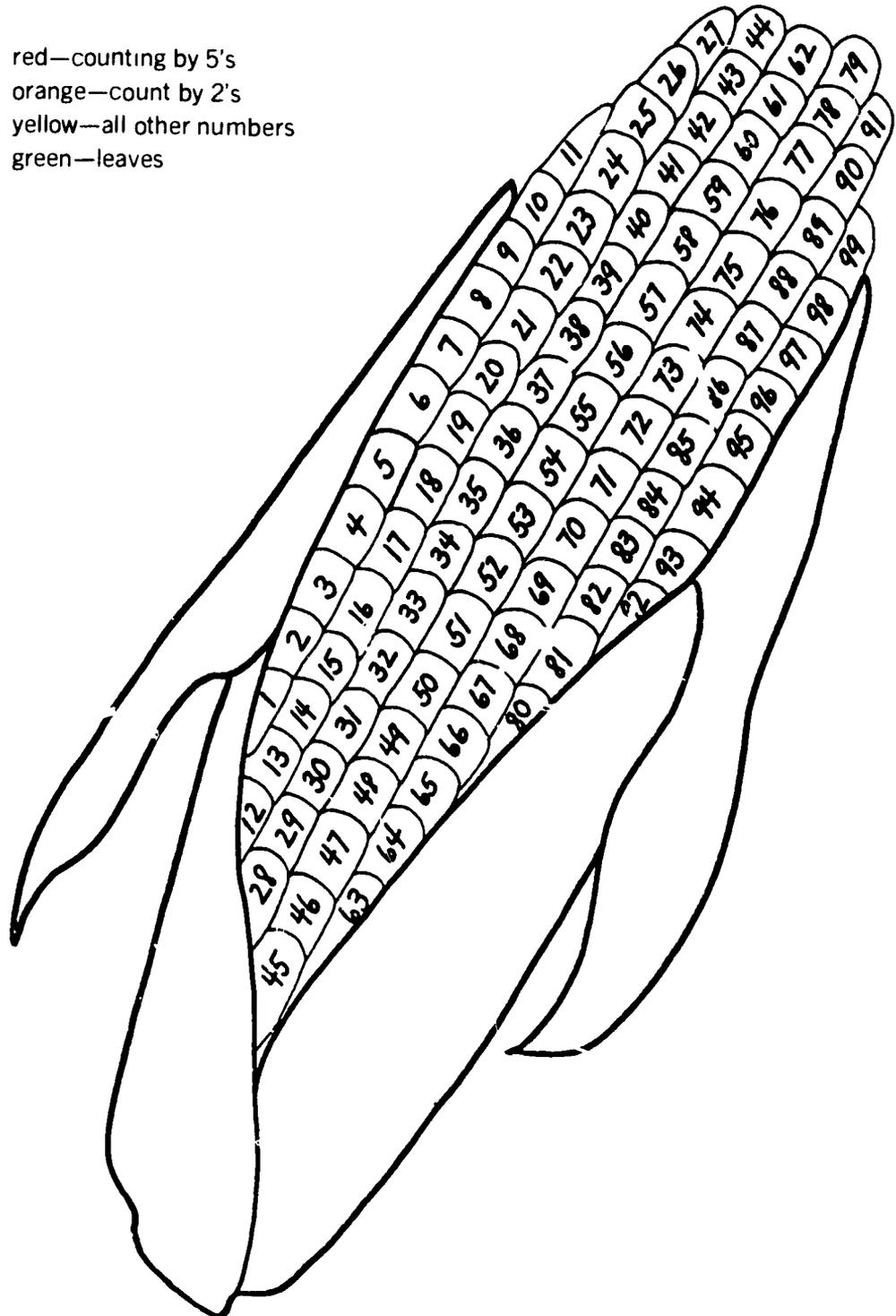
4. Sample Math Activities

DEALER'S CHOICE

Purpose   Skill Practice — Order of whole numbers from "greatest to least" or "least to greatest"

Number of Players 2 or more

Materials One set of cards

How to play   Dealer shuffles cards and states "greatest to least" or "least to greatest"

Deal one card, face up to each player Place stack face down If lowest or highest card is dealt face up it should be burned Player to left of dealer begins by drawing and/or discarding one card Each player may draw and/or discard one card at a time until three cards showing are in the correct order

Cards must be used in the order which they are drawn First card dealt must re' ain as first card

Procedure   Prepare 21 playing cards by writing a three digit numeral on each Prepare one or two duplicates Highest and lowest cards in deck should be marked *

Math Game Developed by
Betty A Musch
Region One ESC

TRAIN TRIP

Purpose Skill Practice   Missing addends

Number of players 2 4

Materials One gameboard (see next page)
One die
A marker for each player

RULES   Place markers on start
Each player rolls dice one time and may advance to next space if correct miss ing addend is rolled

Winner is the first to reach the stop sign

TO PREPARE   Color Gameboard and mount on inside of folder
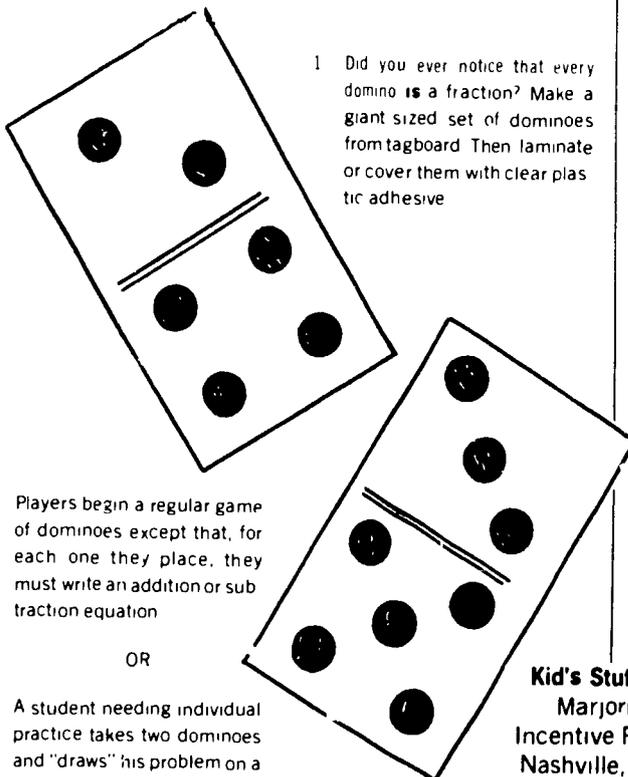
Glue rules on inside of folder

Laminate folder

Number a wooden cube from 0 5

Betty A Musch
Migrant Consultant
Region One ESC

DOMIN-KNOWS!

Adding and subtracting fractions with unlike denominators

1   Did you ever notice that every domino is a fraction? Make a giant sized set of dominoes from tagboard Then laminate or cover them with clear plas tic adhesive

2   Players begin a regular game of dominoes except that, for each one they place, they must write an addition or sub traction equation

OR

A student needing individual practice takes two dominoes and "draws" his problem on a ce of paper

FIGURE FOIL

SKILL Finding the surface area of space figures

1   Provide a collection of objects which are cubes, spheres cylinder... cones. pyramids or prisms

2   Supply wrapping paper or aluminum foil tape and single edge razor blades

3   Students wrap figures completely taping all loose edges of paper (Aluminum foil will cling well without taping)

4   When figures are well wrapped instruct students to slit the paper carefully along enough edges to remove the wrapping in one flat piece

5   Students then find the area of the figure by measuring the sections of the flat wrapping

Kid's Stuff Math, by
Marjorie Frank
Incentive Publications
Nashville, Tennessee
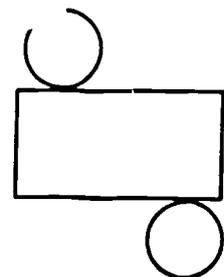
Graphing activities can be turned into a fun activity by using coordinates that result in a picture The sets of coordinates included were used by a math lab teacher for grades 4-6

CAR

1	(0,0)	9	(−6,−3)
2	(7,0)	10	(−7,−2)
3.	(9,−1)	11.	(−10,−2)
4	(8,−2)	12.	(−10,−1)
5.	(7,−2)	13	(−8,0)
6	(6,−3)	14	(−6,1)
7	(5,−2)	15	(−2,1)
8	(−5,−2)	16.	(0,0)

MAP

1	(−12,8)	13	(15,6)	25	(1,−6)
2	(3,8)	14.	(13,5)	26.	(−1,−9)
3	(2,7)	15	(12,3)	27	(−3,−6)
4.	(5,7)	16	(11,3)	28.	(−5,−6)
5	(5,4)	17	(11,−1)	29	(−9,−4)
6	(6,7)	18.	(9,−3)	30.	(−12,−3)
7	(7,7)	19	(9,−5)	31	(−14,1)
8.	(7,5)	20.	(10,−8)	32.	(−14,3)
9	(8,5)	21	(9,−8)	33	(−13,6)
10.	(12,7)	22.	(7,−5)	34	(−12,8)
11	(13,8)	23	(6,−5)		
12	(14,8)	24.	(4,−6)		

Submitted by
Mary Kathryn Longoria
Bruni Elementary School
Laredo ISD
Laredo, Texas

START

5 + _____ = 7

_____ + 3 = 6

2 + _____ = 4

_____ + 4 = 7

2 + _____ = 7

_____ + 3 = 7

_____ + 6 = 9

_____ + 3 = 3

_____ + 3 = 4

STOP

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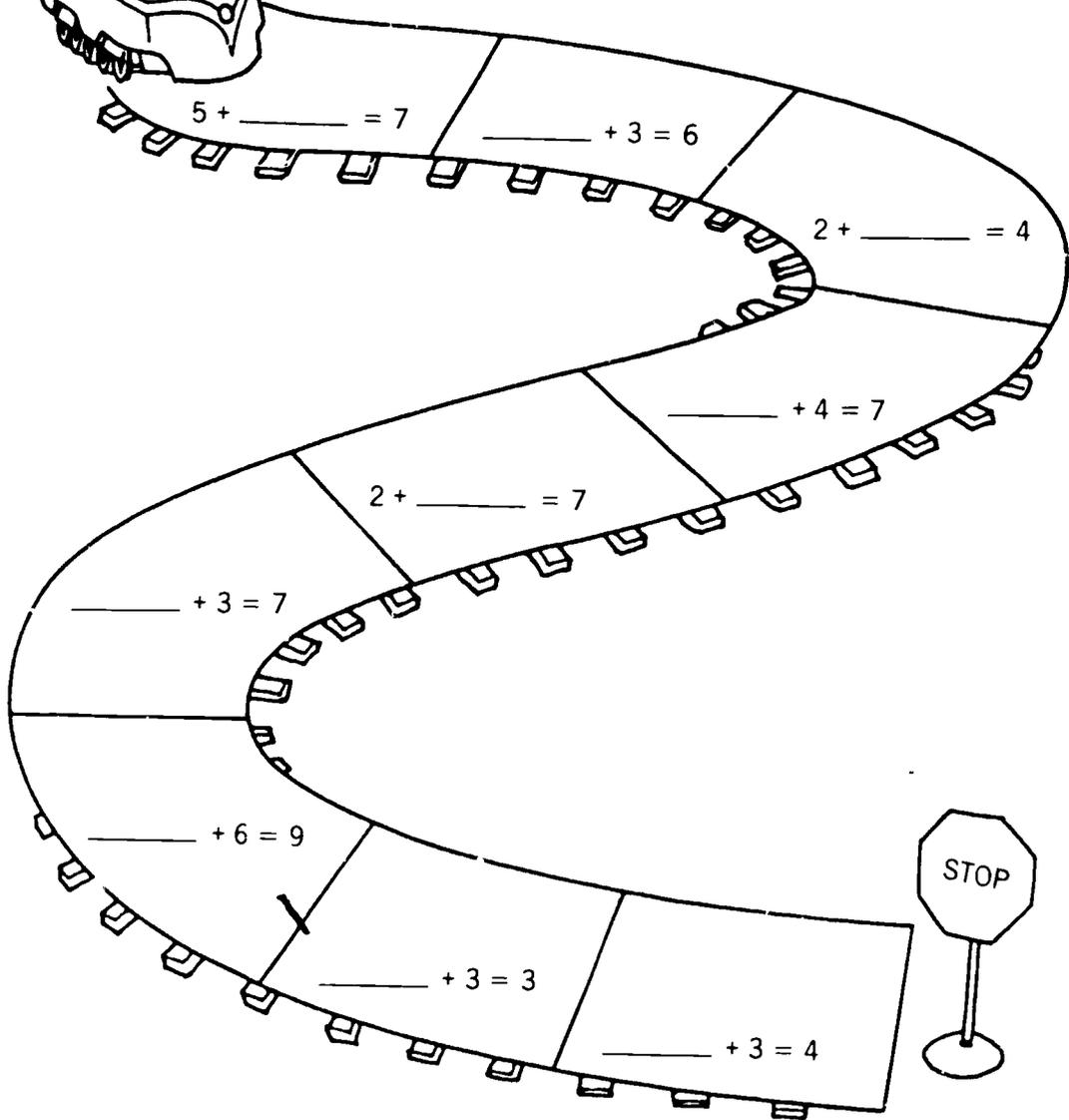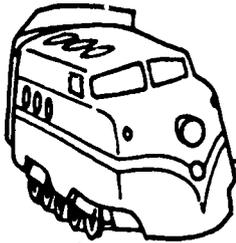
5. Sample Math Materials

Adventures in Addition and Subtraction (GL K-3)
6 Filmstrips, 6 cassettes

Measuring Things (GL 1-3)
6 Filmstrips, 6 cassettes

Mastering Metric Measure (GL 4-6)
6 Filmstrips, 30 student books
Random House, Inc.
400 Hahn Road
Westminister, MD 21157

Color Your Classroom II (Free)
A math curriculum guide developed in correlation with the numerical coding of the Math Skills List published by MSRTS Mississippi Materials and Resource Center
Migrant Education
Gulfport, MS 39501

Hodge Podge of Activities for the Classroom
Teacher developed materials
Jefferson Parish Public Schools
Migrant Education Program
501 Manhattan Boulevard
Harvard, LA 70058

Math Minisystems
Math skills are taught through the use of cassette tapes and accompanying worksheets
Random House, Inc.
400 Hahn Road
Westminister, MD 21157

Problem Solving in Math (GL 3-8)
A series of six workbooks designed to introduce and develop specific problem solving strategies to help students analyze problems and work out solutions. Using a slightly simplified reading level and content that relates to everyday situations, these books ensure that students will not have difficulty in reading explanations, problems or directions. A teacher's edition is also available
Scholastic Book Services, a division of Scholastic, Inc

Reading: Success in the Most Natural Ways and the Same Old Forms: +, —, X, —
Teacher developed materials
Migrant Education Service Center
700 Church Street, SE
Salem, OR 97310

The Mailbox
Activity magazine with reproducible pages and many innovative ideas
1410 Mill Street
P O Box 9753
Greensboro, NC 27429

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C. Oral Language

A key element to opening doors for the migrant student is oral language. The assur~ :ce of continuity and consistency in oral language is a must for migrant students to be successful, not only from the academic viewpoint, but also from the social aspect

1. Utilizing the MSRTS Record

Utilization of the information on the MSRTS form will unlock this door by providing the teacher with. (a) the appropriate language for instruction, (b) a list of previously studied oral language skills (c) the latest ESL testing dates or the most recently observed level of cognitive development in the area of oral language. (See early childhood section)

1 Oral language skills the child was working on at the last reporting school

```
ORAL LANGUAGE SKILLS UNDER STUDY
|CODE    |LANG|SUBTOPIC OR SKILL                                                          SH   DATE REPORTED
|02000   |ENGL|SIMPLE DIRECTIONS· FOLLOW ONE STEP ORAL INSTRUCTIONS                       AF   10/11/85
|04000   |ENGL|COMPLEX: FOLLOW TWO OR MORE STEPS ORAL INSTRUCTIONS.                        AF   10/11/85
|06000   |ENGL|MAIN IDEA: LISTEN AND EXPRESS THE MOST IMPORTANT MAIN THOUGHT OR IDEA       AF   10/11/85
|02000   |SPAN|SENCILLO                                                                   AF   10/11/85
|04000   |SPAN|COMPLEJO                                                                   AF   10/11/85
|06000   |SPAN|IDEA PRINCIPAL                                                             AF   10/11/85
|        |    |LANGUAGE PROFICIENCY LEVEL IS - III, AS DETERMINED BY A TEST GIVEN ON 04/01/86
|---------------------------------------------------------------------------------------------------------
|CODE    |LANG|
|        |    |
|        |    |LANGUAGE PROFICIENCY LEVEL IS -    , AS DETERMINED BY A TEST GIVEN ON
```

2 Indicates whether Spanish or English was being used when developing the skill

2. Sample Scope and Sequence of Skills

Not only are the skills of oral language listed on the MSRTS form important keys to utilize when planning an oral language program, but the MSRTS outline of oral language skills could serve as the framework for developing one's own scope and sequence

MSRTS ORAL LANGUAGE OUTLINE

LISTENING

AREAS	02 LISTENING COMPREHENSION			12 CRITICAL LISTENING	22 PERSONAL LISTENING
TOPICS	10 Oral Direction	20 Recall	30 Relationships	10 Evaluation	10 Self Selected Creative Listening
SUBTOPICS	020 Simple 040 Complex	060 Main Idea 080 Sequence 100 Relevant Details	120 Cause/Effect 140 Comparison/ Contrast 160 Inference	180 Propaganda Techniques 200 Fact Opinion/ Fantasy	220 Records Tapes 240 Television 260 Storytelling Time

SPEAKING

AREAS	32 ORAL EXPRESSION		42 VOCABULARY DEVELOPMENT	
TOPICS	10 Functional Communication	20 Creative Communication	10 Basic	20 Expanded
SUBTOPICS	280 Describing 300 Discussing 320 Reporting 340 Retelling 360 Giving Directions	380 Self Expression 400 Storytelling 420 Retelling for Entertainment	440 Nouns 460 Pronouns 480 Verbs 500 Adjectives 520 Adverbs 540 Prepositions 560 Conjunctions	580 Categories 600 Synonyms 620 Antonyms 640 Multiple Meaning Words 660 Figurative Language

3. Suggestions for Instruction

Opportunities for oral language development are interwoven throughout all academic areas The key to successful oral language program is to recognize those opportunities and immediately provide activities or thoughts that will nurture the natural flow of language development.

Reading readiness skills of visual discrimination and auditory discrimination could be readily incorporated into English language activities. Likewise group language experience stories would not only give the child an opportunity to learn letter form and copying skills, but provide an opportunity for creative oral and written expression

In the area of math, the child will be expected to recognize similarities and differences in shapes and sizes, as well as beginning to select and separate parts from the whole Math activities which involve a multisensory approach would provide the child the opportunity to develop all areas including oral language.

What follows is a list of general areas of instruction to use in developing some verbal skills The areas are listed in a recommended sequence of introduction.

people/family	food/meats—desserts—other
school/items in classroom	people/occupations
colors	clothing shapes
body parts/major	transportation time
numbers/1-20	calendar/days of week
survival information/name	animals/zoo
phone—address—school	numbers/ordinal
people/school	calendar/seasons—holidays
animals/pets	house/parts
alphabet	body parts/detail
people/relatives	numbers/100
animals/farm	money
toys—games—sports	house/household/items
food/meals	tools
food/fruits	number/20-100
food/vegetables	

On the following pages are samples of oral language activities that can be used in the classroom

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4. Sample Oral Language Activities
(See ESL Section/Suggestions for Classroom Teachers)

CRITICAL LISTENING

DO YOU BELIEVE?

Small/Large group—any level
Collection of superstitions

Read a list of superstitions to a group of students.
For example

"Friday the 13th is unlucky "
"Don't open an umbrella in house "
"Don't walk under a ladder "
"Make a wish, when you blow out the candles on a birthday cake "

Ask students questions for each superstition

> Is this statement true?
> What does it mean to you?
> How do you think it got started?

Have students interview people of different age groups to collect different superstitions. These can be shared with the entire group.

Read a list of superstitious "cures" (for colds, hiccups) and ask the students if they work

LISTENING COMPREHENSION

WHAT KIND OF DAY WILL IT BE?

Small/Large group
Basic pictures of various weather conditions
(e g , sunny day, fog, sleet, snow)

Read one-sentence weather forcasts orally to the student After each sentence, have student find pictures which best illustrate the kind of day it will be

For example.

Teacher· "It will be partly cloudy with a high
           of 85 "

Teacher   "Sunny and colder, snow
           developing in the late afternoon "

ORAL EXPRESSION

A HAPPENING
Any size group

Ask students to describe last Christmas, dad's birthday, Mother's Day, a visit to grandma's farm, sister's graduation, an out-standing report card

VOCABULARY DEVELOPMENT

FUN WITH PICTURE CARD

Any size group, Intermediate level
Magazines, scissors, paste, 3x5-inch cards, file boxes

Distribute materials to the students Have the students find pictures of words they know or would like to know Instruct the students to cut the pictures out and paste them on the 3 x 5 cards Have each student develop a word picture collection and keep it in a box Shuffle the cards together occasionally and make up simple identification games For example·

> Put the cards in a pile face down. Each student (in pairs or small groups) turns over the top card If the student can name the object pictured and use the word in a sentence, the card may be kept The player with the most cards wins

The written words can be added to the cards later on to assist in reading instruction Students can also practice grouping the cards into various categories, explaining their determination of category and selection of items

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5. Sample Oral Language Materials

Act It Out, Talk It Out, Before You Write
Baldwin, Virginia
12372 Hoggan Avenue
Garden Grove, CA 92640

Bill Martin's Big Books Grade K-2
Read along books which involve the child esthetic-
ally, linguistically and humanly in language
Holt, Rinehart & Winston
Attention: Order Fulfillment Department
CBS Inc
383 Madison Avenue
New York, NY 10017

Bill Martin's Instant Readers Grade K-3
Read along books which involve the child esthetic-
ally, linguistically and humanly in language
Holt, Rinehart & Winston
Attention Order Fulfillment Department
CBS Inc
383 Madison Avenue
New York, NY 10017

Bill Martin's Sounds of Language Readers
Grade 2-6
Collections of articles, stories and poems that help
children hear the sound patterns of the sentences
they read
Holt, Rinehart & Winston
Attention Order Fulfillment Department
CBS Inc
383 Madison Avenue
New York, NY 10017

Color Your Classroom III (Free)
Games and activities which may be constructed to
stimulate oral language
K-upper Elementary
Mississippi State Department of Education
Mississippi Materials and Resources Center
Gulfport, MS 39501

Juguemes Escuchar Listening Games Sp/Eng
Bilingual 10 cassettes 10 story cards
Coronet
65 ES Water Street
Chicago, IL 60601

Learning Together and Alone Cooperation, Compe-
tition and Individualization
Johnson, D W and Johnson, R
Englewood Cliffs, NJ 07632
Prentice Hall Cooperative Learning

Oral Language All Day
A resource guide to provide migrant education with
activities to implement the national migrant edu-
cation oral language skills test
National Migrant Education Program
Consult Your State Education Agency

Peabody Language Development Kits
Total language program/Good teaching material
American Guidance Service, Inc
Publisher's Building
Circle Pines, MN 55104

**Producing English Semantic Webbing fo. Non-
English Speaking Children**
Pehrsson, Roberts
Produced
Migrant Education Service Center
700 Church Street S E
Salem. OR 97310
Published December 1982

See It—Say It Cards (Blue Bug—Regular Verbs)
Addison Wesley Publishing Co
World Language Division
Reading, MA 01867

Teaching English Through Action
Step by step guide utilizing the TPR to language
teaching approach
Segal, Bertha
1749 Eucalyptus Street
Brea, CA 92621
$15 00

Tutorette Language Masters
Various levels available for developing vocabulary
Bell and Howell Language Master Programs
Moore's Audio Visual Center, Inc
234 East 12th Avenue
Portland, OR 97214

What to do Before the Books Arrive
Collection of practical activities lesson plans, prob-
lem solvers and references All ages
Maculaitus, Jean D 'Arcy and M Scheraga
Alemany Press, Ltd
P O Box 5265
San Francisco, CA 94101

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D. Early Childhood

Early childhood skill development, from birth to five years, is the firs _y, that can begin to unlock education's doors to migrant students who are on the way to becoming successful students Building background at an early age is especially important since a pre-school experience is often the migrant child's first exposure to the English language

The National Migrant Education Early Childhood Development Skills List contains objectives in the areas of psychomotor, cognitive and affective

The **psychomotor area** includes the processes through which a child acquires and demonstrates the skill to control and manipulate his/her own gross (large) and fine (small) muscles

The **cognitive area** includes the mental processes through which a child obtains, stores, arranges and rearranges information as demonstrated through oral language, visual and auditory skills

The **affective area** includes the processes through which a child acquires and demonstrates personal/interactional skills

1. Utilizing the MSRTS Record

Upon receipt of the MSRTS Early Childhood Developmental Skills Record the teacher will not only be able to continue providing activities in the areas the child was previously involved in, but will also have the information necessary to note any delay in development of the three areas Should a delay in one of the areas be noted, the teacher could then seek the necessary support services to assist in determining the cause of the delay and plan a program accordingly

CHART OF MSRTS EARLY CHILDHOOD EDUCATION
Areas—Topics—Skills

2. Associates the skills to the appropriate enrollment line in the school history section

3. May be used to report new skill code

EARLY CHILDHOOD UNDERSTUDY

CODE	SUBTOPIC OR SKILL	SH	DATE REPORTED
C044	USES SELECTED ABSTRACT WORD MEANINGS CORRECTLY	AF	10/11/85
AP16	GESTURES TO FAMILIAR PERSON	AF	10/11/85
CODE			

1 Early childhood skills being developed at the last reporting school

2. Sample Scope and Sequence of Skills

The basic scope sequence which follows is taken from the MSRTS Early Childhood Education Skills book and provides a simple review in the areas of early childhood development.

AREAS:	Psychomotor	Cognitive	Affective
TOPICS:	Gross Fine	Oral Language Visual Auditory	Personal / Interactional
SKILLS:	PG01-PG45 PF01-PF34	C001-C046 CV01-CV32 CA01-CA25	AP01-AP54
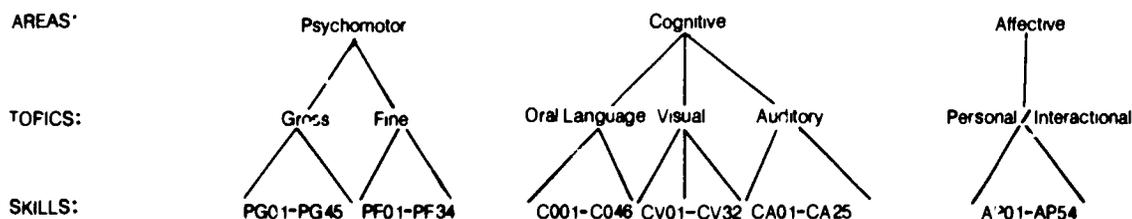
Along with the scope and sequence the teacher may want to consider the following checks before planning instruction.
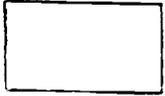
—E86 185

3. Suggestions for Instruction

a. Young children should always be worked with in small groups

b. Young children should be taught with concrete objects as opposed to abstract materials

c. No pencil or paper activities until children are ready for them

d. Young children need hands-on experiences

e. Young children need lots and lots and lots of reading aloud to them

f. Teachers of young children need to develop very good storytelling and reading skills

g. There should be continuous change of activities quiet — movement — back to quiet (very short at beginning of year and then lengthen as year goes on)

h. All activities should be child centered rather than teacher centered

i. A teacher should encourage creativity and self-expression

j. An abundance of manipulative and hands-on materials to be used for free exploration and guided instruction

READING READINESS CHECKLIST

As 4 and 5 year olds prepare for kindergarten, they may be considered for a reading readiness course of instruction To assist the teacher in determining this, the following chart check list may be helpful

SHOULD BE ABLE TO **COPY** THESE FORMS AT THESE AGES

Symbol	Age		
◯	3 yrs	✕	5
│	3	△	6
—	3 ½	◇	7
+	4		
△	4 ½	◇ (wide)	7½-8
▭	5	∿∿∿	8
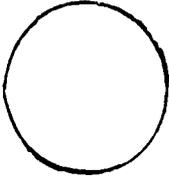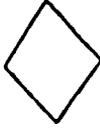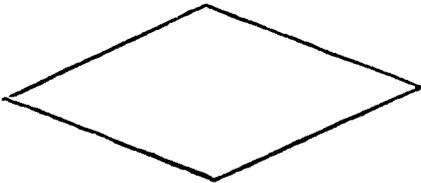
(Necessary before cursive is attempted)

Mathematics Readiness Concepts And Terms

This list may be helpful to the early childhood teacher who is working with limited English speaking students

Above	___ Sobre	Object	___ Objeto
All	___ Todos	Opposite	___ Opuesto
Back	___ Detrás	Order	___ Orden (el), ordenación
Big	___ Grande (atrás)		
Classify	___ Clasificar	Organize	___ Organizar
Collection	___ Colección	Pair	___ Par (el), aparear, igualar, parear, pareja
Compare	___ Comparar		
Correspondence	___ Correspondencia		
Empty set	___ Conjunto vacío		
Equal	___ Igual	Place	___ Colocar
Equality	___ Igualdad	Property	___ Propiedad
Equivalent set	___ Conjunto Equivalente	Regroup	___ Reagrupar
		Right	___ Derecha
Even	___ Parejo	Same	___ Lo mismo
Family	___ Familia	Separate	___ Separar
Fat	___ Gordo	Sequence	___ Secuencia
Following	___ Siguiente	Set	___ Conjunto, grupo
Front	___ Frente		
Group	___ Agrupar (grupo)	Short	___ Corto
Grouping	___ Agrupación	Similar	___ Semejante
Identify	___ Identificar	Size	___ Tamaño
Join	___ Enlazar (unir)	Slim	___ Delgado
Join together	___ Juntar	Small	___ Pequeño
Left	___ Izquierda	Some	___ Algunos
Little	___ Chico (pequeño)	Thick	___ Grueso
Long	___ Largo	Thin	___ Delgado
Low	___ Bajo	Under	___ Abajo
None	___ Ninguno	Unit	___ Unidad (la)

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4. Sample Early Childhood Activities*

PLANTS

After assessing the needs of the student, the following activities might be helpful in planning for instruction

SKILL   AP46, AP47; AP54
OBJECTIVE   To pot and care for plants
               To aid in the development of small finger muscles, to begin to develop a sense of responsibility; to begin to learn about how plants grow.

MATERIALS·   Plant or plant cuttings, soil, spoon, flower pot (or make a flower pot from a container, poke holes on the bottom for drainage)

PROCEDURE   1   Have child
               a   Look over the materials, especially the plant Ask child to describe the plant
               b   Put small rocks or pebbles ont he bottom of the pot for drainage
               c   Put soil into pot, filling it about halfway
               d   Put soil into pot, packing the rest of the soil around it
               e   Water the plant
               f   Place it where it will receive the necessary amount of sun
            2   Talk about what is necessary for plants to survive
            3   Talk about what it means to have your own plant to care for (responsibility)

ADDITIONAL ACTIVITIES:
            1   Let the child accept part of the responsibility of caring for a pet
                (feeding the fish, giving the dog water, helping to clean the hamster's cage)
            2   Experiment with a few of the same type of plant, varying the amount
                of water and sun each one gets Help the child to understand that these elements affect their growth

SCISSORS*

SKILL   PF25
OBJECTIVE·   To have the child cut pieces of paper into two or more pieces To develop eye-hand coordination and small-muscle control

MATERIALS.   Scissors, pieces of construction paper, including some narrow strips, paste or glue

PROCEDURE   1   Show the child the proper way to hold scissors If the child is left-handed you may want to provide left-handed scissors
            2   See if the child can cut across the strips of paper If he has difficulty hold the paper for him while he cuts
            3   Let the child choose the paper he wants and cut at will
            4   Have the child paste the pieces he has cut onto a larger sheet of paper, to make a collage Print the child's name, or let him print his own name. Display the child's work

ADDITIONAL ACTIVITIES

            1   Draw lines of shapes on the paper and see if the child can cut on the lines
            2   Provide different kinds of paper or materials to be cut Examples. wallpaper, tissue paper, fabric, paper towels, newspaper, sandpaper, etc

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AFFECTIVE*

PERSONAL/INTERACTIONAL, AP21 PLAYS BY SELF FOR SHORT PERIOD OF TIME

EXTENDED STATEMENT

The infant can play alone for five to ten minutes

SUGGESTED ACTIVITIES

1. Provide the infant with a short period of time each day to play by himself. Give the infant several interesting objects to play with Objects may include toilet tissue roll, small box, spoon, empty thread spool, paper bag, cloth scrap, etc. Keep the objects in a special container such as a shoe box.

2. On a sunny day, let the infant play with mud in an outside play area. Provide the infant with a bucket of water and a pile of loose dirt. The dirt could be in a garden or in a sandbox or some other spot that you determine. You may wish to add a plastic cup and one or two old spoons to add to the mud pleasure. Be sure to dress the in int in old clothes, or if the weather is warm, just his diaper. This will make clean up easier.

3. Put the infant in a large round, flat bottom pot, (the kind used for canning) that is filled part way with warm water. Add two or three toys such as a sponge, a non-breakable cup and a wooden spoon. The roundness of the pot will help support the infant in a sitting position. You should plan to work or play near by in case you are needed. On a nice day, this activity will be fun outside. If it is too cool outside, put the pot on a floor where the spills can easily be mopped up.

POINT TO PICTURES*

SKILL: CV13; CV22; CA10
OBJECTIVE: To have the child point to pictures of familiar objects To aid in auditory and visual discrimination
MATERIALS: Construction paper
Clear contact paper
Pictures of familiar object (doll, bird, dog, ball, mommy, cookie)
PROCEDURE

1 Gather pictures of objects that are familiar to the baby from old magazines or even old snapshots of you and the family, even including pets
2 Clear contact pictures to construction paper to make them more durable.
3 Present the pictures to the baby, either all out in a row or one at a time, depending on the age of the child
4. Say "Where's mommy? Point to mommy. Here's mommy! Right! What a good baby! Now where is the spoon? Point to the spoon. Good!"

ADDITIONAL ACTIVITIES.

1 When in a store or in the car, or on a walk with your child, name certain objects and ask the child where the object is If the child does not point, you point it out for him and then ask where it is again so that the child may point it out

PUPPET TEACHING ACTIVITIES

COMPOUND PUPPETS

Read the poem, "Put Togethers" taken from **Language Experience Activities** by Roach Van Allen and Claryce Allen

PUT TOGETHERS

Look! There's a dragon!
Look! There's a fly!
Put them together,
You have a dragonfly

Look! There's butter!
Look! There's a cup!
Put them together
You have a buttercup

Look! There's a fire!
Look! There's a man!
Put them together
You have a fireman.

Here is a tooth.
Here is a pick
Put them together.
You have a toothpick

Here is some chalk
Here is a board.
Put them together
You have a chalkboard

Here is a button
Here is a hole
Put them together
You have a buttonhole

Here is a table
Here is a spoon
Put them together.
You have a tablespoon

Have you seen a horse?
Have you seen a fly?
Put them together
You have a horsefly

Have you seen a foot?
Have you seen a ball?
Put them together
You have a football

Have you seen a pole?
Have you seen a cat?
Put them together
You have a polecat

DO YOU WANT THAT?

ADDITIONAL ACTIVITIES.

Have your students create two stick puppets that can be put together to form a compound word
For example·

One puppet may be a star

Another puppet a fish   .

Put them together and you have a starfish

Let your children create their own "put together" puppets

1 i 4

BOWTIES AND NUMBER RECOGNITION*

SKILL:CO46

OBJECTIVE   To have the child match cards with bows attached to number symbol cards To aid in number recognition

MATERIALS·   Twenty large index cards, hole punch, yarn.

PROCEDURES·

1. You will be making a set of number cards with bows attached from one to ten and a set of number symbol cards There will be one bow on the bow card, two bows on the two bow card, etc There will be one number symbol on each number card from one to ten

2. Punch double the number of holes as you want bows on each bow card That is, punch two holes on the one card, four holes on the two card, etc., tie a bow. Put the correct number of bows on each card.

3. Lace the yarn through one hole and out another Tie a bow. Put the correct number of bows on each bow card

4. Make another set of cards with a number symbol from one to ten on each card. That is the one number card will have a one on it. The two number card will have a two on it, etc.

5. Place the number cards in a line on the floor

6. Point to the card Tell the child that this is the number one. Ask if he can find a bow card with one bow on it.

7. Proceed in the same manner to the number ten

ADDITIONAL ACTIVITIES:

1. Place the bow cards on a line and ask the child to find the number card that matches each

2. Pick a bow card out of sequence and ask the child to find the number card that matches

COLOR BOOK*

SKILL PF25, CO43

OBJECTIVE: To have the child cut pictures from a magazine that include the colors red, green, blue and yellow

MATERIALS: Old magazines, scissors, glue, construction paper

PROCEDURES

1. Look through old magazines Have the child point out pictures with the color green in them.

2. Help him/her cut out these pictures and paste them on a sheet of construction paper

3. Write the name of the color on top of the page

4. Do steps 1-3 with the colors red, yellow and blue

5. After each of the colors is done, review the ones previously done

6. When the colors are completed, staple the pages together to make a COLOR BOOK for the child

ADDITIONAL ACTIVITIES:

1. Point out certain objects in the room that include the four colors used in the COLOR BOOK

2. Have the child collect objects out of doors that contain the colors used in the COLOR BOOK.

3. Add pages for the colors purple and orange if the child knows the four primary colors well enough.

4. Cut out pictures that have shades of each of the four primary colors This can also be discussed using the objects that the child collected from around the house and outside.

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5. Sample Early Childhood Materials

Activities for Early Childhood   0-5 Years
(Correlated to National Skills Test: Affective, Cognitive, Physical)
Migrant Education Programs Office
257 Osborne Road
Loudonville, NY 12211

Children's Alphabet Reading Kit   2-4 Years
Dr. Ruth Cordell
Oklahoma City University
Oklahoma City, OK 73106

Creating Innovative Classroom Materials for Younger Children
Marianne Debelak, Judith Herr, Martha Jacobson
Harcourt, Brace, Janovich, Incorporated
New York, NY 10017

The Early Learning Filmstrip Library
Shari Lewis, Narrator
Miller-Brody Production, Incorporated
New York, NY 10017

Early Prevention of School Failure
Pamphlet and Activities List
Peotone 207-U. Dissemination Fund
114 North Second Street
Peotone, IL 60468

Forget the ABC's
Dr Rose Cordell
Texas Tech Press
Lubbock, TX 79409

Foundations for Teaching English as a Second Language
Muriel Saville-Troike
Prentice-Hall Incorporated
Englewood Cliff, New Jersey 07632

Just in Time for 2's and 3's
A comprehensive guide to instruction of the preschool child through nursery rhymes and related activities.
Cheryl A Bean and Sandra Albertson
Just in Time Publishing Company
2031 36th Avenue
Longview, WA 98623

Learning with Movements (Aprendiendo con movementos)   (P-K)
Nancy Marquez
Sky Oaks Production
19544 Sky Oaks Way
Los Gatos, CA 95050

Peabody Language Development Kit -(Level P)   5-7 Years
Total Language Program/Good Teaching Material
American Guidance Service, Incorporated
Publisher's Building
Circle Pines, MN 55014

Versa-Tiles Beginning Reading Set
Manipulative to teach spatial concepts
Educational Teaching Aids
159 W. Kinzie Street
Chicago, IL 60610

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E. Writing

1. Rationale and Stages of Writing

The ability to be able to effectively write imaginatively, informatively and persuasively can open many doors for a migrant student enabling him/her to become successful in school. These same skills will also be keys to success all through their adult lives.

When a migrant student enters a new school, the teacher may wish to examine the child's writing skills to determine the writing proficiency of the child and begin at that point. Marie Clay in her book entitled: **What Did I Write? Beginning Writing Behavior**, published by Heinmann Education Books, Exeter, New Hampshire, lists the following:

STAGES OF WRITING

Scribble	
Mock handwriting	
Mock letters	
Real letters plus inventions	
Acceptable English letters	
Invented words	
Traced words	
Words copied incorrectly	
Words copied correctly	
Words written incorrectly without copying	
Words written correctly without copying	
Invented spellings of a group of words	(This is a elephant)
Words written left to right without spaces	
Words written left to right with spaces,	
Words written left to right with spaces return down left	

3. The Writing Process

According to authorities* in the field of writing, a teacher should follow the sequence of steps outlined in assisting students in producing a piece of writing Authorities further suggest that a teacher work toward **one** good piece of writing per grading period rather than several pieces that have not gone through the sequential steps listed below

a **PRE-WRITING**
   (1) Introducing topic or idea
   (2) Discussing
   (3) Assigning a Writing Task

b **WRITING**
   (1) Put plan on paper
   (2) Composing

c **REVISING**
   (1) Revising
   (2) Conferencing (maybe SAYBACK)

d **EDITING**
   (1) Reviewing—Rereading—does it make sense
   (2) Revision—Making changes in the **CONTENT**
   (3) Proofreading—Editing for mechanics, spelling

e **PUBLISHING**
   (1) Recopying
   (2) Letting it go—sending—publishing—display

Adapted from Kirby, D and Hulme, G **The Writing Process:** Composition and Applied Grammar Boston Allyn and Bacon.

4. Suggestions for Instruction

Listed below are general suggestions for the teacher to consider in planning for writing instruction

a Use a variety of writing activities to increase retention
b Individualize work in large classes
c Provide a source for later reference
d Provide the student with physical evidence of achievement
e Keep charts of the manuscript and cursive letter forms on display at all times
f Teach English capitalization and punctuation along with basic sentence patterns
g Teach paragraph format (indention and margins)
h Teach organization of content
i Limit correction of writing to specific important areas
j Provide a model when assigning written work
k Use a chalkboard and encourage note-taking or copying (Write out what you are saying during class lectures)
l Provide supplemental writing activities
   — A limited amount of copying paragraphs can be beneficial to the beginning level ESL student
   — Have the student rewrite paragraphs in different tenses, number or person
   — Occasionally, allow the student to redo corrected assignments

When planning for **expository writing**, remember that expository writing is used to
   — Convey factual information
   — Convince, describe and influence

a Remember students write best from experience
b Select a topic or a unit of study which is of interest to the students
c Compile a vocabulary list of words needed and related to unit of study
d Collect and display visuals with and without labels
e Provide for use available books related to unit of study and as many reference books as possible.
f Assign students to work in groups doing research
g Instruct groups to compile and share the material with the class
h Use available material to build tangible background and ask literal, interpretive and creative questions
i Have students begin writing
j Enjoy results!

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A SUGGESTED INSTRUCTIONAL STRATEGY
for
TEACHING A WRITING LESSON
(Modeling the Writing Process)

Purpose:
   To support the role of teacher as fellow writer in the classroom

Preparation:

   Children sit informally in a "Writing Circle" around teacher Teacher and students bring journals to the circle

Procedure:

   "I like to write, but sometimes I don't always have the time to do the writing I like to do Can you guess why people sometimes have trouble spending time on writing? What reasons do you have for not writing at home? Can you guess some of my own reasons for not writing as much as I should?"

   Children offer suggestions for why people don't write as much as they should Teacher leads the discussion

> "You've given some good reasons. and although I'll still try to write at home, and I hope you will too, we're going to set aside classroom time this year for all of us to write in our journals each day — even I will take advantage of writing time with you Shall we write together today?"

> "Let's start by looking at our list of topics for writing that we've started in the back of our journals Let's share some of our topics, some of the things we could choose to write about Here are mine "

> Teacher reads three or four choices for writing from her/his list

> "Let's hear some of yours   "

> Calls on three students to share their lists

> "Let's get comfortable If you want to write here in our circle, begin in your journal right now If you want to write at your desk go back quickly and begin to write Remember, we are all writing about our own choice, I'm not assigning a topic Pick your topics from your topic list or think of something new If you have a few new ideas, don't forget to list them in the back of your journal "

   Teacher and students write quickly for five minutes After the first five minutes, teacher can begin to move from writer to writer for the remaining five minutes, giving informal support (A simple. "How's it going?" can be enough in most cases.)

A SUGGESTED INSTRUCTIONAL STRATEGY
FOR
REVISING STUDENT'S WRITING
(Using Sayback)

GOAL: TO WRITE AGAIN (REVISE)

MODELING: A LARGE GROUP
              B   SMALL GROUP

1   WHAT DID YOU HEAR?
2   WHAT ELSE DO YOU WANT TO KNOW?

SUGGESTIONS
A.   SHORT GROUP LESSONS (10 MINUTES)
B   TWO READERS AT MOST
C   ALL GROUP MEMBERS RESPOND
D   FOLLOW WITH WRITING PERIOD
E   CONFERENCE FOR RESULTS

AMPLE WRITING TOPICS

The following topics have proven to be of intrinsic interest to children, and were taken from **Slithery Snakes** and **Other Aids to Children's Writing** by Walter Petty and Mary Bowen

1   If I had a $1,000 to spend

2   What Mother Forgot

3   The Count-Down

4   He Hurried Too Fast

5   The Day My Pet Learned To Talk

6   A Space Man Comes To Visit

7   How I Feel in the Dark

8   What the Animals in the Zoo Don't Like

9   The Year Santa Claus Was Lazy

10   I Was a Pine Seed

11   The Earliest Thing I Remember in My Life

12   The Puppy Who Was Sad

13   Early in the Morning

14   Walking Home in the Rain

15   The Story of a Dime

16   The Fire Engine

17   If I Could Fly

18   My Pet When It Was Growing Up

19   What a Dinosaur Did One Day

20   The Most Beautiful Thing I Ever Saw

21   What I Think About Winter

22   What an Ant Might Think About

23   Adventures of a School Desk

24   The Hot, Hot Day

25   The Cat That Ran Away

26   What Color Means to Me

27   If I Could Join the Circus

28   If I Owned a Pig

29   Sounds on a Black Night

30   The Nicest Person I Know

31   I Interviewed a Famous Person

32   What Zebras Do

33   If I Were Living Long Ago

34   If I Were a Kite

35   The Robot Who Cried

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5. Sample Writing Activity
BAG A BIT O' FUN

PURPOSE:

Creative written expression

a   Provide a paper bag full of interesting objects for each pupil or ask pupils to bring their own bags of objects

b   Each pupil must create a story in which he uses all the objects in his bag

c   When he has finished, he writes his story on the outside of his bag and decorates the bag with illustrations

d   Hang the bags from a bulletin board or chalk tray where they may be read by others

e   Pupils then read the story bags and try to guess the objects in each bag (The bags may be identified by number or name of author)

Can you guess what objects are in the bags?

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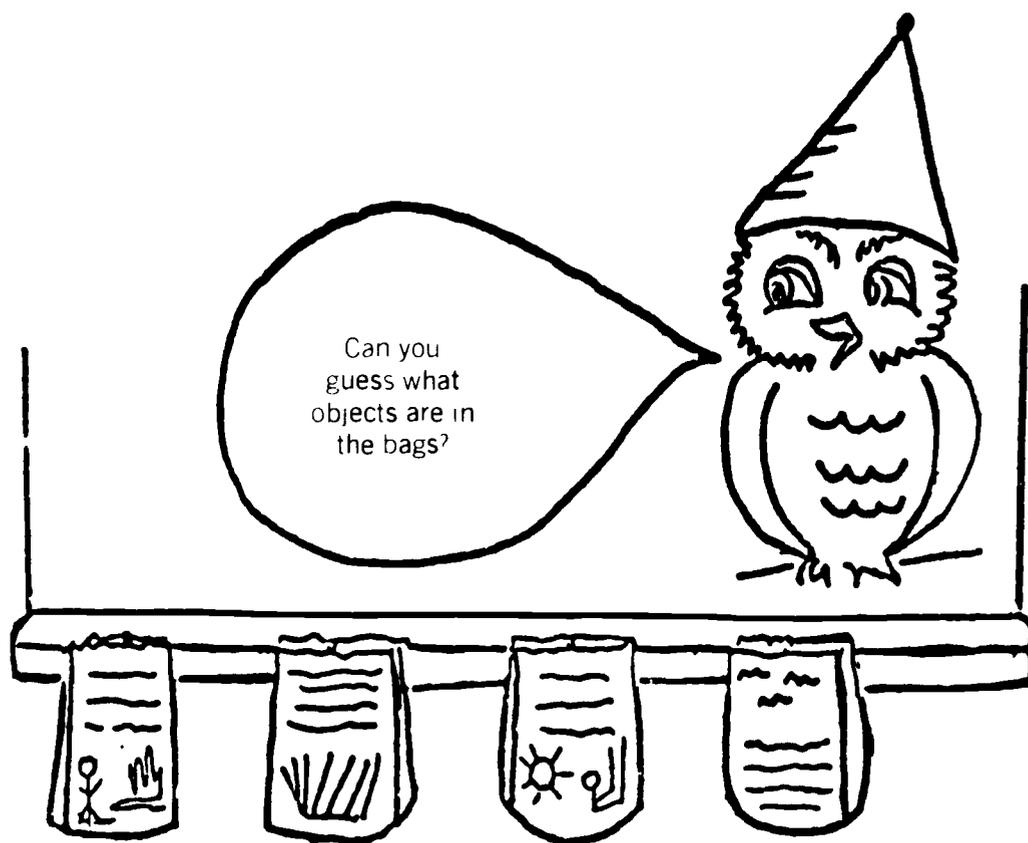
6. Sample Writing Materials

Developmental Learning Modules
Primary Grade Writing
Brevard County Public Schools
1260 South Florida Avenue
Rocklege, FL 32955

Let's Begin To Write   K-2 $12 84
A set of duplicating masters designed for beginning writing activities
Economy Company
Bowmar/Noble Publishers
1901 North Walnut
P O Box 25308
Oklahoma City, OK 73125

Power Writing   Teaching Guide $17 00
A manual of expository writing in which words, phases, sentences and paragraphs have numerical
power as they relate to each other Inexpensive repoducible activities by grade level
J E Spark
Communication Associates
2160 Century Park East — 210 N
Los Angeles, CA 90067

Young Writers Series   Grade 2-8 $6 00
Reproducible or duplicating formats reinforce basic grammar and functional writing skills
Milliken Publishing Company
St Loius, MO 63132

Write Now   Grade 3-4   Remedial 5-8 $69 00
Cassettes and activity books fuse writing, reading and English skills to teach practical experience in
basic writing skills
Educational Activities, Inc
P O. Box 392
Freeport, NY 11520

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APPENDIX SECTION

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TABLE OF CONTENTS for APPENDIX

I. HISTORY OF TITLE I MIGRANT PROGRAMS AND PAREN ⁻ INVOLVEMENT

THE ELEMENTARY AND SECONDARY EDUCATION ACT — TITLE I

Title I of the Elementary and Secondary Education Act of 1965 (P.L. 89-10) amended in 1966 by P.L 89-750, provided payments to states for programs and projects for migratory children. Part (A) of Section 103 of P.I 89 750 states as follows:

> "(A) That payments will be used for projects which are designed to meet the special educational needs of migratory children of migratory agricultural workers, and to coordinate these programs and projects in other states including the transmittal of pertinent information with respect to school records of such children . . ."

Active parent involvement in migrant education has been consistently recognized by Congress in the history of amendments to Title I since 1968 For the first three years, from 1965 to 1968, no policy statements were issued regarding the rights of parents to be involved in the operation of projects using Title I migrant funds. Then in 1968, the U S Office of Education issued guidelines which encouraged, but did not require the establishments of district-wide parent advisory councils (PACs) In 1970 Congress passed legislation which strengthened the U.S. Office of Education's position and enabled the Commissioner of Education to mandate the establishment of district parent advisory councils

The most critical change in federal requirements for parent involvement after 1970 took place with the passage of the 1974 amendments of Title I. For the first time Congress mandated district-wide and local school parent advisory councils. This legislation a so required that parent members be "selected by parents"

The 1978 Education Amendment on Migrant Education designed even stronger policies on parent involvement than had previous legislation. This legislation now requires that parent advisory council members be "elected by the parents" (instead of "selected"), that training programs be developed in consi 'ation with council members and that parents should have access to information (**Organizing an Effec... /e Parent Advisory Council**, 1980).

THE MIGRANT AMENDMENT AND PARENT ADVISORY COUNCILS

Public Law 95-561 is an amendment to Public Law 89-750 (the Migrant Amendment). Section 201 12(a)(3)(cv);(5):201 35 of Public Law 95 561 now requires every state education agency requesting migrant funds from the U S Department of Education to include in its plan the following information:

1 A description of how the state or local parent advisory councils have participated in the planning of state and local programs.

2. A description of how parent advisory councils will be involved in reviewing the operation and evaluation of state and local programs.

3   A description of how the membership of parent advisory councils at the state and operating agency levels will be selected (when applicable). If a method other than election by parents of eligible migratory children is to be used, the agency must explain why this is necessary.

4. A description of how equitable representation of parents of migratory children from preschool through secondary grades and of currently migratory and formerly migratory status will be achieved.

5   A description of how the state education agency plans to involve the parents in the education of their children at the operating agency level

6   A description of the agency's strategy for in-service training of staff members and the training of parent advisory council members, which must include the following:

   a) needs and objectives of the training
   b) a timeline for training activities
   c) number and types of staff members, parents and other persons who will be provided with training
   d) the persons who will be responsible for the training
   e) the estimated cost of the training activities

Public Law 95-561 also requires that:

1   Every operating agency must solicit parental involvement in the planning, operation and evaluation of its project and must establish and consult a parent advisory council

2   Every state education agency must solicit parental involvement in the planning, operation and evaluation of its state migrant education programs and must establish and consult a parent advisory council

3   Each state and operating agency parent advisory council must be composed of people who know the needs of migratory children.

4   The membership of each parent advisory council must be elected by parents of eligible migratory children

5   A majority of the members of each parent advisory council must be elected by parents of children who are being served or who are eligible to be served by migrant education

6. Every state education agency and each operating agency shall give its parents advisory council the responsibility for advising it about the planning, implementation and evaluation of the state program or the local project, whichever applies.

7. Every state education agency and each operating agency shall without charge provide its parent advisory council, and upon request, each member of its parent advisory council, with a copy of the Title I migrant education statute and any applicable federal or state regulations or guidelines.

8. Every state education agency and each operating agency shall without charge provide its parent advisory councils with any report resulting from federal or state auditing, monitoring or evaluation of the state or local program with which the council is concerned.

9. Every state education agency and, to the extent possible, each operating agency shall provide a program to train the members of its parent advisory council to carry out their responsibilities. The training program shall be developed in the following format.

   a) must be planned in full consultation with members of the parent advisory council
   b) must provide each member of the parent advisory council with appropriate materials
   c) may be supported by migrant education funds, including the expenses associated with the attendance of members at training sessions.

   Unless cited otherwise, the information in this section is derived from the **Federal Register** of April 3, 1980

II. DEFINITION OF MIGRANT CHILD

The criteria used to determine the eligibility of a student as a "migrant" has been defined by federal code. The following criteria were extracted from Part 116d of Title 45 of the Code of Federal Regulations which was amended on September 16, 1978. Complete final regulations are recorded in the **Federal Register**, Part III, dated November 13, 1978.

A **migratory** child is the child of a migratory agricultural worker or a migratory fisherma . who moves with his family within a state or from one state to another for the purpose of finding temporary or seasonal employment.

A **currently migratory child** means a child.

(a) Whose parent or guardian is a migratory agricultural worker or a migratory fisher; and

(b) Who has moved within the past twelve months from one school district to another—or, in a state that is comprised of a single school district, has moved from one school administrative area to another—to enable the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. This definition includes a child who has been eligible to be served under the requirements in the preceding sentence, and who, without the parent or guardian, has continued to migrate annually to enable him or her to secure temporary or seasonal employment in an agricultural or fishing activity.

A **formerly migratory child** means a child who.

(a) Was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child,

(b) Lives in an area served by a Title I migrant education project, and

(c) Has the concurrence of his or her parent or guardian to continue to be considered a migratory child

An **interstate migratory child** is one who has moved with a parent or guardian within the past year across state boundaries

An **intrastate migratory child** is one who resides in a state full-time and who has moved with a parent or guardian within the past year across district boundaries within that state

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III. SAMPLE CERTIFICATE OF ELIGIBILITY

(1) School District _____
(Name)

(2) Campus _____
(Name) / (ID)

(3) School Year 19___-___

(4)
Child Name _____
(Last) (First)

I. CHILD DATA

(5) Child ID _____
(Number and Mnemonic)

(6) Child Name _____
(Last) (First) (Middle Name or Initial)

(7) Sex Male ☐ (8) Birthdate ___/___/___ (9) Birthplace _____ (10) Race 1 2 3 4 5
Female ☐ (Month-Day-Year) (City) (State) (Country) (Circle one)

(11) Legal Parent Name _____ (12) Legal Parent Name _____
(First) (Last) (First) (Last)

(13) Verification ☐Birth Certificate ☐Document ☐Other ☐None (14) Multiple Births ☐2 ☐Other (Specify) _____

(15) Homebase Address _____
(Street/P O Box) (City) (State) (ZIP code) (Country)

(16) Current Residence _____
(Street/P O Box) (City) (State) (ZIP code)

(17) Current Parent Name _____ (18) Current Parent Name _____
(First) (Last) (First) (Last)

II. ELIGIBILITY DATA

These facts certify that (19)_____ arrived in this district on (20)___/___/___ (21) from_____
(Name of Child) (Residency Date—Mo/Da/Yr) (City) (State)

and enrolled on (22)___/___/___ in grade (23)_____ with a migrant status of (24) 1 2 3 4 5 6 based upon a move with/to join
(Enrollment Date—Mo/Da/Yr) (Circle one) (Circle one)

(25)_____ (26)_____ This worker's move occurred on/about (27)___/___/___
(Name of worker) (Relationship) (Circle one) (LQM Date—Mo/Da/Yr)

from (28)_____ to (29)_____
(LQM City-State-Country) (LQM City-State)

and enabled the worker to seek and/or obtain temporary or seasonal employment in (30)_____
(Specific qualifying activity)

III. PARENT/GUARDIAN CERTIFICATION DATA

The rules for migrant eligibility, migrant services, and the Migrant Student Record Transfer System have been explained to me I know that my child's records can be sent to other schools and that I may see and obtain them If my child becomes a formerly migratory child, I give permission for him/her to be considered a formerly migratory child until his/her eligibility ends provided I can withdraw my permission at any time I certify that the information listed above is true and correct

(31)_____ (32)_____ (33)___/___/___ (34)_____
(Signature of ☐Parent ☐Guardian) (Relationship) (Date—Mo/Da/Yr) (Telephone No of ☐Parent ☐Guardian)

IV. ELIGIBILITY CERTIFICATION DATA

I certify that I have received training in determining migrant _____ the types of migrant services available in this district

I certify that this student is eligible for migrant services _____ provided here To the best of my knowledge, the information is reliable and valid

(35)_____ (36)___/___/___ (37)_____ (38)___/___/___
(Signature of Interviewer) (Date—Mo/Da/Yr) (Signature of ☐Superintendent ☐Designee) (Date—Mo/Da/Yr)

(39) LANGUAGE USED TO EXPLAIN THE CONTENTS OF THIS DOCUMENT
☐English ☐Spanish ☐Other (Specify) _____

—A4—

IV. BASIC INTERVIEW PATTERN FOR DETERMINING MIGRANT EDUCATION PROGRAM ELIGIBILITY

1. **Has the family (or part of the family) ever moved to seek work?**

   If the answer is **no**, they do not qualify.

   If the answer is **yes**, then ask   .

2. **When?** When was the last time (most recent) that you moved to seek work?

   If the answer is more than six (6) years ago, they do not qualify

   If the answer is within the last six (6) years, then ask .

3. **Where?** Where did you move **to?**

   If the answer is within the same school district, or to a place outside the United States, its territories or possessions, they do not qualify on that move.

   Where did you move **from?**

   If the answer indicates a move across school district boundaries to a place in the Uni*ed States, its territories or possessions, then ask . . .

4. **Why?** What kind of work were you looking for?

   If the answer is work that is not related to agriculture, or is permanent work of any kind, or the move was not related to seeking work, they do not qualify

   If the answer is to seek temporary or seasonal work related to agriculture (hoeing cotton, picking grapes, irrigating oranges, plowing for wheat, packing melons, etc.) then ask .

5. **Who?** Who made this move?

   If only the adults moved, none of the children are eligible.

   If only the child (or children) moved at the time being discussed, determine whether this child (or children) made a move in the past with a "migratory agricultural wor ker" and when the last (most recent) move with that migratory worker occurred Refer to the definition of a "currently migratory child."

   If a parent or guardian who is a "migratory agricultural worker" and one or more of the children made the move, you have now gathered the facts necessary to determine eligibility and may proceed with completing the Certificate of Eligibility (COE).

2i0

V. DEFINITION OF 143 PROJECTS
Interstate and Intrastate Coordination Program

Congress, beginning in 1966, stressed cooperation among states by encouraging states to coordinate programs with similar programs in other states. In 1978, in Section 143 of Public Law 95-561, Congress provided for a discretionary grant program to be available to state educational agencies. The purpose was to "...improve the interstate and intrastate coordination among state and local educational agencies of the educational programs available for migratory children." This effort was first funded in fiscal year 1981 (FY'81) in the amount of $2,600,000. The amounts available for FYs '82, '83 and '84 respecitvely were $3,104,190; $2,066,692; and $2,082,891.

During FY'81, 12 projects were funded in ten states; FY'82, 24 projects in 14 states; FY'83, 13 projects in seven states; and FY'84, 16 projects in 11 states. A total of 65 projects have been funded to date.

Each grantee is responsible for developing and distributing a product package nationwide. Each package will tell what is done, its cost-effectiveness and feasibility for duplication in the Section 141 program, as well as problems encountered Each package will also contain any materials that were developed with an opportunity for comment and inquiry

The entire focus of this program is product oriented. The effort is a collective group process. It is not intended for the states to compete with one another, but rather, to cooperate toward a common goal. The goal is to develop models which will be adapted or adopted by all states to improve services to migrant children.

Awarding of funds should involve the shortest project period cycle and provide maximum administrative and operational flexibility

*(Contact the state migrant office for more information concerning possible materials available in your state.)

VI. EDUCATION RECORD FORM

DATE							PAGE OF	STUDENT ID

MIGRANT STUDENT EDUCATIONAL RECORD

BIRTH DATA

SEX =
DOB =   CITY :
VER =   COUNTY :
AGE =   STATE :
MULTIPLE BIRTHS = COUNTRY:

TERMINATION
TYPE:
DATE:

P.L.Q.:

PARENT DATA

LEGAL PARENTS:

CURRENT PARENTS:

HOME BASE

CURRENT RESIDENCE

LAST QUALIFYING MOVE: END OF ELIGIBILITY:
MOVED FROM: _____: __: _____
MOVED TO: _____: __: _____

SCHOOL HISTORY DATA

CURRENT SCHOOL: SCHOOL ID:
MED.RECORD ADDRESSEE:

PREVIOUS SCHOOL: SCHOOL ID:
STREET ADDRESS: (SM:)
CITY:
STATE: ZIP: PHONE:

SCHL ID SH ST SCHL	RES.	DATE ENROLL	WITHDR	DAYS ENR PRS %	GR LV	M S	E I T

EDUCATION-HEALTH LINKAGE

E-H 0   MESSAGE: CONTACT:

SECONDARY CREDIT DATA

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL

CONTACT: PH: PH:

REQUIRED SUBJECT	GRADES TAUGHT	NO. TERMS REQ'D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
TOTAL					

PROFICIENCY TEST:

CLASS SCHEDULE FROM MOST RECENT REPORTING SCHOOL

SUBJECT	COURSE TITLE	SM	COURSE GRADE LEVEL	PARTIAL WORK / GR.	CLOCK HRS IN CLASS	CREDIT GRANTED GR.	NO. OF TERMS	TYPE OF TERM	TERM	YR

MOST RECENT REPORTING SCHOOL:

CONTACT:

Education Record Form continued

M I G R A N T   S T U D E N T   E D U C A T I O N A L   R E C O R D   PAGE 3 OF 4

S E C O N D A R Y   C R E D I T   D A T A

SECONDARY CREDIT REPORTING FORM

SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	PARTIAL WORK % GRADE	CLOCK HRS IN CLASS	FINAL GRADE	CREDIT GRANTED NO OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL   CITY   STATE   YEAR OF GRADUATION

E D U C A T I O N A L   S K I L L S

(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

MATH SKILLS
MATH SKILLS MASTERED   (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL	MASTERY DATE	SH

CODE		MASTERY DATE

MATH SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	SH	DATE REPORTED

CODE	

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR LEVEL	SH	DATE REPORTED

CODE		INSTR LEVEL

READS IN·   PUBLISHER·

ORAL LANGUAGE SKILLS UNDER STUDY

CODE	LANG	SUBTOPIC OR SKILL	SH	DATE REPORTED

CODE	LANG	

LANGUAGE PROFICIENCY LEVEL IS -   , AS DETERMINED BY A TEST GIVEN ON

EARLY CHILDHOOD SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	SH	DATE REPORTED

CODE	

****EDUCATION RECORD CONTINUED NEXT PAGE****

MIGRANT STUDENT EDUCATIONAL RECORD   PAGE 4 OF 4

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	END	HRS CUR

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	END	HOURS LAST	CUM	SH

* - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	INFORMAL	SH

SPECIAL TALENT

DATE	NAME	SH

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH

SPECIAL EDUCATION CONTACT DATA

CONTACT:

FOLLOW-UP CODES:
   VARIABLE   CONDI   COND2
CONDITION
IEP AVAILABILITY
SPEC ED SERVICES
RELATED SERVICES

VII. HEALTH RECORD FORM

DATE				PAGE	STUDENTS NME
		MIGRANT STUDENT HEALTH RECORD			

BIRTH DATA   PLACE OF BIRTH

SEX =
DOB =
VER =
AGE =
HB =

LEGAL PARENTS

HOME BASE

CURRENT PARENTS

CURRENT RESIDENCE

RECENT HEALTH PROVIDERS

CURRENT SCHOOL

PROBLEM LIST

ICD CONDITION	PROB	EARLIEST INCIDENCE			LATEST INCIDENCE		
GROUP	FREQ	PROV	ENC #	DATE	PROV	ENC #	DATE

PATIENT HISTORY

FAMILY HISTORY

SCREENING DATA AND LABS

IMMUNIZATION DATA

LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE

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VIII. ACRONYMS COMMONLY USED IN MIGRANT PROGRAMS

ADA—Average Daily Attendance

CAMP—College Assistance Migrant Program

CAPM—Computer Assisted Placement in Math

CAPR—Computer Assisted Placement in Reading

CEP—Compensatory Education Programs

ECIA—Education Consolidation and Improvement Act

ESL—English as a Second Language

FTE—Full-Time Equivalency

HEP—High School Equivalency Project

LEA—Local Education Agency

LEP—Limited English Proficiency

MEMO—Migrant Education Messages and Outlook (publication)

MSRTS—Migrant Student Record Transfer System

NASDME—National Association of State Directors of Migrant Education

PAC—Parent Advisory Council

PASS—Portable Assisted Study Sequence Program

PROJECT CHILD—Comprehensive Help for Individual Learning Differences

SEA—State Education Agency

SIS—Skills Information System

USED—United States Education Department

IX. HEALTH SCREENING STANDARDS

The following standards are included as a general reference only It would be advisable to check with the local state office of maternal and child health for specific guidelines for your individual state

A. Standards for Hearing Screening*

Frequencies to be used at 20 dB with pure-tone Audiometer

1,000 Hz

2,000 Hz

4,000 Hz

8,000 Hz

500 Hz may be used in an unusually quiet environment

If ambient noise levels appear to be excessively high, screening tests may be done at 25 dB

Child fails if he or she does not respond at one or more screening frequencies in either ear

REFERRAL
Medical/audiological evaluation may be indicated because of history and/or physical examination findings.

If upon rescreening, the child does not respond at the screening levels for one or more frequencies in one or both ears, she or he should be referred for medical or audiological evaluation

B. Standards for Vision Screening*

Vision should be checked by the examiner Relevant history and physical findings should be noted It is important to identify problems (e g , strabismus, infections, injuries, cataracts and suonormal vision) as early as possible and refer for appropriate care

THREE YEARS TO NINE YEARS

At three years begin use of the Snellen "E" or alphabet chart, well lighted, from 20 feet Each eye should be checked individually Pass* with acuity of 20/30 or better

TEN YEARS AND OVER

Use Snellen alphabet chart, well lighted, from 20 feet Each eye should be checked individually Pass* with acuity of 20/20   *Passing score on a line consists of reading the **majority** of letters on that line

REFERRAL

Refer by examination and/or history if problems are found If the screening results for acuity are marginal, rescreening before referral is recommended for the preschool child It is helpful to ask the parents to practice with the child the week before the appointment Begin this exam with the previously defective eye If the child fails to meet the acuity standards at the second screening, refer

Refer all age groups if there is a two-line difference between the two eyes even though the worst eye is within the passing range For instance, a three year old who has 20/20 vision in one eye and 20/40 in the other, should be referred.

Refer if children do not pass with each eye at the age appropriate acuity

Children who wear glasses should not be tested while wearing their glasses. If acuity is "normal" while wearing glasses, annual checkups should be recommended If acuity while wearing glasses is abnormal, further evaluation is required unless a recent examination has assured that the best possible correction has been achieved.

*Source: **Washington State Maternal and Child Health Clinical Services Program Manual.**

C. Standards for Blood Pressure*

Blood pressure determination should be initiated at three years of age, made at each subsequent child health maintenance checkup and recorded on the appropriate graph. If there is parental hypertension or familial history of premature hypertension (under 50 years of age), stroke, coronary artery disease, kidney disease or kidney failure of unknown cause, blood pressure should be measured regularly beginning in infancy.

CHILDREN'S BLOOD PRESSURE GRAPHS

BOYS / GIRLS blood pressure percentile graphs (Systolic and Diastolic)
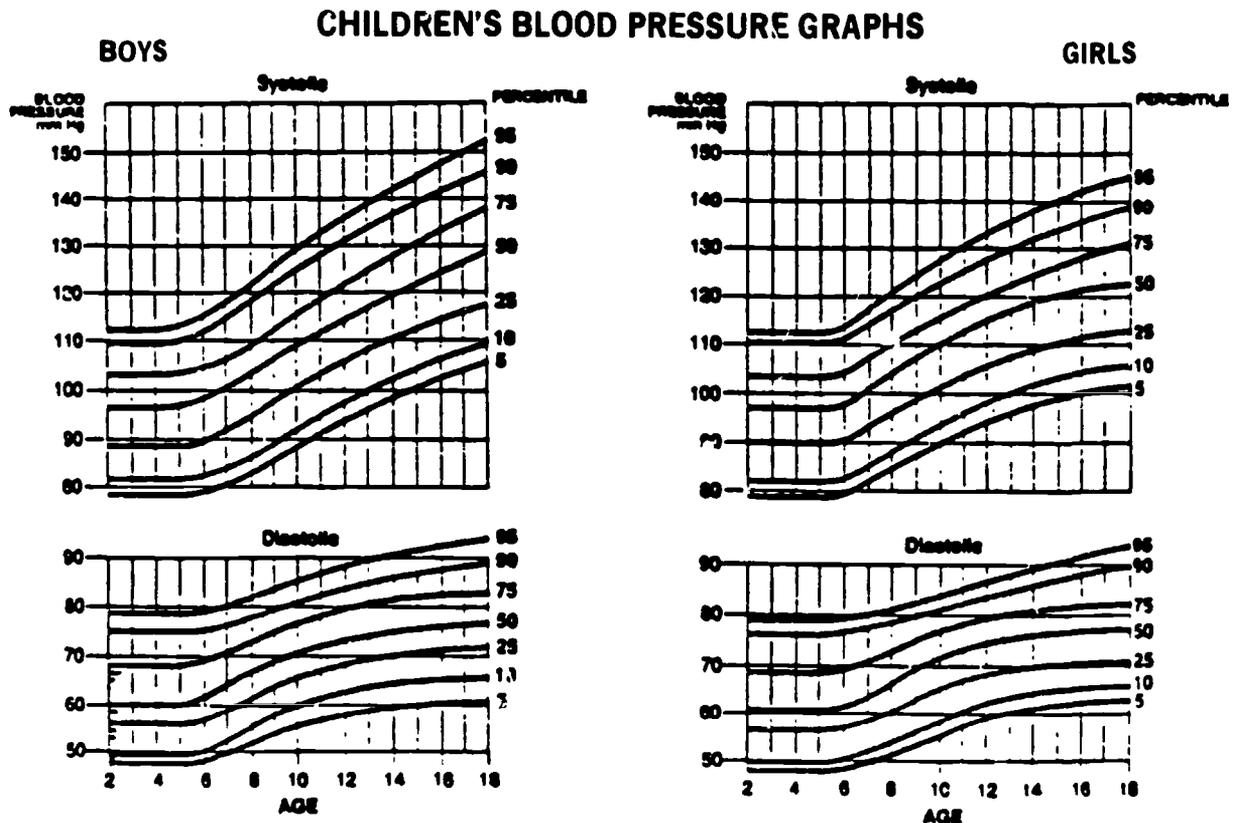
REFERRAL

If the child's blood pressure is significantly elevated (95 percentile or above; 140/90 in children under 13 years of age; 150/90 in adolescents) and/or he is symptomatic on the first visit, **refer immediately.**

A child who is **asymptomatic** with a blood pressure reading above the 90 percentile should be rescreened in two to four weeks. If the blood pressure remains elevated, rescreen again within a similar time period. If the blood pressure is above the 90 percentile on the third screening, refer to a physician.

D. Standards for Anemia Screening*

Guidelines for Determining Iron Deficiency Anemia

Age in Years	Low Hematocrit	Low Hemoglobin
* 2 Weeks	<42%	<13 gms
* 3 Weeks	<33%	<10 gms
** Under 1	<33%	<10 gms
** 1	<33%	<10 gms
** 2-5	<34%	<11 gms
** 6-13	<37%	<12 gms
** 14 (Males)	<40%	<13 gms
** 14 (Females)	<37%	<12 gms

REFERRAL

Result should be compared against standards and referral or therapy initiated if results fall below guidelines.

*Source: **Washington State Maternal and Child Health Clinical Services Program Manual.**

E. Standards for Hemoglobinopath (Including Sickle Cell) Screening*
(Disease and Trait)

TESTING

Every person with the following ancestry should have the opportunity to be tested unless screening has previously been done.

Blacks

Mediterranean ancestry (e.g., Greek, Italian, Gypsy, Turkish)

Latin Americans from coastal areas of the Caribbean and South America

Southeast Asians.

Because of the genetic implications it is most important that adolescents and individuals of child-bearing age not previously tested be given this option.

Parents and the child, if old enough, should have information/counseling about the disease **before** testing is done. They must be given the right to decline the test if they wish

F. Standards for Urine Testing*

If the results of the Uristix test are plus one or greater for either albumen or glucose, or the student history gives reason to suspect a urinary tract abnormality then an additional strip is used to identify the presence of blood, acetone, pH, protein, glucose, ketones and bilirubin. This information is then recorded on the physical examination form in the same manner as indicated above.

Urinalysis (Albumen)	Negative	NA	(no abnormality)
	Trace	NA	(no abnormality)
	30	AB	(abnormal)
	100	AB	(abnormal)
	300	AB	(abnormal)
	1000	AB	(abnormal)
Urinalysis (Sugar)	Negative	NA	(no abnormality)
	Trace 1/10	NA	(no abnormality)
	1/4	AB	(abnormal)
	1/2	AB	(abnormal)
	1	AB	(abnormal)
	2 and more	AB	(abnormal)

REFERRAL

Children with positive history or physical findings should be referred If any test of the dip stick is positive, except protein, a repeat test should be done immediately on a fresh urine sample and referral made if still positive.

If protein is positive, the test should be repeated on a first voided urine in the morning and then referred if still positive. This should be done within four weeks if history and physical examination are negative.

Children over five with enuresis and diurnal enuresis (wetting during the day) and all those with secondary enuresis (children who have developed bladder control for at least three months, but who have subsequently lost it) should be referred to a physician for a complete evaluation.

G. Standards for Tuberculosis Screening*

TESTING

The Mantoux using PPD-T, 5TU skin testing material In individuals with a history of exposure to tuberculosis or with symptoms suggesting tuberculosis, the Mantoux must be used.

CHILDREN TO TEST

All children, 12 months and older, who have had no prior tuberculin testing should be tested on the initia! visit

Children listed below should have additional periodic testing every one to two years:

1. All children whose social or family history suggest possible exposure to tuberculosis.

2 All children from specific communities cr ethnic groups where tuberculosis cases are occurring.

3 All children who have had contact with a known case of tuberculosis should be tested and followed through the tuberculosis program.

READING

The site of the Mantoux test must be examined from 48-72 hours after application. Reactions before 48 hours are nct significant unless they persist. When reading test site of multiple puncture tests follow the manufacturer's directions for timing of the reading. Reliable parents can be instructed to check the tests site in tv days. Any swelling or redness noted should be checked by the clinic or public health nurse.

CRITERn... FOR INTERPRETING THE TEST

Only induration (swelling that can be felt by the examiner) is significant Erythema (redness) without induration does not indicate infection

H. Standards for Increased Lead Absorption Screening*

TESTING

All children between ages one and six who live in poorly maintained buildings built before 1960, who visit relatives, friends or babysitters in such buildings, or who obtain day care in such buildings, should be screened unless careful epidemiological surveys have shown that lead poisoning is not a problem in the community. Any child known to be exposed to other sources of lead, such as industrial lead fumes, homes adjacent to busy freeways, streets or shopping centers, folk medicines such as azarcon, hobbies requiring lead materials, (e g , stained glass work), some printed materials and the burning of leaded materials, e g , colored newspaper, painted wood from old buildings, etc.), should also be screened Children should also be screened if parents work in lead related occupations Workers in these jobs can bring home lead dust on shoes, clothing and tools

Symptoms or findings in the history of possible lead absorption in children are

1 Pica
2 Anemia
3 Hyper-irritability, hyperkinetic and aggressive behavior
4 Chronic GI upset (cramping, anorexia, sporadic vomiting, severe constipation)
5. Poor progress in school, decreased play activity and developmental regression

*Source: **Washingtor State Maternal and Child Health Clinical Services Program Manual.**

X. BLOOD PRESSURE STANDARDS*

- All reading on mercury manometers are read at the top of the meniscus
- Systolic reading is the point at which the initial tapping sound is heard for at least two consecutive beats
- Diastolic reading for adults is 2 mmH below the last sound heard, which is the disappearance of sound.
- Diastolic reading for children 0-18 years is the Fourth Korotkoff phase
- Remember to consider and record all stressors on the patient such as temperature, anxiety, full bladder, smoking, food or drink, activity, etc
- If the sounds were faint

  Inflate the cuff more rapidly
  Recheck the placement of stethoscope over the brachial artery
  Eliminate extraneous noise.
  Ask client to elevate his or her arm for 10-15 seconds, then rapidly
  Inflate the cuff to peak inflation level while arm is elevated,
  Lower arm and proceed with measurement

Standards for Referral

Adult

Anyone over 18 with systolic	less than 140 mm Mg	Recheck annually
Any adult under 50 years of age with a systolic	140-150 mm Mg	Recheck within 3 months
	greater than 150 mm Mg	Recheck within one month refer to physician if elevated on third recheck
Any adult 50 years of age or older with a systolic	160 mm Mg or greater	Recheck within one month refer to physician if elevated on third recheck
Any adult with a systolic	180 mm Mg or greater	Contact physician
	less than 90 mm Mg	Recheck annually
Anyone over 18 with a diastolic	90 mm Mg or greater	Recheck within one month Refer to physician if elevated on third recheck
	115 mm Mg or greater	Contact Physician

- AN ELEVATION IN **EITHER** DIASTOLIC OR SYSTOLIC IS CONSIDERED "AN ELEVATED READING "

- If the individual's blood pressure was elevated for his/her age, ask him or her to sit quietly for 5-10 minutes and **repeat** the measurement.

- If the second blood pressure reading is elevated, follow-up is indicated To prevent over-referral, a client with an elevated blood pressure should have two blood pressure measurements on **three** different occasions using the standards above before initiating physician referral This will eliminate false positives and provide the physician with a series of measurements over a period of time, which can help in treatment decisions

Pediatric Standards for Referral

Age	"High Normal Reading" 95th Percentile	recheck within 1-4 weeks
3-5	112/78 or greater	refer to physician if
6	116/80 or greater	"Sustained Elevated" on
7	120/82 or greater	third recheck
8	124/84 or greater	
9	128/86 or greater	
10	130/86 or greater	
11	134/88 or greater	
12	136/88 or greater	
13	138/88 or greater	
14-18	140/90 or greater	

- The term "High Normal" is used for a reading at or greater than the 95th percentile and "Sustained Elevated" is used for "High Normal" readings on three or more consecutive occasions

- DIASTOLIC is recorded as **Fourth** Korotkoff sound

- AN ELEVATION IN **EITHER** DIASTOLIC OR SYSTOLIC IS CONSIDERED "HIGH NORMAL" ("SUSTAINED ELEVATED")

- With the focus on primary prevention, it has been suggested that a child with a blood pressure above the 75th percentile should be re-evaluated, especially if there is a family history of hypertension

Age	At Greater Risk 75th Percentile	
	Male	**Female**
3-5	104/68	104/68
6	106/72	106/72
7	108/74	108/74
8	112/76	112/76
9	116/78	116/78
10	118/80	118/80
11	120/80	120/80
12	124/80	124/80
13	126/82	124/82
14	128/84	126/82
15	132/84	128/84
16	134/84	130/84
17	136/84	130/84
18	140/84	132/84

Risk Factors Associated with High Blood Pressure

- Studies show that the tendency to develop high blood pressure runs in families
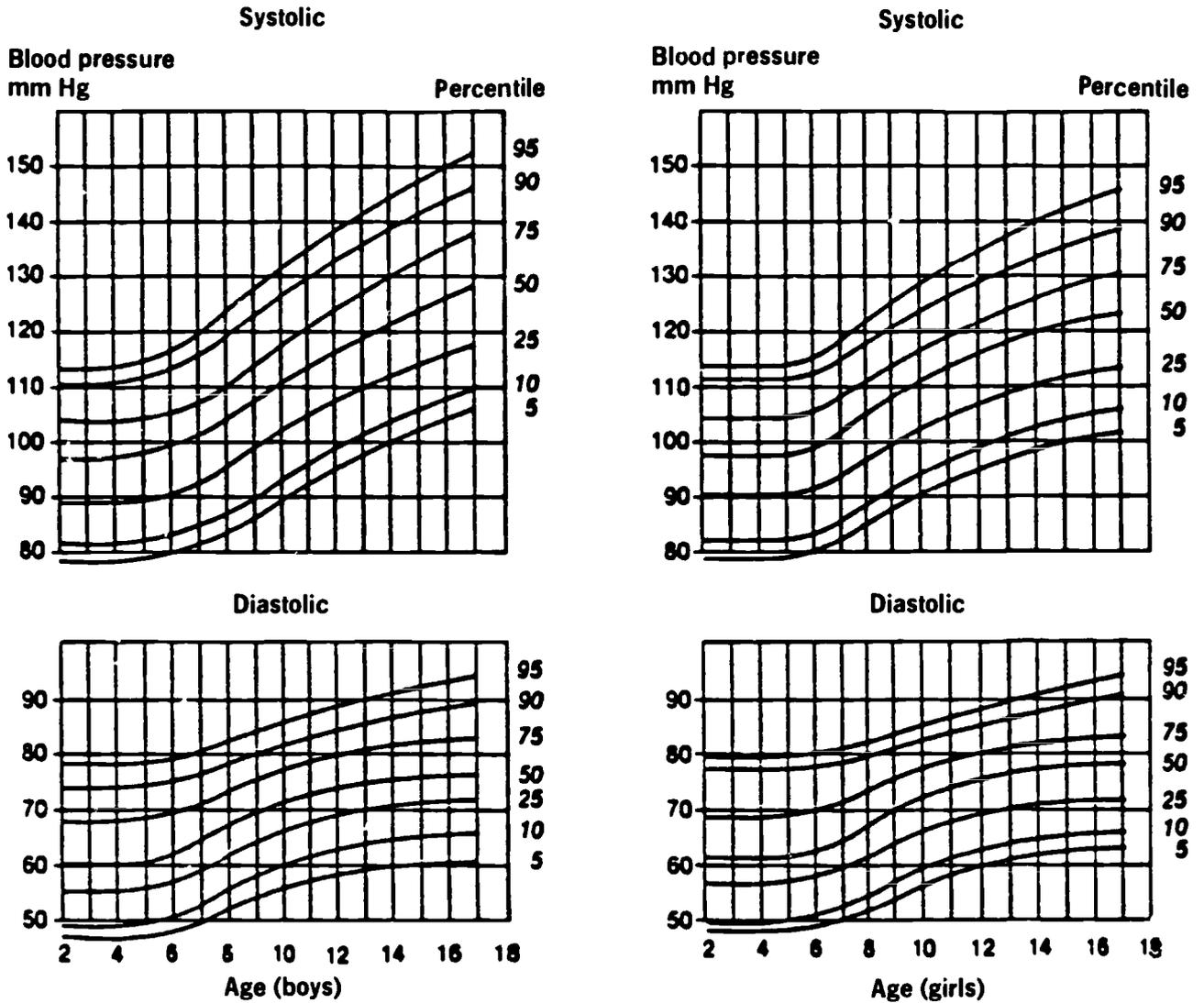
Figure 1

Figure 1. Percentiles of blood pressure measurement in boys and girls (right arm, seated)*

*Grids available from High Blood Pressure Information Center, 120/80, NIH, Bethesda, MD 20014

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XI. INFORMATION RESOURCES FOR PATIENT DISEASE/HEALTH PROBLEMS

Following is a list of organizations dedicated to gathering and disseminating information related to specific health problems These organizations typically sponsor research, conduct meetings, publish reports. and furnish speakers You will find within these associations, foundations and societies a wealth of information useful to your nursing education and patient education programs

Organizations, on the local level, frequently sponsor self-help groups. A centralized information resource is the Self-Help Institute at Northwestern University. The institute researches such groups and assists individuals in locating specifically appropriate groups. For more information contact: The Self-Help Institute, Center for Urban Affairs, Northwestern University, 2040 Sheridan Road, Evanston, IL 60201.

ALCOHOLISM
Al Anon, Family Group Headquarters
1 Park Avenue
New York, NY 10016
212 481 6565

Alcoholics Anonymous
175 Fifth Avenue
New York NY 10010
212/473-6200

National Council on Alcoholism
733 Third Avenue
New York NY 10017

ALLERGY
National Allergy Institute
9000 Rockville Pike
Bethesda MD 20892
(301) 496-4000

Hay Fever Prevention Society
Roswall Garden Suite 2 G
2300 Sedgwick Avenue
Bronx NY 10468
212 295 1069

ALZHEIMER'S DISEASE
Alzheimer's Disease and Related
Disorders Association
2 West 45th Street
New York NY 10017
212/719 4744

AMYOTROPHIC LATERAL SCLEROSIS
ALS Society of America
Suite 315
Ventura Boulevard
Sherman Oaks CA 91403
213, 990 2151

Center for Neurologic Study
Suite H
11211 Sorrento Valley Road
San Diego CA 92121
714/455 5462

National ALS Foundation Incorporated
185 Madison Avenue
New York, NY 10016
212/679 4016

ANEMIA
Cooley's Anemia Foundation, Inc
420 Lexington Avenue
New York NY 10017
212/679 7750

ARTHRITIS
Arthritis Foundation
3400 Peachtree Road. N E
Atlanta, GA 30326
404/266 0795

Arthritis Rehabilitation Center
1234 19th Street N W
Washington, DC 20036

ASTHMA
National Asthma Center
3800 E Colfax Avenue
Denver. CO 80206
303/388-4461

National Foundation for Asthma
P O Box 50304
Tucson, AZ 85703
602/624 7481

AUTISM
National Society for Autistic Children
Suite 1017
1234 Massachusetts Avenue, N W
Washington. DC 20005
202/783 0125

BIRTH DEFECTS
National Foundation—March of Dimes
Box 200
White Plains. NY 10602
914/428 7000

National Genetics Foundation, Inc
250 West 57th Street
New York, NY 10019
212/265 3166

BLINDNESS
American Foundation for the Blind
15 West 16th Street
New York, NY 10011
212/620 2000

Blinded Veterans Association
1735 DeSales Street, NW
Washington. DC 20036
201/347 4010

National Society for the
Prevention of Blindness
79 Madison Avenue
New York, NY 10016
212/684 3505

BLOOD
American Association of Blood Banks
1117 N 19th Street
Suite 600
Arlington, VA 22209
703/528 8200

Blood Research Foundation
1750 Pennsylvania Avenue. N W
Washington, DC 20006
202/393 7900

Children's Blood Foundation
342 Madison Avenue
New York, NY 10017
212/687 1564

National Rare Blood Club
164 Fifth Avenue
New York, NY 10010
212/243-8037

BRAIN DISEASE
Association for Brain Tumor Research
Suite 400
6232 North Pulaski Road
Chicago, IL 60646
312/286 5571

Children's Brain Disease Foundation
Suite 900
350 Parnassus
San Francisco, CA 94117
415/566 5402

BRAIN DISEASE—MINIMAL BRAIN DYSFUNCTION
Association for Children with
Learning Disabilities
4156 Library Road
Pittsburgh PA 15234
412/341-1515

National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612
312/243-8400

BURNS
Action Against Burns, Inc
P O Box 239
Charlestown. MA 02129
617/241 8674

American Burn Association
New York Hospital—Cornell Medical Ctr
525 East 68th Street, Room F0758
New York, NY 10021
212/744 4447

International Society for Burn Injuries
4200 East Ninth Avenue. C309
Denver. CO 80262
303/394 8718

National Burn Federation
3737 Fifth Avenue. Suite 206
San Diego. CA 92103
714/291-4766

CANCER
American Association for
Cancer Education, Inc
Albany Medical College
Albany, NY 12..
518/445 5037

American Cancer Society
777 Third Avenue
New York, NY 10017
212/371 2900

Cancer Care, Incorporated
One Park Avenue
New York, NY 10016
212/679 5700

Cancer Information Service
1825 Connecticut Avenue, NW
Suite 218
Washington, DC 20009
212/483 2600

CANCER (continued)
Candlelighters Foundation
123 Street, S E
Washington, DC 20003
202/544-1696

Leukemia Society of America, Incorporated
800 Second Avenue
New York, NY 10017
212/873-8484

Make Today Count
P O Box 303
Burlington, ID 52601
319/754-6521

Ronald McDonald House
500 North Michigan Avenue
Chicago, IL 60611
312/836-7100

United Ostomy Association, Incorporated
2001 West Beverly Blvd
Los Angeles, CA 90057
213/413-5510

CEREBRAL PALSY
United Cerebral Palsy Association
66 East 34th Street
New York, NY 10016
212/481-6300

The National Easter Seal Society
  for Crippled Children and Adults
2023 Ogden Avenue
Chicago, IL 60611
312/243-8400

CLEFT PALATE
American Cleft Palate Association
331 Salk Hall
University of Pittsburgh
Pittsburgh, PA 15261
412/681-9620

CYSTIC FIBROSIS
National Cystic Fibrosis Foundation
Suite 309
6000 Executive Boulevard
Rockville, MD 20852
301/881-9130

Cystic Fibrosis Foundation
60 East 42nd Street
New York, NY 10010
212/986-8783

DEAFNESS
Alexander Graham Bell Association
  for the Deaf, Inc
3417 Volta Place, NW
Washington, DC 20007
202/337-5220

American Deafness and Rehabilitation
  Association
814 Thayer Avenue
Silver Spring, MD 20910
301/589-0880

Deafness Research Foundation
555 East 34th Street
New York, NY 10017
212/684-6566

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910
301/587-1788

National Hearing Aid Society
20361 Middlebelt Road
Livonia, MI 48152
313/478-2610

DIABETES
American Diabetes Association
Two Park Avenue
New York, NY 10016
212/683-7444

Juvenile Diabetes Foundation
23 East 26th Street
New York NY 10010
212/889-7575

DOWN'S SYNDROME
National Association for Down's Syndrome
P O Box 63
Oak Park, IL 60303
312/543-6060

DYSAUTONOMIA
Dysautonomia Foundation, Incorporated
370 Lexington Avenue
New York, NY 10017
212/889-0300

DYSTONIA
The Dystonia Foundation, Incorporated
425 Broad Hollow Road
Melville, NY 11747
516/249-7799

Dystonia Medical Research Foundation
Suite 416
9615 Brighton Way
Beverly Hills, CA 90210
213/272-0353

ELDERLY
Grey Panthers
3635 Chestnut Street
Philadelphia, PA 19104
215/382-3300

National Council on the Aging
600 Maryland Avenue, SW
Washington, DC 20024
202/479-1200

EMPHYSEMA
Emphysema Anonymous
1364 Palmetto Avenue
Ft Myers, FL 33902
813/334-4226

EPILEPSY
American Epilepsy Society
Dept of Neurology
Reed Neurological Research Center
710 Westwood Plaza
Los Angeles, CA 90024
213/825-5745

Epilepsy Foundation of America
Suite 406
4351 Garden City Drive
Landover, MD 20758
301/459-3700

HEADACHE
National Migraine Foundation
5214 North Western Avenue
Chicago, IL 60625
312/878-7715

HEAD INJURY
National Head Injury Foundation
280 Singletary Lane
Framingham, MA 01701
617/879-7473

HEART DISEASE
American Heart Association
7320 Greenville Avenue
Dallas, TX 75231
214/750-5300

Coronary Club Inc
Room 200
3659 Green Road
Cleveland, OH 44122
216/292 7120

Mended Hearts
721 Huntington Avenue
Boston, MA 02115
617/732 5609

HEMOPHILIA
National Hemphilia Foundation
19 West 34th Street
New York, NY 10001
212/563 0211

World Federation of Hemophilia
Suite 2902
1155 Dorchester Boulevard, West
Montreal, Quebec. Canada H3B 2L3
514/866-0442

HIATAL HERNIA
American Digestive Disease Society
420 Lexington Avenue
New York, NY 10017
212/687-3088

HUMAN GROWTH HORMONE—HGH
National Pituitary Agnecy
Suite 503-7
210 West Fayette Street
Baltimore, MD 21201
301/834 2552

HUNTINGTON'S DISEASE
Committee to Combat Huntington's
  Disease
Suite 2016
250 West 57th Street
New York, NY 10019
212/757-0443

Hereditary Disease Foundation
Suite 1204
9701 Wilshire Boulevard
Beverly Hills, CA 90212
213/274-5443

National Huntington's Disease Association
128A East 74th Street
New York, NY 10021
212/744 0302

HYPERTENSION
High Blood Pressure Information Center
120/80 National Institutes of Health
Bethesda, MD 20205

HYPOGLYCEMIA
Adrenal Metabolic Research Society
  of the Hypoglycemia Foundation
153 Pawling Avenue
Troy, NY 12180
518/272-7154

ILEITIS AND COLITIS
National Foundation for Ileitis and
  Colitis, Incorporated
295 Madison Avenue
New York, NY 10017
212/685-3440

Western Region Office
12012 Wilshire Boulevard #201
Los Angeles, CA 90025
213/826-8811)

KIDNEY
National Association of Patients on
  Hemodialysis and Transplantation
505 Northern Boulevard
Great Neck, NY 11021
516/482-2720

National Kidney Foundation
Two Park Avenue, Room 908
New York, NY 10016
212/889-2210

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LEPROSY
American Leprosy Missions
1262 Broad Street
Bloomfield, NJ 07003
201/338-9197

Damien Dutton Society for
    Leprosy Aid, Inc .
616 Bedford Avenue
Bellmore, NY 11710
516/221-5829

LIVER
American Association for the Study
    of Liver Diseases
Veterans Administration Hospital
First Avenue at East 24th Street
New York, NY 10010
212/686 7902

American Liver Foundation
30 Sunrise Terrace
Cedar Grove, NJ 07009

The Children's Liver Foundation, Inc
28 Highland Avenue
Maplewood, NJ 07040
201/761-1111

LUNG
American Lung Association
1740 Broadway
New York, NY 10010
212/245-8000

Black Lung Association
1026 Quarrier Street
Charleston, W VA 25301
304/347-7100

LUPUS
National Lupus Erythematosus Foundation
Suite 206
5430 Van Nuys Boulevard
Van Nuys, CA 91401
231/885-8787

National Lupus Foundation
P O Box 2058
Falls Church, VA 22042

MATERNAL AND CHILD HEALTH
American Association for
    Maternal and Child Health, Inc
P O Box 965
Los Altos, CA 94022
415/964-4575

Association for Children with
    Learning Disabilities
5225 Grace Street
Pittsburgh, PA 15236
412/881-1191

LeLeche League International
9616 Minneapolis Avenue
Franklin Park, IL 60131
312/455-7730

Maternity Center Association
48 East 92nd Street
New York, NY 10028
212/369-7300

MENTAL HEALTH
Recovery, Inc (Association of
    Nervous and Former Mental Patients)
116 South Michigan Avenue
Chicago, IL 60603
312/263-2292

MULTIPLE SCLEROSIS
National Multiple Sclerosis Society
205 East 42nd Street
New York, NY 10017
212/986-3240

MUSCULAR DYSTROPHY
Muscular Dystrophy Association, Inc
810 Seventh Avenue
New York, NY 10019
212/586-0808

MYASTHENIA GRAVIS
Myasthenia Gravis Foundation Inc
15 East 26th Street
New York, NY 10010
212/889-8157

NARCOLEPSY
American Narcolepsy Association
P O Box 5846
Stanford, CA 94305
415/591-7979

Association of Sleep Disorders
    Centers Department of Psychiatry,
    T-10, HSC
State University of New York
Stony Brook, NY 11794

NEUROFIBROMATOSIS
National Neurofibromatosis
    Foundation, Incorporated
Room 21H
340 East 80th Street
New York, NY 10021

NEUROTIC DISORDERS
Neurotics Anonymous
3636 16th Street, NW
Washington, DC 20005
202/628-4379

NUTRITION
American Dietetic Association
430 North Michigan Avenue
Chicago, 'L 60611
312/280-5000

OSTOMY
United Ostomy Association
2001 Beverly Boulevard
Los Angeles, CA 90057
213/413-5510

PARAPLEGIA
National Spinal Cord Injury Foundation
369 Elliot Street
Newton Upper Falls, MA 02164
617/964-0521

Paralysis Cure Research Foundation
Suite 501
100 Maryland Avenue, NE
Washington, DC 20002
201/547-4777

PARKINSON'S DISEASE
American Parkinson Disease Association
Suite 417
116 John Street
New York, NY 10033
212/732-9550

Parkinson Disease Foundation
640 West 168th Street
New York, NY 10032
212/923-4700

United Parkinson Foundation
220 South State Street
Chicago, IL 60604
312/922-9734

PEPTIC ULCER
Center for Ulcer Research and Education
Building 115, Room 217
VA Wadsworth Hospital
Los Angeles, CA 90073
213/825 5091

National Institute of Arthritis, Diabetes,
    and Digestive and Kidney Diseases
National Institutes of Health
Bethesda, MD 20205
301/496 4000

PHOBIAS
The Phobia Clinic
White Plains Hospital
41 East Post Road
White Plains, NY 10601
914/681-0600

PSORIASIS
National Psoriasis Foundation
Suite 200
6415 SW Canyon Ct
Portland, OR 97221
503/297-1545

Psoriasis Research Foundation
107 Vista del Grande
San Carlos, CA 94070
415/593-1394

RESPIRATORY DISEASES
American Assn for Respiratory Therapy
1720 Regal Row
Dallas, TX 75235
214/630-3540

American Lung Association
1740 Broadway
New York, NY 10019
212/245-8000

REYE'S SYNDROME
American Reye's Syndrome Association
Suite 203
701 South Logan
Denver, CO 80209
303/777-2592

National Reye's Syndrome Foundation
P O Box 829
Bryan, OH 43506
419/636-2679

RHEUMATISM
American Rheumatism Association
3400 Peachtree Road, N E
Atlanta, GA 30326
404/266-0795

SCHIZOPHRENIA
Schizophrenia Foundation of New York
105 East 22nd Street
New York, NY
212/473 5100

Schizophrenia Association (Huxley
Institute for Biosocial Research)
219 East 31st Street
New York, NY 10021
212/683 9455

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SICKLE CELL ANEMIA
The Sickle Ce Disease Foundation
of Greater New York
209 East 125th Street, Room 108
New York, NY 10021
212/865-12201

SPINA BIFIDA
Spina Bifida Association of America
Suite 317
343 South Dearborn
Chicago, IL 60604
312/663-1562

SPINAL CORD INJURY
National Spinal Cord Injury Foundation
369 Elliot Street
Newton Upper Falls, MA 02169
617/964-0521

STROKE
American Heart Association
7320 Greenville Avenue
Dallas, TX 75231
214/750 5300

Stroke Club of America
805 12th Street
Galveston, TX 77550
713/762-1022

The Stroke Foundation, Incorporated
898 Park Avenue
New York, NY 10021
212/734-3461

SUDDEN INFANT DEATH SYNDROME
National Sudden Infant Death
    Syndrome Foundation
8240 Professional Place
Landover, MD 20785
(301) 459-3388

National Center for the Prevention
    of SIDS
330 N Charles Street
Baltimore, MD 21201
800/638-7437

TAY-SACHS
National Tay-Sachs and Allied Diseases
Association, Incorporated
122 East 42nd Street
New York, NY 10168

THYROID
American Thyroid Association
University of Massachusetts Medical
Center
55 Lake Avenue, N
Worcester, MA 01605
617/856-3087

TOURETTE SYNDROME
Tourette Syndrome Association
40-08 Corporal Kennedy Street
Bayside, NY 11361
212/224 2999

TUBEROUS SCLEROSIS
National Tuberous Sclerosis Association
P O Box 159
Laguna Beach, CA 92652
714/494 8900

Tuberous Sclerosis Association of America
P O Box 44
Rockland, MA 02370
617/878 5528

VENEREAL DISEASES
American Social Health Association
260 Sheridan Avenue
Palo Alto, CA 94306
415/321 5134

American Venereal Disease Association
Box 22349
San Diego, CA 92122
714/233-2215

VD National Hot Line
260 Sheridan Avenue
Palo Alto, CA 94306
800/227-8922

VITILIGO
American Academy of Dermatology
820 Davis Street
Evanston, IL 60201
312/869-3954

Vitiligo Foundation
1006 Big Falls Avenue
Akron, OH 44310
216/928 8102

XII. SELECTED FEDERAL HEALTH INFORMATION CLEARINGHOUSES AND INFORMATION CENTERS

AGING
National Clearinghouse on Aging
202/245-2158
330 Independence Avenue, SW
Washington, DC 20201

ALCOHOL
National Clearinghouse for Alcohol
Information (NCALI)
301/468 2600
P O Box 2345
Rockville, MD 20852

ARTHRITIS
Arthritis Information Clearinghouse
301/881 9411
P O Box 34427
Bethesda, MD 20034

CANCER
Cancer Information Clearinghouse
301/496 5583
National Cancer Institute
Office of Cancer Communications
(OCC)
Public Inquiries Section
9000 Rockville Pike, Building 31,
Room 10A18
Bethesda, MD 20205

CHILD ABUSE
Clearinghouse on Child Abuse
and Neglect Information
202/755-0590
P O Box 1182
Washington, DC 20013

CONSUMER INFORMATION
Consumer Information Center
303/323-9301
Pueblo CO 81009

DIABETES
National Diabetes Information
Clearinghouse
202/842 7630
805 15th Street, NW, Suite 500
Washington, DC 20005

DIGESTIVE DISEASES
National Digestive Diseases
Education and Information
Clearinghouse
703/522 0870
1555 Wilson Boulevard, Suite 600
Rosslyn, VA 22209

DOMESTIC VIOLENCE
National Clearinghouse on Domestic
Violence
301/428 3104
P O Box 2309
Rockville, MD 20852

DRUG ABUSE
National Clearinghouse for Drug
Abuse Information
301/433 6500
P O Box 416
Kensington, MD 20795

EMERGENCY MEDICAL
National Clearinghouse for Emergency
Medical Services
301/4360-6267
P O Box 911
Rockville, MD 20852

FAMILY PLANNING
National Clearinghouse for Family
Planning Information
301/881-9400
P O Box 2225
Rockville, MD 20852

FOOD/DRUG
Food and Drug Administration (FDA)
301/443-3170
Office for Consumer Communication
5600 Fishers Lane, Room 15B 32
(HFE 88)
Rockville, MD 20857

FOOD NUTRITION
Food and Nutrition Information
Center (FNIC)
301/344-3719
National Agricultural Library
Building, Room 304
Beltsville, MD 20705

GENETIC DISEASES
National Clearinghouse for Human
Genetic Diseases
301/279-4642
1776 East Jefferson Street
Rockville, MD 20852

HANDICAPPED
Clearinghouse on the Handicapped
202/472-3796
330 C Street, SW
Washington, DC 20202

HEALTH EDUCATION
Bureau of Health Education (BHE)
404/329-3235
1300 Clifton Road, Building 14
Atlanta, GA 30333

HEALTH INDEXES
Clearinghouse on Health Statistics
301/436-7035
National Center for Health Statistics
Division of Analysis
3700 East-West Highway
Hyattsville, MD 20782

HEALTH INFORMATION
National Health Information
Clearinghouse (NHIC)
703/522-2590 in VA
800/336-4797
P O Box 1133
Washington, DC 20013

HEALTH PLANNING
National Planning Information
Health Center (NHPIC)
301/436-6736
3700 East West Highway, Room 6-50
Hyattsville, MD 20782

HEALTH STANDARDS
National Health Standards and
Quality Information Clearinghouse
(NHSQIC)
301-881-9400
6110 Executive Boulevard, Suite 250
Rockville, MD 20852

HIGH BLOOD PRESSURE
High Blood Pressure Information Center
301/881-9400
6110 Executive Boulevard, Suite 250
Rockville, MD 20852

INJURIES
National Injury Information
Clearinghouse
301/492-6424
5401 Westbard Avenue, Room 625
Washington, DC 20207

MENTAL HEALTH
National Clearinghouse for Mental
Health Information
301/433-4513
Public Inquiries Section
5600 Fishers Lane, Room 11A-21
Rockville, MD 20857

OCCUPATIONAL SAFETY
Clearinghouse for Occupational Safety
Health Information
513/684-8326
4676 Columbia Parkway
Cincinnati, OH 45226

PHYSICAL FITNESS
President's Council on Physical
Sports
202/755-7478
Washington, DC 20201

PRODUCT SAFETY
Consumer Product Safety Commission
(800) 638-8326
(800) 492-8363 in MD
(800) 638-8333 in AK, HI, VI, PR
Washington, DC 20207

RAPE IFORMATION
National Rape Information
Clearinghouse (NRIC)
(301) 443-1910
5600 Fishers Lane, Room 11A-22
Rockville, MD 20857

(NARIC)
(NATIONAL REHABILITATION INFOR
MATION CENTER)
(202) 635-5822
4407 Eighth Street, NE
Washington, DC 20017

POISON CONTROL
Division of Poison Control, FDA
(301) 443-6260
5600 Fishers Lane
Rockville, MD 20857

SMOKING
Office on Smoking and Health
(301) 443-1571
Technical Information Center
5600 Fishers Lane, Room 116
Rockville, MD 20857

SUDDEN INFANT DEATH SYNDROME (SIDS)
Clearinghouse for Sudden Infant
Death Syndrome Information and
Educational Material
(703) 522-0870
1555 Wilson Boulevard, Suite 600
Rosslyn, VA 22209

SURGICAL OPINION
National Second Surgical Opinion
Program
330 Independence Avenue, SW
(202) 245-1845
(800) 638-6833
(800) 492-6603 in MD
Washington DC 20201

XIII. ENGLISH-SPANISH LANGUAGE GUIDE FOR NURSES

Good morning.
Buenos días (bway-nos dee-us).

Good afternoon.
Buenas tardes (bway-nus tar-days).

Good evening.
Buenas noches (bway-nus no chess).

Please.
Por favor (pore fah-vor).

Write your name.
Escriba su nombre (es-skree-bah soo nohm-bray).

Are you feeling better?
¿Se siente mejor? (say see-yen-tay may-hor).

Do you have pain?
¿Tiene usted dolor? (tea-yeh-nay oo-stead do-lore)

Much pain?
¿Mucho dolor? (moo-choe doe-lore).

Tell me where it hurts
Dígame donde le duele (dee gah-may don-day lay dwel-ay).

Sit up.
Siéntese (see-yen-tay-say).

Lie down
Acuéstese (ah-kwess-teh-say)

Roll over.
Voltéese (vol-tay-ay-say).

Try to lie quietly.
Trate de descansar acostado (Trah-tay day dess-can-sar ah-cos-tah-doe).

Take your medicine.
Tome la medicina (toe-may lah may-dee-see-nah)

Try to drink.
Trate de beber (trah-tay day bay-bair)

Breathe deeply.
Respire profundamente (reh-spee-ray pro-foon-deh-men-tay).

Cough.
Tosa (toe-sah).

You must not smoke.
Usted no debe fumar (oo-stead no da-bay foo mar).

I am going to take some blood from your arm.
Voy a sacarle sangre del brazo (voy ah sah-car-lay sahn-gray del brah-zoh).

You must not drink.
Usted no debe beber (oo-stead no day-by bay-bair).

Try to eat.
Trate de comer (trah-tay day coh-mair).

You must not eat.
Usted no debe comer (oo-stead no da-by coh-mair).

I am going to give you a bath.
Voy a darle un baño (voy ah dahr-lay un bah-noh).

I am going to make your bed
Voy a hacerle la cama (voy ah ah-sair-lay lah cah-mah)

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Try to sleep.

Trate de dormir (trah-tay day dor-meer).

You must not sit up

Usted no debe sentarse (oo-stead no day-bay sen-tar-say).

Are you constipated?

¿Tiene estreñimiento? (tea-yeh-nay ess-tray-nee-meeyen-toe).

Do you have diarrhea?

¿Tiene diarrea? (Tea-yeah-nay dee-ah-rhee-ah)

You must collect your stools in here.

Tiene usted que recoger sus excrementos aqui (tea-yeh-nay oo-stead kay ray-coe-gair soos ex-cray-men-toes ah-key).

I am going to take your blood pressure.

Voy a tomarle la presión arterial (voy ah toh-mar-lay lah pray-seeohn ar-tay-rhee-ahl)

I am going to give you an injection.

Voy a ponerle una inyección (voy ah poh-nair-lay oo-nah een-yeck-see-ohn)

Have you urinated?

Ha orinado? (ah oh-ree-nah-doe)

You must collect your urine in here.

Tiene usted que recoger sus orines aqui (tea-yeh-nay oo-stead kay ray-coe-hair soos oh-ree-nays ah-key)

Have you had a bowel movement?

¿Ha evacuado? (ah eh-vah-kwah-doe)

It won't hurt.

No le dolerá (noh lay doh-lay-rah).

I am going to change your dressing

Voy a cambiarle el vendaje (voy ah cambee-ar-lay el ven-dah-hey)

You are going to x-ray.

Van a llevarlo a la sala de radiografía (vahn ah yea-vahr-loh ah sah-lah day rah-deeoh-grah-feeah).

You are going to the operating room

Van a llevarlo a la sala de operaciones (vahn ah yea-vahr-loh ah lah sah-lah day oh-pay rah-seeoh-nais).

Please sign this permit for an operation.

Por favor firme este permiso para una operación (por fah-vor fear-may ess-tay peir-mee-soh pah-rah oo-nah oh-pay rah-see-ohn).

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XIV. TEMPERATURE AND DOSAGE CHART STANDARDS

Centigrade-Fahrenheit Temperature Equivalents

°C	°F	°C	°F	°C	°F	°C	°F
34 0	93 2	35.8	96.4	37 6	99.7	39.4	102.9
34 1	93 4	35 9	96 6	37 7	99 9	39 5	103.1
34 2	93.6	36 0	96 8	37 8	100.0	39 6	103 3
34 3	93.7	36.1	97.0	37.9	100 2	39 7	103.5
34 4	93.9	36 2	97 2	38 0	100.4	39 8	103.6
34 5	94.1	36.3	97.3	38 1	100 6	39.9	103 8
34 6	94.3	36.4	97.5	38 2	100 8	40.0	104.0
34 7	94.5	36 5	97 7	38 3	100 9	40.1	104.2
34 8	94.6	36.6	97.9	38.4	101.1	40 2	104.4
34.9	94.8	36.7	98 1	38 5	101 3	40 3	104.5
35 0	95 0	36 8	98.2	38.6	101 5	40.4	104.7
35 1	95 2	36.9	98.4	38.7	101 7	40.5	104.9
35.2	95.4	37 0	98.6	38 8	101.8	40.6	105 1
35 3	95.5	37.1	98.8	38.9	102 0	40 7	105.3
35 4	95.7	37 2	99 0	39.0	102.2	40.8	105 4
35 5	95 9	37 3	99.1	39 1	102 4	40 9	105 6
35.6	96.1	37 4	99.3	39.2	102 6	41 0	105.8
35 7	96.3	37 5	99 5	39 3	102.7		

DOSAGE CHART

ASPIRIN

	BABY ASPIRIN (1 and 1/4 Gr)	ADULT ASPIRIN (5 Gr)
1/2 Yr and Over	1/2	0
One year and Over	1	1/4
Two 1/2 and Over	2	1/2
Five years and Over	4	1
Twelve and Over	8	2

ACETAMINOPHEN

	Tempra drops (60 Mg/0 6cc)	Tylenol syrup (120 Mg/tsp)	Datril tablets 5Gr. (300 Mg)	Liquiprin (60 Mg/1 25cc)
Under 10 Lbs	0 3cc	1/4 tsp	0	0
Up to 1 Year	0.6cc	1/2 tsp	0	1 25cc
1-6 Years	1 2cc	1 tsp	0	2.5cc
6-12			1	5 0cc
Older			2	

XV. LEAD POISONING

Lead is ubiquitous in the environment, and adults and children are exposed to it from many sources—air, water, food, dust, soil and paint. Young children, especially those one to five years of age, are much more susceptible to lead than are adults because they absorb a higher proportion of the lead they ingest, and their developing brain is more vulnerable to damage from lead.

Childhood lead toxicity is prevalent in many communities, large and small, in all sections of the country. For example, the Second National Health and Nutrition Examination Survey, 1976-1980, conducted by the National Center for Health Statistics to measure blood lead levels in the general United States population, found that four percent of all children ages six months to five years had elevated blood lead levels. Positivity rates ranged from 2 1 percent in rural areas to 11.6 percent in inner cities. Since the inception of the Childhood Lead Poisoning Prevention Grant Program in 1972, federal funds have been awarded to nine state and 101 local agencies to establish comprehensive lead poisoning prevention programs. These programs have reported the screening of 3 9 million children with 243,000 (6.2 percent) identified with lead toxicity.

Lead toxicity produces serious adverse health effects in children, including severe mental retardation, seizure disorders, subtle psychological deficits, behavioral disorders and learning disabilities. These last three consequences are noteworthy because they result from levels of lead exposure previously considered safe and occur in children who are asymptomatic Because of this and the high prevalence of the disease, the Centers for Disease Control recommended that all children, ages one to five, be screened for lead toxicity (For standards pertaining to lead poisoning screenings, see appendix IX)

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XVI. HEALTH CODE FORMATS AND USAGE

It is essential to remember that all encounter data is intended to reflect the nature of the encounter at the time the encounter event occurred and is to serve as a historical record only. Previous encounters need not be updated to reflect new information since that new information, by necessity, must have been obtained during a new encounter which should be reported. Usage restrictions will not allow updating of previous encounter data by anyone except the original providing facility.

Codes used to describe health problems and services are obtained from the following sources:

- ICD Codes — are from the ICD.9.CM, *(International Classification of Diseases, ninth revision, Clinical Modification)* published by Commission on Professional and Hospital Activities (CPHA), 1968 Green Road, Ann Arbor, Michigan 48105.

- CPT-4 Codes — are listed in the CPT-4, *(Current Procedural Terminology, fourth edition)*, published by the American Medical Association (AMA). Copyright 1985, American Medical Association

- *Dental codes* — procedure codes for dental treatment as defined by the American Dental Association (ADA). (ADA Codes are not available at this time and will be incorporated upon availability. A list of procedure codes for dental treatment is provided in Appendix E of this document and is to be used until ADA codes are available)

ICD.9.CM codes identify diseases and procedures. ICD.9.CM procedure codes cannot be used to store procedure information on the System

ICD.9.CM codes for diseases must be used to describe disease information on MHIS. Several additions have been made to the existing list of ICD.9.CM codes in order to specifically identify several Patient History, Family History, and Immunization histories The Migrant Student Record Transfer System and the National Migrant Health Referral Project Inc. have added these additional codes by appending one digit to the right of the most closely related ICD 9.CM code

ICD.9.CM disease codes are three, four, or five digits in length. The basic codes are three digits, but some codes are subdivided by the addition of fourth-digits and many of these are subdivided by the use of a fifth digit. Fourth and fifth digits are always separated from the basic code by a decimal point

ICD.9.CM CODE FORMATS (DISEASES)

> XXX   (three digit basic code. also known as rubric or ICD group code)
>
> XXX.X   (four digit code)
>
> XXX XX   (five digit code)

Any of the code formats can be proceeded by a single alphabetic character (V,M,E) where applicable.

ICD.9.CM CODE FORMATS (PROCEDURES)

> XX   (two digit basic code)
>
> XX X   (three digit code)
>
> XX XX   (four digit code)

NOTE Leading zeros are significant in both disease and procedure code formats and must be used when needed to construct either the three basic digits of the disease code or two basic digits of the procedure code

CPT-4 CODES

CPT-4 codes for describing treatments and procedures are required on each Health Data Se maintained by MHIS. In some cases, CPT-4 codes do not need to be explicitly entered into the system. In such cases (ie some immunizations, family history, patient history) default CPT-4 codes are assigned by the System to fit the ICD.9.CM descriptor. Such assignments by the system are called system defaults.

> XXXXX   (Five digit procedure code, all digits significant).

DENTAL PROCEDURE CODES

ADA procedure codes are not yet available for use. Until such codes are available, ICD.9.CM codes must be used to describe diseases or conditions and dental procedure codes (from Appendix E) must be used to describe treatment and procedures.

CURRENT PROCEDURAL TERMINOLOGY CODES INTRODUCTION

Physician's Current Procedural Terminology, Fourth Edition, Copyright 1985, by the American Medical Association (CPT-4) is a listing of descriptive terms and numeric identifying codes and modifiers reporting medical services and procedures performed by physicians This Manual includes CPT-4 descriptive terms and numeric identifying codes for reporting medical services and procedures taken from the *Physician's Current Procedural Terminology*. Short Computer Description Tape, Copyright 1985, American Medical Association

The National M S R.T S User's Manual includes only CPT-4 descriptive terms and numeric identifying codes for reporting medical services and procedures that were selected by the Arkansas Department of Education for inclusion in this manual Any user of CPT-4 outside this Manual should refer to the *Physicians Current Procedural Terminology*, Fourth Edition, copyright 1985, American Medical Association, and the updates thereto These publications contain the complete and most current listing of descriptive terms and numeric identifying codes and modifiers for reporting medical services and procedures and may be obtained from the American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610

No such basic unit values or relative value guides, guidelines, conversion factors or scales, are included in any part of Fourth Edition, Copyright 1985, American Medical Association

Physicians' Current Procedural Terminology (CPT-4) is a systematic listing and coding of procedures and services performed by physicians Each procedure or service is identified with a five-digit code The use of CPT-4 codes simplifies the reporting of services

The main body of the material is listed in five sections Medicine, Anesthesiology, Surgery, Radiology, Pathology and Laboratory

The purpose of the terminology is to provide a uniform language that will accurately designate medical surgical and diagnostic services, and will thereby provide an effective means for reliable nationwide communication among physicians, patients and third parties The present revision is the fourth edition of a work that first appeared in 1966

10020	DRAINAGE OF BOIL	29440	ADDITION OF WALKER TO CAST
10040	ACNE SURGERY	30300	REMOVE NASAL FOREIGN BODY
10060	DRAINAGE OF SKIN ABSCESS	0800	CAUTERIZATION INNER NOSE
10100	DRAINAGE OF INFECTED NAIL	0901	CONTROL OF NOSEBLEED
10120	REMOVE FOREIGN BODY	30906	REPEAT CONTROL OF NOSEBLEED
11400	REMOVAL OF SKIN LESION	31500	INSERTION OF WINDPIPE AIRWAY
12001	REPAIR SUPERFICIAL WOUND(S)	32000	DRAINAGE OF CHEST
16000	INITIAL TREATMENT OF BURN(S)	32420	PUNCTURE/CLEAR LUNG
16010	TREATMENT OF BURN(S)	36000	ESTABLISH ACCESS TO VEIN
17100	DESTRUCTION OF SKIN LESION	36430	BLOOD TRANSFUSION SERVICE
17101	DESTRUCTION OF 2ND LESION	36455	EXCHANGE TRANSFUSION SERVICE
17102	DESTRUCTION OF ADDED LESIONS	36600	WITHDRAWAL OF ARTERIAL BLOOD
29035	APPLICATION OF BODY CAST	36620	ESTABLISH ACCESS TO ARTERY
29055	APPLICATION OF SHOULDER CAST	53670	INSERT URINARY CATHETER
29065	APPLICATION OF LONG ARM CAST	54160	CIRCUMCISION
29075	APPLICATION OF FOREARM CAST	62270	SPINAL FLUID TAP, DIAGNOSTIC
29085	APPLY HAND/WRIST CAST	65205	REMOVE FOREIGN BODY FROM EYE
29105	APPLY LONG ARM SPLINT	69000	DRAIN EXTERNAL EAR LESION
29125	APPLY FOREARM SPLINT	69200	CLEAR OUTER EAR CANAL
29200	STRAPPING OF CHEST	69210	REMOVE IMPACTED EAR WAX
29220	STRAPPING OF LOW BACK	69420	INCISION OF EARDRUM
29240	STRAPPING OF SHOULDER	70250	X-RAY EXAM OF SKULL
29260	STRAPPING OF ELBOW OR WRIST	71010	X-RAY EXAM OF CHEST
29280	STRAPPING OF HAND OR FINGER	72040	X-RAY EXAM OF NECK SPINE
29305	APPLICATION OF HIP CAST	72110	X-RAY EXAM OF LOWER SPINE
29325	APPLICATION OF HIP CASTS	73000	X-RAY EXAM OF COLLARBONE
29345	APPLICATION OF LONG LEG CAST	73060	X-RAY EXAM OF HUMERUS
29405	APPLY SHORT LEG CAST	73090	X-RAY EXAM OF FOREARM

73100	X-RAY EXAM OF WRIST		90030	OFFICE VISIT, MINIMAL
73120	X-RAY EXAM OF HAND		90040	OFFICE VISIT, BRIEF
73140	X-RAY EXAM OF FINGER(S)		90050	OFFICE VISIT, LIMITED
73550	X-RAY EXAM OF THIGH		90060	OFFICE VISIT, INTERMED
73560	X-RAY EXAM OF KNEE		90070	OFFICE VISIT, EXTENDED
73590	X-RAY EXAM OF LOWER LEG		90080	OFFICE VISIT, COMPREH
73592	X-RAY EXAM OF LEG, INFANT		90100	HOME VISIT, NEW, BRIEF
73600	X-RAY EXAM OF ANKLE		90110	HOME VISIT, NEW, LIMITED
73620	X-RAY EXAM OF FOOT		90115	HOME VISIT, NEW, INTERMED
74000	X-RAY EXAM OF ABDOMEN		90117	HOME VISIT, NEW, EXTENDED
74240	X-RAY EXAM UPPER GI TRACT		90130	HOME VISIT, MINIMAL
74270	CONTRAST X-RAY EXAM OF COLON		90140	HOME VISIT, BRIEF
74400	CONTRAST X-RAY URINARY TRACT		90150	HOME VISIT, LIMITED
81000	URINALYSIS WITH MICROSCOPY		90160	HOME VISIT, INTERMED
81002	ROUTINE URINE ANALYSIS		90170	HOME VISIT, EXTENDED
81005	URINALYSIS		90200	HOSPITAL CARE, NEW, BRIEF
81010	URINE CONCENTRATION TEST		90215	HOSPITAL CARE, NEW, INTERMED
81030	URINE SEDIMENT ANALYSIS		90220	HOSPITAL CARE, NEW, COMPREH
82245	URINE ASSAY, BILE PIGMENTS		90240	HOSPITAL VISIT, BRIEF
82250	ASSAY BLOOD BILIRUBIN		90250	HOSPITAL VISIT, LIMITED
82270	TEST FECES FOR BLOOD		90260	HOSPITAL VISIT INTERMEDIATE
82947	ASSAY BODY FLUID, GLUCOSE		90270	HOSPITAL VISIT, EXTENDED
82996	CHORIONIC GONADOTROPIN TEST		90280	HOSPITAL VISIT, COMPREHENSIVE
84037	TEST URINE PHENYLKETONES		90285	NEWBORN CARE IN HOSPITAL
84155	ASSAY SERUM PROTEIN		90292	HOSPITAL DISCHARGE DAY
84450	UV-ASSAY TRANSAMINASE (SGOT)		90701	DTP IMMUNIZATION
84455	ASSAY TRANSAMINASE (SGOT)		90702	DT IMMUNIZATION
84520	ASSAY BUN		90703	TETANUS IMMUNIZATION
84578	TEST URINE UROBILINOGEN		90704	MUMPS IMMUNIZATION
85000	BLEEDING TIME TEST		90705	MEASLES IMMUNIZATION
85007	DIFFERENTIAL WBC COUNT		90706	RUBELLA IMMUNIZATION
85018	HEMOGLOBIN, COLORIMETRIC		90707	MMR VIRUS IMMUNIZATION
85022	AUTOMATED HEMOGRAM		90708	MEASLES-RUBELLA IMMUNIZATION
85031	MANUAL HEMOGRAM, COMPLETE CBC		90709	RUBELLA & MUMPS IMMUNIZATION
85041	RED BLOOD CELL (RBC) COUNT		90712	ORAL POLIOVIRUS IMMUNIZATION
85044	RETICULOCYTE COUNT		90713	POLIOMYELITIS IMMUNIZATION
85048	WHITE BLOOD CELL (WBC) COUNT		90714	TYPHOID IMMUNIZATION
85580	BLOOD PLATELET COUNT		90717	YELLOW FEVER IMMUNIZATION
85650	RBC SEDIMENTATION RATE		90718	TD IMMUNIZATION
85660	RBC SICKLE CELL TEST		90719	DIPHTHERIA IMMUNIZATION
86300	HETEROPHILE ANTIBODY SCREEN		90724	INFLUENZA IMMUNIZATION
86480	CAT SCRATCH FEVER SKIN TEST		90725	CHOLERA IMMUNIZATION
86490	COCCIDIOIDOMYCOSIS SKIN TEST		90726	RABIES IMMUNIZATION
86510	HISTOPLASMOSIS SKIN TEST		90727	PLAGUE IMMUNIZATION
86580	TB PATCH OR INTRADERMAL TEST		90728	BCG IMMUNIZATION
86585	TB TINE TEST		90731	HEPATITIS B IMMUNIZATION
87040	BLOOD CULTURE FOR BACTERIA		90732	PNEUMOCOCCAL IMMUNIZATION
87045	STOOL CULTURE FOR BACTERIA		90733	MENINGOCOCCAL IMMUNIZATION
87060	NOSE/THROAT CULTURE, BACTERIA		90741	PASSIVE IMMUNIZATION, ISG
87070	CULTURE SPECIMEN, BACTERIA		90742	SPECIAL PASSIVE IMMUNIZATION
87081	BACTERIA CULTURE SCREEN		90749	IMMUNIZATION PROCEDURE
87086	URINE CULTURE, COLONY COUNT		90751	PREVENTIVE HEALTH CARE, 12-17
87177	OVA AND PARASITES SMEARS		90752	PREVENTIVE HEALTH CARE 5-11
87184	ANTIBIOTIC SENSITIVITY, EACH		90753	PREVENTIVE HEALTH CARE, 1-4
87205	SMEAR, STAIN & INTERPRET		90754	PREVENTIVE HEALTH CARE, BABY
88150	CYTOPATHOLOGY, PAP SMEAR		90755	INFANT CARE TO AGE ONE YEAR
89050	BODY FLUID CELL COUNT		90774	DEVELOPMENT EVALUATION TESTS
89180	MICRO EXAM FOR EOSINOPHILS		90782	INJECTION OF MEDICATION
90000	OFFICE VISIT, NEW, BRIEF		90784	INJECTION OF MEDICATION (IV)
90010	OFFICE VISIT, NEW, LIMITED		90788	INJECTION OF ANTIBIOTIC
90015	OFFICE VISIT, NEW INTERMED		90790	PARENTERAL CHEMOTHERAPY
90017	OFFICE VISIT, NEW, EXTENDED		90791	INFUSION CHEMOTHERAPY
90020	OFFICE VISIT, NEW COMPRH		90792	PERFUSION CHEMOTHERAPY

90793	INTRACAVITARY CHEMOTHERAPY	93040	RHYTHM ECG WITH REPORT
90796	INTRATHECAL CHEMOTHERAPY	93041	RHYTHM ECG, TRACING
90798	INJECTION FOR SEVERE ALLERGY	93042	RHYTHM ECG, REPORT
90799	THERAPEUTIC INJECTION	93784	AMBULATORY BP MONITORING
90801	DIAGNOSTIC INTERVIEW	93786	AMBULATORY BP RECORDING
90835	SPECIAL INTERVIEW	93788	AMBULATORY BP ANALYSIS
90847	SPEICAL FAMILY THERAPY	93790	REVIEW/REPORT BP RECORDING
90887	CONSULTATION WITH FAMILY	95000	ALLERGY SKIN TESTS, 1-30
90991	HOME HEMODIALYSIS CARE	95001	ALLERGY SKIN TESTS, 31-60
92002	NEW EYE EXAM & TREATMENT	95002	ALLERGY SKIN TESTS, 61-90
92012	EYE EXAM & TREATMENT	95003	ALLERGY SKIN TESTS, OVER 90
92020	SPECIAL EYE EVALUATION	95005	SENSITIVITY SKIN TESTS, 1-5
92070	FITTING OF CONTACT LENS	95006	SENSITIVITY SKIN TESTS, 6-10
92081	VISUAL FIELD EXAMINATION(S)	95007	SENSITIVITY SKIN TESTS, 11-15
92283	COLOR VISION EXAMINATION	95011	SENSITIVITY SKIN TESTS, 15 or more
92310	SPECIAL CONTACT LENS FITTING	95020	ALLERGY SKIN TESTS, 1-10
92314	SPECIAL CONTACT LENS RX	95021	ALLERGY SKIN TESTS, 11-20
92325	MODIFICATION OF CONTACT LENS	95022	ALLERGY SKIN TESTS, 21-30
92326	REPLACEMENT OF CONTACT LENS	95023	ALLERGY SKIN TESTS, OVER 30
92340	FITTING OF SPECTACLES	95027	SKIN END POINT TITRATION
92352	SPECIAL SPECTACLES FITTING	95030	ALLERGY SKIN TESTS, 2
92370	REPAIR & ADJUST SPECTACLES	95031	ALLERGY SKIN TESTS, 3-4
92391	SUPPLY OF CONTACT LENSES	95032	ALLERGY SKIN TESTS, 5-6
92392	SUPPLY OF LOW VISION AIDS	95033	ALLERGY SKIN TESTS, 7-8
92395	SUPPLY OF SPECTACLES	95034	ALLERGY SKIN TESTS, OVER 8
92502	EAR AND THROAT EXAMINATION	95040	ALLERGY PATCH TESTS, 1-10
92504	EAR MICROSCOPY EXAMINATION	95041	ALLERGY PATCH TESTS, 11-20
92506	SPEECH & HEARING EVALUATION	95042	ALLERGY PATCH TESTS, 21-30
92507	SPEECH/HEARING THERAPY	95043	ALLERGY PATCH TESTS, OVER 30
92551	PURE TONE HEARING TEST. AIR	95050	PHOTO PATCH TESTS, 1-10
92552	PURE TONE AUDIOMETRY, AIR	95051	PHOTO PATCH TESTS, OVER 10
92553	AUDIOMETRY, AIR & BONE	95105	ALLERGY PATIENT COUNSELING
92555	SPEECH THRESHOLD AUDIOMETRY	95120	IMMUNOTHERAPY, ONE ANTIGEN
92556	SPEECH AUDIOMETRY, COMPLETE	95125	IMMUNOTHERAPY, MANY ANTIGENS
92557	COMPREHENSIVE AUDIOMETRY	95130	IMMUNOTHERAPY, INSECT ANTIGEN
92559	GROUP AUDIOMETRIC TESTING	95135	ANTIGEN THERAPY SERVICES
92562	LOUDNESS BALANCE TEST	99000	SPECIMEN HANDLING
92563	TONE DECAY HEARING TEST	99013	TELEPHONE CONSULTATION
92564	SISI HEARING TEST	99025	INITIAL SURGICAL EVALUATION
92565	STENGER TEST, PURE TONE	99050	MEDICAL SERVICES AFTER HOURS
92566	IMPEDANCE HEARING TEST	99052	MEDICAL SERVICES AT NIGHT
92567	TYMPANOMETRY	99054	MEDICAL SERVICES, UNUSUAL HRS
92568	ACOUSTIC REFLEX TESTING	99056	NON-OFFICE MEDICAL SERVICES
92569	ACOUSTIC REFLEX DECAY TEST	99058	OFFICE EMERGENCY CARE
92571	FILTERED SPEECH HEARING TEST	99062	EMERGENCY CARE SERVICES
92590	HEARING AID EXAM, ONE EAR	99070	SPECIAL SUPPLIES
92591	HEARING AID EXAM, BOTH EARS	99071	PATIENT EDUCATION MATERIALS
92592	HEARING AID CHECK, ONE EAR	99075	MEDICAL TESTIMONY
92594	ELECTRO HEARING AID TEST, ONE	99078	GROUP HEALTH EDUCATION
92596	EAR PROTECTOR EVALUATION	99080	SPECIAL REPORTS OR FORMS
93000	ELECTROCARDIOGRAM, COMPLETE	99082	UNUSUAL PHYSICIAN TRAVEL
93005	ELECTROCARDIOGRAM, TRACING	99090	COMPUTER DATA ANALYSIS
93010	ELECTROCARDIOGRAM, REPORT	99150	PROLONGED MD ATTENDANCE
93015	CARDIOVASCULAR STRESS TEST	99155	CONFERENCE WITH PHYSICIAN

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ICD-9-CM

ICD-9-CM is a clinical modification of the World Health Organization's *INTERNATIONAL CLASSIFICATION OF DISEASES*, 9th Revision (ICD-9). The term "clinical" is used to emphasize the modification's intent: to serve as a useful tool in the area of classification of morbidity data for indexing of medical records, medical care review, and ambulatory and other medical care programs, as well as, for basic health statistics. To describe the clinical picture of the patient, the codes must be more precise than those needed only for statistical groupings and trend analysis.

The decision to create a clinical modification was based not only on the need for increased specificity, but also on several other facets of ICD-9, notably, Chapter XI "Complications of Pregnancy, Childbirth, and the Puerperium", where it was impossible to tell if a patient delivered or if certain complications occured before, during, or after delivery.

ICD-9   World Health Organization Complications of Pregnancy, Childbirth and the Puerperium

634   Spontaneous Abortion
     Includes: Spontaneous Abortion (complete) (incomplete)

ICD-9-CM   Published by Commission on Professional and Hospital Activities

634   Spontaneous Abortion
     Includes. Miscarriage Spontaneous Abortion

634 0   Complicated by Genital Tract and Pelvic Infection

634 1   Complicated by Delayed or Excessive Hemorrhage

634 2   Complicated by Damage to Pelvic Organs or Tissues

634 3   Complicated by Renal Failure

634 4   Complicated by Metabolic Disorder

634 5   Complicated by Shock

634 6   Complicated by Embolism

634.7   With Other Specified Complications

634 8   With Unspecified Complications

634 9   Without Mention of Complication

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MINI LIST OF ICD CODES (SORTED BY TERM)

789	Abdominal Pain		746 9	Congenital heart disease, nos
E813	Accidents: auto-bicycle		920	Contusions face/scalp
E819	Accidents: auto-unspecified nature		921	Contusions eye
E819	Accidents: motorcycle		922	Contusions trunk
E826	Accidents: bicycle		923	Contusions upper limb
E814	Accidents. auto-pedestrian		924	Contusions lower and unspecified site
E888	Accidents: falls-unspecified		372 72	Conjunctival hemorrhage-eye hemorrhage
E906 4	Accidents: insect bites		372 0	Conjunctivitis, acute-inflamed eye
706 1	Ac ie		564 0	Constipation
995.3	Allergic reactions		345 1	Convulsions, grand mal
477	Allergies, nasal, hay fever		345 2	Convulsions, petit mal
995.2	Allergy, drug		780 3	Convulsions, nos
704.0	Alopecia-hair loss		786 2	Cough
522.5	Alveolar, abscess-tooth abscess		464 4	Croup
368.00	Amblyopia-unspecified		375 30	Dacryocystitis-swollen tear duct
566	Anal cellulitis, abscess-rectal		276 5	Dehydration
564 6	Anal spasm-rectal		783 4	Delayed development
280 9	Anemia, Fe defic-iron deficiency		259	Delayed development (puberty)
524.2	Anomaly, dental arch		521.0	Dental caries
783.0	Anorexia-loss of app_ite		523 6	Dental tartar
307.1	Anorexia-nervous ᵖ ᵇ hologic		692 9	Dermatitis. contact, nos
300.0	Anxiety		690	Dermatitis: seborrheic
395	Aortic valve disease		250	Diabetes, mellitus-sugar diabetes
540	Appendicitis		253.5	Diabetes, insipidus
719.4	Arthralgia		799 9	Diagnosis undetermined
716.1	Arthritis, traumatic		558 9	Diarrhea, nos
716 2	Arthritis, allergic, other		536 9	Digestive disorder
716 9	Arthritis, unspecified		832	Dislocation: elbow
711	Arthritis, associated with infections		831	Dislocation: shoulder
714	Arthritis, rheumatoid and other		833	Dislocation: wrist
	inflammatory polyarthropathies		834	Dislocation finger
427	Arrythmia-cardiac dysrhythmia-		754 3	Dislocation: hip, congenital
	irregular heartbeat		304 9	Drug dependence, nos
127 0	Ascaris, round worm		304.3	Drug dependence, marijuana
493.9	Asthma		304 4	Drug dependence, stimulants
367.2	Astigmatism		303.9	Drug dependence, alcohol
110.4	Athlete's foot		625.3	Dysmenorrhea
312	Behavior problems-conduct disorders		786	Dyspnea-shortness of breath
E906 3	Bites: Cat		786 09	Apnea-shortness of breath
E906 0	Bites: Dog		788 1	Dysuria-painful urination
E906.2	Bites: Lizard-non venomous snake		692 9	Eczema, nos
373	Blepharitis-inflammed eyelids		691 8	Eczema, atopic, infantile
			995 1	Edema, angioneurotic (giant urticaria)
490	Bronchitis		787 6	Encopresis, fecal soiling
485	Bronchopheum, nos		127 4	Enterobiasis, pinworm
949	Burns-unspecified degree or site		464 3	Epiglottitis, acute
112 1	Candidae vulvovaginitis-		345 9	Epilepsy, unspecified
	yeast infection female		784 7	Epistaxis-nose bleed
528.2	Canker sores		057 9	Exanthem, viral, unspecified-
680	Carbuncle and furuncle			viral illness with rash
429 3	Cardiomegaly-large heart		783 4	Failure to thrive
078 3	Cat scratch disease		780 7	Fatigue, debility
743 30	Cataract (congenital)		780 6	Fever FUO-fever, unknown origin
682	Cellulitis and abscess-inflammation		057 0	Fifth Disease-viral disease
681.9	Cellulitis and abscess of unspecified digit-		787 3	Flatulence, gas
	abscess of finger or toe		693 1	Food allergy producing dermatitis
343 9	Cerebral palsy, infantile, unspecified		005.9	Food poisoning-unspecified
380 4	Cerumen, impacted-ear wax		930	Foreign body-eye
373 2	Chalazion-hard stye		931	Foreign body-ear
786 5	Chest pain		932	Foreign body-nose
754.89	Chest deformity (congenital)		938	Foreign body in digestive system
528 5	Cheilitis, lips, nos-chapped lips		803	Fracture. skull, unqualified
052	Chickenpox		807	Fracture. r.os
380 21	Cholosteatoma-external ear		810	Fracture: clavicle
717.7	Chondromalacia patella		812	Fracture: humerous
749.20	Cleft lip and palate		813	Fracture: radius, ulna
368.59	Color blind		814	Fracture: carpals
850.9	Concussion, unspecified		815	Fracture: metacarpals

Code	Description	Code	Description
821	Fracture: femur	737 1	Kyphosis-round back
823	Fracture: tibia, fibula	870	Laceration: (includes animal bite, abrasion, cut, laceration, puncture wound and traumatic amputation)
825	Fracture: metatarsals		
826	Fracture: phalanges		
826	Fracture: toes	873 0	Laceration: scalp
754 81	Funnel chest, congenital	870 0	Laceration: eyelid
781.2	Gait, abnormality	873 4	Laceration: face
727.43	Ganglion, unspecified	872.6	Laceration ear
535.5	Gastritis, unspecified-upset stomach	873 6	Laceration mouth, teeth
558.9	Gastroentro, colitis, nos	874 8	Laceration: neck
523.0	Gingivitis, acute-sore gums	875.0	Laceration. chest
054 2	Gingivostom, herpetic-sore gums and mouth	876.0	Laceration. back
791.5	Glycosuria (sugar in urine)	877 0	Laceration: buttocks
240.9	Goiter, unspecified-thyroid enlargement	878.8	Laceration genitals
098.0	GU infection-gonococcol	880.03	Laceration. arm, upper
523.8	Gum hyperplasia	882	Laceration Hand
735.4	Hammer toe-deformity of toe	883 0	Laceration Fingers
726.9	Joint capsulitis, nos	890 0	Laceration Thigh
719.0	Joint swelling, effusion	891 0	Laceration. knee
719.4	Joint pain	891 0	Laceration. leg
074.3	Hand, foot, and mouth disease-viral infection	892	Laceration: foot
854 0	Head injury	893	Laceration: toes
784.0	Headache	748.3	Laryngeal strioor-crouplike
346.9	Headache, migraine, unspecified	464 2	Laryngotracheitis, acute
307.81	Headache, tension cephalgia-tension headache	476 1	Laryngotracheitis, chronic
V 20	Health evaluation, general	729 5	Limb pain
V 20 2	Health evaluation, infant/child	289.3	Lymphadenitis-sore glands
389	Hearing loss, conductive	785 6	Lymphadenopathy-large glands
228	Hemangioma-birth mark	457 2	Lymphangitis-red streaks
228.01	Hemangioma-skin	579	Malabsorption syn , nos
578.0	Hematemesis-vomiting blood	579.0	Malabsorption, celiac
599.7	Hematuria (blood in urine)	579 8	Malabsorption, carbohyd suga
786.3	Hemoptysis-coughing up blood	269 9	Malnutrition, nutritional
455 6	Hemorrhoids	611.1	Mammary hypertrophy-enlarged breasts
070	Hepatitis, viral	578.1	Melena-blood in stool
573 3	Hepatitis, unspecified (non infectious)	626 2	Menorrhagia
789 1	Hepatomegaly-large liver	319	Mental Retardation, nos
553	Hernia, femoral	626.6	Metrorrhagia
550	Hernia, inguinal	346 0	Migraine
553 1	Hernia, umbilical	394	Mitral valve disease, acquired-heart
074.0	Herpanginal-canker sores	395	Mitral valve disease, aortic-acquired-heart
054	Herpes simplex-fever blister	112 9	Moniliasis (candidiasis-unspecified site)-yeast infection
053	Herpes zoster-shingles		
708.9	Hives	075	Mononucleosis, infect
784.49	Hoarseness	072	Mumps
778 6	Hydrocele (congenital)	785.2	Murmur-functional-heart
474.1	Hyp. tonsils, adenoids-large tonsils and adenoids	728.85	Muscle spasm
		729 1	Myalgia-sore muscles
314.9	Hyperactivity, unspecified	460	Nasopharyngitis
401 9	Hypertension	471 9	Nasal polyp-growth in nose
242.9	Hyperthyroidism-excessive thyroid	470	Nasal septum deviation
244.9	Hypothyroidism-low thyroid	787.0	Nausea and vomiting
251.21	Hypoglycemia-low blood sugar	994.2	Nutritional deficiency
757 1	Icthyosis-congenital-rough skin	278.0	Obesity
V 06 1	Immunization DPT	732.4	Osgood-Schlatter's-bone disease
V 06.3	Immunization. Polio and DPT	730	Osteomyelitis, ac., nos-infection of bone
V 06.4	Immunization MMR	380.1	Otitis, externa-infection ear canal
V 04.0	Immunization: Polio	381 0	Otitis, media acute-infected inner ear
V 04.1	Immunization: Smallpox	381.3	Otitis, media chronic-infected inner ear
V 04.2	Immunization: Measles	382.4	Otitis, purulent-pus draining from ear
V 04.3	Immunization. Rubella	387.9	Otosclerosis
V 04.5	Immunization: Rabies	789.0	Pain, abdominal
V 04.6	Immunization: Mumps	724.5	Pain, back
V 04 8	Immunization Flu	729.5	Pain, extremity
684	Impetigo	719.4	Pain, joint
536.8	Indigestion, dyspep., nos	724.2	Pain, low back
703.0	Ingrown nail	681.02	Paronychia Finger-infected finger nail
919.4	Insect bites	681.11	Paronychia Toe
564.9	Intestinal disorder, nos	747.0	Patent ductus-heart defect
487.1	Influenza (flu) general	132.1	Pediculosis, lice, body
701.4	Keloid-scar	132.2	Pediculosis, pubis
791.6	Ketonuria	130.0	Pediculosis, head

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132.9	Pediculosis, unspecified location	462	Sore throat
533.9	Peptic ulcer	789.2	Splenomegaly-enlarged spleen
384.2	Perforated tymp. mem.-ruptured ear drum	840	Sprains and strains: shoulder and upper arm
475	Peritonsillar, abscess-abscess around tonsil	841	Sprains and strains: elbow and forearm
301.9	Personality disorder, unspecified	842	Sprains and strains: wrist and hand
033	Pertussis-whooping cough	843	Sprains and strains: hip and thigh
754.71	Pes Cavus-foot deformity	844	Sprains and strains: knee and leg
734	Pes Planus-flat foot	845	Sprains and strains: ankle and foot
782.7	Petechiae	846	Sprains and strains: sacroiliac region
462	Pharyngitis, acute nos	847.0	Sprains and strains. neck
034.0	Pharyngitis, strep	847.9	Sprains and strains. spine and unspecified back
605	Phimosis-congenital	528.2	Stomatitis, apthous-mouth infection
696.3	Pityriasis rosea-skin rash	054.2	Stomatitis, herpetic
696.5	Pityriasis - other	528.0	Stomatitis, nos
511.0	Pleurisy	101	Stomatitis, vincents
482 9	Pneumonia, bacterial	378.9	Strabismus nos-visual problem
483	Pneumonia, eaton Mycoplasma	034.0	Strep throat
480.9	Pneumonia, viral	307.0	Stuttering, etc.
486	Pneumonia, organism unspecified	373.1	Stye, hordeolum
E853	Poison, accidental, sedatives and hypnotics	780.2	Syncope, fainting
E850 2	Poison, accidental, narcotics	785 0	Tachycardia, unspecified-fast pulse
E852	Poison, accidental, sedatives and hypnotics	786.09	Tachypnea-shortness of breath
E854	Poison, accidental, other-psychotropic agents	795.5	TBC test-positive
E862	Poison, accidental petroleum products	524.4	Teeth, malocclusion
E863	Poison, accidental, pesticides (herbicides, fungicides, rodenticides, fumigants)	520.3	Teeth, mottled
		448.1	Telangiectasis-blood vessel anomaly
E861	Poison, accidental, clean/polish agent, paint, disinfectants	752.2	Testis undescended
		287.5	Thrombocytopenia, unspecified-blood problem
988.2	Poison, accidental, plants, berries	240.9	Thyroid enlargement
259.1	Precocious puberty	245 2	Thyroiditis, Hashimoto
698.0	Pruritis ani-itchy rectum	736.89	Tibial torsion-twisted leg bone
698.1	Pruritis itchy genitals	307.2	Tics, habit spasm
698.9	Pruritis itchy nos	463	Tonsillitis, acute, nos
696.1	Psoriasis-skin rash	474 0	Tonsillitis, chronic
590.10	Pyelitis	474 10	Tonsils and adenoids enlarged
686.0	Pyoderma-skin rash with pus	695	Toxic erythema-rash
514	Pulmonary congestion	466 0	Tracheobronchitis-wind pipe and lung infection
287	Purpura-rash-bloody spots	781 0	Tremor, spasm
367.9	Refractive error-visual problem	533	Ulcer, peptic
390	Rheumatic fever	465 9	URI, acute-nos
472 0	Rhinitis, chronic-runny nose	791	Urinalysis, abnormal
110 9	Ringworm, tinea	745 4	Ventricular septal defect
056	Rubella-measles	780 4	Vertigo
055	Rubeola-measles	079 9	Viral infections, nos
057.9	Viral exanthem nos	057 9	Viral exanthem
003.0	Salmonella-intestinal infection	368	Visual disturbance
133.0	Scabies	709 0	Vitiligo-loss of skin pigmentation
034 1	Scarlet fever	784 4	Voice disturbance
737.30	Scoliosis-curvature of spine	078 1	Warts, common, plantar
706.2	Sebacious cyst	783 2	Weight loss
706.3	Seborrhea		
745.4	Septal defect. vent.-heart defect		
745.5	Septal defect. atrial-heart defect		
259.0	Sexual development-delayed		
004	Shigella-intestinal infection		
282.6	Sickle cell anemia		
282.5	Sickle cell trait		
461.9	Sinusitis acute		
473 9	Sinusitis chronic		

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MINI LIST OF ICD CODES (SORTED BY CODE)

Code	Description
V04 01	Immunization Polio Oral
V 04 0	Immunization: Polio
V 04 1	Immunization Smallpox
V 04 2	Immunization. Measles
V 04 3	Immunization: Rubella
V 04 5	Immunization. Rabies
V 04 6	Immunization Mumps
V 04 8	Immunization Flu
V 06 1	Immunization. DPT
V 06 3	Immunization Polio and DPT
V 06 4	Immunization. MMR
003.0	Salmonella-intestinal infection
004	Shigella-intestinal infection
005 9	Food poisoning-unspecified
033	Pertussis-whooping cough
034 0	Strep throat
034 1	Scarlet fever
052	Chickenpox
053	Herpes zoster-shingles
054	Herpes simplex-fever blister
054.2	Stomatitis, herpetic
055	Rubeola-measles
056	Rubella-measles
057.0	Fifth Disease-viral disease
057 9	Exanthem, viral, unspecified-viral illness with rash
070	Hepatitis. viral
072	Mumps
074.0	Herpanginal-canker sores
074 3	Hand, foot, and mouth disease-viral infection
075	Mononucleosis, infect
078 1	Warts, common, plantar
078 3	Cat scratch disease
079 9	Viral infections, nos
098 0	GU infection-gonococcol
101	Stomatitis, vincents
110 4	Athlete's foot
110 9	Ringworm, tinea
112 1	Candidae vulvovaginitis-yeast infection female
112 9	Moniliasis (candidiasis-unspecified site)-yeast infection
127 0	Ascaris, round worm
127.4	Enterobiasis, pinworm
130.0	Pediculosis, head
132 1	Pediculosis, lice, body
132 2	Pediculosis, pubis
132 9	Pediculosis, unspecified location
133 0	Scabies
228	Hemangioma-birth mark
240 9	Goiter, unspecified-thyroid enlargement
242 9	Hyperthyroidism-excessive thyroid
244 9	Hypothyroidism-low thyroid
245 2	Thyroiditis, Hashimoto disease
250	Diabetes, mellitus-sugar diabetes
251.21	Hypoglycemia-low blood sugar
253 5	Diabetes, insipidus
259	Delayed development (puberty)
259.0	Sexual development-delayed
259 1	Precocious puberty
269.9	Malnutrition, nutritional
276.5	Dehydration
278 0	Obesity
280.9	Anemia, Fe defic-iron deficiency
282.5	Sickle cell trait
282 6	Sickle cell anemia
287	Purpura-rash-bloody spots
287.5	Thrombocytopenia, unspecified-blood problem
289 3	Lymphadenitis-sore glands
300.1	Anxiety
301.9	Personality disorder, unspecified
303 9	Drug dependence, alcohol
304 3	Drug dependence, marijuana
304 4	Drug dependence, stimulants
304 9	Drug dependence, nos
307 0	Stuttering, etc
307 1	Anorexia-nervous psychologic
307 2	Tics, habit spasm
307 81	Headache, tension cephalgia-tension headache
312	Behavior problems - conduct disorders
314.9	Hyperactivity, unspecified
319	Mental Retardation, nos
343.9	Cerebral palsy, infantile, unspecified
345.1	Convulsions, grand mal
345.2	Convulsions, petit mal
345 9	Epilepsy, unspecified
346 0	Migraine
346.9	Headache. migraine, unspecified
367.2	Astigmatism
367.9	Refractive error-visual problem
368	Visual disturbance
368.00	Amblyopia-unspecified
368.59	Color blind
372.0	Conjunctivitis, acute-inflamed eye
372 72	Conjunctival hemorrhage-eye hemorrhage
373	Blepharitis-inflammed eyelids
373.1	Stye, hordeolum
373.2	Chalazion-hard style
375.30	Dacryocystitis-swollen tear duct
378.9	Strabismus nos-visual problem
380.1	Otitis, externa-infection ear canal
380.21	Cholosteatoma-external ear
380.4	Cerumen, impacted-ear wax
381.0	Otitis, media acute-infected inner ear
381 3	Otitis, media chronic-infected inner ear
382.4	Otitis, purulent-pus draining from ear
384.2	Perforated tymp mem -ruptured ear drum
387.9	Otosclerosis
389	Hearing loss. conductive
390	Rheumatic fever
394	Mitral valve disease, acquired-heart
395	Aortic valve disease
396	Mitral valve disease, aortic-acquired heart
401.9	Hypertension
427	Arrythmia-cardiac dysrhythmia-irregular heartbeat
429 3	Cardiomegaly-large heart
448 1	Telangiectasis-blood vessel anomaly
455.6	Hemorrhoids
457 2	Lymphangitis-red streaks
460	Nasopharyngitis-acute (common cold)
461 9	Sinusitis acute
462	Sore throat
463	Tonsillitis, acute, nos
464.2	Laryngotracheitis, acute
464.3	Epiglottitis, acute
464 4	Croup
465 9	URI, acute-nos
466 0	Tracheobronchitis-wind pipe and lung infection
470	Nasal septum deviation
471.9	Nasal polyp-growth in nose
472.0	Rhinitis, chronic-runny nose
473.9	Sinusitis chronic
474.0	Tonsillitis, chronic

474.1	Hyp. tonsils, adenoids-large tonsils and adenoids		698 0	Pruritis itchy rectum
475	Peritonsillar, abscess-abscess around tonsil		698.1	Pruritis itchy genitals
476.1	Laryngotracheitis, chronic		698 9	Pruritis itchy nos
477	Allergies, nasal, hay fever		701.4	Keloid-scar
480.9	Pneumonia, viral		703 0	Ingrown nail
482 9	Pneumonia, bacterial		704 0	Alopecia-hair loss
483	Pneumonia, eaton Mycoplasma		706 1	Acne
485	Bronchopheum, nos		706 2	Sebacious cyst
486	Pneumonia, organism unspecified		706.3	Seborrhea
487 1	Influenza (flu) general		708 9	Hives
490	Bronchitis		709 0	Vitiligo-loss of skin pigmentation
493 9	Asthma		711	Arthritis, associated with infections
511.0	Pleurisy		714	Arthritis, rheumatoid and other inflammatory polyarthropathies
514	Pulmonary congestion		716 1	Arthritis, traumatic
520 3	Teeth, mottled		716 2	Arthritis, allergic, other
521 0	Dental caries		716 9	Arthritis, unspecified
522.5	Alveolar, abscess-tooth abscess		717 7	Chondromal, acia patella
523 0	Gingivitis, acute-sore gums		719.0	Joint swelling, effusion
523 6	Dental tartar		719.4	Joint pain
523 8	Gum hyperplasia		724.2	Pain, low back
524 2	Anomaly, dental arch		724 5	Pain, back nos
524 4	Teeth, malocclusion		726.9	Joint capsulitis, nos
528 0	Stomatitis, nos		727.43	Ganglion, unspecified
528.2	Canker sores		728 85	Muscle spasm
528.2	Stomatitis, apthous-mouth infection		729.1	Myalgia-sore muscles
528 5	Cheilitis, lips, nos-chapped lips		729.5	Pain, extremity
533	Ulcer, peptic, site unspecified		730	Osteomyelitis, ac , nos-infection of bone
533.9	Peptic ulcer, unspecified as to acute or chronic		732.4	Osgood-Schlatter's-bone disease
535.5	Gastritis, unspecified-upset stomach		734	Pes Planus-flat foot
536 8	Indigestion, dyspep., nos		735 4	Hammer toe-deformity of toe
536 9	Digestive disorder		736 89	Tibial torsion-twisted leg bone
540	Appendicitis		737 1	Kyphosis-round back
550	Hernia, inguinal		737 30	Scoliosis-curvature of spine
553 0	Hernia, femoral		743.30	Cataract (congenital)
553 1	Hernia, umbilical		745 4	Ventricular septal defect
558 9	Diarrhea, nos		745 5	Atrial septal defect. heart defect
558 9	Gastroenteritis, nos		746 9	Congenital heart disease, nos
564 0	Constipation		747 0	Patent ductus-heart defect
564 6	Anal spasm-rectal		748 3	Laryngeal stridor-crouplike
564 9	Intestinal disorder, nos		749 20	Cleft lip and palate
566	Anal cellulitis, abscess-rectal		752 2	Testis undescended
573 3	Hepatitis, unspecified (non infectious)		754 3	Dislocation: hip, congenital
578 0	Hematemesis-vomiting blood		754 71	Pes Cavus-foot deformity
578 1	Melena-blood in stool		754 81	Funnel chest, congenital
579	Malabsorption syn , nos		754 89	Chest deformity (congenital)
579.0	Malabsorption, celiac		757.1	Icthyosis-congenital-rough skin
579 8	Malabsorption, carbohyd. sugar		778 6	Hydrocele (congenital)
590 10	Pyelitis		780 2	Syncope, fainting
599 7	Hematuria		780 3	Convulsions, nos
605	Phimosis-congenital		780.4	Vertigo
611 1	Mammary hypertrophy-enlarged breasts		780 6	Fever FUO-fever, unknown origin
625.3	Dysmenorrhea		780 7	Fatigue, malaise
626.2	Menorrhagia		781.0	Tremor, spasm
626.6	Metrorrhagia		781 2	Gait, abnormality
680	Carbuncle and furuncle		782 7	Petechiae
681 02	Paronychia Finger-infected finger nail		783 0	Anorexia loss of appetite
681.11	Paronychia Toe		783 2	Weight loss
681 9	Cellulitis and abscess of unspecified digit-abscess of finger or toe		783 4	Delayed development
682	Cellulitis and abscess-inflammation		783 4	Failure to thrive
684	Impetigo		784 0	Headache
686 0	Pyoderma-skin rash with pus		784 4	Voice disturbance
690	Dermatitis: seborrheic		784 49	Hoarseness
691.8	Eczema, atopic, infantile		784 7	Epistaxis-nose bleed
692.9	Dermatitis: contact, nos		785 0	Tachycardia, unspecified-fast pulse
692.9	Eczema, nos		785 2	Murmur-functional-heart
693.1	Food allergy producing dermatitis		785 6	Lymphadenopathy-large glands
695	Toxic erythema-rash		786 0	Dyspnea-shortness of breath
696.1	Psoriasis-skin rash		786 09	Apnea-shortness of breath
696.3	Pityriasis rosea-skin rash		786 2	Cough
696.5	Pityriasis - other		786.3	Hemoptysis-coughing up blood
			786.5	Chest pain

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787 0	Nausea and vomiting	876.0	Laceration back
787.3	Flatulence, gas	877.0	Laceration buttocks
787.6	Encopresis, fecal soiling	878 8	Laceration. genitals
788.1	Dysuria-painful urination	880 03	Laceration arm, upper
789	Abdominal Pain	882	Laceration hand
789.0	Pain, abdominal	883 0	Laceration fingers
789.1	Hepatomegaly-large liver	890 0	Laceration: thigh
789.2	Splenomegaly-enlarged spleen	891 0	Laceration: knee
791	Urinalysis, abnormal	891 0	Laceration: leg
791.5	Glycosuria	892	Laceration foot
791.6	Ketonuria	893	Laceration. toes
795.5	TBC test-positive	919 4	Insect bites
799.9	Diagnosis undetermined	920	Contusions face/scalp
803	Fracture: skull, unqualified	921	Contusions. eye
807	Fracture: ribs	922	Contusions trunk
810	Fracture: clavicle	923	Contusions upper limb
812	Fracture: humerous	924	Contusions· lower limb and unspecified site
813	Fracture. radius, ulna	930	Foreign body-eye
814	Fracture carpals	931	Foreign body-ear
815	Fracture· metacarpals	932	Foreign body-nose
821	Fracture: femur	938	Foreign body in digestive system
823	Fracture: tibia, fibula	949	Burns-unspecified degree or site
825	Fracture: metatarsals	988 2	Poison, accidental, plants, berries
826	Fracture: phalanges	994.2	Nutritional deficiency
826	Fracture: toes	995 1	Edema, anioneurotic (giant urticaria)
831	Dislocation: shoulder	995 2	Allergy, drug
832	Dislocation: elbow	995 3	Allergic reactions
833	Dislocation: wrist	E813	Accidents: auto-bicycle
834	Dislocation: finger	E814	Accidents auto-pedestrian
840	Sprains and strains: shoulder and upper arm	E819	Accidents auto-unspecified nature
841	Sprains and strains: elbow and forearm	E819	Accidents. motorcycle
842	Sprains and strains: wrist and hand	E826	Accidents· bicycle
843	Sprains and strains: hip and thigh	E850 2	Poison, accidental. narcotics
844	Sprains and strains: knee and leg	E852	Poison, accidental, sedatives and hypnotics
845	Sprains and strains: ankle and foot	E853	Poison, accidental, tranquilizers
846	Sprains and strains. sacroliac region	E854	Poison, accidental, other-psychotropic agents
847.0	Sprains and strains: neck		
847.9	Sprains and strains. spine and unspecified back	E861	Poison, accidental, clean/polish agent, paint, disinfectants
850 9	Concussion, unspecified		
854.0	Head injury	E862	Poison, accidental, petroleum products
854 0	Head injury	E863	Poison, accidental, pesticides (herbicides, fungicides, rodenticides, fumigants)
870	Laceration: (includes animal bite, abrasion, cut. laceration, puncture wound and traumatic amputation)	E888	Accidents: falls-unspecified
		E906 0	Bites. Dog
870 0	Laceration: eyelid	E906 1	Bites: Rat
872.6	Laceration: ear	E906.2	Bites. Lizard-non venomous
873 0	Laceration: scalp	E906.3	Bites: Cat
873.4	Laceration· face	E906.4	Accidents: insect bites
873.6	Laceration mouth, teeth	V 20	Health evaluation, general
874 8	Laceration· neck	V 20 2	Health evaluation. infant/child
875.0	Laceration chest		

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DENTAL PROCEDURE CODES

Diagnostic	Code
Initial exam	D0110
Periodic exam	D0120
Emerg exam	D0130
Diagnostic models	D0470
Diagnostic photos	D0471
Occl analysis	D9950
Pulp test	D0460
Tooth #	
Consultation	D9310

Radiology	Code
Complete Series	D0210
1 Periapical	D0220
( ) add films	D0230
2 Bitewings	D0272
4 Bitewings	D0274
Panoramic	D0330

Preventive	Code
Adult prophy	D1110
Child prophy	D1120
Oral hygiene instr	D1330
Fluoride treatment	D1230
Enamel sealants	D1350
Tooth #	

Periodontics	Code
Subging curet /quad	D4220
Perio scale, comp	D4340
Perio S P	D4341
Occl adj part	D4330
Occl adj comp	D4331
Provisional splint	D4321
Occl guards	D4360
Overhang rem	D9010

Endodontics	Code
Pulp cap direct	D3110
Pulp cap indirect	D3120
Root canal 1	D3310
Root canal 2	D3320
Root canal 3	D3330
Periapical surg	D3410
Hemisection	D3920
Root amput	D3450
Bleach	D3960
Emerg I&D	D3990

Oral Surgery	Code
Extraction	D7110
Add extr.	D7120

	Code
Soft tissue imp	D7220
Partial bony imp	D7230

Inlay-Crown-Bridge	Code
Gold inlay 2 surf	D2520
Gold inlay 3 surf	D2530
Gold onlay	D2540
Gold ¾ crown	D2810
Gold full crown	D2790
Crown porc /metal	D2750

Abut's-Pontics	Code
Porcelain/metal	D6750
¾ cast gold	D6780
Full gold	D6790
Pontic full gold	D6210
Pontic porc /metal	D6240
Pontic plastic/gold	D6250
Stress brkr, milled	D6940
Precision attachment	D6950
Recement crown	D2920
Recement bridge	D6930
Bld -up amal comp	D2180
( ) T M S pins	D2190
C I post	D2892
Cast post w/core	D2891
Temp crown	D2840

Restorative	Code
Amal perm 1 surf	D2140
Amal perm 2 surf	D2150
Amal perm 3 surf	D2160
Amal prim 1 surf	D2110
Amal prim 2 surf	D2120
Amal prim 3 surf	D2130
Composite 1 surf	D2330
Composite 2 surf	D2331
Tooth #	
Gold foil 1 surf	D2410
Sedative treatment	D2940
N202-02 sedation	D9230

Prosthetics	Code
Dent , full upper	D5110
Dent , lower	D5120
Partial upper	D5261
Partial lower	D5241
Replace ( ) teeth	D5640
Reline upper	D5750
Reline lower	D5750
Jump dent	D5750
Tissue cond	D5850

DENTAL CODES

ICD.9.CM	DENTAL CODES
520 0	Anodontia
520 3	Mottled teeth
520.4	Disturbances of tooth formation
520.6	Disturbances in tooth eruption
521.0	Dental Caries

521 2	Abrasion
521 3	Erosion
522 0	Pulpitis
523 4	Chronic periodontitis
524.3	Anomalies of tooth position
524 5	Dentofacial functional abnormalities
525.1	Loss of teeth due to accident, extraction, or local periodontal disease

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