Curriculum for the Targeted Language Instruction of Limited English Proficiency Families of Infants with Special Needs

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LEARNING ENGLISH IN THE NICU

APRENDIENDO INGLÉS EN LA NICU

Primera clase:
Sus Derechos y Obligaciones como Miembro del Equipo que Atiende a su Bebé
Derechos y Obligaciones

Estoy a cargo de un bebé que está en la Sala de Cuidados Intensivos (NICU). ¿Cuánto sé acerca de mis derechos y mis obligaciones?

Vamos a ver...
Pregunta 1:

El doctor que atiende a su bebé le está hablando en inglés; usted no entiende lo que le dice. ¿Tiene derecho a pedir la asistencia de un intérprete?

A. Sí
B. No
Pregunta 2:

La doctora que atiende a su bebé le indica tiene que cambiar la frecuencia de la medicación que usted le está dando. En vez de dársela una vez por día, a partir de ahora se la tiene que dar dos veces por día. Usted no sabe el por qué de este cambio. ¿Qué decide hacer?

A. Le pregunto por qué le está cambiando la frecuencia de la medicación.

B. No necesito preguntar; voy a seguir las instrucciones del doctor.
Pregunta 3:

Una enfermera le está explicando como darle la medicación a su bebé en casa. Usted sabe que su bebé se va a sentir muy incómodo si lo hace de la manera en que la enfermera le está mostrando. ¿Qué hace?

A. Le explico a la enfermera que lo que me está recomendando no va a funcionar.

B. No le digo nada a la enfermera; voy a casa y le doy la medicación a mi bebé de la manera que yo creo que va a resultar mejor.
Pregunta 4:

Usted está tomando clases que le enseñan a darle ciertos cuidados a su bebé. A usted le dan miedo ciertos procedimientos, como la técnica de resuscitación cardiopulmonar (CPR). ¿Qué hace?

A. No sé si podrá enfrentar una emergencia, pero me da vergüenza decirle a la enfermera.

B. Le digo a la enfermera que el procedimiento me da mucho miedo.
Pregunta 5:

Su niña tiene que tomar una medicación por boca todos los días, y usted nota que tiene cierta dificultad para tragarla. El doctor le dijo que es muy importante que tome estas tabletas. ¿Qué hace?

A. Confío en que mi bebé pueda seguir tragando la medicación.

B. Le digo al doctor que mi bebé está teniendo problemas para tragar la medicación.
Pregunta 6:

Su bebé va a dejar la Unidad de Cuidados Intensivos (NICU) la semana próxima. Usted está tomando una clase con otros padres. Hay algo que la enfermera está explicando que usted no entiende, pero parece que ninguno de los otros padres tiene problemas en comprender. ¿Qué hace?

A. Interrumpo la clase y pregunto.
B. Ya me daré cuenta de qué está hablando, y si para el final de la clase todavía no entiendo le pediré a otro padre que me lo explique después.
Pregunta 7: 

La recepcionista de la clínica le está dando un turno a su bebé para la consulta la semana próxima. Usted sabe que va a ser difícil que consiga transporte que la lleve a la clínica. ¿Le dice o no le dice a la recepcionista?

A. Le digo que voy a tener problemas para conseguir transporte.
B. No le digo. Ya veré qué hago.
Pregunta 8:

Usted tiene turno con el doctor de su bebé a las 8 de la mañana. Usted sabe que el doctor atiende en su oficina desde las 8 de la mañana hasta el mediodía.

Usted quiere estar en casa por la mañana hasta que su hijo mayor tome el autobús para ir a la escuela. No va a poder llegar al hospital hasta las 8:30. ¿Qué hace?

A. El doctor va a estar hasta el mediodía, así que vengo al hospital a las 8:30.

B. Salgo temprano para estar en el hospital a las 8 de la mañana. Si es necesario, consigo que alguien se quede en casa con mi hijo hasta que pase el autobús.
Durante esta primera clase vamos a aprender que

• Usted tiene ciertos DERECHOS
• Usted tiene ciertas OBLIGACIONES
• Usted es un MIEMBRO FUNDAMENTAL DEL EQUIPO QUE ASISTE A SU BEBÉ
• NADIE CONOCE A SU BEBÉ MEJOR QUE USTED
SUS DERECHOS
SUS DERECHOS

Usted tiene derecho a que se le brinde un servicio de interpretación.
SITUACIÓN

El terapeuta que viene a ver a su bebé y lo ayuda a moverse y a hacer ejercicios no habla español. Usted no entiende qué es lo que está haciendo con su bebé y no puede comunicarse con el terapeuta.

¿Qué hace?
SUS DERECHOS

Usted tiene derecho a estar con su hijo o hija durante la consulta con el doctor hasta que cumpla los 18 años de edad.
SITUACIÓN

El doctor recomienda hacerle un estudio a su hija que tiene menos de 18 años. Durante el estudio, su hija va a tener que estar sola en una habitación. Usted no quiere que su hija esté sola.

¿Qué hace?
SUS DERECHOS

Usted tiene derecho a que la acompañen familiares que la ayuden y le den apoyo.
SUS DERECHOS

Usted tiene derecho a hacer preguntas.
SITUACIÓN

La doctora le explicó la cirugía que necesita su bebé. Le habló muy rápido y le dijo muchas cosas. Usted no entiende bien de qué se trata la cirugía como para explicársela a su esposo.

¿Qué hace?
SUS DERECHOS

Usted tiene derecho a pedir ayuda.
SITUACIÓN

Su bebé está muy molesto y lloriquea. Usted ha intentado calmarlo de distintas maneras, pero nada funciona.

¿Qué hace?
SUS OBLIGACIONES
SUS OBLIGACIONES

Si tiene turno con el doctor, sea puntual.
SUS OBLIGACIONES

Dele información correcta y completa al doctor, a la enfermera, o a cualquier otro empleado del hospital o de la clínica. Conteste a las preguntas lo mejor que pueda. Si por algún motivo no pudo seguir las instrucciones que le dieron en la última consulta, dígaselo al doctor.
SUS OBLIGACIONES

Siga las instrucciones del doctor y de las enfermeras. Si no entiende por qué debe seguir ciertas instrucciones, pregunte.
SUS OBLIGACIONES

Asista a las clases que brinda el hospital para el cuidado de su bebé. Haga todas las preguntas que sean necesarias.
SUS OBLIGACIONES

Cuando su bebé deje la Sala de Cuidados Intensivos (NICU), es usted quien estará a cargo. Asegúrese de aprender lo que necesita saber mientras está en el hospital. Es posible que usted necesite cuidar a su bebé durante semanas, meses, o inclusive años.
SITUACIÓN

La enfermera le mostró cómo asistir a su bebé si no puede respirar, pero usted no se acuerda los pasos a seguir.

¿Qué hace?
USTED ES MIEMBRO DEL EQUIPO DE ASISTENCIA DE SU BEBE
USTED ES MIEMBRO DEL EQUIPO DE ASISTENCIA DE SU BEBE

Comuníquese de manera directa con el personal que atiende a su bebé. Sus comentarios y sugerencias son bienvenidas. Dé su opinion. Si usted no está del todo de acuerdo con algo, dígalo.
USTED ES MIEMBRO DEL EQUIPO DE ASISTENCIA DE SU BEBE

Si su bebé no tolera la medicación o el tratamiento que se le recomendó, explíqueselo al doctor.
SITUACIÓN

Durante la última cita, la doctora le indicó una nueva medicación. Desde el cambio de medicación, usted nota que su bebé duerme mucho más que de costumbre, y le resulta difícil despertarlo.

¿Qué hace?
USTED ES MIEMBRO DEL EQUIPO DE ASISTENCIA DE SU BEBE

Si usted tiene algún problema o si existe algún obstáculo que le impida darle a su bebé el cuidado que necesita, no se calle. Dígale al doctor o a la enfermera si tiene problemas para conseguir la medicación o para llegar al hospital, por ejemplo.
Usted necesita traer a su bebé a una cita con el doctor después de dejar la Sala de Cuidados Intensivos (NICU). Usted no tiene transporte propio.

¿Qué hace?
USTED ES MIEMBRO DEL EQUIPO DE ASISTENCIA

Entre una cita y otra, es posible que surjan dudas o preguntas. Haga una lista para no olvidarse, y traiga su lista a la próxima cita con el doctor.
USTED ES MIEMBRO DEL EQUIPO DE ASISTENCIA DE SU BEBE

Si para Usted es más fácil leer en español que en inglés, pida materiales de consulta en español.

HABLAR EN ESPAÑOL POR FAVOR
NADIE CONOCE A SU BEBÉ
MEJOR QUE USTED
NADIE CONOCE A SU BEBÉ MEJOR QUE USTED

Si usted no entiende bien de qué se trata la condición o el problema médico de su bebé, pida más información.
NADIE CONOCE A SU BEBÉ MEJOR QUE USTED

Si usted cree que a su bebé le pasa algo o que no está bien, dígaselo al doctor o a la enfermera.
NADIE CONOCÉ A SU BEBÉ MEJOR QUE USTED

Cada bebé es diferente. Si hay algo que usted sabe que es más conveniente para su bebé, explíqueselo al doctor o a la enfermera.
NADIE CONOCE A SU BEBÉ MEJOR QUE USTED

Todos somos humanos. A veces cometemos errores. Si le parece que alguna instrucción o recomendación no tiene sentido, pregunte.
Vamos a repasar lo que aprendimos…
RECUERDE:

Usted tiene **DERECHOS**:

- A estar con su bebé,
- A tener familiares que lo acompañen, y
- A comunicarse de manera adecuada con el personal médico que atiende a su bebé.
RECUERDE:

Usted tiene OBLIGACIONES:

• Usted debe aprender acerca de la condición y el cuidado de su bebé;

• Usted debe seguir las instrucciones que le da el doctor, y si no puede seguirlas debe decírselo; y

• Usted debe llegar a la consulta a horario.
RECUERDE:

• Si usted no sabe o no comprende, **PREGUNTE**.

• Si usted tiene problemas o su bebé tiene problemas, **HABLE**.
Vamos a ver cuánto nos acordamos...
Pregunta 1:

Usted no recuerda si necesita usar agua destilada o solución salina para limpiar el tubo de respiración de su bebé. ¿Qué hace?

A. Tanto el agua destilada como la solución salina se usan para limpiar, así que uso cualquiera de las dos.

B. Le pregunto a la enfermera.
Pregunta 2:

El autobús llegó tarde, y el tránsito estuvo lentísimo. Usted llega al hospital para la consulta con el médico de su hijo 25 minutos tarde. ¿Cuál de estas opciones es verdadera?

A. El doctor todavía está en su oficina; tiene que atender a mi bebé.
B. Puede ser que la recepcionista me dé un turno para otro día.
Pregunta 3:

A su bebé hoy le van a sacar una radiografía. Usted no sabe por qué. ¿Puede preguntar por qué?

A. Sí
B. No
Pregunta 4:

Su bebé tiene fiebre. Usted llama al hospital para explicar esto y preguntar si necesita traerlo a ver al doctor. ¿Usted puede pedir que un intérprete lo asista durante esta conversación telefónica?

A. Sí

B. No
Pregunta 5:

Usted no comprende unos documentos para el seguro de salud que le han pedido que firme. ¿Qué hace?

A. Los firmo; son solo una formalidad.

B. Pido una versión en español, le pido a la trabajadora social que me los explique, o pido un intérprete que me ayude.
Pregunta 6:

La enfermera le dice que su bebé tiene que estar acostada boca arriba mientras usted le cambia el tubo de respiración, pero usted sabe que cuando está acostada boca arriba comienza a llorar enseguida. ¿Qué hace?

A. Le explico a la enfermera que mi bebé se molesta cuando está boca arriba.
B. Hago lo que la enfermera me dice.
Pregunta 7:

A su bebé le salieron unas manchitas en la piel después de la última visita al doctor. El doctor le cambió la medicación durante la última visita. ¿Qué hace?

A. Llamo al doctor o le digo durante la próxima cita.

B. Confío en que las manchitas van a desaparecer.
Pregunta 8:

El doctor le dice que su hijo necesitará su medicación un mes más. A usted se le acabó la medicación, y en este momento no puede comprarla. ¿Qué hace?

A. Tal vez pueda comprarla la semana próxima; esperaré.
B. Le digo al doctor o a la trabajadora social que hoy no puedo comprar la medicación.
USTED HA COMPLETADO SU PRIMERA CLASE.
¡FELICITACIONES!

• EN LAS PRÓXIMAS CINCO CLASES, USTED VA A APRENDER A COMPRENDER Y A USAR INGLÉS BÁSICO PARA EL CUIDADO DE SU BEBÉ.

• SI USTED QUIERE SER MIEMBRO DEL EQUIPO QUE ASISTE A SU BEBÉ, ES FUNDAMENTAL QUE SE COMUNIQUE DE MANERA ADECUADA.
Answer Key

Pre-Assessment Questions

• 1 - A
• 2 - A
• 3 - A
• 4 - B
• 5 - B
• 6 - A
• 7 - A
• 8 - B

Post-Assessment Questions

• 4 - A
• 3 - A
• 6 - A
• 8 - B
• 7 - A
• 5 - B
• 1 - B
• 2 - B
Module 2

<table>
<thead>
<tr>
<th>STEP</th>
<th>SCRIPT</th>
<th>REALIA / REFERENCE MATERIALS / T’s notes</th>
</tr>
</thead>
</table>
| Cover: Title / Lesson Goals | • Letters and numbers  
• Locating and using contact information  
• Filling out forms | |
| Materials | • Business Cards or a list of addresses with phone numbers. | |
| Pre-assessment | | Rubric / Guidance |

<table>
<thead>
<tr>
<th>Assm point #</th>
<th>Instructor’s Questions</th>
<th></th>
</tr>
</thead>
</table>
| 1 | I’m going to ask you some information for my chart (showing a form-like chart). | **Rubric / Guidance** For this and all other communication goals, use a 0-2 grade scale, where  
0 = fails to communicate  
1 = manages to communicate minimally, often with help or after some repair  
2 = succeeds in communicating without help  
  |  |
| 2 | What’s your baby’s name? | Elicit complete name. If parent can provide part of the name but can’t understand the difference between “first name,” “middle name,” and “last name,” give 1 point only. |
| 3 | Can you spell that?  
(Use “first name,” “middle name,” “last name” to confirm) | Give 2 points for fully correct spelling. One wrong letter merits a 0.  
If parent doesn’t recognize “date of birth,” switch to “birthday.”  
Elicit full date. If parent doesn’t understand “year,” deduct a point. |
| 4 | What’s his / her date of birth? |  
Ask the first question. If parent can’t answer that, go on to the second question. Either question that gets answered correctly gets 2 points.  
The second question may not be needed. |
| 5 | How are you related to the baby? (Are you the mother / father?) | Give 2 points only if both questions are answered correctly. |
| 6 | Is your home in Indianapolis? (Where’s home?) |  
Is your phone number?  
Is that a cell phone? |
### The Alphabet

<table>
<thead>
<tr>
<th>Letter</th>
<th>Word</th>
<th>Letter</th>
<th>Word</th>
<th>Letter</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A-B-C-D...</td>
<td>G</td>
<td>Gee!</td>
<td>W</td>
<td>2 x U</td>
</tr>
<tr>
<td>E</td>
<td>E-mail</td>
<td>J</td>
<td>Jay</td>
<td>Y</td>
<td>Why?</td>
</tr>
<tr>
<td>I</td>
<td>I love you!</td>
<td>H</td>
<td></td>
<td>Z</td>
<td>ZZ Top!</td>
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<tr>
<td>O</td>
<td>Ohhhh...</td>
<td>K</td>
<td>Kay</td>
<td>Q</td>
<td>Cute baby!</td>
</tr>
<tr>
<td>U</td>
<td>I love <strong>you</strong>!</td>
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</table>

Instructor spells his/her own name while writing it on the board. Practice involves spelling mother’s name, baby’s name, doctor’s name, etc.
## The Numbers

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<tr>
<th>1/00 hundred</th>
<th>0 -ty</th>
<th>1 one</th>
<th>2 two</th>
<th>3 three</th>
<th>4 four</th>
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<th>6 six</th>
<th>7 seven</th>
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<td>70</td>
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<td>9/</td>
<td>90</td>
<td>ninety</td>
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<td></td>
</tr>
</tbody>
</table>

1,000 = one thousand
2,491 = two thousand, four hundred ninety-one

## The Date

<table>
<thead>
<tr>
<th>DAY OF THE WEEK,</th>
<th>MONTH</th>
<th>DAY #</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday,</td>
<td>June</td>
<td>8 (eight)</td>
<td>2015 (two thousand fifteen)</td>
</tr>
</tbody>
</table>

For example,

Practice:
What’s your baby’s birthday?  Vs. What’s your baby’s date of birth?
What’s the date today?
# The Address

<table>
<thead>
<tr>
<th>#</th>
<th>STREET NAME</th>
<th>STREET TYPE</th>
<th>(APARTMENT)</th>
<th>TOWN / CITY</th>
<th>STATE</th>
<th>ZIP CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>705</td>
<td>Riley Hospital</td>
<td>Dr.,</td>
<td>Indianapolis</td>
<td>IN</td>
<td>46202</td>
<td></td>
</tr>
</tbody>
</table>

Example: Riley Hospital’s address:

| 705 | Riley Hospital | Dr.,       | Indianapolis | IN      | 46202 |

This is how you read street numbers:

| 3   | three         | N. = North  | Pennsylvania St. |
| 53  | fifty-three   | S. = South  |                |
| 2   | two / fifty-three |         |                |
| 72  | fifty-three   | E. = East   | Michigan St.    |
| 03  | seventy-two / fifty-three | W. = West |                |
| 00  | seventy-two / hundred |         |                |

Street types:

<table>
<thead>
<tr>
<th>St.</th>
<th>Street</th>
<th>Ln.</th>
<th>Lane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ave.</td>
<td>Avenue</td>
<td>Blvd.</td>
<td>Boulevard</td>
</tr>
<tr>
<td>Ct.</td>
<td>Court</td>
<td>Hwy</td>
<td>Highway</td>
</tr>
<tr>
<td>Dr.</td>
<td>Drive</td>
<td>Rt.</td>
<td>Route</td>
</tr>
</tbody>
</table>

What’s your address?

<table>
<thead>
<tr>
<th>#</th>
<th>STREET NAME</th>
<th>STREET TYPE</th>
<th>(APARTMENT)</th>
<th>TOWN / CITY</th>
<th>STATE</th>
<th>ZIP CODE</th>
</tr>
</thead>
</table>

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Focus 5

### Phone Numbers

<table>
<thead>
<tr>
<th>AREA CODE (###)</th>
<th>NUMBER ####-####</th>
</tr>
</thead>
</table>

For example, the Riley Hospital operator number is (317) 944-5000

**Read it:**

3 - 1 - 7, 9 - 4 - 4, 5000

Three one seven, nine four four, five thousand

**Practice**

What’s your phone number?

___ ___ ___-___ ___ ___

What’s my phone number? *(Use business card)*

___ ___ ___-___ ___ ___

**Review**

Instructor should use his/her information on flashcards and use a two-step procedure:

1. Present card:

   Daniel Rueckert

   Expected answer: “Name”

2. Ask “What’s my name?” Expected answer: “Daniel Rueckert”
   Follow up with “Can you spell it?”

Go through the rest of the info covered the same way.
<table>
<thead>
<tr>
<th><strong>Practice</strong></th>
<th>Depending on the available time, the instructor should have extra materials at the ready for practice finding information on available resources (type of resource, location, phone number, etc.)</th>
</tr>
</thead>
</table>
|              | • IU Phone Directory: [http://iuhealth.org/riley/contact-locations/phone-directory/](http://iuhealth.org/riley/contact-locations/phone-directory/)  
• Family Voices of Indiana contact info: [http://www.fvindiana.org/contact_us](http://www.fvindiana.org/contact_us)  
Handouts/brochures attached:  
• Clarian Health Community Resources  
• Indiana Family Helpline |
Post-assessment

**Receptionist:** I need you to fill out this form, please. *(Hands over form)*

<table>
<thead>
<tr>
<th><strong>Hospital:</strong> Riley</th>
<th><strong>Area:</strong> NICU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room number: _____</td>
<td></td>
</tr>
<tr>
<td>Patient’s name:</td>
<td>First - ______ Middle - _______ Last - ____________________</td>
</tr>
<tr>
<td>Date of Birth (DOB):</td>
<td>___ / ___ / ____</td>
</tr>
<tr>
<td></td>
<td>MM / DD / YYYY</td>
</tr>
<tr>
<td>Mother’s name:</td>
<td>First - ______ Middle - _______ Last - ____________________</td>
</tr>
<tr>
<td>Home Address:</td>
<td>________________________________</td>
</tr>
<tr>
<td>City:</td>
<td>___________________________ State: _____ Zip: ________________</td>
</tr>
<tr>
<td>Phone #:</td>
<td>________________________________ Home / Cell / Work?</td>
</tr>
<tr>
<td>E-mail address?:</td>
<td>________________________________</td>
</tr>
<tr>
<td>Doctor’s name:</td>
<td>________________________________</td>
</tr>
</tbody>
</table>

*(Instructor asks while making notes, without looking at form) (Follow same criteria as at pre-assessment)*

- So what’s your baby’s name?
- Date of birth?
- Are you the mother / father?
- What’s the doctor’s name?
- What’s your address?
- What’s your phone number?
- Is that a cell?
## Module 3

<table>
<thead>
<tr>
<th>STEP</th>
<th>SCRIPT</th>
<th>REALIA / REFERENCE MATERIALS</th>
</tr>
</thead>
</table>
| **Cover: Title / Lesson Goal 1** | • Scheduling / Rescheduling doctor’s appointments  
• Managing transportation | |
| **Lesson Goal 2** | | |
| **Materials** | • A weekly calendar for participant to set appointments for the week.  
• Module 3 handout of schedules and an appointment card.  
• An adjustable clock or clock face app.  
• If doing the transportation section, bring an internet connected device to connect to indygo. | |
| **Pre-assessment Lesson Goal 1** | **Assessment Point #** | **Instructor’s Questions** | **Rubric / Guidance** |
| | | **Your baby needs a follow-up appointment with the doctor. I’m going to play the role of a receptionist. I’m going to schedule an appointment for your baby. Here’s your calendar for next week:** | Use the standard 0-2 communication grade scale, where 0 = fails to communicate  
1 = manages to communicate minimally, often with help or after some repair  
2 = succeeds in communicating without help |
| | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| | | Work: 7-3:30 | | | | |
| | | Hospital: 4-8pm | School: 5-6pm | Hospital: 4-8pm | Hospital: 4-8pm | Hospital: 4-8pm |
| | | Hospital: 6:30-8pm | Hospital: 6:30-8pm | Hospital: 4-8pm | Hospital: 4-8pm | |
| | 1 | **You need an appointment for next week, right? Can you come in the morning?** | Give 2 points for evidence of comprehension + “No” as an answer. |
| | 2 | **How about Tuesday afternoon – can you come in at 4pm?** | Give 2 points for correct comprehension of calendar + “No” as an answer. |
Wednesday at 4?

OK – see you on Wednesday at 4pm, then. Bye!

Here’s a change to your week:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work: 7-3:30</td>
<td>Hospital: 4-8pm</td>
<td>Dentist: 5-6pm</td>
<td>School: 4:30-5:30pm</td>
<td>Hospital: 4-8pm</td>
</tr>
<tr>
<td>Hospital: 6:30-8pm</td>
<td>Hospital: 6-8pm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Call the doctor’s office to change your appointment.

This the doctor’s office; Jeffrey speaking. How can I help you?

OK. Can you come at 4 on Friday?

Good. We’ll see you on Friday at 4pm, then. Bye!

Goal 1: Scheduling Appointments

Integrated Stimulus

(On the phone)

Receptionist: Dr. Murray’s office – this is Lisa speaking. How can I help you?
You: Hi! I need an appointment for my baby.
Rec: What’s the problem?
You: My child has a cough
Rec: OK. Can you come next Tuesday at 4?
You: No, I work until 4:30.
Rec: How about 4:45?
| You: | That’s OK. |
| Rec: | What’s the patient’s name? |
| You: | ______________________________ |
| Rec: | Can you spell the last name? |
| You: | ______________________________ |
| Rec: | Thank you! See you at 4:45pm on Tuesday, July 21, then. |

**Focus 1:**
**Explaining the purpose of the call**

| You: | Hi! I need an appointment for my baby. |
| Rec: | What’s the problem? |
| You: | It’s a follow-up appointment. |

How can I help you?
- I need an appointment for my baby.

What’s the problem?
- My baby’s sick.
- My baby has a fever.
- My baby has a cough.

Use flashcards:

- IS SICK
- HAS A FEVER
- HAS A COUGH

(Explain that there will be more of this in a later lesson.)
| 1b: Setting date/time | Rec: OK. Can you come next Tuesday at 4? | You: No, I work until 4:30. | Rec: How about 4:45? | You: That’s OK. |
Focus 1

The Days

- Have flashcards of the days of the week; practice pronunciation, especially of Tuesday vs. Thursday.
- Teach how to recognize abbreviations (see second calendar below).
- Teach “first,” “second,” “third.” Review the numbers. Point to any day on the calendar and ask the parent to give the date + day of the week out loud.
- Teach the parts of the day: morning, afternoon, evening.
- Integrate the date (review of Module 2 – date of birth):
  - What day is today? Is it the morning, the afternoon, or the evening?
  - When is Independence Day? Is it a business day or a holiday? What day of the week is it on?

T can then enter the parent’s commitments for next week by asking questions such as
  - When are you at work?
  - Do you work the same hours every day, Monday to
<table>
<thead>
<tr>
<th>Focus 2</th>
<th>The Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a simple wall clock that you can adjust to teach the time in 5-minute intervals. Start with the time the class started, e.g. “10 o'clock”. Teach mainly digital reading: “10 oh-5,” “10 10,” “10 15,” etc. For “10 30,” also teach half-past 10. Teach AM vs. PM.</td>
<td>Go on to practice by changing the time on the clock and asking the parent to tell the time. Then give the clock to the parent and “dictate” times.</td>
</tr>
<tr>
<td></td>
<td>Switch to digital clock views and do the same. All the clocks below indicate “AM” or “PM,” ask “morning or evening?” every time. Practice “half-past” with the last clock:</td>
</tr>
</tbody>
</table>
### Practice

- Can you make it on Monday at 2pm? How about half-past 2?
- Can you come in the morning? Can you come in the afternoon?
- How about 12:15 on Thursday? Etc.

Use the calendar you built with the parent showing his/her commitments for next week. Bring them back to the context of scheduling an appointment. Practice different times of day. In all cases, try and get the parent to say more than “Yes” or “No;” when “No,” get them to explain why (e.g. “I work until 4”).

### Integrated Practice

**Instructor:** This is Dan speaking. How can I help you?

**Parent:** Hi! This is X. I need to schedule my next class.

**I:** OK. Can you make it on Tuesday at 4?

**P:** No, I work until 4:30 on Tuesday.

**I:** How about 4:45?

**P:** That’s OK.

**I:** OK! See you at 4:45pm on Tuesday, then.

Put it all together now, but this time work with the parent’s actual calendar for the following week. Be yourself – ask the parent to schedule *the next class*. The dialogue should look like the one on the left.

Leave the room and try having the conversation over the phone.
Goal 2: Rescheduling doctor’s appointments

(On the phone – Monday morning)

Receptionist: Dr. Murray’s office – this is Lisa speaking. How can I help you?
You: Good morning. I’m _______________. I have an appointment for my baby. It’s for tomorrow at 4:45.
Rec: Oh hello, Ms. _______________. What can I do for you?
You: I have a problem. I can’t come tomorrow.
Rec: OK... How about 4:45 on Thursday?
You: That’s good.
Rec: Good! See you at 4:45pm on Thursday, July 23, then.

Have this card filled out with the info on the appointment (4:45pm Tue.), and ask parents to listen to the dialogue while looking at the card and the calendar. Tell them that the cell in green is new.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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</tr>
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<td></td>
<td>Hospital: 6:30-8pm</td>
<td>Hospital: 6-8pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Focus: Self-identifying, giving info, explaining problem

You: I’m ___María Andrade___. I have an appointment for my baby. It’s for ___Thursday___ at ___10:20___. I have a problem. I can’t come ___in the morning___.

- Say your name
- Appointment: Thursday / 10:20
- Problem: the morning

Practice the four part move on the left. Use role-play flashcards – the one below the target sample shows how.
### Post-assessment

<table>
<thead>
<tr>
<th>Assm point #</th>
<th>Instructor’s Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your baby needs a follow-up appointment with the doctor. I’m going to play the role of a receptionist. I’m going to schedule an appointment for your baby. Here’s your calendar for next week:</strong></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td><img src="calendar.png" alt="Calendar" /></td>
<td></td>
</tr>
</tbody>
</table>

1. **You need an appointment for next week, right? Can you come in the morning?**

2. **How about Tuesday afternoon – can you come in at 4pm?**

3. **Wednesday at 4? OK – see you on Wednesday at 4pm, then. Bye!**

   **Here’s a change to your week:**
   Monday | Tuesday | Wednesday | Thursday | Friday |
   ![Calendar](calendar.png) |
   **Call the doctor’s office to change your appointment.**

4. **This the doctor’s office; Jeffrey speaking. How can I help you?**

5. **OK. Can you come at 4 on Friday? Good. We’ll see you on Friday at 4pm, then. Bye!**

---

What changes here is the calendars. **Use the parent’s actual calendar developed in class.** For the second scene, **manually add a commitment that will interfere with the scheduled appointment.**

Decide how the questions will change (see the phrases I’ve underlined) so that you will still have the same moves – two negatives and a positive for the first scene.

Use the same rubric as for the pre-assessment.
### Goal 2: Managing Transportation

#### Pre-assessment

**Problem-solving Task**
Present the parent with an online laptop computer. They can also use their smartphone (if they have one).

**Situation:** You leave the NICU this week. You have a scheduled first follow-up appointment with the doctor at 9 am next Tuesday. You know that nobody in your family can give you a ride at that time, and the taxi is too expensive. How are you going to get to the hospital?

You need to take the bus. Use the computer and/or the bus schedules to answer these questions:
- What bus(es) will get me to the hospital by 9am on Tuesday?
- What time do I need to take the bus, and where is the bus stop? How do I get to the hospital from where I get off?
- How much will it cost?

**Rationale and Rating Criteria**
Ideally, we would give the parent three scenarios for all available options (driving/parking, taxi, bus), find out which one the parent would actually go with, and play out that scenario. However, we want the parent to be able to deal with public transportation: find/read bus schedules, navigate IndyGo, and communicate with the bus driver if needed (and because this is an optional move, it won’t be featured in the assessment).

The instructor already knows what town the family lives in and should provide bus schedules for the area and for downtown Indianapolis. Also provide a laptop should in case the parent knows about IndyGo or Google Maps and can navigate his/her way to the hospital. The goal of the assessment is task achievement, i.e. a plan of action to get to the hospital for the doctor’s appointment. The parent may answer the first and the third question offhand, i.e. know what bus gets them from their place to the hospital/downtown Indianapolis and how much it costs. The key piece is the second question: If the parent doesn’t have a time and place to take the first bus or needs to transfer and doesn’t know where or how, they will not get to the hospital.

It is perfectly possible to get to the hospital on public transportation without uttering a word, so the performance rating criteria needs to be based on developing a plan of action. This involves functional reading of bus schedules and/or using computer applications that are exclusively in English. Rate the parent’s performance either a 0 (no success) or a 2 (success).

This task can easily be localized anywhere it’s used in the country; all metro transportation systems provide applications these days that allow users to plan their travel.
Focus 1: Navigating IndyGo/Using bus schedules

Case scenario (starting address should be the parent’s):
- Parent lives in Greenwood (for illustration purposes here).
- Doctor’s appointment is at Riley at 9am next Tuesday.

Materials:
- Laptop + Internet connection
- Bus 31 schedule - http://www.indygo.net/route/31-greenwood/
- Bus 37 schedule - http://www.indygo.net/route/37-park-100/
- Bus transfers (ideally at least one local ticket)

Procedure:
The instructor will navigate the trip planner with the parent (see screenshot of the trip planner on the right). The information to be filled in will be elicited, as far as possible, by asking these questions:

- Where are you coming from? / Where do you live? (Greenwood)
- Where are you going? (Riley Hospital)

The instructor will help the parent to navigate the drop-down menu every time to plug in:
- **Arriving** (teach that “departing” means “leaving”)
- 8
- 30
- **AM** (explain that it’s best to plan to arrive a half hour before the time of the apt)
- **Tuesday, July 21** (from pop-up calendar) (or the next Tuesday, depending on class date)
IndyGo goes to Google Maps, which produces the map on the right + step-by-step instructions. The instructor will show to the parent how the map can be enlarged and moved about with the mouse.

The instructor will elicit understanding of:
- What bus stop needs to be used in Greenwood
- What time the parent would need to take the bus (and will explain that it’s best to be at the bus stop some 10 minutes before the scheduled time)
- Where they need to get off, and how long the ride is going to take.

At this point, the instructor may need to explain the concept of “transferring” to another bus, and show a transfer ticket (ideally, one obtained locally). The language that is likely to be used on the bus will help (the bus driver may ask “Do you need to transfer?” If they don’t, the parent should ask for a transfer ticket.)

The instructor will help the parent understand the transfer point (see map on right).

repeat the sequence for the second bus (in this case, bus 37), but this time it is to be expected that the parent will be able to find their way around the navigator. Google maps will show the location of the bus stop and give the times for arrival at starting point and destination.
Google maps will also show how the parent will get to the hospital from the bus stop (see screenshot on the right).

Depending on available time, the instructor can go into

- How to get to the outpatient center on the first floor from the entrance (map available at http://iuhealth.org/images/ril-doc-upl/16309_Riley_AdKit_2015_Map_vs_8FINALrevlr.pdf)

- How to use traditional print schedules by locating the buses identified through the navigator (available at http://www.indygo.net/route/31-greenwood/ and http://www.indygo.net/route/37-park-100/)
<table>
<thead>
<tr>
<th>Post-assessment</th>
<th>Problem-solving Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The task is the same as at pre-assessment; <strong>what changes is the day/time of the appointment.</strong> Present the parent with an online laptop computer. They can also use their smartphone.</td>
</tr>
<tr>
<td>Situation:</td>
<td>You leave the NICU this week. You have a scheduled first follow-up appointment with the doctor at 3:30pm Friday next week. You know that nobody in your family can give you a ride at that time.</td>
</tr>
<tr>
<td></td>
<td>You need to take the bus. Use the computer and/or the bus schedules to answer these questions:</td>
</tr>
<tr>
<td></td>
<td>• What bus(es) will get me to the hospital by 3:30pm on Friday?</td>
</tr>
<tr>
<td></td>
<td>• What time do I need to take the bus, and where is the bus stop? How do I get to the hospital from where I get off?</td>
</tr>
<tr>
<td></td>
<td>• How much will it cost?</td>
</tr>
</tbody>
</table>

The instructor will make sure that the parent starts at a blank screen to:
- find IndyGo
- enter the correct search information into the trip planner
- read the plan accurately

The instructor will check comprehension by asking questions such as “What bus are you taking? What time do you need to be at the first bus stop? What time are you getting off? Do you need to transfer? How do you ask the bus driver for a transfer ticket?” Etc.)

Alternatively, the parent may choose to use the print schedules only. If he/she arrives at the correct bus(es) to take, it should include an explanation of transfers (if any) and/or walks from the destination bus stop to the hospital.
### Module 4

<table>
<thead>
<tr>
<th>STEP</th>
<th>SCRIPT</th>
<th>REALIA / REFERENCE MATERIALS</th>
</tr>
</thead>
</table>
| Cover: Title / Lesson Goals | • Describing symptoms  
• Calling the doctor/Discussing medication with the doctor              |                              |
| Materials                   | • Flashcards with pictures and words for baby colors and symptoms.  
• Temperature conversion chart  
• Infant’s Tylenol Handout  
• Blank doctor’s prescription handout  
• Box from actual medicine   |                              |
| Goal 1: Describing symptoms | “I’m going to show you some pictures. In each there’s a problem to tell the doctor about. What’s the problem?” | Use a 2 or 0 scale here, where 2 means that meaning was conveyed, 0 means that it was not. Accept isolated words and incomplete sentences; if articulate enough, meaning will be conveyed and the task will be achieved. |
| Pre-assessment              | Acceptable responses:  
**The baby / S/He**  
-- is crying / is fussy.  
(may say “cries and cries” or “cries all the time” after the Spanish “llora y llora” / “llora sin parar”; accept these too) |                              |
-- has a fever / has a temperature.
(may say “has fever” / “has temperature” after the Spanish “tiene fiebre” / “tiene temperatura”). Don’t accept “is hot.”)

-- has a (red) rash / has (red) spots / has urticaria
(“Urticaria” is also the technical term in Spanish, so it might come up; the more common words are “salpullido” and “manchitas rojas en la piel”). Don’t accept “has red skin” or “red belly.”)

(mimic the sneeze to avoid confusion with a different symptom)

-- is sneezing / has a stuffy nose / is congested
(might say “has mucus” after the Spanish “tiene moco”)
Focus on Language: How long symptoms have been occurring

<table>
<thead>
<tr>
<th>How long has your baby been ______+ing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She has been ______+ing for (number) + time measure</td>
</tr>
<tr>
<td>Or</td>
</tr>
<tr>
<td>How long has your baby had _____________?</td>
</tr>
<tr>
<td>He/She has had ___________ for (number) + time measure</td>
</tr>
</tbody>
</table>

Overall Goal – Calling the doctor - Explaining symptoms to the receptionist

(On the phone)

<table>
<thead>
<tr>
<th>Receptionist: Dr. Murray’s office. How can I help you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You: Hi, this is _______________. My baby is sick.</td>
</tr>
<tr>
<td>R: What’s the problem?</td>
</tr>
<tr>
<td>You: He has a cough. He is flushed, and he has trouble breathing.</td>
</tr>
<tr>
<td>R: How long has he been coughing?</td>
</tr>
<tr>
<td>You: He has been coughing for two hours.</td>
</tr>
<tr>
<td>R: Oh, that sounds like a bad cold or the ‘flu. Let me see the doctor’s schedule today... Can you bring your baby in an hour? Around 11?</td>
</tr>
<tr>
<td>You: At 11 today? Yes. Thank you!</td>
</tr>
<tr>
<td>R: See you at 11, then. Bye.</td>
</tr>
<tr>
<td>You: Bye.</td>
</tr>
</tbody>
</table>

-- vomited

(⇒ much more likely to be produced than “threw up” after the Spanish “vomité”)
### Focus on language: Describing Symptoms/Allergic Reactions/Adverse Reactions

<table>
<thead>
<tr>
<th>Receptionist:</th>
<th>Dr. Murray’s office. How can I help you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You:</td>
<td>Hi, this is ___________________. My baby is sick.</td>
</tr>
<tr>
<td>You:</td>
<td>He has a cough. He is flushed, and he has trouble breathing.</td>
</tr>
</tbody>
</table>

The instructor should play this part again to establish the “template” that will serve to introduce the symptoms below.

Practice should consist on elicitation through the flashcards, and failing that, introduction (paired visual and written mode with audio) + modeling of articulation and repetition.

The instructor shows a baby’s OK face vs. in different colors as evidence of a medical problem. The instructor should use flashcards **with these faces in the corresponding colors.**

(This baby’s OK)  ➔  **My baby IS**  ➔  **BLUE**  ➔
PALE

YELLOW

FLUSHED

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My baby IS FUSSY / CRYING NONSTOP ➔

COUGHING NONSTOP ➔
My child IS
SNEEZING ➔

CHOKING / My child CAN’T BREATHE ➔
At this point the instructor should present the parent with this temperature conversion chart: It tells parents which temperatures merit calling the doctor (in red in the original chart) and converts degrees Celsius to Fahrenheit.

It merits training in reading the actual temperatures, especially the decimal “point” (vs. the Spanish “coma”). The actual (= color) conversion chart will be used during the intervention.
A RASH ➔

(Show picture of child that can’t breathe again to bring in an association with “can’t”)
My child

CAN’T SLEEP ➔

CAN’T WAKE UP ➔
No picture needed for these (Spa “diarrhea,” “constipación,” “nausea,” and “vomitó” – very close, but quite different in pronunciation; the focus should be on intelligible articulation here. (The picture from the pre-assessment can be used for the last one if it doesn’t offend.)

<table>
<thead>
<tr>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor plays the dialogue again, then shuffles the photo flashcards and asks the parent to choose two at random. Instructor and parent role-play the call to the doctor by using the symptoms on the cards. Repeat until all symptoms are used.</td>
</tr>
</tbody>
</table>

- **My baby HAS DIARRHEA.**
- **My baby HAS CONSTIPATION.**
- **My baby HAS A NAUSEA.**
- **My baby VOMITED.**
Goal 1: Post-assessment

“I’m going to show you the same pictures as at the start of the class, but in a different order. What’s the problem with these babies?”

Use the same 2 or 0 scale here, and the same rating criteria used for pre-assessment. Make sure you have shuffled the flashcards. You should expect the language you’ve taught, and better articulation.

The baby is fussy / crying (nonstop).

The child has a fever.
The baby has a rash.

The child is sneezing.

The baby vomited.
Goal 2: Discussing medication with the doctor -- Pre-assessment

In order to decide on medication, I need to know two things about your baby:
- How old is s/he?
- What’s the baby’s weight in pounds?

Assess the capacity to convey the information clearly and accurately for the purposes of establishing medication dosage. Use a 2-1-0 rating scale here, where the mid-point (the rate of 1) applies to incomplete information, information in kilos or grams, or poor articulation – but enough to arrive at the correct dosage.

Rationale: The doctor may obtain this information from the patient’s records on file but, more importantly, the parent may need to decide on/confirm the dosage later against a chart like the one at the end of this module. Also, notice that the information on weight on the chart is given only in pounds, not kilos; this focus serves to teach the equivalence and conversion.

Goal 2: Discussing medication with the doctor

(At the Doctor)

Doctor (after examining the baby): How old is your baby now?
You: Eight months.
D: And how much does he weigh?
You: Twelve pounds.
D: I’m going to give you Infants’ Tylenol® for the fever and the congestion (writes the prescription).
You: OK, doctor.
D: Here’s a syringe to measure it. It’ll be 2.5 milliliters every time. See? Here. (Dr. shows the 2.5 mL mark on the syringe). Give it to the baby orally, in the mouth, every four hours. Stop the Tylenol when there’s no fever.

So, let’s review the instructions. What’s the Tylenol for?
You: The fever.
D: How much are you going to measure with the syringe?
You: 2.5 milliliters.
D: How many hours are you going to wait after the first dose?
You: Four hours.
D: And when do you stop?
You: When there’s no fever.
D: Good. Here’s your prescription. You won’t need any refills. Call me if he still has a fever tomorrow morning.

The aim is to present the whole context here but cover only the first scene + vocabulary in preparation for the next module, which will be about understanding medication labels and dosage.
### Age:

**Adjusted Age** = # of weeks/months - # of weeks/months premature. i.e. 25 weeks old – 16 weeks premature = 9 weeks old.

**Abbreviation:**
- lb = pound

### Weight:

**Abbreviation:**
- # pounds

Rationale: Limited to age and weight in that these often determine dosage.

Make sure parent understands “Adjusted Age” and that he/she may need to depend more heavily on weight for proper dosage.

Provide several examples, including the actual baby’s age, and remark on the use of “is” for age (vs. “tiene” = “has” in Spanish).

Decide if the parent needs to convert (in the head or elsewhere), or if the weight is indicated mainly in pounds. A web-based converter is easy to use, if needed: [http://www.thecalculatorsite.com/conversions/common/kg-to-pounds-ounces.php](http://www.thecalculatorsite.com/conversions/common/kg-to-pounds-ounces.php)

Otherwise, a calculator can be used by following the following formula:

\[
\text{kilos} \div 0.45 = \text{pounds}
\]

E.g. 5kg = 11.1 lb

This will also serve the purpose of checking whether the parent can use a calculator.

Go on to practice using the baby’s actual weight.

---

**Focus 2 (part I)**

**Becoming familiar with medication and measuring tools**

To end this module, the instructor will share the materials the doctor’s prescription and the actual medication (box, bottle, syringe, dosage chart in preparation for Module 5.

(See attachments for letter-sized handouts)
Goal 2: Post-assessment

So let’s make sure we know this:

- What’s the baby’s weight in pounds?
- How old is s/he?
- What is his/her adjusted age?

Follow the same rating criteria as at pre-assessment.
### Module 5

<table>
<thead>
<tr>
<th>STEP</th>
<th>SCRIPT</th>
</tr>
</thead>
</table>
| Cover: Title / Lesson Goals | - Understanding prescriptions  
- Understanding medication/formula labels, including dosing and frequency |
| Materials | - Handout with prescription pad, syringe and dosage schedule  
- Larger copy of three medicine bottles |

<table>
<thead>
<tr>
<th>Recap on Mod. 4</th>
<th>(At the Doctor)</th>
</tr>
</thead>
</table>
| **Doctor (after examining the baby):** How old is your baby now?  
You: Eight months.  
D: And how much does he weigh?  
You: Twelve pounds.  
D: I’m going to give you Infants’ Tylenol® for the fever and the congestion *(writes the prescription)*.  
You: OK, doctor.  
D: Here’s a syringe to measure it. It’ll be 2.5 milliliters every time. See? Here. *(Dr. shows the 2.5 mL mark on the syringe)*. Give it to the baby orally—in the mouth—every four hours. Stop the Tylenol when there’s no fever.  
So, let’s review the instructions. What’s the Tylenol for?  
You: The fever.  
D: How much are you going to measure with the syringe?  
You: 2.5 milliliters.  
D: How many hours are you going to wait after the first dose?  
You: Four hours.  
D: And when do you stop?  
You: When there’s no fever.  
D: Good. Here’s your prescription. You won’t need any refills. Call me if he still has a fever tomorrow morning. |
Pre-assessment: Understanding the doctor’s prescription

The instructor should fill in the patient’s information for each individual family and circle “zero” for the refill line at the bottom, although this element will not be tested.

The handout for the parent should include the three items on the right: the doctor’s prescription, the chart, and the illustration of the syringe—or else an actual syringe.

The instructor will ask these questions of the parent. The parent should read the prescription, consult the temperature conversion chart in an earlier module, and use the medication chart to answer the questions.

1. What’s the name of the medication? [Infants’ Tylenol]
2. How many milligrams is it? Eighty, one hundred sixty or five hundred? (Infants’ Tylenol comes in these strengths) [160]
3. How many milliliters do I give the baby? Show me on the syringe / Mark it on the syringe on your handout. [2.5mL]
4. When do you stop the medication? [When the fever goes]

*(If Question 4 is answered correctly) You get home and give your baby the Tylenol for the first time at 4pm. You take his temperature every two hours. Show me on the calendar when you give the baby the medication again over the next 12 hours. [Rectal temperature in infants is considered fever 100.4F and above. Therefore, the Tylenol is still indicated at 8pm but not beyond that – by midnight it is virtually back to normal]*

<table>
<thead>
<tr>
<th>Time</th>
<th>Temp*</th>
<th>Tylenol?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4pm</td>
<td>102.0</td>
<td>X</td>
</tr>
<tr>
<td>6pm</td>
<td>101.2</td>
<td></td>
</tr>
<tr>
<td>8pm</td>
<td>101.0</td>
<td></td>
</tr>
<tr>
<td>10pm</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>12am</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>2am</td>
<td>99.8</td>
<td></td>
</tr>
<tr>
<td>4am</td>
<td>99.8</td>
<td></td>
</tr>
</tbody>
</table>

*(Use the Riley H. temperature conversion table from an earlier module – it indicates in red what is considered “fever”)*

This is a textbook example of performance assessment, and it combines an understanding of written English as well as literacy/numeracy skills, and has a very strong health literacy component that is being developed along the way. Each question should be scored pass/fail, i.e. either a 2 or a 0.
Focus 1: Understanding medication labels: Language (some additional symptoms, types of medication, and dosage: measurements and frequency

Practice

This is a beginning step in the direction of understanding complex authentic labels. The instructor will go over the language on the labels here and illustrate/explain/demonstrate the following:

- Sore throat, aches, upset stomach
- Tablets – a good opportunity to use realia to teach
  - Solid medications: pills, caplets, capsules, lozenges, suppositories
  - Liquid medications: syrup, drops, sprays, solutions
  - Rub-in medications: cream, lotion, gel
- Tablespoons – a good opportunity to use realia to teach other measurements: “teaspoon” and abbreviations (tbsp. vs. tsp.) as well as “cup”; also to bring back the notion of “half” (from “half past”) to “half a teaspoon/tablespoon,” and show the usual notation (½)
- Every + # hours – a good opportunity to teach “once/ twice/three times + day” “with food,” “as needed”
- Warning + negatives associated with them

Practice

All the parent needs to do here is identify the medication (1, 2, or 3) that answers each of these questions:*

1. Which one is for diarrhea?
2. Which one is a syrup?
3. You have a headache. Which one should you take?
4. You have a sore throat. You just had your medication. When can you take it again?
5. Your child is 10 years old. Which one is NOT for him/her?
6. You need to drive today. Which one is NOT for you?
7. You had diarrhea this morning and took the medication for it. You haven’t had diarrhea since this morning. Do you take the medication again?

(*It is not important here who the patient is; the goal is to practice the vocabulary learned and to develop comprehension skills in the parent.)
Focus 1: Understanding medication labels - Practice

Ideally, this should be done with the actual box + medication and dosing cup. This should move beyond simple identification to actual finding of information to answer basic questions on this medication:

- What is this medication for?
- Can you give it to your child? (Why not?)
- Suppose your child is 6 years old. How much can you give to your child? Show me.
- You give your child the medication now. What time can s/he take it again?
- Which can happen to your child after taking this medication – will s/he sleep less, or more?
- Do you need to keep it in the refrigerator?
1. What is this medicine for? [Allergies, runny nose, etc.]

2. How many milligrams is it? [50]

3. Is it a solid, a liquid, or a rub-in medication? [A liquid]

4. How often can it be taken? [Twice a day first week, Week 2-6 months 1-2 times, After 6 months ask doctor]

5. Suppose your child is 6 years old. How much can you give to your child?

The instructor should follow the same rating criteria as at pre-assessment.
Module 6

<table>
<thead>
<tr>
<th>STEP</th>
<th>SCRIPT</th>
<th>REALIA / REFERENCE MATERIALS</th>
</tr>
</thead>
</table>
| Cover: Title / Lesson Goals | • Filling a prescription at the pharmacy  
• Understanding prescription labels and warnings | |
| Materials                 | • Warning sticker cards and simplified text cards | |
| Preassessment             | The goal of pre-assessment for this final module is simply to stage the interaction and thus evaluate the capacity to manage survival communication at the pharmacy. The emphasis of the assessment will be on questions/exchanges that have not been practiced yet. At the same time, this stage will serve to preparation for the integrative dialogue that follows. The instructor will ask questions and try and elicit a basic exchange between the parent and the pharmacist.  
“Do you go to a particular pharmacy? CVS, Walgreens, Walmart, or any others?  
“This is the prescription the doctor gave you. You come to the [CVS] to fill the prescription. I’m the pharmacist.” | The instructor should apply a 2-1-0 rating scale for success, success with repair, and failure, respectively. The four tasks to be assessed are  
- Stating the purpose of the visit to the pharmacy  
- Registering into the pharmacy’s system  
- Answering a question about insurance  
- Completing payment  
All other elements in the dialogue are meant for review purposes and should be left out at this point. |
| Focus 1: Filling a prescription | (At the pharmacy)  
**Pharmacist:** Good morning! How can I help you?  
**You:** I have this prescription... *(Hands over the prescription)*  
**Ph:** Do you fill your prescriptions here?  
**You:** No.  
**Ph:** *(Looks at the prescription)* This is for your child?  
**You:** Yes.  
**Ph:** I need some information to enter you into | “New” areas can be practiced by using gapped role cards, especially the communication of price + instructions to come back for the prescription, then actual payment.  
The instructor should discuss the notion of insurance. Although it is a sensitive topic, the pharmacist will always ask if the parent has insurance in order to determine the out-of-pocket cost for the parent. The pharmacist should also indicate that over-the-counter medications are usually cheaper purchased just off the shelf rather than through the pharmacy. |
our system. What’s your child’s name?

You:  __________________________________

Ph:  Can you spell that, please?

You:  __________________________________

Ph:  What’s your address? [Or: Write your address for me, please]

You:  __________________________________

Ph:  What city is that?

You:  __________________________________

Ph:  Zip code?

You:  __________________________________

Ph:  Can I get a phone number for you? One I can reach you at.

You:  __________________________________

Ph:  Is that a cell?

You:  Yes.

Ph:  Date of birth of the child?

You:  _____________________________

Ph:  Do you have your insurance card?

You:  _____________________________

Ph:  OK. Let me fill your prescription.

(After a half minute or so) That’s gonna be $... Is that OK?

You:  Yes.

Ph:  It will be ready in about 20 minutes. You can come for it after 3pm, OK?

You:  OK. Thank you!

Ph:  Thank you. Bye now.

You:  Bye!

Another area the instructor should discuss is the pharmacist’s offer to consult at the end. The parent might have a question that came to mind after the visit to the doctor.

This dialogue reviews the material covered in module 2. If the instructor provides a new prescription and the medicine purchased has a new label, it will serve the purposes of reviewing symptoms, dosing, and understanding of label instructions. The instructor can provide a holistic summative score for overall task accomplishment at this point that could be paired up with self-reports of communication effectiveness emerging from post-intervention phone interviews.
(At 3pm)
You: Is my prescription ready?
Ph: Last name?
You: __________________________ (baby’s name)
Ph: Date of birth?
You: __________________________ (baby’s DOB)
Ph: (Walks to the back and brings meds.) That’s $5.75. Cash or credit?
You: Cash. (Hands $20)
Ph: (Managing change) 6, 7, 8, 9, 10, and 20 dollars.
You: Thank you.
Ph: Do you have any questions to the pharmacist?
You: No, I have the doctor’s instructions.
Ph: OK. Sign here, please. (You sign to certify that you got the medication.) Thank you!
You: Bye.
Ph: Bye.

Focus 2: Understanding prescription drug labels
The parent has already gone through the process of understanding a doctor’s prescription. This is an expansion on that. The activity here should consist in identifying the element that answers each question below, and to give it the number of the question on the chart. The instructor should encourage the parent to read the information out loud; it will serve review purposes. (Note: one yellow box will not be used):

1. What’s the name and strength of the drug?
2. What’s the patient’s name?
3. What’s the doctor’s name?
4. How often can you take this medicine, and for how long?*
5. Can this prescription be refilled?**
6. What’s the phone number of the pharmacy? 
7. What number does the pharmacy use to identify the drug? 
8. When does this medication expire?***

*Teach “all taken” – very important for this population. It has been documented that antibiotics are often discontinued when the fever is gone, for instance.

**Talk about refilling medications in conjunction with questions 6 and 7 – in the Spanish-speaking world prescriptions are most often refilled only by going to back to the doctor for a new physical prescription. Also explain that this is the reason that the pharmacy’s phone number is included: to refill over the phone.

***Use this opportunity to review dates in MM/DD/YY format – much of the rest of the world uses the DD/MM format

Focus 2: Understanding prescription drug label warnings

The parent has gone through the different parts of prescription label. Build upon that understanding to discuss warning labels. Use cards with the labels printed on some and the simplified text printed on others. With these cards, have the parent match the correct simplified text with the correct warning sticker. For each, explain what the sticker means.

<table>
<thead>
<tr>
<th>Label</th>
<th>Standard</th>
<th>Simplified Text</th>
<th>+ icon</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image" alt="Shake well before using" /></td>
<td>Shake well before stirring.</td>
<td>![icon]</td>
</tr>
<tr>
<td>2</td>
<td><img src="image" alt="Use only on your skin" /></td>
<td>Use only on your skin.</td>
<td>![icon]</td>
</tr>
<tr>
<td>3</td>
<td><img src="image" alt="Do not stop taking unless directed by your doctor" /></td>
<td>Do not stop taking unless directed by your doctor.</td>
<td>![icon]</td>
</tr>
<tr>
<td>4</td>
<td><img src="image" alt="Take with food or milk" /></td>
<td>Take with food or milk.</td>
<td>![icon]</td>
</tr>
<tr>
<td>5</td>
<td><img src="image" alt="Do not use if you are pregnant, think you are pregnant, or breast feeding" /></td>
<td>Do not use if you are pregnant, think you are pregnant, or breast feeding.</td>
<td>![icon]</td>
</tr>
<tr>
<td>6</td>
<td><img src="image" alt="May cause drowsiness. Be careful when driving a car or using machinery" /></td>
<td>May cause drowsiness. Be careful when driving a car or using machinery.</td>
<td>![icon]</td>
</tr>
<tr>
<td>7</td>
<td><img src="image" alt="Do not drink alcohol" /></td>
<td>Do not drink alcohol.</td>
<td>![icon]</td>
</tr>
<tr>
<td>8</td>
<td><img src="image" alt="Limit your time in the sun" /></td>
<td>Limit your time in the sun.</td>
<td>![icon]</td>
</tr>
<tr>
<td>9</td>
<td><img src="image" alt="Talk to your doctor before using any over-the-counter drugs" /></td>
<td>Talk to your doctor before using any over-the-counter drugs.</td>
<td>![icon]</td>
</tr>
</tbody>
</table>
Focus 1 & 2: Asking the pharmacist questions about prescriptions

<table>
<thead>
<tr>
<th>Ph:</th>
<th>Do you have any questions to the pharmacist?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You:</td>
<td>Yes, Are there any special instructions to take this medicine?</td>
</tr>
<tr>
<td>Ph:</td>
<td>Yes _________________________________ Can you please repeat what I told you?</td>
</tr>
<tr>
<td>You:</td>
<td>____________________________________</td>
</tr>
<tr>
<td>Ph:</td>
<td>OK. Sign here, please. <em>(You sign to certify that you got the medication.)</em> Thank you!</td>
</tr>
<tr>
<td>You:</td>
<td>Bye.</td>
</tr>
<tr>
<td>Ph:</td>
<td>Bye.</td>
</tr>
</tbody>
</table>

The instructor should select additional instructions about medicine from the warning labels to fill in the blanks. Repeat this multiple times with different instructions from the warning labels.

Post-assessment

1. What’s the name of the medication? *[Fazaclo]*
2. How many milligrams is it? *[500mg]*
3. Is it a solid, a liquid, or a rub-in medication? *[A Solid Tablet]*
4. How often can it be taken? *[Daily or 6-8 hours]*
5. Any important instructions? *[Three are given—give full score only for at least three given correctly, 1 point for only two, 0 points for only one]*

The instructor should follow the same rating criteria as at pre-assessment.
| Formal Post-assessments | The instructor will ask the two Likert-scale questions in Spanish again (satisfaction + readiness) and then administer the TOHFLA and BEST tests for comparison with initial scores. The parent should be reminded that Spanish-speaking FVI staff will call them for the first time in two weeks. |
Appendix

Module Materials
### Schedule 1

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

  Work: 7-3:30

<table>
<thead>
<tr>
<th>Hospital: 4-8pm</th>
<th>School: 5-6pm</th>
<th>Hospital: 4-8pm</th>
<th>Hospital: 4-8pm</th>
<th>Hospital: 4-8pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital: 6:30-8pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Schedule 2

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

  Work: 7-3:30

<table>
<thead>
<tr>
<th>Hospital: 4-8pm</th>
<th>Dentist: 5-6pm</th>
<th>School: 4:30-5:30pm</th>
<th>Hospital: 6-8pm</th>
<th>Hospital: 4-8pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital: 6:30-8pm</td>
<td></td>
<td>Hospital: 6-8pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Appointment

For:  

Date:  

Time: 

☐ MON. ☐ TUE. ☐ WED. ☐ THUR. ☐ FRI. ☐ SAT.

If you are unable to keep your appointment, please give at least a 24 hours notice.
<table>
<thead>
<tr>
<th>PATIENT NAME</th>
<th>DATE PRESCRIBED</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PATIENT ADDRESS</th>
</tr>
</thead>
</table>

RX

<table>
<thead>
<tr>
<th>SUBSTITUTION PERMISSIBLE</th>
<th>DO NOT SUBSTITUTE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DO NOT REFILL</th>
<th>REFILL TIMES</th>
<th>DISPENSE AS WRITTEN -- Signature</th>
</tr>
</thead>
</table>

Use separate form for each controlled substance prescription
**Details**

When it comes to reducing fever or relieving pain in infants, INFANTS’ TYLENOL® has been the brand recommended most by pediatricians for the last 20 years. INFANTS’ TYLENOL® works differently than other pain and fever medicines. It also won’t upset little stomachs. If your child is under 2 years of age, be sure to ask your doctor.

- Temporarily reduces fever
- Temporarily relieves minor aches and pains

**Health Concern:** Fever, Headache

**Health Facts:** Aspirin-Free, Contains Acetaminophen, Pain Reliever

**For Use On:** Oral

**Product Form:** Liquid

**Capacity (volume):** 1.0 Oz.

**Strength:** 160mg

**Product Duration:** 4 hours

**Flavor:** Grape

**Suggested Age:** 3 Years, 1 Year, 0-6 Months

<table>
<thead>
<tr>
<th>Weight</th>
<th>Age</th>
<th>Infants’ Acetaminophen via Dropper</th>
<th>New Concentration via Syringe</th>
<th>Standard Concentration via Measuring Cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-11 lbs.</td>
<td>0-3 months*</td>
<td>0.4 mL (80 mg/0.8 mL)</td>
<td>1.25 mL</td>
<td>2.5 mL</td>
</tr>
<tr>
<td>12-17 lbs.</td>
<td>4-11 months*</td>
<td>0.8 mL (80 mg/1 mL)</td>
<td>2.5 mL</td>
<td>2.5 mL</td>
</tr>
<tr>
<td>18-23 lbs.</td>
<td>12-23 months*</td>
<td>1.2 mL (160 mg/5 mL)</td>
<td>3.75 mL</td>
<td>3.75 mL</td>
</tr>
<tr>
<td>24-35 lbs.</td>
<td>2-3 yrs old</td>
<td>1.6 mL (20 mL)</td>
<td>5 mL</td>
<td>5 mL</td>
</tr>
<tr>
<td>36-47 lbs.</td>
<td>4-5 yrs</td>
<td>3.0 mL (160 mg/5 mL)</td>
<td>7.5 mL</td>
<td>7.5 mL</td>
</tr>
<tr>
<td>48-59 lbs.</td>
<td>6-8 yrs</td>
<td></td>
<td>10 mL</td>
<td></td>
</tr>
<tr>
<td>60-71 lbs.</td>
<td>9-10 yrs</td>
<td></td>
<td>12.5 mL</td>
<td></td>
</tr>
<tr>
<td>72-95 lbs.</td>
<td>11 yrs</td>
<td></td>
<td>15 mL</td>
<td></td>
</tr>
</tbody>
</table>

* Always check with your healthcare provider when giving liquid acetaminophen to infants under 12 lbs. or to children under age 2.

mL = milliliter

lbs. = pounds

**New Infant Dosing Device:** Syringe (for use with concentration 160 mg/5 mL)

**Dosing Cup for Older Children**
# Temperature Conversion Chart

If you use a **Celsius** thermometer, this chart helps you change the temperature to **Fahrenheit**.

### Taking A Temperature
- **For most babies and young children:** Put the thermometer in the middle of the armpit, with skin all around it.
- **For most older children and adults:** Put the thermometer under the tongue.

If you have questions about how to take a temperature, talk to your nurse or doctor.

### When To Call The Doctor
- **For most people:** Normal temperatures are **shaded**.
- **Temperatures in red** are out of the normal range.
- Unless you are told otherwise, call the doctor if you or your child’s temperature is **out** of the normal range.

### Special Instructions
Call the doctor if you or your child’s temperature is:

- **Above** ________
- **OR**
- **Below** ________

<table>
<thead>
<tr>
<th>C</th>
<th>F</th>
<th>C</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.0</td>
<td>96.8</td>
<td>38.0</td>
<td>100.4</td>
</tr>
<tr>
<td>36.1</td>
<td>97.0</td>
<td>38.1</td>
<td>100.6</td>
</tr>
<tr>
<td>36.2</td>
<td>97.2</td>
<td>38.2</td>
<td>100.8</td>
</tr>
<tr>
<td>36.3</td>
<td>97.3</td>
<td>38.3</td>
<td>100.9</td>
</tr>
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<td>97.5</td>
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<td>101.1</td>
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<td>101.3</td>
</tr>
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<td>101.5</td>
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<td>101.7</td>
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<tr>
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<td>39.0</td>
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<td>99.0</td>
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<td>102.6</td>
</tr>
<tr>
<td>37.3</td>
<td>99.1</td>
<td>39.3</td>
<td>102.7</td>
</tr>
<tr>
<td>37.4</td>
<td>99.3</td>
<td>39.4</td>
<td>102.9</td>
</tr>
<tr>
<td>37.5</td>
<td>99.5</td>
<td>39.5</td>
<td>103.1</td>
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<td>37.6</td>
<td>99.7</td>
<td>39.6</td>
<td>103.3</td>
</tr>
<tr>
<td>37.7</td>
<td>99.9</td>
<td>39.7</td>
<td>103.5</td>
</tr>
<tr>
<td>37.8</td>
<td>100.0</td>
<td>39.8</td>
<td>103.6</td>
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<tr>
<td>37.9</td>
<td>100.2</td>
<td>39.9</td>
<td>103.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40.0</td>
<td>104.0</td>
</tr>
<tr>
<td>Time</td>
<td>Temp*</td>
<td>Tylenol?</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>4pm</td>
<td>102.0</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6pm</td>
<td>101.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8pm</td>
<td>101.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10pm</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12am (midnight)</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2am</td>
<td>99.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4am</td>
<td>99.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Indications:**
For minor sore
throb pains.

**Instructions:**
Take two tablespoons
every four hours.

**Warning:**
Not for children under
12 years of age.

**Indications:**
For temporary relief
of minor aches
and pains.

**Instructions:**
Take two tablets
every three hours.

**Warning:**
Do not drive while
taking this medicine.

**Indications:**
For upset stomach
and diarrhea.

**Instructions:**
Take two tablets
when needed.

**Warning:**
Do not exceed
recommended dosage.

---

**Drug Facts**

**Directions:**
- Use only enclosed dosing cup designed for use with
  this product. Do not use any other dosing device.
- Take every 4 to 8 hours
- Do not exceed 6 doses in a 24-hour period

<table>
<thead>
<tr>
<th>Age</th>
<th>Dose</th>
</tr>
</thead>
<tbody>
<tr>
<td>children 6 years to</td>
<td>1 to 2 teaspoons (12.5 mg to 25 mg)</td>
</tr>
<tr>
<td>under 12 years</td>
<td></td>
</tr>
<tr>
<td>children 4 years to</td>
<td>do not use unless directed by a doctor</td>
</tr>
<tr>
<td>under 6 years</td>
<td></td>
</tr>
<tr>
<td>children under 4 years</td>
<td>do not use</td>
</tr>
</tbody>
</table>

**Other Information:**
- Each teaspoon contains: sodium 6 mg
- Store at controlled room temperature

**Inactive Ingredients:**
- Citric acid, flavors, glycerin, polysorbate 40,
  purified water, red 33, red 40, sodium benzoate,
  sodium chloride, sodium citrate, and sugar

---

**Children's Allergy**

**Antihistamine**

**Liquid Medication**

**Relieves:**
- Sneezing
- Runny Nose
- Itchy, Watery Eyes
- Itchy Throat

**Cherry Flavored**

**Alcohol Free**

**Antihistamine**

**Diphenhydramine HCl**

**4 FL OZ (118 mL)**

---

**Drugs Facts**

**Ingredients:**
- Diphenhydramine HCl 12.5 mg

**Uses:**
- Temporarily relieves:
  - Sneeze
  - Runny nose
  - Itchy, Watery eyes
  - Itchy Throat

**Warnings:**
- Do not use in children under 12 years
- If you are on a sodium-restricted diet
- With other products containing diphenhydramine
- Do not exceed recommended dosage

**How to Use:**
- Store at controlled room temperature

---

**Questions or Comments?**
1-866-534-4631

---

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CENTRAL PHARMACY
45 Main St, Anytown, US 12345
(800) 555-5555

Caution: Federal law prohibits transfer of this drug to any person other than the patient for whom prescribed.

Rx# 231-479-161

Dr. Jones, John C
DATE 06/24/10

Smith, Jane

Take one tablet orally daily or every six to eight hours as needed for symptoms.

24 Fazaclo Tab 10-500mg

No Refills

Clozapine
Use before 06/24/12

Do not take this drug if you become pregnant.

Do not drink alcoholic beverages when taking this medication.

May cause drowsiness or dizziness.
<table>
<thead>
<tr>
<th>Label</th>
<th>Standard</th>
<th>Simplified Text</th>
<th>+ Icon</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image" alt="Shake Well" /></td>
<td>Shake well before stirring.</td>
<td><img src="image" alt="Shake Well" /></td>
</tr>
<tr>
<td>2</td>
<td><img src="image" alt="For External Use Only" /></td>
<td>Use only on your skin.</td>
<td><img src="image" alt="Caution" /></td>
</tr>
<tr>
<td>3</td>
<td><img src="image" alt="Do Not Stop Taking Unless Directed by Your Doctor" /></td>
<td>Do not stop taking unless directed by your doctor.</td>
<td><img src="image" alt="Doctor" /></td>
</tr>
<tr>
<td>4</td>
<td><img src="image" alt="Take With Food or Milk" /></td>
<td>Take with food or milk.</td>
<td><img src="image" alt="Bread" /></td>
</tr>
<tr>
<td>5</td>
<td><img src="image" alt="Do Not Take This Drug If You Become Pregnant" /></td>
<td>Do not use if you are pregnant, think you are pregnant, or breast feeding.</td>
<td><img src="image" alt="No Pregnancy" /></td>
</tr>
<tr>
<td>6</td>
<td><img src="image" alt="May Cause Drowsiness" /></td>
<td>May cause drowsiness. Be careful when driving a car or using machinery.</td>
<td><img src="image" alt="Exclamation" /></td>
</tr>
<tr>
<td>7</td>
<td><img src="image" alt="Do Not Drink Alcoholic Beverages" /></td>
<td>Do not drink alcohol.</td>
<td><img src="image" alt="No Alcohol" /></td>
</tr>
<tr>
<td>8</td>
<td><img src="image" alt="Limit Your Time in the Sun" /></td>
<td>Limit your time in the sun.</td>
<td><img src="image" alt="Sun" /></td>
</tr>
<tr>
<td>9</td>
<td><img src="image" alt="Obtain Medical Advice Before Taking Nonprescription Drugs" /></td>
<td>Talk to your doctor before using any over-the-counter drugs.</td>
<td><img src="image" alt="Doctor" /></td>
</tr>
</tbody>
</table>
Participants Name ______________________________  Date____________________

Score ___________ Ranking___________       Level Placement___________

When Taken:  Pre / Post

<table>
<thead>
<tr>
<th>#</th>
<th>Script/Questions</th>
<th>Listening</th>
<th>Complexity</th>
<th>Communication</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you ready?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>What is your name?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Where are you from?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>How long have you lived in Indianapolis?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What do you like about Indianapolis?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>How long have you lived here?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>What do you do every day?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Now I have to add the numbers</td>
<td></td>
<td></td>
<td></td>
<td>Total:</td>
</tr>
</tbody>
</table>

If the total is 12 or less, stop and read the conclusion.
If the total is between 13 and 27, go to Section 3.
If the number is 28 or higher, go to Section 2.

Conclusion

Thank you for talking with me, this is the end of the test.
## Section 2

<table>
<thead>
<tr>
<th>#</th>
<th>Script/Questions</th>
<th>Listening</th>
<th>Complexity</th>
<th>Communication</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>I’d like to ask you another question. Tell me about a person you admire. ...Can you tell me more?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
</tbody>
</table>

Total of questions 1-7: ______

If the total is 33 or less, go to section 3
If the participant scored a 0 on question 7, go to section 3
In all other cases, go to question 8

<table>
<thead>
<tr>
<th>#</th>
<th>Script/Questions</th>
<th>Listening</th>
<th>Complexity</th>
<th>Communication</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>How has your life changed since coming to Indiana? ...Can you tell me more?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
</tbody>
</table>

Total of questions 1-8: ______

### Score Total

<table>
<thead>
<tr>
<th>Score Total</th>
<th>Next Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>Do not continue, Final level is 0</td>
</tr>
<tr>
<td>13-40</td>
<td>Move to Section 3</td>
</tr>
<tr>
<td>41-50</td>
<td>Move to Section 4</td>
</tr>
<tr>
<td>51 or higher</td>
<td>Move to Section 5</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>#</th>
<th>Script/Questions</th>
<th>Listening</th>
<th>Complexity</th>
<th>Communication</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Let’s think about transportation.</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Tell me about this picture.</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>I usually ________ to work How do you get to where you</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>want to go?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Do you like to travel?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Let’s talk about clothing.</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Tell me about his picture.</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>When I relax, I like to wear ____________________________</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What do you like to wear?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>Do you like shopping for clothes?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Let’s talk about food.</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>3.7</td>
<td>Tell me about this picture.</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>3.8</td>
<td>I like to eat __________ for lunch. What do you eat for</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lunch?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.9</td>
<td>Do you like to eat breakfast?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
</tbody>
</table>
Let’s talk about schools.

3.10 Tell me about this picture

3.11 I went to school in __________.
Where did you go to school?

3.12 Was your elementary/primary school a good school?

Total: ______

Conclusion

Thank you for talking with me. This is the end of the test.
## Section 4

<table>
<thead>
<tr>
<th>#</th>
<th>Script/Questions</th>
<th>Listening</th>
<th>Complexity</th>
<th>Communication</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Let’s talk about house work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Tell me about this picture.</td>
<td>0 1 2</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>I usually ________ at my home. What jobs do you do around the house?</td>
<td>0 1 2</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Would you rather wash dishes or cook?</td>
<td>0 1 2</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td></td>
</tr>
</tbody>
</table>

| | | | | | |
| I | Let’s talk about communication. | | | | |
| 4.4 | I ________ to talk to my friend today. How do you talk with friends? | 0 1 2 | 0 1 2 3 | 0 1 2 3 | |
| 4.5 | A lot of people text friends and family instead of calling them. How do you communicate with your family? ...Can you explain more? | 0 1 2 | 0 1 2 3 | 0 1 2 3 | |
| 4.6 | Some people think social media like Facebook helps to keep in contact with friends, while others feel it hurts friendships. Which do you believe and why? ...Can you explain more? | 0 1 2 | 0 1 2 3 | 0 1 2 3 | |

| | | | | | |
| I | Let’s talk about clothing. | | | | |
| 4.7 | I usually buy clothes at ________. Where do you buy your clothes? | 0 1 2 | 0 1 2 3 | 0 1 2 3 | |
| 4.8 | How do you decide where to buy your clothes? | 0 1 2 | 0 1 2 3 | 0 1 2 3 | |
4.9 Some people think you can learn a lot about a person by their clothes. What do you think? ...Can you explain more?

I Let’s talk about your family.

4.10 My mother/father worked as a __________. What does your mother or father do for work? 0 1 2  0 1 2 3 4  0 1 2 3

4.11 Tell me about a family member that you admire. ...Can you explain more? 0 1 2  0 1 2 3 4  0 1 2 3

I Now let’s talk about goals

4.12 When I was younger, I wanted to become a __________. What did you want to be when you got older? 0 1 2  0 1 2 3 4  0 1 2 3

4.13 I like what I do now. What do you like about what you do? ...Can you explain more? 0 1 2  0 1 2 3 4  0 1 2 3

Total: ______

Conclusion

Thank you for talking with me. This is the end of the test.
<table>
<thead>
<tr>
<th>#</th>
<th>Script/Questions</th>
<th>Listening</th>
<th>Complexity</th>
<th>Communication</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Let’s talk about exercise.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td>For exercise, I like to _______. What do you do for exercise?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>Some people say that eating bananas gives them more energy to exercise. What foods do you think give you energy? Why?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>To exercise, many people like to go to the gym, while others prefer to exercise at home. Which do you prefer and why?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Let’s talk about supermarkets.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>I buy my groceries at _______. How about you?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>5.5</td>
<td>Supermarkets can provide many services to help the community be healthy. What health services can a supermarket provide?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>5.6</td>
<td>Supermarkets have changed a lot over the years. How are supermarkets different today than they were in the past? How are they the same?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Let’s talk about clothing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.7</td>
<td>When the weather is bad, I like to wear _______. What clothing do you wear when The weather is bad?</td>
<td>0 1 2</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3</td>
<td></td>
</tr>
</tbody>
</table>
5.8 What fashions are popular where you live today? 0 1 2 0 1 2 3 4 0 1 2 3

5.9 Some schools require students to wear uniforms. How do school uniforms affect student behavior in schools? 0 1 2 0 1 2 3 4 0 1 2 3

Let's talk about games.

5.10 When I have time, I like to play ________. What games do you like to play? 0 1 2 0 1 2 3 4 0 1 2 3

5.11 Do you believe that video games are good or bad for family life? ...Can you explain more? 0 1 2 0 1 2 3 4 0 1 2 3

Now let's talk about goals

5.12 I have a goal to ________. What goals have you set for yourself? 0 1 2 0 1 2 3 4 0 1 2 3

5.13 Some people like to plan their entire day, while others prefer not to plan. Which way do you believe is most effective for a successful life? Why? ...Please explain more.

Total: ______

Conclusion

Thank you for talking with me. This is the end of the test.
## Level Placement Chart

<table>
<thead>
<tr>
<th>Proficiency Level 1</th>
<th>Proficiency Level 2</th>
<th>Proficiency Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>Ranking</strong></td>
<td><strong>Total Score</strong></td>
</tr>
<tr>
<td>0-48</td>
<td>0</td>
<td>72-84</td>
</tr>
<tr>
<td>48-54</td>
<td>0,1</td>
<td>84-90</td>
</tr>
<tr>
<td>54-72</td>
<td>1</td>
<td>90-108</td>
</tr>
<tr>
<td>72-78</td>
<td>1,2</td>
<td>108-120</td>
</tr>
<tr>
<td>78-84</td>
<td>1,2,3</td>
<td>120-126</td>
</tr>
<tr>
<td>84-90</td>
<td>2,3</td>
<td>126-132</td>
</tr>
<tr>
<td>90-102</td>
<td>3,4</td>
<td>132-138</td>
</tr>
<tr>
<td>102-114</td>
<td>4</td>
<td>138-144</td>
</tr>
</tbody>
</table>
HAND PATIENT THE READING COMPREHENSION PASSAGES TO BE COMPLETED. FOLD BACK THE PAGE OPPOSITE THE TEXT SO THAT THE PATIENT SEES ONLY THE TEXT.

PREFACE THE READING COMPREHENSION EXERCISE WITH:

"Estas son ALGUNAS instrucciones médicas que Ud. o cualquier persona puede encontrar aquí en el hospital. En cada frase faltan algunas palabras; donde falta la palabra, hay un espacio en blanco y luego hay 4 posibles palabras para escoger. Quisiera que Ud. lea la frase y decida cuál de estas cuatro palabras es la palabra que falta en la frase, o que le da mejor sentido a la frase. Cuando Ud. decide cuál es la palabra correcta para aquel espacio, marque con un círculo la palabra que Ud. ha escogido y siga leyendo. Cuando termine la página, continúe en la página siguiente hasta terminar todas."

STOP AT THE END OF 7 MINUTES

PASSAGE A: X-RAY PREPARATION
PASSAGE B: MEDICAID APPLICATION
**LECTURA A**

Su doctor le ha __________ a sacarse Rayos X del __________
- a. distinguido
- b. mandado
- c. corrido
- d. formalmente
- a. estómago
- b. caminar
- c. vestido
- d. comúnmente

Cuando venga por los __________ debe de tener el estómago __________
- a. libros
- b. fie!
- c. Rayos X
- d. dormir
- a. volar
- b. cabeza
- c. vado
- d. contento

Este examen de Rayos X __________ de 1 a 3 __________
- a. durará
- b. cantará
- c. permanente
- d. silla
- a. millas
- b. luz
- c. Rayos X
- d. horas

El día antes de __________ radiografía, cene solamente alguna __________
- a. de!
- b. alguna
- c. la
- d. botón
- a. bailar
- b. inteligente
- c. fruta
- d. receta

pan con mermelada, y __________ o te. Después de
- a. lentes
- b. café
- c. cantar
- d. pensamiento

| la __________ no debe comer ni __________ absolútamente |
| a. taciturno, |
| b. vehículo, |
| c. medianoche, |
| d. poder, |
| a. beber |
| b. nadar |
| c. cabello |
| d. conocimiento |

nada hasta después __________ que le hayan tornado la __________
- a. sentar
- b. cansar
- c. de
- d. contra
- a. radiografía
- b. calcomanía
- c. advertencia
- d. estrujar

El día de la radiografía, no __________. No beba nada, ni __________
- a. faceta
- b. desayune
- c. observe
- d. estruendo
- a. agua
- b. hervir
- c. avaro
- d. maleta

Si Ud. tiene alguna __________, llame al departamento de Rayos X __________
- a. pregunta
- b. respuesta
- c. caliente
- d. doctor
- a. botón

al número (310) 222-2821.
**LECTURA B**

Yo acepto dar información correcta para ver si puedo recibir Medi-Cal.

<table>
<thead>
<tr>
<th>a. información</th>
<th>a. desde</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. positivo</td>
<td>b. cualquier</td>
</tr>
<tr>
<td>c. probar</td>
<td>c. fascinante</td>
</tr>
<tr>
<td>d. visión</td>
<td>d. bien</td>
</tr>
</tbody>
</table>

Yo acepto proveer un al condado para verificar:

<table>
<thead>
<tr>
<th>a. informacion</th>
<th>a. desde</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. positivo</td>
<td>b. cualquier</td>
</tr>
<tr>
<td>c. probar</td>
<td>c. fascinante</td>
</tr>
<tr>
<td>d. visión</td>
<td>d. bien</td>
</tr>
</tbody>
</table>

Yo acepto proveer al condado para verificar:

<table>
<thead>
<tr>
<th>a. solicitud</th>
<th>a. boleros</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. periódico</td>
<td>b. permiso</td>
</tr>
<tr>
<td>C. fantástico</td>
<td>C. mirar</td>
</tr>
<tr>
<td>d. amplitud</td>
<td>d. con</td>
</tr>
</tbody>
</table>

Yo acepto proveer al condado para verificar:

<table>
<thead>
<tr>
<th>a. dicha</th>
<th>a. comentario</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. noticias</td>
<td>b. papel</td>
</tr>
<tr>
<td>c. estar</td>
<td>c. notificar</td>
</tr>
<tr>
<td>d. testarudo</td>
<td>d. desalmado</td>
</tr>
</tbody>
</table>

Yo acepto proveer al condado para verificar:

<table>
<thead>
<tr>
<th>a. derecho</th>
<th>a. el</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. prosperidad</td>
<td>b. estos</td>
</tr>
<tr>
<td>c. salir</td>
<td>c. increíble</td>
</tr>
<tr>
<td>d. valor</td>
<td>d. hospital</td>
</tr>
</tbody>
</table>

Las responsabilidades a Medi-Cal dentro de un periodo de diez días de enterarme

<table>
<thead>
<tr>
<th>a. un</th>
<th>a. recipiente</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. a</td>
<td>b. entonces</td>
</tr>
<tr>
<td>c. tiempo</td>
<td>c. después</td>
</tr>
<tr>
<td>d. llamar</td>
<td>d. formula</td>
</tr>
</tbody>
</table>

Yo entiendo que si no estoy

<table>
<thead>
<tr>
<th>a. canto</th>
<th>a. saco</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. cambio</td>
<td>b. letra</td>
</tr>
<tr>
<td>c. girar</td>
<td>c. entiendo</td>
</tr>
<tr>
<td>cl. mes</td>
<td>d. de</td>
</tr>
</tbody>
</table>

Yo se que si no estoy

<table>
<thead>
<tr>
<th>a. estudiando</th>
<th>a. arriba</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. satisfecho/a</td>
<td>b. sobre</td>
</tr>
<tr>
<td>c. lección</td>
<td>c. pensado</td>
</tr>
<tr>
<td>d. sin</td>
<td>d. pronto</td>
</tr>
</tbody>
</table>

Yo entiendo que si no estoy

<table>
<thead>
<tr>
<th>a. derecho</th>
<th>a. el</th>
</tr>
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<tbody>
<tr>
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<tr>
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<td>c. increíble</td>
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<tr>
<td>d. valor</td>
<td>d. hospital</td>
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</tbody>
</table>

Yo se que si no estoy

<table>
<thead>
<tr>
<th>a. estipular</th>
<th>a. candado</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. confianza</td>
<td>b. honesto</td>
</tr>
<tr>
<td>c. donde</td>
<td>c. llamando</td>
</tr>
<tr>
<td>d. una</td>
<td>d. llorando</td>
</tr>
</tbody>
</table>
oficina del donde entregue mi solicitud.

- a. condado
- b. escuela
- c. ver
- d. altivo

_________ Ud. quiere TANF/Welfare para ___________

- a. A
- b. Corriendo
- c. Decididamente
- d. Si

miembro de su familia, tiene que llenar otro tipo de solicitud.