



Cross Cultural Developmental Education Services

ACCULTURATION QUICKSCREEN

(AQS III)

Administration Manual & Screening Form

Third Edition



Dr. Catherine



ACCULTURATION QUICK SCREEN

Administration Manual & Screening Form



**CrossCultural Developmental
Education Services
www.crosscultured.com**

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What the AQS III Is

The AQS III is the third edition of the Acculturation Quick Screen (AQS). The AQS III is a means of measuring the relative level of acculturation to a specific public school culture in the United States and Canada. When a student acculturates he or she adjusts and adapts to a new cultural and social environment. These adaptations may manifest in a variety of ways including integration, assimilation, rejection, or deculturation.¹ The Acculturation Quick Screen is based on research on the factors that predict the degree of successful integration within a public K-12 instructional environment for culturally and linguistically diverse students in the United States and Canada. These students include linguistically, culturally or ethnically diverse students, limited English proficient speakers and those who are experiencing culture shock.

Why Use the AQS III

Using the AQS III will help school personnel better meet the needs of diverse students. Although acculturation is a natural process of adaptation to a new cultural and social environment, there are various side effects to the process that can be stressful for the adapting student, sometimes called “culture shock.” Culture shock is a confounding factor for students learning English as an additional language or learning Standard English within an academic environment. Culture shock is also a factor in the school achievement of students from marginalized communities. Since students acculturate to new environments at different rates it is often difficult to tell who is still experiencing culture shock and who is not. The AQS III measures the level and rate of acculturation and leads directly to strategies to address culture shock.

The AQS III aids in providing appropriate assistance to the student and preventing inaccurate or inappropriate placement or referral to special services. Students who are in the process of adapting to a new culture and social environment may behave in a manner that is similar to students with a learning or behavior disability or other inhibiting factor.

The AQS III can be used to monitor the rate of acculturation for your diverse students. Students from diverse cultural and linguistic backgrounds will vary in their rate and level of acculturation to public school culture, but all are affected by various factors. Most diverse students will acculturate gradually over several years and at a steady rate relative to length of time, type and amount of instruction, level of assistance with transition, and other factors measured on the AQS III. Those who do not show change year-to-year may have some unidentified difficulty or be having some other destabilizing stressful experience.

These difficulties may be addressed through various strategies within the instructional program. The AQS III helps highlight and identify difficulties that may be addressed by readiness, prevention or instructional intervention approaches. The AQS III can be used as part of any screening and progress monitoring process used in problem solving, such as response to intervention (RTI) or response to instruction and intervention (RTII) programs.

¹ Padilla, 1980

What Does The AQS III Do?

The AQS III measures the student's approximate level and rate of acculturation to mainstream public schools in the United States and Canada. It is not intended for use in isolation or as a predictive tool. It provides instructionally meaningful assessment information when students from diverse cultural and linguistic backgrounds enroll in your school district. It should be part of the screening routinely done to determine eligibility for newcomers or other special language and culture assistance services. In addition, it is recommended for use as part of the information gathered to make instructional decisions during 'prereferral intervention', RTI, RTII, and other problem solving with progress monitoring instructional activities. It may be used to plan the selection of specific intensive learning and behavior interventions for culturally and linguistically diverse students rather than referring them to an evaluation and staffing.

The AQS III is also a successful tool for substantiating decisions to modify testing evaluation and assessment procedures. In general, students scoring at the lower acculturation levels should not be assessed with nationally standardized assessment instruments without case-specific modification of administration and interpretation. The AQS III provides documentation and guidance to school psychologists and other evaluation specialists working with culturally and linguistically diverse students.

When To Use The AQS III

An initial AQS III should be completed within at least four weeks of the student's enrollment. This will allow you to assess his or her language abilities and to review previous school records if available. This first AQS III will be your baseline from which to measure rate and level of acculturation. You can use the AQS III again at the end of this initial school year to see if the student is beginning to adapt. After this initial AQS, students should be assessed every year at approximately the same time to obtain an ongoing record and documentation of their rate of adaptation to the school system. You can also complete the AQS III at the beginning and end of the school year to measure incremental adaptation depending upon your intervention or service plan.

How Does The AQS III Work?

The scale provides a range from less acculturated to more acculturated on a 48-point scale. The AQS III measures five levels of acculturation: Significantly Less Acculturated, Less Acculturated, In Transition, More Acculturated, and Significantly More Acculturated. The average rate of acculturation is 10% to 12% each school year, depending upon the type of transition program and assistance offered to students. Expect some variation in rate and level of acculturation to public school culture between different diverse linguistic and cultural populations in your school. Disaggregating your data and analyzing any differences in trends will assist you in monitoring the effectiveness of specific services provided differentially to separate populations. The individual

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characteristics used to measure acculturation are based on research discussed by Padilla (1980), Ogbu (2009), and Collier (2011).

Who Can Be Profiled on the AQS III?

Although any student may be measured with the AQS III, it is most useful with a public school student who comes from an ethnic, cultural or linguistic background that differs significantly from the mainstream of your particular public school. The AQS III will be useful with refugee, immigrant, migrant, or marginalized students entering U.S. or Canadian public schools. The students may speak English, a different language in addition to English, various dialects of English, no English at all or sign language. They may be born in the U.S. or Canada or in another country. An entering student from diverse background may be profiled on the AQS III at enrollment and then again if they later display learning or behavior patterns that trouble education personnel. The AQS III has been used by school systems to monitor and plan assistance to at-risk students from a number of diverse populations including African American, Alaska Native, Hawaiian, Native American, Asian American, Hispanic/Latino American as well as Russian, Ukrainian, Bosnian, Khmer, Hmong, Somali, Quechua, Chaldean, Arab, and other refugee and immigrant students.

Developing the AQS III

The AQS III is based on research conducted in rural and urban school districts concerning the referral and placement of limited English proficient children of migrant, refugee and immigrant families. The original study population was a random sample of students in grades K-8 who were identified as Hispanic and limited English proficient by their districts. The results of the study showed that perceptions of acculturation contributed to decisions to refer and place these students in special education services. Additionally, it was found that student characteristics could be used to accurately identify and monitor the level and rate of acculturation among at-risk students. In a series of replication studies in the U.S. and Canada, the AQS III was modified for use with other linguistically and culturally diverse populations.

Scoring the AQS III

Upon gathering information and data about your student, put the indicated demographic, cultural, and environmental information in the box on the top portion of the AQS III. Record the actual amount of time in specific services, proficiency or other information in the column titled "Information." Use the rubric and conversion tables on the lower portion of the form to calculate the score. Record the score from the rubric in the column titled "Score." Scoring guidelines are given on the lower portion of the AQS III form. A score is indicated for each information category.

After you have written down all the information and scores for each item, add the scores up and write the total in the space indicated. This number is the student's AQS III score. It will identify her or him as being within one of the ranges of acculturation at this point in time. The AQS III

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should be recalculated for this student each year as part of monitoring adaptation and to make appropriate instructional decisions. For each level of acculturation, a set of recommended intervention strategies that facilitate acculturation are provided in the back of this manual.

What Information Is Needed To Complete The AQS III?

1. The amount of time the student has attended school in the United States or Canada. This should be actual cumulative time of daily attendance in schools to the extent possible.
2. The amount of time the student has been in your particular school district. This should be actual cumulative time, daily attendance, in this school district to the extent possible. This does not include time in other districts. If you use the AQS III across the district on a regular basis, you can start tracking this information school by school and enter amount of time in your particular building.
3. The amount of time the student received direct instruction in transitional bilingual or English as a Second Language classes. This should be actual cumulative time in attendance in this instruction to the extent possible. If the student is in integrated content classrooms using the Sheltered Instruction Observation Protocol (SIOP) or the Guided Language Acquisition Design (GLAD) model, this is time in direct instruction in reading, language transition and language arts, not other content areas.
4. Degree of language proficiency in the home, native, or heritage language or dialect.
5. Degree of proficiency in English or the school language if other than Standard English.
6. Degree of bilingual balance between the home and school languages.
7. Ethnicity or cultural identity based upon student's self-identification or school records.
8. Percentage of enrollment in the school of the student's own ethnic or linguistic peers.

Language Proficiency

Several items on the AQS III refer to “language” proficiency. You will need to have an estimate of the student's relative level of proficiency in English and his/her native language or dialect. This may come from a structured activity, an observation, interview or actual test score. For example, standardized tests such as the Woodcock-Muñoz, The Student Oral Language Observation Matrix (SOLOM), IDEA Proficiency Test (IPT), the Bilingual Verbal Ability Test (BVAT) and the Language Assessment Scales (LAS) may be used for this purpose. However, if the student has been raised speaking a recognized ‘dialect’ or variation of English with residual linguistic structures from a non-English language foundation you will need to establish proficiency through structured exchanges among like speakers. The student's proficiency in their ‘native’ speech community is measurable through observation, interview, or locally normed tests developed for this purpose.

A Language Acquisition Grid is provided with information about each level of acquisition referenced on the AQS III. The terminology of the levels referenced in the Language Acquisition Grid is taken from Krashen (1991).

Terms Needed For the Language Items

Advanced intermediate social & academic fluency = Your student can communicate thoughts, engage in and produce connected narrative. He or she shows good comprehension, uses expanded vocabulary, and makes complex grammatical errors. He or she functions somewhat on an academic level, is able to imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain, and more. She or he uses descriptive sentences and initiates conversations, reads and writes descriptive sentences.

Advanced social & academic fluency = Your student can understand and perform at grade level in both languages and dialects. He or she functions on academic level with peers and maintains two-way conversation. He or she demonstrates decontextualized comprehension and uses enriched vocabulary

Does not speak language, pre-production = Your student can understand when spoken to, depends on context and has minimal receptive vocabulary. He or she comprehends key words only and points, draws, or uses gesture responses, but may not produce speech. She or he may still be adjusting to US and Canadian culture.

Early production to low speech emergence = Your student can speak informally in social settings using basic words, phrases and sentences in the language or dialect. He or she depends heavily on context and produces words in isolation. She or he verbalizes key words and responds with one or two word answer or short phrases. He or she points, draws, or uses gesture responses and may have mispronunciation and grammar errors.

Essentially monolingual = Your student commonly uses only one language or dialect.

Good social both, basic academic one, intermediate academic other = Your student is able to function within the classroom, follow directions, retell stories, but not always able to understand or complete assignments or reach benchmarks on tests.

High intermediate fluency, moderate academic fluency = Your student can speak effectively in social settings and can understand and perform many academic tasks in the language or dialect. He or she uses simple but whole sentences and makes some pronunciation & basic grammatical errors but is understood. He or she responds orally and in written form with a limited vocabulary. She or he initiates conversation and questions and shows good comprehension.

High speech emergence to intermediate fluency, limited academic = Your student uses short phrases and makes many mistakes in grammar. She or he generally responds orally and hears smaller elements of speech. A he or she function on a social level and uses a limited vocabulary.

Limited academic either language, moderate social both = Your student has social language in both languages and may have some measure of difficulty with the academic use of either language. However, she or he may be able to function within the classroom at the lower primary level.

Most academic in one, intermediate academic in other = Your student can successfully complete or understand assignments, take tests, or develop literacy at their grade level in one language or dialect but has some measure of difficulty with these tasks in the other. She or he can communicate

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thoughts and engage in and produce connected narrative and shows good comprehension and uses expanded vocabulary. She or he makes complex grammatical errors.

Primarily one, some social in other = Your student prefers or mostly uses one language over the other and can speak informally in both languages and dialects though their use of one of the languages is limited to a few conversational words, phrases and sentences.

Guidelines for Specific Items

1. ***Amount of time in schools in the United States or Canada:*** Under “Information” write the number of days the student has attended school anywhere in the U.S. or Canada. Remember that the AQS is a measurement of adaptation to public schools not the whole country or society, so all items are referenced in terms of school systems not the general community or region. The days indicated should represent the actual number of days within the school year that the student has attended. The school year is usually at least 180 days in the U.S. and Canada. This translates into approximately 36 weeks of school per year with 5 to 6 hours a day of instruction & learning. Most school districts include attendance data in their files. Using school records, interviews with parents or other teachers, identify how much actual time the student has spent in a school system or district other than your own. Look at the choices in the lower part of the form and find the amount of time that best corresponds with your information. To the right of this answer are an equals sign (=) and a single number (1 to 6). Enter this number in the column labeled “Scores” at the top of your form.
2. ***Amount of time in your district or school:*** Under “Information” write the amount of time (cumulative) the student has received instruction in your school and district. If he or she has moved in and out of the school district, calculate the time based on the actual time spent in your school to the extent possible. Most districts include attendance data in their cumulative files. Using school records, interviews with parents or other teachers, identify how much actual seat time the student has spent in instruction in your school district. Only count their time in your district as the change to a new environment starts a new cycle of adaptation.² The usual calculation of this is 180 days or 36 weeks of school with 5 to 6 hours a day of instruction & learning. The lower end is thus $180 \times 5 = 900$ hours in a school year and the higher end is thus $180 \times 6 = 1080$ hours in a school year for a student who did not miss any days of school.

Here are some examples:

- 1) High attendance: $180 \text{ days/yr} \times 6 \text{ hrs/day} = 1080$ hours of instruction in one year
 - a) Four years with perfect attendance = 4320 hours of instruction
- 2) Low attendance: a little more than 1 day a week $\times 6 \text{ hours/day} = 8 \text{ hrs/week} \times 36 \text{ weeks}$

² Districts using the AQS III regularly across the entire district often differentiate amount of time in particular school buildings as high mobility and changes from building to building also impact adaptation for CLD students.

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= 288 hrs in one year

a) 3 days/week x 6 hours/day = 18 hrs/week x 36 weeks = 680 hours in one year

b) Four years with poor attendance = between 1152 to 2720 hrs of instruction

Look at the choices in the lower part of the AQS III form and find the amount of time that best corresponds with your information. To the right of this answer are an equals sign (=) and a single number (1 to 6). Enter this number in the column labeled "Scores" at the top of your form.

1. Time in U.S. or Canadian Schools <div style="text-align: right;">Less than 180 days</div> (1 yr./good attendance) instruction = 1 <div style="text-align: right;">Between 190–360 days</div> (2yrs./good attendance) of instruction = 2 <div style="text-align: right;">Between 370–540 days</div> (3yrs./good attendance) of instruction = 3 <div style="text-align: right;">Between 550 – 720 days</div> (4 yrs./good attendance) of instruction = 4 <div style="text-align: right;">Between 730 – 900 days</div> (5 yrs./good attendance) of instruction = 5 More than 920 days of instruction = 6	2. Amount of time In Your School <div style="text-align: right;">Less than 1090 hours</div> (1 yr./good attendance) instruction = 1 Between 1090 - 2170 hours of instruction = 2 Between 2170 - 3250 hours of instruction = 3 <div style="text-align: right;">Between 3250 - 4330 hours</div> (4 yrs./good attendance) of instruction = 4 Between 4330 - 5500 hours of instruction = 5 More than 5500 hours of instruction = 6
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3. ***Time in a Bilingual Transitional, ESL or ELL Education Program:*** Using school records, interviews with parents or other teachers, identify how much time, if any, the student has spent in direct instruction for language transition, e.g. in transitional bilingual, English Language Learner (ELL) education, or English as a second language (ESL) classes. This should be actual cumulative time to the extent possible. For example, a student in a dual language program receiving at least 2 hours each day of the week in direct instruction ESL in language arts would have received at least 360 hours of direct instruction in language transition by the end of the school year. On the other hand, a student in an English only instructional program, receiving a half hour or less pull out assistance in language transition once or twice a week is receiving about 36 hours in using English as an additional language in a school years' time. In addition, a student's attendance will relate directly to their access to direct instruction.

Direct instruction is teaching the student the English language with second language acquisition and bilingual language development components in addition to the language and literacy content. This does not mean merely putting the non-English speaker in an English only classroom. In integrated content classrooms using the Sheltered Instruction Observation Protocol (SIOP) or Guided Language Acquisition Design (GLAD) model, this is time in direct instruction in reading, literacy readiness, language transition and language arts, not in general sheltered instruction in other content areas.

Here are some examples:

1) Higher level: 180 days/year x 2 hours/day = 360 hours of direct instruction in one year

a) Four years of this type of instruction = 1440 hours of direct instruction

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- 2) Lower level: 2 days/week x .5 hours/day = 1 hour/week x 36 weeks = 36 hours in one year
- a) 3 days/week x .5 hours/day = 1.5 hours/week x 36 weeks = 54 hours in one year
- b) Four years of this type of instruction = between 144 to 216 hours of direct instruction

Under “Information” write the number of hours (cumulative) the student has received this direct instruction. Look at the choices shown in the lower part of the form and find the number of hours that best corresponds with your information. To the right of this answer are an equals sign (=) and a single number (1 to 6). Enter this number in the column labeled “Scores” at the top of your form.

3. Time In an ESL or Bilingual Program	4. Home/Native Language/dialect Proficiency
Less than 360 hours of direct instruction = 1	Does not speak language, pre-production = 1
Between 360 and 500 hours of direct instruction = 2	Early production to low speech emergence = 2
Between 500 and 800 hours of direct instruction = 3	High speech emergence to good intermediate fluency, limited academic = 3
Between 800 and 1080 hours of direct instruction = 4	High intermediate fluency, moderate academic fluency =
Between 1080 and 1450 hours of direct instruction = 5	4 Advanced intermediate social &
More than 1450 hours of direct instruction = 6	academic fluency = 5

4. ***Degree of language proficiency in the native language or dialect of parents or home:*** Using formal or local language tests, observations, informal assessment instruments, and interviews with parents, caregivers, and school personnel, identify the relative level of proficiency the student has in her or his home language or dialect. This may be a language other than English, or a distinct linguistic variation of English, specific to this student’s ethnic, cultural identity or linguistic background and/or traditional community. If the student has received little or no formal schooling in their home language or dialect, their proficiency for the purposes of this academic adaptation measure will probably never be higher than 3 or 3.5. Use the Language Acquisition Grid to assist your team in identifying the terms to describe the student’s language proficiency. Under “Information” write your estimate of how proficient the student appears to you and your informants. Look at the choices in the lower part of the form and find the level that best corresponds with your information. To the right of this answer are an equals sign (=) and a single number (1 to 6). Enter this number in the column labeled “Scores” at the top of your form.
5. ***Degree of proficiency in English or school language:*** Using standardized or local language tests, observations, informal assessment instruments, and interviews with parents and school personnel, identify the relative level of proficiency the student has in the Standard English, the language used in your school and by the majority of your school personnel, or school language if other than Standard English. This represents the cognitive academic language communication modality to which this student is adapting. Use the Language Acquisition Grid

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to assist your team in identifying the terms to describe the student's language proficiency (standardized test scores in English are included). Under "Information" write your estimate of how proficient the student appears to you and your team based upon your information sources. Look at the choices in the lower part of the form and find the level that best corresponds with your information. To the right of this answer are an equals sign (=) and a single number (1 to 6). Enter this number in the column labeled "Scores" at the top of your form.

The Woodcock-Muñoz, The Student Oral Language Observation Matrix (SOLOM), the Idea Proficiency Test (IPT), the Bilingual Verbal Ability Tests (BVAT) and the Language Assessment Scales (LAS) are frequently used to measure English and Spanish language skills as part of entry and exit criteria for bilingual and ESL programs. The BVAT generates an RPI score (relative proficiency index). You may also find the Classroom Language Interaction Checklist (CLIC). All six instruments assess receptive, expressive, and some classroom language and may be used to generate an AQS III equivalent.

	AQS III	CLIC	LAS	Muñoz	IPT	BVAT RPI	SOLOM
Does not speak the language, pre-production stage	1	0-4	0	0-1	A	0/90-5/90	0-5
Early production to low speech emergence	2	5-10	1	1	B	5/90-19/90	6-10
High speech emergence to good intermediate fluency, limited academic fluency	3	11-17	2	2	C	19/90-30/90	11-15
High intermediate social fluency, moderate academic fluency	4	18-32	3	3	D	30/90-50/90	16-20
Advanced intermediate social & academic fluency	5	33-44	4	4	E	50/90-80/90	18-20
Advanced social & academic fluency	6	45-55	5	5	F	80/90-100/90	21-25

5. School/English Language Proficiency Does not speak language, pre-production = 1 Early production to low speech emergence = 2 High speech emergence to intermediate fluency, limited academic = 3 High intermediate fluency, moderate academic fluency = 4 Advanced intermediate social & academic fluency = 5	6. Bilingual Balance Essentially monolingual = 1 Primarily one, some social in other = 2 Limited academic either language, moderate social both = 3 Good social both, Basic academic one, intermediate academic other = 4 Most academic in one, intermediate academic in other = 5 Bilingual in social and academic language = 6
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6. ***Degree of bilingual balance:*** Using formal or local language tests, observations, informal assessment instruments, and/or interviews with school personnel, identify the relative level of balance the student has in using both school English and the student's home, native language or dialects while attending your school. This may be a recognized linguistic variation of English, distinct for this student's ethnic, cultural identity or linguistic background and/or traditional community. Under "Information" write your estimate of how proficient the student appears to you and your informants. Look at the choices in the lower part of the form and find the description that best corresponds with your information. To the right of this answer are an equals sign (=) and a single number (1 to 6). Enter this number in the column labeled "Scores" at the top of your form.
7. ***Ethnicity or Cultural Identity:*** This item is an indication of how prepared the school system is to adapt to the needs of this particular student and how likely it is that the curriculum and system will be effective for this student. Research has shown that, in general, public schools and school personnel are less prepared to work effectively with particular groups of diverse students. This does not mean you are not doing as well as you can, but curricula and teacher training programs show measurable differences in their responsiveness to particular ethnic, cultural, and linguistic populations. This item is a broad indicator of issues that make acculturation more stressful for particular students in mainstream public school systems in the United States and Canada. Using information from intake personnel or information, interviews with the student, parents and teachers, identify how the student views his ethnicity or cultural identity. This will also give you an indication of his or her cultural awareness and self-identity.

The multiple terms reflect differences in self-identification to some extent, though due to economy of space, only a few of the many variations of self-reference are included. Generally East Asian refers to populations and countries around or to the north and east of the Bay of Bengal and West Asian refers to populations and countries around or to the north and west of the Arabian Sea. Under "Information" indicate how the student identifies himself. Look at the choices in the lower part of the form and find the description that best corresponds with your information. To the right of this answer are an equals sign (=) and a single number (1 to 6). Enter this number in the column labeled "Scores" at the top of your form.

7. Ethnicity and Cultural Identity	8. Percent in School Speaking Student's Language/Dialect
American Indian, Native American, Alaska. Native, Indigenous, Aboriginal, or First People = 1	81% - 100% of enrollment = 1
Hispanic Latino(a)/Chicano(a), South or Central American or Caribbean = 2	65% - 80% of enrollment = 2
African American, Black, Roma/Gypsy, African, East Asian or Pacific Islander = 3	45% - 64% of enrollment = 3
West Asian or Middle Eastern = 4	25% - 44% of enrollment = 4
Eastern European, former Soviet Bloc = 5	11% - 24% of enrollment = 5
Western European/Scandinavian = 6	0% - 10% of enrollment = 6

8. ***Percent in school speaking student's language or dialect:*** Using information from district and building level personnel identify how many of this student's particular cultural speech

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community are enrolled in the school. This is specific to the student, i.e. if the student is Navajo, how many other Navajo speaking students are in the school. If this is the only Navajo student in the school, you would note a nearly 0% enrollment even if there are several students from other American Indian tribes in the school. In other words, counting “Native Alaskans” or “Native Americans” is incorrect here; how many students come from this student’s particular cultural and linguistic community is important. This will also give you an indication of the degree to which this student is at risk for stress factors such as alienation and isolation, and possible discrimination by other students. However, the primary reason for this and item number 7 is as an indication of how prepared the school system is to facilitate adaption and acculturation for this particular student. Research has shown that, in general, public schools and school personnel are less prepared to work effectively with specific groups of diverse students, particularly when their presence in the schools is infrequent or of ‘low incidence.’ This does not mean you and your particular school personnel are not doing as well as possible; these results are broad indicators of issues that make acculturation more stressful for particular students in mainstream public school systems. Under “Information” write your estimate of the percent of students enrolled in your school speaking the student’s particular language or dialect. Look at the choices in the lower part of the form and find the description that best corresponds with your information. To the right of this answer are an equals sign (=) and a single number (1 to 6). Enter this number in the column labeled “Scores” at the top of your form.

Rate of Acculturation

Based upon our current student sample, the average minimal rate of acculturation on the AQS is at least 10% per annum. Students scored annually who do not achieve or maintain this rate may not be receiving appropriate instructional support or intervention or may have some other unidentified contributing factor. Most limited English proficient immigrants and refugees receiving substantial, consistent content focused assistance through dual language, bilingual transition or ESL in the content area programs make more than a 12% gain on the AQS per annum. American born students from minority or marginalized communities in the U.S. or Canada who are limited English proficient or speak a linguistically distinct dialect of English generally acculturate to the public school system at a lower rate than immigrant or refugee students. On average, the minimal rate of acculturation measured on the AQS III for students from diverse cultural and linguistic backgrounds who are receiving some instructional assistance with adaptation and language transition, is 10% per annum.

The minimum average annual gain for the AQS III refers to the average point gain year to year you should be seeing in your students who are acculturating to your school system. Inadequate or inappropriate instruction or intervention (or the presence of an unidentified disability) may depress the annual rate of acculturation, as discussed above. A normal rate of acculturation will equal a ratio of gained points divided by expected points = 1.

To calculate rate of acculturation you need to have a baseline score on the AQS III and a current score. We recommend completing an AQS III at the time of enrollment on every diverse learner

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to establish a baseline. You may also complete an AQS III on a diverse learner within four weeks after the student enters your school system. When you are using the AQS III to monitor that students are acculturating to your school system at a normal rate, complete an AQS III every school year. We recommend that the monitoring be done in the early spring before annual achievement tests are administered as these frequently increase stress among diverse learners.

To calculate rate of acculturation, look at the Acculturation Scores and Annual Gain table. Locate the earliest score your student received in the left hand column "AQS III Score". This is your baseline score. To the right of this is a column "Minimum Average Annual Gain". The number in this column is the number of points per annum your student should gain on the AQS III. The amount of time between baseline and current completion of the AQS III multiplied times the minimum expected gain gives you the normal point gain expected over this time period. Amount of time is noted in proportion of school year, i.e. 1 = 180 days. Then subtract the baseline score from the current score to find the number of points actually gained by the student in this time period.

$$\frac{\text{Time between AQS III}}{\text{Current AQS III Score}} \times \frac{\text{Minimum Gain}}{\text{Baseline Score}} = \frac{\text{Normal Gain Expected}}{\text{Point Gain Achieved}}$$

Achieved

Expected = _____

The ratio between **Expected** and **Achieved** should equal 1 if the student is acculturating at a normal rate. In other words, Achieved divided by Expected should equal 1. If the number of points is the same, then the student is acculturating to your school system at a normal rate. If the ratio between expected and achieved is less than 1.0, e.g. the number of points achieved is lower than the number expected, then something is depressing the rate of acculturation. As discussed above, this could be inadequate or inappropriate instruction or the presence of an unidentified disability and needs further evaluation. If the ratio is less than 1, investigate the reasons why: inappropriate instruction, inadequate services, limited time in directed assistance, limited home language assistance, specific learning and behavior problems, etc.

This would be the point to initiate a cycle of instructional intervention with strategies that directly address acculturation and adaptation and monitor the student's response to these interventions. This might be part of the RTI or RTII or problem solving with progress monitoring process that your school uses.

If the ratio is greater than 1, e.g. points gained are greater than expected, the student is making better than average progress in acculturating to the school system.

Acculturation Quick Screen (AQS)

Acculturation Scores and Annual Gain

AQS III Score	Minimum Average Annual Gain	Description of Level of Acculturation	AQS III Score	Minimum Average Annual Gain	Description of Level of Acculturation	AQS III Score	Minimum Average Annual Gain	Description of Level of Acculturation
8	4.0	Significantly Less Acculturated	23	3.0	In Transition	37	2.0	Significantly More Acculturated
9	4.0		24	3.0		38	2.0	
10	4.0		25	3.0		39	2.0	
11	4.0		26	3.0		40	2.0	
12	4.0		27	3.0		41	2.0	
13	4.0		28	3.0		42	2.0	
14	4.0		29	3.0		43	2.0	
15	3.5	Less Acculturated	30	2.5	More Acculturated	44	1.5	Highly Acculturated
16	3.5		31	2.5		45	1.5	
17	3.5		32	2.5		46	1.0	
18	3.5		33	2.5		47	.5	
19	3.5		34	2.5		48	0	
20	3.5		35	2.5				
21	3.5		36	2.5				
22	3.5							

Acculturation Quick Screen (AQS)

AQS III Scoring Form

Newcomer	<input type="checkbox"/>
Continuing	<input type="checkbox"/> AQS Baseline

Date _____

NAME/ID#: _____ SCHOOL: _____

DATE OF BIRTH: _____ SEX: _____ GRADE: _____ AGE AT ARRIVAL IN U.S.: _____

LANGUAGE(S) SPOKEN AT HOME: _____

CULTURAL/ENVIRONMENTAL FACTORS	Information	Scores
1. Time in United States/Canadian schools		
2. Time in Your School/District		
3. Time in ESL or Bilingual ELL Education		
4. Home/ Native Language Proficiency		
5. School/ English Language Proficiency		
6. Bilingual Balance		
7. Ethnicity/Cultural Identity		
8. % in School Speaking Student's Language/dialect		
AQS III Score Total:		
<p>1. Time in US/Canadian schools:</p> <div style="display: flex; justify-content: space-between;"> <div> Less than 180 days (1 yr/good atten) instruction = 1 Between 190–360 days (2yrs/good atten) of instruction = 2 Between 370–540 days (3yrs/good atten) of instruction = 3 </div> <div> Between 550 – 720 days (4 yrs/good atten) of instruction = 4 Between 730 – 900 days (5 yrs/good atten) of instruction = 5 More than 920 days of instruction = 6 </div> </div> <p>2. Time in Your School/District:</p> <div style="display: flex; justify-content: space-between;"> <div> Less than 1080 hours (1 yr/good atten) instruction = 1 Between 1090 - 2160 hours of instruction = 2 Between 2170 - 3240 hours of instruction = 3 </div> <div> Between 3250 - 4320 hours (4 yrs/good atten) of instruction = 4 Between 4330 - 5400 hours of instruction = 5 More than 5500 hours of instruction = 6 </div> </div> <p>3. Time in ESL or Bilingual ELL Program</p> <div style="display: flex; justify-content: space-between;"> <div> Less than 360 hours of direct instruction = 1 Between 360 and 500 hours of direct inst. = 2 Between 500 and 800 hours of direct inst. = 3 </div> <div> Between 800 and 1080 hours of direct instruction = 4 Between 1090 and 1440 hours of direct instruction = 5 More than 1450 hours of direct instruction = 6 </div> </div> <p>4. Home/ Native Language Proficiency</p> <div style="display: flex; justify-content: space-between;"> <div> Does not speak language, pre-production = 1 Early production to speech emergence = 2 Speech emergence to intermediate fluency, limited academic = 3 </div> <div> High intermediate fluency, moderate academic fluency = 4 Advanced intermediate social & academic fluency = 5 Advanced social & academic fluency = 6 </div> </div> <p>5. School/ English Language Proficiency</p> <div style="display: flex; justify-content: space-between;"> <div> Does not speak language, pre-production = 1 Early production to low speech emergence = 2 High speech emergence to intermediate fluency, limited academic = 3 </div> <div> High intermediate fluency, moderate academic fluency = 4 Advanced intermediate social & academic fluency = 5 Advanced social & academic fluency = 6 </div> </div> <p>6. Bilingual Balance</p> <div style="display: flex; justify-content: space-between;"> <div> Essentially monolingual = 1 Primarily one, some social in other = 2 Limited academic either language, moderate social both = 3 </div> <div> Good social both, basic academic one, intermediate academic other = 4 Most academic in one, intermediate academic in other = 5 Bilingual in social and academic language = 6 </div> </div> <p>7. Ethnicity/cultural identity</p> <div style="display: flex; justify-content: space-between;"> <div> American Indian, Native American, Alaska. Native, Indigenous Populations or First People = 1 Hispanic/Latino/Chicano, South or Central America or Caribbean = 2 </div> <div> African American, Black, Roma/Gypsy, African, East Asian or Pacific Islander = 3 West Asian or Middle Eastern = 4 Eastern European, former Soviet Bloc = 5 Western European, Scandinavian = 6 </div> </div> <p>8. Percent in School Speaking Student's Language Or Dialect</p> <div style="display: flex; justify-content: space-between;"> <div> 81% - 100% of enrollment = 1 66% - 80% of enrollment = 2 50% - 65% of enrollment = 3 </div> <div> 30% -49% of enrollment = 4 15% - 29% of enrollment = 5 0% - 14% of enrollment = 6 </div> </div>		

Interpreting the AQS III

Significantly Less Acculturated: 8-14

This student is at the beginning stage of adjustment to this environment and is probably experiencing severe culture shock and several symptoms of acculturative stress such as distractibility, response fatigue, withdrawal, silence or not responding, code switching, and confusion in locus of control.

This student should be receiving assistance with the acculturation process, culturally and linguistically appropriate instruction, English as a second language, and bilingual instruction in content areas. This student should not be tested with standardized assessment and diagnostic tools without cross-cultural and bilingual modifications in all aspects of the evaluation process and interpretation. Interventions appropriate for significantly less acculturated students include: translation, interpretation, & modification of normed instruments, assistance with acculturation process, bilingual assistance & bilingual materials, cross-cultural communication strategies & first language instruction in content areas, school survival & adaptation assistance, and sheltered instruction.

Less Acculturated: 15-22

The student is at critical phase in his or her cross-cultural adaptation and may exhibit high levels of anxiety followed by periods of depression due to the intensity of the adjustment he or she is facing. Care should be used at this stage since it can be accompanied by a variety of unexpected emotional reactions. Signs of culture shock and symptoms of acculturative stress such as distractibility, response fatigue, withdrawal, silence or not responding, code switching, and confusion in locus of control can accompany these emotional reactions.

This student should be receiving assistance not only with the acculturation process, but also with stress reduction and positive coping methods. Instructional adaptations should include culturally and linguistically appropriate instruction, English as a second language, and bilingual instruction in content areas.

This student should not be tested with standardized assessment and diagnostic tools without cross-cultural and bilingual modifications in all aspects of the evaluation process and interpretation. Interventions appropriate for less acculturated students include: translation, interpretation, & modification of normed instruments, assistance with acculturation process, bilingual assistance & bilingual materials, cross-cultural communication strategies & first language instruction in content areas, school survival & adaptation assistance, and sheltered instruction.

In Transition: 23-29

This student is in transition and is in the midst of cross-cultural adaptation and second language acquisition. He or she is probably still experiencing some culture shock and acculturative stress. Assistance with the acculturative process in the form of conventional bilingual and cross-cultural

Acculturation Quick Screen (AQS)

instructional techniques and assessment procedures should work well with these 'transition' students.

Interventions appropriate for students in transition include: sheltered instruction with cross-cultural content, peer tutors and cooperative learning strategies, access to translation in content areas, cross-cultural communication and instructional strategies, cognitive learning strategies, and authentic assessment. They will benefit from continuing to participate in diverse community activities and school activities that strengthen their connection to their ethnic and linguistic heritage.

More Acculturated: 30-36

Although students at this stage are fairly well acculturated, they will still have some cross-cultural education needs. They may be as well acculturated as many of their classmates. Their cross-cultural education needs can be met with conventional mainstream instruction, assessment and diagnostic procedures with sheltered instruction and minor adjustment for differences in cognitive learning style. They may need encouragement to participate in diverse community activities to strengthen and maintain their connection to ethnic heritage.

Interventions appropriate for more acculturated students include: cultural adaptation of content, opportunities to assist as peer tutors, access to translation as needed, training in cross-cultural communication, and cross-cultural cognitive learning strategies.

Significantly More Acculturated: 37-43

This student may have some cross-cultural education needs, but conventional mainstream instruction, assessment and diagnostic procedures should be possible without adaptation. Differences in cognitive learning style should be addressed. These students may need assistance in remaining connected to their ethnic community and encouraged to enhance and maintain their high level of bilingual proficiency. They may need assistance with strengthening their cross-cultural competence. Interventions appropriate for highly acculturated students include: access to translation as needed, opportunities to assist as peer tutors, training in cross-cultural communication, opportunities to participate in ethnic community activities, and cross-cultural cognitive learning strategies.

Highly Acculturated: 44-48

This student will be able to participate in conventional mainstream instruction, assessment and diagnostic procedures without adaptation. Differentiation for diversity of learning style and approach should be included in instruction as it is for all students.

Recommended Strategies to Facilitate Acculturation

Strategies and interventions that address specific side effects of acculturation are listed on the following pages. The psychological side effects of acculturation are culture shock, response fatigue, confusion in locus of control, and stress reactions. Cognitive academic side effects of acculturation include differences in cognitive learning style, resistance to change, distractibility, response fatigue, and limited experience in academic settings. Communicative side effects of acculturation include code switching, unresponsiveness and other stages in second language acquisition, uneven development of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) in both languages, and difficulty in accessing instruction. Behavioral side effects of the acculturation process include distractibility, disorientation, confusion in locus of control, withdrawal, and acting out.

The suggestions and recommended strategies are organized relative to the level of acculturation. Locate the level of acculturation for your student of concern and look through the list of recommended strategies. Not all of these will be appropriate in your particular setting, but all have been used for diverse learners in multiple settings and are research based. The list of strategies is not all inclusive, but include a range of strategies and interventions that have been found successful with diverse learners.

Each strategy is given with the purpose of the strategy, a brief description of how to implement the strategy, the research base for the strategy and what to watch for with diverse learners. Differentiation for implementing the strategy within response to intervention (RTI) models using different tiers of intensity is also noted where appropriate.

Selection Grid for AQS

Recommended Strategy	AQS 8-14	AQS 15-22	AQS 23-29	AQS 30-36	AQS 37-43
Academic language instruction and transition			✓	✓	✓
Active processing			✓	✓	✓
Advanced organizers		✓	✓	✓	
Alternate response methods		✓	✓	✓	
Analogy strategy			✓	✓	✓
Bilingual Aide	✓	✓			
Bilingual peers	✓	✓	✓		
Bilingual texts	✓	✓	✓	✓	✓
Categorization			✓	✓	✓
Choices			✓	✓	

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Recommended Strategy	AQS 8-14	AQS 15-22	AQS 23-29	AQS 30-36	AQS 37-43
Cognitive learning strategies			✓	✓	✓
Consistent sequence		✓	✓	✓	
Content Language games in L1	✓				
Content modification		✓	✓	✓	
Context embedding	✓	✓	✓		
Context-embedded instruction		✓	✓	✓	
Cross-cultural communication strategies			✓	✓	
Cross-cultural counseling		✓	✓	✓	
Cross-cultural counseling for families	✓	✓			
Demonstrations	✓	✓	✓		
Experience based learning		✓	✓		
Evaluation strategies				✓	✓
Expansions			✓	✓	✓
Family centered learning activities	✓	✓			
Guided practice & planned interactions with different speakers	✓	✓	✓	✓	
Guided practice for families with service personnel from school and government agencies	✓	✓			
Guided practice in classroom behavior expectations & survival strategies	✓	✓			
Guided practice in cognitive learning strategies		✓	✓	✓	
Guided practice in constructive quality interactions	✓	✓			
Guided practice in PEARL sequence	✓	✓	✓	✓	
Guided reading & writing in home and community language		✓			
Home activities	✓	✓			
Context embedded instruction	✓	✓	✓	✓	
Language games		✓	✓	✓	✓
Language games with L1/L2 match	✓	✓			

Acculturation Quick Screen (AQS)

	AQS 8-14	AQS 15-22	AQS 23-29	AQS 30-36	AQS 37-43
Learning centers or stations			✓	✓	✓
Learning styles (entry points)				✓	✓
Leveled activities			✓	✓	✓
Leveled readers if literate in L1		✓	✓	✓	✓
Leveled reading materials			✓	✓	✓
Listening comprehension (TQLR)			✓	✓	✓
Mediated stimuli in classroom	✓	✓	✓		
Modeling	✓	✓	✓		
Organization and sorting strategies			✓	✓	✓
PEARL sequence for all content lessons		✓	✓	✓	✓
Peer/school adaptation process support	✓	✓			
Reduced stimuli	✓				
Rehearsal strategies			✓	✓	✓
Rest and relaxation techniques	✓	✓	✓		
Role-playing			✓		
Scaffolding		✓	✓	✓	
Self-monitoring techniques			✓	✓	✓
Self-reinforcement strategies			✓	✓	✓
Sheltered cognitive learning strategies		✓			
Sheltered interactions	✓	✓			
Sheltered instruction		✓	✓		
Sheltered Language	✓	✓			
Study Skills			✓	✓	✓
Survival strategies for parents and families	✓	✓			
Survival strategies for students	✓	✓			
Total physical response	✓	✓			
Videotapes and booklets about schools, communities, social service providers, laws.	✓	✓			
Word walls and labels in both languages	✓	✓	✓		
Wordless picture books	✓	✓	✓		

Significantly Less Acculturated: 8-14

Summary of Strategies for Significantly Less Acculturated Students

Bilingual peers
Bilingual aide, texts
Content Language games in L1
Context embedding
Demonstrations
Guided practice in classroom behavior expectations & survival strategies
Guided practice in constructive quality interactions
Guided practice in PEARL sequence
Modeling
Peer school adaptation process support
Reduced stimuli
Rest and relaxation techniques
Survival strategies for students
Total physical response
Wordless picture books

1) *Bilingual Aide*

- a) Purpose of the Strategy
 - i) Build upon existing language strengths of student
 - ii) Develop cognitive academic language
 - iii) Build transfer skills
 - iv) Build awareness of appropriate academic behavior
 - v) Strengthen knowledge of academic content
- b) How to do it
 - i) At Tier 1, this strategy is done within the general education classroom with a bilingual adult working in coordination with the classroom teacher. An instructional assistant or aide fluent in both English and the native or home language of ELL students is available within the classroom to assist ELL/LEP students when possible, regarding content instruction, academic behavior and communication. The bilingual instructional assistant coordinates with the teacher in presenting content area instruction to all students. The aide must be trained in providing bilingual assistance and must plan lessons with the teacher.
 - ii) At Tier 2, an instructional assistant or aide is available within the classroom to assist ELL/LEP students in home and community language when possible, regarding content instruction, academic behavior and communication. The instructional assistant coordinates with the teacher in presenting content area instruction to all students. The aide must be trained in providing bilingual assistance and must plan lessons with the teacher.
 - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time. An instructional assistant or aide is available within the classroom to assist ELL/LEP students in home and community language when possible, regarding content

Acculturation Quick Screen (AQS)

instruction, academic behavior and communication. The instructional assistant coordinates with the teacher in presenting content area instruction to all students. The aide must be trained in providing bilingual assistance and must plan lessons with the teacher.

- iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP. An instructional assistant or aide is available within the classroom to assist ELL/LEP students in home and community language when possible, regarding content instruction, academic behavior and communication. The instructional assistant coordinates with the teacher in presenting content area instruction to all students. The aide must be trained in providing bilingual assistance and must plan lessons with the teacher.
- c) Research base
 - i) Cole (1995)
 - ii) Kovelman, I., Baker, S., & Petitto, L. (2008)
 - iii) Garcia, E. E. (2005)
 - iv) Collier (2003)
- d) What to watch for with ELL/CLD students
 - i) When this strategy is used for sequential translation, i.e. the teacher speaks and then the aide speaks, ELL/LEP students may become dependent upon the bilingual aide and remain unengaged while the teacher speaks in English, waiting for the interpretation and explanation by the bilingual aide.
 - ii) Better use would be for the aide to prepare the ELL/LEP students for the English lesson by reviewing key vocabulary words, explaining what will be occurring and discussing what the teacher's expectations will be for the students' performance. This would then be followed by the teacher presenting the lesson in English. Students would be given the opportunity to ask for specific clarification only during the lesson.
 - iii) Students could work on their projects subsequent to the English lesson with the assistance of the bilingual aide as needed. Content discussion and clarification should be in the students' most proficient language while they are preparing their task or project for presentation in English with the rest of the class.

2) **Bilingual peers**

- a) Purpose of the Strategy
 - i) Build upon existing language strengths of student
 - ii) Develop cognitive academic language
 - iii) Develop basic interpersonal communication
 - iv) Build transfer skills
 - v) Develop content knowledge foundation
- b) How to do it
 - i) At Tier 1, this strategy is done by pairing students within an integrated classroom.
 - ii) This strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Home and community language peers who are more proficient in English assist home and community language students in specific content area lessons and activities. The peer assistants are given training in being a tutor, with guidelines about how to facilitate

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learning without doing another's work, how to translate appropriately, and how to monitor for understanding.

- iv) This can be part of a general classroom buddy system where students are matched up with partners of differing skills for specific activities.
- c) Research base
 - i) Cole (1995)
 - ii) Kovelman, I., Baker, S., & Petitto, L. (2008)
 - iii) Garcia, E. E. (2005)
- d) What to watch for with ELL/CLD students
 - i) With specific first generation refugee, indigenous, migrant and immigrant groups the teacher must be careful about pairing students based on her own perceptions of them coming from similar language backgrounds. There can be cultural and class differences which will make the partners uncomfortable with one another.
 - ii) The teacher must be prepared to deal with prejudice between populations where language is the same but culture, class, or racial issues may impede comfort and communication. American "all togetherness" may come in time, but the teacher must proceed slowly and not push.
 - iii) Students may interact more as they become more comfortable in the classroom or more trusting that they are accepted and valued.

3) **Bilingual texts**

- a) Purpose of the Strategy
 - i) Build upon existing language skills of students
 - ii) Develop cognitive academic language
 - iii) Build home and community language-to-English transfer skills
 - iv) Strengthen knowledge of academic content
 - v) Develop confidence in academic interactions
- b) How to do it
 - i) At Tier 1, this strategy is facilitates understanding content area instruction within the integrated general education classroom and may be done by pairing students within an integrated classroom.
 - ii) This strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Duplicate or parallel texts are available in English and home and community language of students for all content areas. Reference texts are available in English, bilingual, or home and community language format. Students are shown how and when to access the texts.
 - iv) One source for bilingual materials in Spanish is the Colorín Colorado website and organization, <http://www.colorincolorado.org>.
 - v) Another source is the National Council for Lifelong Learning and Work Skills (CONEVyT). CONEVyT was created in 2002 in Mexico to provide primary and secondary education and training to adults (15+) left behind in education in that country as well as migrant populations living in the U.S. Through an online portal and a network of Plazas Comunitarias where direct instruction, assessment and varied materials can be found, both U.S. and Mexican governments make educational support

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available for anyone willing to learn or to teach. For more information go to www.conevyt.org.mx.

- c) Research base
 - i) Cole, R. W. (Ed.). (1995)
 - ii) Garcia, E. E. (2005)
 - iii) Hu, R., & Commeyras, M. (2008)
 - iv) Kovelman, I., Baker, S., & Petitto, L. (2008)
 - v) Ma, J. (2008)
- d) What to watch for with ELL/CLD students
 - i) Not all ELL/CLD students are literate in their home or community language.
 - ii) Picture dictionaries with bilingual words and definitions are usually the most practical reference to use with younger, less educated students.

4) *Content Language games in L1*

- a) Purpose of the Strategy
 - i) Develop cognitive academic language
 - ii) Develop basic interpersonal communication
 - iii) Build transfer skills
 - iv) Develop content knowledge foundation
- b) How to do it
 - i) At Tier 1, this strategy can be done in the general education classroom with all students participating. Students may play in groups with culture and language peers at first and then mixed groups of diverse students as they become comfortable with the games activities.
 - ii) At Tier 2, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Students play language games that reinforce specific content. The games are structured to reinforce and elaborate on content knowledge while developing home and community language and English language skills including turn taking, asking questions, giving appropriate responses, giving directions, and other game, communication and interaction skills.
 - iv) Examples of game structures are memory games like “Concentration”, rummy games such as “Go Fish”, and matching games such as “Old Maid”.
 - v) The content topics of the games can be chosen and developed to match a specific topic or lesson in the classroom and to reinforce the vocabulary words of that lesson. Some examples might be: terms from the rainforest, historical events, types of animals, mathematical equations, visits to community locations, workers in the community, etc.
 - vi) These are also useful in illustrating second language learning strategies. All of the three basic games, SETS, PAIRS, and MEMORY, can be played to reinforce receptive and expressive language, visual and auditory memory, or content literacy.
 - vii) The games can be played periodically during the school year to provide a review of foundation concepts when making a transition to a new topic or subject matter. The cards may also be used individually as flashcards to review the vocabulary words, and language content.

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- viii) The games may be used as an alternate assessment process. By watching the students play the card games, especially when a lot of expressive and receptive language is required, the teacher will be able to observe the extent to which individual students have acquired the learning concepts and content or how well they have retained previously presented information.
- ix) All of the games can be played to reinforce receptive and expressive language, visual and auditory memory, or content literacy. If students are non-verbal, the games can be played through cognitive visual matching. If students do not speak English or are limited English proficient, the games can be played in their native language or bilingually. They can play using as much English as they have acquired, and finally wholly in English.
- x) Example game: WEATHER game may be used in versatile ways to supplement content lessons at any grade level. It is best used as a review, reinforcement or assessment tool. There are three basic games which can be played with these cards: Sets, Pairs, and Memory. Each of the three basic games can be varied according to specific lesson objectives. The Cards in WEATHER consist of 9 sets of four cards per set illustrating common weather conditions in English. These are the weather words most often used in calendar activities in the classroom.
 - (1) Players: Two to six in each group playing.
 - (2) Object: To collect the most sets of four of a kind.
 - (3) Deal: Cards are dealt one at a time. Each player receives five cards. The rest of the pack is placed face down in the center of the table to form the 'draw' pile.
 - (4) Play: Have the students choose the first player by names alphabetically, ages, or other device. Starting with the first player, each player calls another by name and requests cards of a specific type, as: "David, do you have any sunny days?" The player asking must hold at least one of the types of card requested. The player asked must give up the card requested, saying: "Yes, Kala, I have a sunny day." Another variation of this is to have the player ask for a category first. If Kala successfully identifies the picture, "cloudy day", then she gets the card. The player asked does not have to say she has more of the set of cards if she has more than one of the same set of cards. The player requesting has to ask for each individual card. E.g. "David, do you have another cloudy day?"
 - (5) If the player asked does not have any cards of the type requested, then she says "Draw!" and the asker draws the top card from the draw pile. A player's turn to ask continues so long as she is successful in getting the cards requested. If he is told to draw and happens to draw a card of the type requested, the player may show this card, name it, and continue the turn. As soon as any player gets a set of all four cards of one type, they must show them and give the names of the cards out loud, placing them on the table in front of him or her. If played competitively, the player who collects the most sets by the end of the game wins.
- c) Research base
 - i) Law & Eckes (2000)
 - ii) Ajibade, Y., & Ndububa, K. (2008)
 - iii) Padak, N., & Rasinski, T. (2008)
 - iv) Wright, A., Betteridge, D., & Buckby, M. (2006)

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- d) What to watch for with ELL/CLD students
 - i) Be sure to establish consistent game playing rules and phrases that all students are to use when playing the game. At first, these can be as simple as “Do you have an xxx?” “Is this an xxx?” Here are xxx”.
 - ii) The phrases can become more complex and more ‘natural’ as students become more comfortable playing the games.

5) ***Context embedding***

- a) Purpose of the Strategy
 - i) Develop content knowledge foundation
 - ii) Develop cognitive academic language proficiency
 - iii) Develop content area skills
- b) How to do it
 - i) At Tier 1, this strategy is used with all students in the general education classroom in all content areas at the beginning of every lesson.
 - ii) This strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) The teacher presents lessons with concrete, physical models and demonstrations of both content and expected performance. Language is simplified and content focused. Lessons address real life situations and learning.
 - iv) Students are encouraged to work in small groups on content-focused activities and to discuss lessons in home and community language.
- c) Research base
 - i) Cummins, J. (1984)
 - ii) Cummins, J., Baker, C., & Hornberger, N. H. (2001)
 - iii) Donaldson, M. (1978)
 - iv) Roessingh, H., Kover, P., & Watt, D. (2005)
- d) What to watch for with ELL/CLD students
 - i) Vocabulary may be previewed with fluent speakers in the students’ most proficient language.
 - ii) Some cultures may have strictures against children handling or being too close to certain objects. Always screen items ahead of time with knowledgeable community members.

6) ***Demonstrations***

- a) Purpose of the Strategy
 - i) Improve confidence in academic interactions
 - ii) Reduce distractibility
 - iii) Build academic transfer skills
 - iv) Develop content knowledge foundation
- b) How to do it
 - i) At Tier 1, this strategy can be used in any lesson and in any classroom by teachers, peer tutors, instructional assistants, and volunteers.
 - ii) This strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.

Acculturation Quick Screen (AQS)

- iii) The teacher, assistant or peer demonstrates the content of the lesson. The content is explained in the home and community language when possible, and each aspect of the lesson is demonstrated.
- iv) Students demonstrate their understanding of the lesson and content.
- v) Activities and assessment are designed to facilitate demonstration of understanding.
- c) Research base
- d) Echevarria, J., Vogt, M. E., & Short, D. (2007)
 - i) Gibbons, P. (2006)
- e) What to watch for with ELL/CLD students
 - i) This strategy is consistent with both SIOP and the Guided Language Acquisition Design (GLAD) process used in many ELL programs.
- 7) ***Guided practice in classroom behavior expectations & survival strategies***
 - a) Purpose of the Strategy
 - i) Build transfer skills
 - ii) Develop personal control of situations
 - iii) Improve confidence in school interactions
 - iv) Reduce distractibility
 - v) Reduce acting out behaviors
 - vi) Develop confidence in cognitive academic interactions
 - b) How to do it
 - i) At Tier 1, this strategy is done with the entire general education classroom population.
 - ii) This strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Primary grades: Intermediate student, peer or specialist demonstrates how to act in a given school or school culture situation. The situation is explained, in home and community language when possible, and each stage is modeled. Students then practice each stage of the interaction with familiar participants until comfortable and successful in appropriate behaviors.
 - iv) Intermediate: Secondary student, peer or specialist demonstrates how to act in a given school or school culture situation. The situation is explained, in home and community language when possible, and each stage is modeled. Students then practice each stage of the interaction with familiar participants until comfortable and successful in appropriate behaviors.
 - v) Secondary: Older peer or specialist demonstrates how to act in a given school or school culture situation. The situation is explained, in home and community language when possible, and each stage is modeled. Students then practice each stage of the interaction with familiar participants until comfortable and successful in appropriate behaviors.
 - c) Research base
 - i) Buchanan, L. (1990)
 - ii) Hafernik, J. J., Messerschmitt, D. S., & Vandrick, S. (2002)
 - iii) Rubenstein, I. Z. (2006)
 - iv) Davis, B. M. (2005)
 - v) Nelson, J. R., Martella, R., & Galand, B. (1998)
 - vi) Rubenstein, I. Z. (2006)

Acculturation Quick Screen (AQS)

- d) What to watch for with ELL/CLD students
 - i) Particular social groups and cultures have different expectations of adult and children when it comes to being accountable for task completion. This is a learned difference between cultures. The teacher needs to be aware that the expectations in an American school may need to be taught directly to CLD students and not just assumed to be understood.
 - ii) One way to introduce the idea of behavior and strategies specific to your classroom is to ask students about how their parents have them behave at home or learned playing games. This can then be expanded to the idea of acting appropriately in a classroom.
 - iii) Demonstrate all of the desired behaviors and strategies. Some role play may be helpful. Examples of bad behaviors may be used with caution.

8) ***Guided practice in constructive quality interactions***

- a) Purpose of the Strategy
 - i) Build transfer skills
 - ii) Build awareness of appropriate school language and rules for academic and social behaviors
 - iii) Develop confidence in school language and rules for academic and social interactions
 - iv) Develop personal control of situations
 - v) Reduce response fatigue
- b) How to do it
 - i) At Tier 1, this strategy may be done by pairing or grouping students within an integrated classroom and having peer or aide demonstrate.
 - ii) At Tier 2, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Peer or specialist demonstrates how to act or speak in a given school culture situation. The situation is explained in home and community language when possible, and each stage is modeled. Representatives of school language and rules who are familiar to the learners come into the classroom and role play the situation with the instructor. Students then practice each stage of the interaction with these familiar participants until comfortable with the interaction.
- c) Research base
 - i) Carrigan (2001)
 - ii) Cole (1995)
- d) What to watch for with ELL/CLD students
 - i) Learning to survive and thrive in a new environment is challenging for anyone. This can be especially difficult for ELL and CLD learners and their families as they learn to interact in a new language and with new social rules and expectations.
 - ii) Bring in people from the community with whom the participants are comfortable first. Gradually expand the interaction circle as folks become more confident.
 - iii) Small social support groups within school and within the community can provide a 'safe' group within which to ask questions and learn ways to succeed at tasks or in solving problems.

9) ***Guided practice in PEARL sequence***

- a) Purpose of the Strategy

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- i) Strengthen learning to learn skills
- ii) Build foundation for learning
- iii) Strengthen retention and application abilities
- iv) Build transfer skills
- v) Facilitate discussion about new learning
- b) How to do it
 - i) At Tier 1, this strategy is done in general education and integrated classrooms where all students follow the PEARL sequence. Students discuss each step and why they are to do it. PEARL is:
 - (1) Preview
 - (2) Embed
 - (3) Attach
 - (4) Ratchet
 - (5) Look Back
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Research base
 - (1) Collier (2001)
 - (2) Gardner (2000)
 - (3) Strickland, Ganske, & Monroe (2002)
 - (4) Collins Block, C., & Mangieri, J. N. (2003)
 - (5) Roessingh, H., Kover, P., & Watt, D. (2005)
 - (6) Walter, C. (2004)
- c) What to watch for with ELL/CLD students
 - i) Particular social groups and cultures have different expectations for learning and teaching. This is a learned difference between cultures. The teacher needs to be aware that the expectations in an American school and assumptions about how learning occurs may need to be taught directly to CLD students and not just assumed to be understood.
 - ii) One way to introduce the idea of learning to learn strategies specific to your classroom is to ask students about how their parents have them learn things, actions, or tasks at home. This can then be expanded to the idea of learning to learn in your classroom.
 - iii) Demonstrate all of the desired behaviors and strategies. Some role play may be helpful. Examples of good learning strategies are helpful. Examples of ineffective or poor learning behaviors may be used with caution.

10) Modeling

- a) Purpose of the Strategy
 - i) Reduce code-switching
 - ii) Develop cognitive academic language
 - iii) Build transfer skills
 - iv) Develop content knowledge foundation
- b) How to do it
 - i) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.

Acculturation Quick Screen (AQS)

- ii) Teacher models academic responses and expectations. The situation is explained in home and community language when possible, and each response and expectation is modeled. Students then practice each response and interaction until comfortable and successful.
- c) Research base
 - i) Tovani (2000) has a good discussion about the importance of modeling.
 - ii) Cole (1995)
 - iii) Collier (2003)
- d) What to watch for with ELL/CLD students
 - i) Remember that some ELL and CLD students have had very little experience with school or with being with people outside of their own family or culture. They may not know what action you are modeling if it is something they have never experienced or seen.
 - ii) The desired action and response need to be explained in the students' most proficient language.

11) Peer/school adaptation process support

- a) Purpose of the Strategy
 - i) Build awareness of adaptation process
 - ii) Strengthen ability to discuss what is happening
 - iii) Reduce anxiety and stress
- b) How to do it
 - i) At Tier 1, this strategy is most effective where there are more than a few diverse learners at each grade level and where some of these students have been in the school for more than a year or two.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Primary level: successful older students in the upper grades assist younger students around the school building and during lunch and play times. This can be used in conjunction with and as a supplement to a peer buddy system within individual classrooms.
 - iv) Intermediate level: this strategy works well with facilitating adaptation and communication. A peer support group is established and given time to meet regularly. The support group discusses their experiences with school adaptation and how they are dealing with culture shock. Successful students from secondary level may assist as peer support models.
 - v) Secondary level: this strategy works well with facilitating adaptation and communication and also may assist as students prepare to transition out of school into the work environment. A peer support group is established and given time to meet regularly. The peer support group discusses their experiences with school adaptation and how they are dealing with culture shock and specific language and learning transition issues. This may be paired with a college mentor program.
- c) Research base
 - i) Carrigan (2001)
- d) What to watch for with ELL/CLD students

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- i) Students may wish to discuss their struggles only in the home language and with peers from similar backgrounds. With first generation refugee and immigrant groups the teacher must be careful about pairing students of similar language background without also considering cultural and class differences which may exist.
- ii) The teacher must be prepared to deal with prejudice between populations where language is the same but culture, class, or racial issues may impede comfort and communication. American “all togetherness” may come in time, but the teacher must proceed slowly and not push.
- iii) Students may interact more as they become more comfortable in the classroom or more trusting that they are accepted and valued.

12) *Reduced stimuli*

- a) Purpose of the Strategy
 - i) Enhance ability of students to focus on learning
 - ii) Encourage questioning and exploration of new learning
 - iii) Reduce response fatigue
 - iv) Reduce culture shock
 - v) Develop personal control of situations
- b) How to do it
 - i) At Tier 1, this strategy is done at the beginning of the school year and possibly at the beginning of each semester depending on the time of year new students seem to enroll and may be done by pairing students within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) The teacher starts the classroom with relatively blank walls and empty spaces, also monitoring the use of music and other auditory materials.
 - iv) Teacher does not display or use visual / auditory materials until students have been introduced to the content or have produced the materials themselves.
 - (1) Visual, tactile, and auditory experiences are introduced gradually and with demonstration.
- c) Research base
 - i) Nelson, P., Kohnert, K., Sabur, S., & Shaw, D. (2005)
 - ii) Wortham, S. C. (1996)
- d) What to watch for with ELL/CLD students
 - i) Newcomers may become overly stimulated by lots of bright, new, unfamiliar, strange objects, signs, sounds, and miscellany within their new classroom. They do not know what is important to attend to and what is not important. It is all new and exciting.
 - ii) This is also going to impact students with undiagnosed neurological conditions that they have not yet learned to accommodate.
 - iii) Better to start out with less and add as students become comfortable and familiar with what is in the classroom.

13) *Rest and relaxation techniques*

- a) Purpose of the Strategy
 - i) Enhance ability of students to learn new things
 - ii) Develop self-monitoring skills

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- iii) Reduce anxiety and stress responses
- iv) Reduce culture shock side effects
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
 - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
 - v) Relaxation techniques are shown in video or demonstration form with an explanation in home and community language when possible. Students discuss when they might need to use these techniques.
- c) Research base
 - i) Allen, J. S., Klein, & R. J. (1997)
 - ii) R. M., & Page, T. S. (2003)
 - iii) Thomas, P. (2006)
- d) What to watch for with ELL/CLD students
 - i) Heightened anxiety, distractibility, and response fatigue are all common side effects of the acculturation process and attributes of culture shock.
 - ii) ELL and CLD students need more time to process classroom activities and tasks. Building in rest periods will provide thinking and processing breaks in their day.

14) Survival strategies for students

- a) Purpose of the Strategy
 - i) Build awareness of appropriate behaviors for school language and rules
 - ii) Build transfer skills
 - iii) Develop confidence in school culture interactions
 - iv) Develop personal control of situations
 - v) Reduce response fatigue
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher identifies basic “rules” of social and formal interaction that students will need to know immediately. Students may identify situations where they made mistakes. Teacher, assistant, and peers discuss situations and what interactions are expected. Students may need to practice these interactions.
- c) Research base
 - i) Ashworth, M., & Wakefield, P. (2004)
 - ii) Felix-Brasdefer, J. C. (2008)
 - iii) Jackson, P. W., Boostrom, R. E., & Hansen, D. T. (1998)
 - iv) Johnson, B., Juhasz, A., Marken, J., & Ruiz, B. R. (1998)
- d) What to watch for with ELL/CLD students

Acculturation Quick Screen (AQS)

- i) Particular social groups and cultures have different expectations of adult and children when it comes to following rules. This is a learned difference between cultures. The teacher needs to be aware that the expectations in an American school may need to be taught directly to CLD students and not just assumed to be understood.
- ii) One way to introduce the idea of behavior and strategies specific to your classroom is to ask students about how their parents have them behave at home or learned playing games. This can then be expanded to the idea of acting appropriately in a classroom.
- iii) Demonstrate all of the desired behaviors and strategies. Some role play may be helpful. Examples of bad behaviors may be used with caution

15) Total physical response

- a) Purpose of the Strategy
 - i) Build transfer skills
 - ii) Build awareness of appropriate communication behaviors for school language and rules
 - iii) Develop confidence in school language and rules for academic and social interactions
 - iv) Develop cognitive academic language
 - v) Reduce code-switching
 - vi) Reduce stress for new students
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) A popular and effective way of teaching language that actively involves the students and focuses on understanding the language rather than speaking it. TPR method asks the students to demonstrate that they understand the new language by responding to a command with an action. At first, the teacher gives the commands and does the actions along with the student. As the student understands the vocabulary, the teacher stops doing the action and has the student do the action alone. Later, the student can give commands to other students or to the teacher.
 - iv) Teacher and assistant model words and phrases in action in various school settings, both in and out of the classroom. For example, teaching the response to a question such as “what is this” or “what can you do with this” by saying and acting out the phrases “This is a pencil.” “This pencil is used for writing on paper.” Students take different roles in the interactions and practice these with each other and with the teacher. Expansion: Students may suggest communication situations in which they would like specific assistance.
- c) Research base
 - i) Asher (1980)
 - ii) Law & Eckes (2000)
 - iii) Collier (2003)
- d) What to watch for with ELL/CLD students
 - i) Although this is a common beginner or newcomer strategy for use with ELL students, the teacher must still be cautious about making assumptions about CLD students understanding of the actions required in the classroom.

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- ii) The teacher must clearly model and act out every action required before asking students to repeat the action.

16) Wordless Picture books

- a) Purpose of the Strategy
 - i) Improve sequencing skills
 - ii) Facilitate reading process
 - iii) Improve vocabulary
- b) How to do it
 - i) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - ii) Using wordless picture books with emerging readers of all ages is very effective. It builds upon the learner's oral language skills to develop the reading process. This allows for variations in phonology, syntax, vocabulary, intonation, etc., to be accommodated in an integrated classroom, i.e., all students can participate in the activity regardless of reading level. The teacher selects a wordless picture book of high interest content to the students. Wordless picture books are available at all age/grade levels. The students can "read" the pictures in small groups or individually, telling the "story" as they see it. Students can also make their own wordless picture books.
- c) Research base
 - i) Opitz (1998)
- d) What to watch for with ELL/CLD students
 - i) Teachers may need to model how to go through a book, how to follow the sequence of the story through the pictures.
 - ii) Begin with pictures the students recognize from their own experiences. Introduce new and unusual illustrations after the students understand what the process of reading is like in a wordless picture book.
- e) Another variation on this is to use modern "pop-up" books for telling the story. Some of these are quite sophisticated and may be used in math and science lessons as well.

Strategies for Families of Significantly Less & Less Acculturated Students

Summary of Strategies for Families of Significantly Less & Less Acculturated

Cross-cultural counseling for families
Family-centered learning activity
Guided practice w/ service personnel from school/government agencies
Home activities
Survival strategies for parents/families
Videotapes & booklets about schools, communities, social service providers, laws

1) *Cross-cultural counseling for families*

- a) Purpose of the Strategy
 - i) Develop personal control of situations
 - ii) Enhance student interaction with family during transition
 - iii) Facilitate family adaptation to new community
 - iv) Reduce anxiety and stress
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Specialist with training in cross-cultural stress responses and culture shock provides family counseling and guidance.
- c) Research base
 - i) Carrigan (2001)
 - ii) Law & Eckes (2000)
 - iii) Brownlie & King (2000)
- d) What to watch for with ELL/CLD students
 - i) Many cultures have adverse reactions to “official” personnel getting involved with the family and particularly with someone telling them how to raise their children.
 - ii) The specialist facilitating the counseling must be trained not only in cross-cultural techniques but also familiar with the particular culture and language of the family being assisted.

2) *Family-centered learning activity*

- a) Purpose of the Strategy
 - i) Build awareness of academic expectations
 - ii) Build awareness of appropriate school language and rules for academic and social behaviors
 - iii) Build upon family language and culture
 - iv) Strengthen school/parent partnerships
- b) How to do it
 - i) At Tier 1, this strategy is useful in building family involvement in school as well as strengthening the support at home for student learning.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.

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- iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
- iv) Evening learning activities are offered to families centered on specific content areas. For example, Family Math, Family Computer, and Family Literacy Nights, offering several interactive activities, provide an educational and fun setting for all. Parents benefit from home and community language explanations when possible, about education outcomes, and how they can help students at home.
- v) These activities can be done bilingually or wholly in the family language. If Spanish speakers, you can tie into the existing Spanish language computer, math, science and language materials available online from CONEVyT.
- c) Research base
 - i) Garcia, D. C., Hasson, D. J., Hoffman, E., Paneque, O. M., & Pelaez, G. (1996)
 - ii) Sink Jr, D. W., Parkhill, M. A., Marshall, R., Norwood, S., & Parkhill, M. (2005)
- d) What to watch for with ELL/CLD students
 - i) It is important to tie these extracurricular activities into general classroom content areas. These can be a point of academic content support by offering the activities in the home language of participants as well as having bilingual personnel available.
 - ii) The Mexican government offers free materials and textbooks that can supplement these activities for Spanish speaking families. Contact the Mexican embassy or consulate closest to you to find out more. An example of what the Mexican government offers is National Council for Lifelong Learning and Work Skills (CONEVt). CONEVt was created in 2002 in Mexico to provide primary and secondary education and training to adults (15+) left behind in education in that country as well as migrant populations living in the U.S. Through an online portal and a network of Plazas Comunitarias where direct instruction, assessment and varied materials can be found, both U.S. and Mexican governments make educational support available for anyone willing to learn or to teach. For more information go to www.conevt.org.mx.
- 3) ***Guided practice w/ service personnel from school/government agencies***
 - a) Purpose of the Strategy
 - i) Improve confidence in official interactions
 - ii) Strengthen school/parent partnerships
 - iii) Reduce anxiety and stress
 - b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Peer or specialist demonstrates how to act in a given situation. The situation is explained in home and community language when possible, and each step is modeled. Parents may suggest situations with which they want assistance. Parents, students and community members then practice each stage of the interaction, taking different roles each time until comfortable and successful in appropriate behaviors.
 - c) Research base
 - i) Carrigan (2001)

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- d) What to watch for with ELL/CLD students
 - i) Depending upon their particular history, parents and community members from particular cultures may have had very negative relationships with government agencies and representatives in their country or region of origin.
 - ii) Personnel working with diverse families need extensive training in how to be most effective cross-culturally while at the same time sensitive to and responsive to the differences within specific speech communities.
 - iii) Families and parents from diverse communities may need preparation and training in how to interact with government officials and representatives.
 - iv) They may also need assistance in how to ask for assistance, how to request interpreters, how to access services, etc.

4) *Home activities*

- a) Purpose of the Strategy
 - i) Develop cognitive academic language
 - ii) Build transfer skills
 - iii) Improve school/parent partnership
 - iv) Develop content knowledge foundation
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher sends home specific content support activities for parents and students to do together. Parents are asked to read/work through the activities in both home and community language and English with their students.
- c) Research base
 - i) Cole (1995)
 - ii) Collier (2003)
- d) What to watch for with ELL/CLD students
 - i) Not all parents will be literate in their home language so you cannot just send materials home.
 - ii) Parents will need to have the process explained and what is expected explained in the home language.
 - iii) Some programs provide training to parents about how to read to their children and provide books in the home language to facilitate this process.

5) *Survival strategies for parents/families*

- a) Purpose of the Strategy
 - i) Build transfer skills
 - ii) Build awareness of appropriate behaviors for school language and rules
 - iii) Develop confidence in school culture interactions
 - iv) Develop personal control of situations
 - v) Reduce culture shock
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.

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- ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
- iii) Liaison or specialist identifies basic “rules” of social and formal interaction that parents will need to know immediately. Parents may identify situations where they have made mistakes or which they would like assistance with. Facilitator and parents discuss situations and what is expected within these situations. Parents practice and discuss their responses and strategies in these situations, with opportunity for student input.
- c) Research base
 - i) Carrigan (2001)
 - ii) Collier (2003)
- d) What to watch for with ELL/CLD students
 - i) Particular social groups and cultures have different expectations of adult and children when it comes to being accountable for task completion. This is a learned difference between cultures. The teacher needs to be aware that the expectations in an American school may need to be taught directly to CLD students and not just assumed to be understood.
 - ii) One way to introduce the idea of behavior and strategies specific to your classroom is to ask students about how their parents have them behave at home or learned playing games. This can then be expanded to the idea of acting appropriately in a classroom.
 - iii) Demonstrate all of the desired behaviors and strategies. Some role play may be helpful. Examples of bad behaviors may be used with caution.
- 6) ***Videotapes & booklets about North American schools, communities, social service providers, laws***
 - a) Purpose of the Strategy
 - i) Build awareness of appropriate academic behavior
 - ii) Build transfer skills
 - iii) Reinforce school/parent partnership
 - iv) Reduce culture shock
 - v) Develop personal control of situations
 - b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Groups of students and/or their families view videos developed locally or available from national organizations and others about public schools and about interacting with service personnel. Best shown in home and community language and with facilitator. Students are encouraged to discuss with their families what they see and experience in school.
 - c) Research base
 - i) Carrigan (2001) pp 54-58
 - ii) Kamps, D. (2007)
 - iii) Koskinen, P. A., & Blum, I. H. (1984)
 - iv) Wood, K. D., & Algozzine, B. (1994)

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- v) Wood, K. D., & Harmon, J. M. (2001)
- vi) Zutell, J., & Rasinski, T. V. (1991)
- d) What to watch for with ELL/CLD students
 - i) There are some excellent locally produced materials about school and service options within and for specific communities. The local school district may keep these in the media center. They may also be available through a local college or university.
 - ii) The teacher should be aware of the diversity of reaction to depictions of official or government agencies and laws. These can raise the “affective filter” or emotional response of both students and parents to discussions about services.
 - iii) Always have interpreters available for in depth discussion of the materials presented.

Less Acculturated: 15-22

Summary of Strategies for Less Acculturated Students

- Bilingual Aide
- Bilingual peers
- Bilingual texts
- Consistent Sequence
- Content modification
- Context embedding
- Cross-cultural counseling
- Demonstration
- Experience-based learning
- Guided practice & planned interactions with different speakers
- Guided practice in classroom behavior expectations & survival strategies
- Guided practice in cognitive learning strategies
- Guided practice in constructive quality interactions
- Guided reading & writing in home and community language
- Home activities
- Language games with L1/L2 match
- Leveled readers if literate in L1
- Modeling
- PEARL sequence for all content lessons
- Peer / school adaptation process support
- Rest and relaxation techniques
- Scaffolding
- Sheltered cognitive learning strategies
- Sheltered interactions
- Sheltered Language
- Survival strategies for students
- Word walls and labels in both languages
- Wordless picture books

1) *Bilingual Aide*

- a) Purpose of the Strategy
 - i) Build upon existing language strengths of student
 - ii) Develop cognitive academic language
 - iii) Build transfer skills
 - iv) Build awareness of appropriate academic behavior
 - v) Strengthen knowledge of academic content
- b) How to do it
 - i) At Tier 1, this strategy is done within the general education classroom with a bilingual adult working in coordination with the classroom teacher. An instructional assistant or aide fluent in both English and the native or home language of ELL students is available

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- within the classroom to assist ELL/LEP students when possible, regarding content instruction, academic behavior and communication. The bilingual instructional assistant coordinates with the teacher in presenting content area instruction to all students. The aide must be trained in providing bilingual assistance and must plan lessons with the teacher.
- ii) At Tier 2, an instructional assistant or aide is available within the classroom to assist ELL/LEP students in home and community language when possible, regarding content instruction, academic behavior and communication. The instructional assistant coordinates with the teacher in presenting content area instruction to all students. The aide must be trained in providing bilingual assistance and must plan lessons with the teacher.
 - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time. An instructional assistant or aide is available within the classroom to assist ELL/LEP students in home and community language when possible, regarding content instruction, academic behavior and communication. The instructional assistant coordinates with the teacher in presenting content area instruction to all students. The aide must be trained in providing bilingual assistance and must plan lessons with the teacher.
 - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP. An instructional assistant or aide is available within the classroom to assist ELL/LEP students in home and community language when possible, regarding content instruction, academic behavior and communication. The instructional assistant coordinates with the teacher in presenting content area instruction to all students. The aide must be trained in providing bilingual assistance and must plan lessons with the teacher.
- c) Research base
 - i) Cole (1995) pp 59-63
 - ii) Kovelman, I., Baker, S., & Petitto, L. (2008)
 - iii) Garcia, E. E. (2005)
 - iv) Collier (2003)
 - d) What to watch for with ELL/CLD students
 - i) When this strategy is used for sequential translation, i.e. the teacher speaks and then the aide speaks, ELL/LEP students may become dependent upon the bilingual aide and remain unengaged while the teacher speaks in English, waiting for the interpretation and explanation by the bilingual aide.
 - ii) Better use would be for the aide to prepare the ELL/LEP students for the English lesson by reviewing key vocabulary words, explaining what will be occurring and discussing what the teacher's expectations will be for the students' performance. This would then be followed by the teacher presenting the lesson in English. Students would be given the opportunity to ask for specific clarification only during the lesson.
 - iii) Students could work on their projects subsequent to the English lesson with the assistance of the bilingual aide as needed. Content discussion and clarification should

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be in the students' most proficient language while they are preparing their task or project for presentation in English with the rest of the class.

2) *Bilingual peers*

- a) Purpose of the Strategy
 - i) Build upon existing language strengths of student
 - ii) Develop cognitive academic language
 - iii) Develop basic interpersonal communication
 - iv) Build transfer skills
 - v) Develop content knowledge foundation
- b) How to do it
 - i) At Tier 1, this strategy is done by pairing students within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Home and community language peers who are more proficient in English assist home and community language students in specific content area lessons and activities. The peer assistants are given training in being a tutor, with guidelines about how to facilitate learning without doing another's work, how to translate appropriately, and how to monitor for understanding.
 - iv) This can be part of a general classroom buddy system where students are matched up with partners of differing skills for specific activities.
- c) Research base
 - i) Cole (1995)
 - ii) Kovelman, I., Baker, S., & Petitto, L. (2008)
 - iii) Garcia, E. E. (2005)
- d) What to watch for with ELL/CLD students
 - i) With specific first generation refugee, indigenous, migrant and immigrant groups the teacher must be careful about pairing students based on her own perceptions of them coming from similar language backgrounds. There can be cultural and class differences which will make the partners uncomfortable with one another.
 - ii) The teacher must be prepared to deal with prejudice between populations where language is the same but culture, class, or racial issues may impede comfort and communication. American "all togetherness" may come in time, but the teacher must proceed slowly and not push.
 - iii) Students may interact more as they become more comfortable in the classroom or more trusting that they are accepted and valued.

3) *Bilingual texts*

- a) Purpose of the Strategy
 - i) Build upon existing language skills of students
 - ii) Develop cognitive academic language
 - iii) Build home and community language-to-English transfer skills
 - iv) Strengthen knowledge of academic content
 - v) Develop confidence in academic interactions
- b) How to do it

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- i) At Tier 1, this strategy is facilitates understanding content area instruction within the integrated general education classroom.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.
 - iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iv) Duplicate or parallel texts are available in English and home and community language of students for all content areas. Reference texts are available in English, bilingual, or home and community language format. Students are shown how and when to access the texts.
 - v) One source for bilingual materials in Spanish is the Colorín Colorado website and organization, <http://www.colorincolorado.org>.
 - vi) Another source is the National Council for Lifelong Learning and Work Skills (CONEVyT). CONEVyT was created in 2002 in Mexico to provide primary and secondary education and training to adults (15+) left behind in education in that country as well as migrant populations living in the U.S. Through an online portal and a network of Plazas Comunitarias where direct instruction, assessment and varied materials can be found, both U.S. and Mexican governments make educational support available for anyone willing to learn or to teach. For more information go to www.conevyt.org.mx.
- c) Research base
- i) Cole, R. W. (Ed.). (1995)
 - ii) Garcia, E. E. (2005)
 - iii) Hu, R., & Commeyras, M. (2008)
 - iv) Kovelman, I., Baker, S., & Petitto, L. (2008)
 - v) Ma, J. (2008)
- d) What to watch for with ELL/CLD students
- i) Not all ELL/CLD students are literate in their home or community language.
 - ii) Picture dictionaries with bilingual words and definitions are usually the most practical reference to use with younger, less educated students.
- 4) Consistent Sequence**
- a) Purpose of the Strategy
- i) Build academic transfer skills
 - ii) Build awareness of appropriate academic behaviors
 - iii) Improve confidence in academic interactions
 - iv) Reduce distractibility
- b) How to do it
- i) At Tier 1, this strategy is done within the general education classroom with all students and may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) The teacher presents all content lessons with the same instructional language and direction sequence to the extent possible.

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- iv) Posters can be put up around the room with the lesson process and the teacher may point to each step as she/he goes through the lesson.
- v) Expansion: Students can role-play giving the directions themselves.
- c) Research base
 - i) Mathes, P. G., Pollard-Durodola, S. D., Cárdenas-Hagan, E., Linan-Thompson, S., & Vaughn, S. (2007)
 - ii) Vaughn, S., & Linan-Thompson, S. (2007)
- d) What to watch for with ELL/CLD students
 - i) This strategy is consistent with the Sheltered Instruction Observation Protocol (SIOP) model used in many ELL programs.
 - ii) Newcomers who have never attended school may become confused if every lesson and activity occur in seemingly random patterns. They do not know what is expected of them at various stages of the lesson. They do not know what to attend to and what is less important.
 - iii) This is also going to impact students with undiagnosed attention deficit disorders that they have not yet learned to accommodate.
 - iv) Better to start out with simple consistent steps and add as students become comfortable and familiar with what is going to happen in the classroom.
- 5) Content modification**
 - a) Purpose of the Strategy
 - i) Adapt content to meet individual or unique student needs
 - ii) Improve motivation and response
 - iii) Reduce frustration
 - b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher uses subject matter, rather than specific linguistic skill exercises, to teach English to students with limited proficiency in English. Allow student who has difficulty with writing activities to tape-record his answers.
 - c) Research base
 - i) Arkoudis, S. (2005)
 - ii) Brinton, D. M., Wesche, M., & Snow, M. A. (2003)
 - iii) Echevarria, J., & Graves, A. (2006)
 - iv) McIntyre, E., Kyle, D., Chen, C., Kraemer, J., & Parr, J. (2009)
 - v) Weisman, E., & Hansen, L. (2007)
 - d) What to watch for with ELL/CLD students
 - i) This can be done in any language and content lesson, but will need to be explained in student's most proficient language.
 - ii) Provide lots of practice and modeling.
 - iii) When presenting a topic, the teacher can ask students for what specifically they would like to learn about this topic.
- 6) Context embedding**
 - a) Purpose of the Strategy

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- i) Develop content knowledge foundation
 - ii) Develop cognitive academic language proficiency
 - iii) Develop content area skills
 - b) How to do it
 - i) At Tier 1, this strategy is used with all students in the general education classroom in all content areas at the beginning of every lesson.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) The teacher presents lessons with concrete, physical models and demonstrations of both content and expected performance. Language is simplified and content focused. Lessons address real life situations and learning.
 - iv) Students are encouraged to work in small groups on content-focused activities and to discuss lessons in home and community language.
 - c) Research base
 - i) Cummins, J. (1984)
 - ii) Cummins, J., Baker, C., & Hornberger, N. H. (2001)
 - iii) Donaldson, M. (1978)
 - iv) Roessingh, H., Kover, P., & Watt, D. (2005)
 - d) What to watch for with ELL/CLD students
 - i) Vocabulary may be previewed with fluent speakers in the students' most proficient language.
 - ii) Some cultures may have strictures against children handling or being too close to certain objects. Always screen items ahead of time with knowledgeable community members.
- 7) ***Cross-cultural counseling***
- a) Purpose of the Strategy
 - i) Enhance awareness of school adaptation process
 - ii) Reduce anxiety and stress
 - iii) Develop personal control of situations
 - b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Primary grades: Teachers and assistants receive training in cross-cultural stress response patterns and interventions for use in the classroom.
 - iv) Intermediate grades: Teachers receive training in cross-cultural stress response patterns and interventions for use in the classroom. Specialist with training in cross-cultural stress responses and "culture shock" provides counseling and guidance.
 - v) Secondary grades: Specialist with training in cross-cultural stress responses and culture shock provides counseling and guidance.
 - c) Research base
 - i) Burnham, J. J., Mantero, M., & Hooper, L. M. (2009)
 - ii) Johnson, R. (1995)

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- iii) Landis, D., Bennett, J. M., & Bennett, M. J. (2004)
- iv) McAllister, G., & Irvine, J. J. (2000)
- d) What to watch for with ELL/CLD students
 - i) Many cultures have adverse reactions to “official” personnel getting involved with the family and particularly with someone telling them how to raise their children.
 - ii) The specialist facilitating the counseling must be trained not only in cross-cultural techniques but also familiar with the particular culture and language of the family being assisted.

8) ***Demonstration***

- a) Purpose of the Strategy
 - i) Improve confidence in academic interactions
 - ii) Reduce distractibility
 - iii) Build academic transfer skills
 - iv) Develop content knowledge foundation
- b) How to do it
 - i) At Tier 1, this strategy can be used in any lesson and in any classroom by teachers, peer tutors, instructional assistants, and volunteers.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) The teacher, assistant or peer demonstrates the content of the lesson. The content is explained in the home and community language when possible, and each aspect of the lesson is demonstrated.
 - iv) Students demonstrate their understanding of the lesson and content.
 - v) Activities and assessment are designed to facilitate demonstration of understanding.
- c) Research base
- d) Echevarria, J., Vogt, M. E., & Short, D. (2007)
 - i) Gibbons, P. (2006)
- e) What to watch for with ELL/CLD students
 - i) This strategy is consistent with both SIOP and the Guided Language Acquisition Design (GLAD) process used in many ELL programs.
 - ii) Students who have never been schooled before will not know what is expected and will benefit from concrete direct demonstrations of content elements and activity expectations.

9) ***Experience-based learning***

- a) Purpose of the Strategy
 - i) Build transfer skills
 - ii) Develop cognitive academic language
 - iii) Develop content knowledge foundation
 - iv) Facilitate analogy strategies
- b) How to do it
 - i) At Tier 1, this strategy can be done in the general education classroom with all students participating. Students may be paired with culture and language peers at first and then mixed pairs of diverse students as they become comfortable with the strategy.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.

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- iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iv) Primary level: Teacher presents lessons with concrete reference to specific experiences in which students have participated. Activity may be paired with field trips or other shared experiences; may be in reference to prior life experiences of ELL/LEP students. Community members may make presentations about events significant to students' families. Teacher then has students tell what their illustrations depict and writes down verbatim what the students say. Students then read back to the teacher what has been written.
 - v) Intermediate and secondary levels: teacher guides students to illustrate and write their own stories about their experiences. These stories can be put into collections and bound for use by other students. Stories can be kept in the classroom, library or media center.
 - c) Research base
 - i) Echevarria, J., Vogt, M. E., & Short, D. (2007)
 - ii) Gibbons, P. (2002)
 - iii) Nessel, D. D., & Nixon, C. N. (2008)
 - iv) Wasik, B. H. (2004)
 - v) Cole (1995)
 - vi) Beckett, G. H. (2002)
 - vii) Beckett, G. H., & Miller, P. C. (Ed.). (2006)
 - viii) Beckett, G. H., & Slater, T. (2005)
 - ix) Coelho, E., & Rivers, D. (2003)
 - d) What to watch for with ELL/CLD students
 - i) Some shared experiences will be very novel for particular cultural members of a group, more so than for other members. Be sure to give those who have never seen something before, extra preparation time and explanations of what they are going to see or do during the field trip or experience.
 - ii) Be sure students are matched with peers with whom they can communicate comfortably while they are all learning the strategy and steps in the process.
 - iii) Be sensitive to cultural mores about certain experiences and businesses. You may need to spend extra time discussing what is going to be seen and heard, or in some cases prepared to have some students participate in a related but separate activity.
- 10) Guided practice & planned interactions with different speakers**
- a) Purpose of the Strategy
 - i) Build transfer skills
 - ii) Build awareness of appropriate school language and rules for communication behaviors
 - iii) Develop confidence in school language and rules for academic and social interactions
 - iv) Develop cognitive academic language
 - v) Develop personal control of situations
 - vi) Reduce anxiety in social/academic interactions
 - vii) Reduce response fatigue
 - b) How to do it

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- i) At Tier 1, this strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.
 - iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iv) Peer or specialist demonstrates how to act or speak in a given school culture situation. The situation is explained in the home and community language when possible, and each part of the situation is modeled.
 - v) Representatives of the mainstream school language and rules who are familiar to the learners come into the classroom and act out the situation with the instructor. Students then practice each part of the interaction with these familiar participants until comfortable with the interaction. Expansion: Students select new interactions they wish to learn.
 - c) Research base
 - i) Cole, R. W. (Ed.). (1995)
 - ii) Haneda, M. (2008)
 - iii) Reggy-Mamo, M. (2008)
 - iv) Ross, D. (1971)
 - d) What to watch for with ELL/CLD students
 - i) It is important to have the example speakers be people with whom the students are familiar and comfortable.
 - ii) This can be paired with role play of school interactions.
- 11) Guided practice in classroom behavior expectations & survival strategies**
- a) Purpose of the Strategy
 - i) Build transfer skills
 - ii) Develop personal control of situations
 - iii) Improve confidence in school interactions
 - iv) Reduce distractibility
 - v) Reduce acting out behaviors
 - vi) Develop confidence in cognitive academic interactions
 - b) How to do it
 - i) At Tier 1, this strategy is done with the entire general education classroom population and may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Primary grades: Intermediate student, peer or specialist demonstrates how to act in a given school or school culture situation. The situation is explained, in home and community language when possible, and each stage is modeled. Students then practice each stage of the interaction with familiar participants until comfortable and successful in appropriate behaviors.
 - iv) Intermediate: Secondary student, peer or specialist demonstrates how to act in a given school or school culture situation. The situation is explained, in home and community

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language when possible, and each stage is modeled. Students then practice each stage of the interaction with familiar participants until comfortable and successful in appropriate behaviors.

- v) Secondary: Older peer or specialist demonstrates how to act in a given school or school culture situation. The situation is explained, in home and community language when possible, and each stage is modeled. Students then practice each stage of the interaction with familiar participants until comfortable and successful in appropriate behaviors.
- c) Research base
 - i) Buchanan, L. (1990)
 - ii) Hafernik, J. J., Messerschmitt, D. S., & Vandrick, S. (2002)
 - iii) Rubenstein, I. Z. (2006)
 - iv) Davis, B. M. (2005)
 - v) Nelson, J. R., Martella, R., & Galand, B. (1998)
 - vi) Rubenstein, I. Z. (2006)
- d) What to watch for with ELL/CLD students
 - i) Particular social groups and cultures have different expectations of adult and children when it comes to being accountable for task completion. This is a learned difference between cultures. The teacher needs to be aware that the expectations in an American school may need to be taught directly to CLD students and not just assumed to be understood.
 - ii) One way to introduce the idea of behavior and strategies specific to your classroom is to ask students about how their parents have them behave at home or learned playing games. This can then be expanded to the idea of acting appropriately in a classroom.
 - iii) Demonstrate all of the desired behaviors and strategies. Some role play may be helpful. Examples of bad behaviors may be used with caution.

12) Guided practice in constructive quality interactions

- a) Purpose of the Strategy
 - i) Build transfer skills
 - ii) Build awareness of appropriate school language and rules for academic and social behaviors
 - iii) Develop confidence in school language and rules for academic and social interactions
 - iv) Develop personal control of situations
 - v) Reduce response fatigue
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Peer or specialist demonstrates how to act or speak in a given school culture situation. The situation is explained in home and community language when possible, and each stage is modeled. Representatives of school language and rules who are familiar to the learners come into the classroom and role play the situation with the instructor. Students then practice each stage of the interaction with these familiar participants until comfortable with the interaction.
- c) Research base

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- i) Carrigan (2001)
- ii) Cole (1995)
- d) What to watch for with ELL/CLD students
 - i) Learning to survive and thrive in a new environment is challenging for anyone. This can be especially difficult for ELL and CLD learners and their families as they learn to interact in a new language and with new social rules and expectations.
 - ii) Bring in people from the community with whom the participants are comfortable first. Gradually expand the interaction circle as folks become more confident.
 - iii) Small social support groups within school and within the community can provide a ‘safe’ group within which to ask questions and learn ways to succeed at tasks or in solving problems.

13) Guided reading & writing in home and community language

- a) Purpose of the Strategy
 - i) Improve motivation
 - ii) Minimize behavior problems
 - iii) Build transfer skills
 - iv) Develop confidence in school language and rules for academic and social interactions
 - v) Reduce code-switching
 - vi) Develop cognitive academic language
- b) How to do it
 - i) At Tier 1, this strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.
 - iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iv) Teacher directs advanced-fluency student to lead a guided reading or writing activity in the home and community language. Students can reread parts of a story in pairs after the directed reading activity rather than have one student read while the others all listen. Students then write their own summaries of what they have read. Writing can be in either home and community language or English. During this time the students have a chance to help each other. Advanced-fluency students can dramatize and create dialog to illustrate the action.
 - v) Expansion: Students can create dialogue and dramatize to illustrate the action of the story or passage.
- c) Research base
 - i) Strickland, Ganske, & Monroe (2002)
 - ii) Cole (1995)
 - iii) Haneda, M. (2008)
 - iv) Reggy-Mamo, M. (2008)
 - v) Ross, D. (1971)
- d) What to watch for with ELL/CLD students
 - i) Not all ELL/CLD students are literate in their home or community language.
 - ii) Picture dictionaries with bilingual words and definitions are usually the most practical reference to use with younger, less educated students.

14) Home activities

- a) Purpose of the Strategy
 - i) Develop cognitive academic language
 - ii) Build transfer skills
 - iii) Improve school/parent partnership
 - iv) Develop content knowledge foundation
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher sends home specific content support activities for parents and students to do together. Parents are asked to read/work through the activities in both home and community language and English with their students.
- c) Research base
 - i) Cole (1995)
 - ii) Collier (2003)
- d) What to watch for with ELL/CLD students
 - i) Not all parents will be literate in their home language so you cannot just send materials home.
 - ii) Parents will need to have the process explained and what is expected explained in the home language.
 - iii) Some programs provide training to parents about how to read to their children and provide books in the home language to facilitate this process.

15) Language games

- a) Purpose of the Strategy
 - i) Develop cognitive academic language
 - ii) Develop basic interpersonal communication
 - iii) Build transfer skills
 - iv) Develop content knowledge foundation
- b) How to do it
 - i) At Tier 1, this strategy can be done in the general education classroom with all students participating. Students may play in groups with culture and language peers at first and then mixed groups of diverse students as they become comfortable with the games activities.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.
 - iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iv) Students play language games that reinforce specific content. The games are structured to reinforce and elaborate on content knowledge while developing home and community language and English language skills including turn taking, asking questions, giving appropriate responses, giving directions, and other game, communication and interaction skills.

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- v) Examples of game structures are memory games like “Concentration”, rummy games such as “Go Fish”, and matching games such as “Old Maid”.
- vi) The content topics of the games can be chosen and developed to match a specific topic or lesson in the classroom and to reinforce the vocabulary words of that lesson. Some examples might be: terms from the rainforest, historical events, types of animals, mathematical equations, visits to community locations, workers in the community, etc.
- vii) These are also useful in illustrating second language learning strategies. All of the three basic games, SETS, PAIRS, and MEMORY, can be played to reinforce receptive and expressive language, visual and auditory memory, or content literacy.
- viii) The games can be played periodically during the school year to provide a review of foundation concepts when making a transition to a new topic or subject matter. The cards may also be used individually as flashcards to review the vocabulary words, and language content.
- ix) The games may be used as an alternate assessment process. By watching the students play the card games, especially when a lot of expressive and receptive language is required, the teacher will be able to observe the extent to which individual students have acquired the learning concepts and content or how well they have retained previously presented information.
- x) All of the games can be played to reinforce receptive and expressive language, visual and auditory memory, or content literacy. If students are non-verbal, the games can be played through cognitive visual matching. If students do not speak English or are limited English proficient, the games can be played in their native language or bilingually. They can play using as much English as they have acquired, and finally wholly in English.
- xi) Example game: WEATHER game may be used in versatile ways to supplement content lessons at any grade level. It is best used as a review, reinforcement or assessment tool. There are three basic games which can be played with these cards: Sets, Pairs, and Memory. Each of the three basic games can be varied according to specific lesson objectives. The Cards in WEATHER consist of 9 sets of four cards per set illustrating common weather conditions in English. These are the weather words most often used in calendar activities in the classroom.
 - (1) Players: Two to six in each group playing.
 - (2) Object: To collect the most sets of four of a kind.
 - (3) Deal: Cards are dealt one at a time. Each player receives five cards. The rest of the pack is placed face down in the center of the table to form the 'draw' pile.
 - (4) Play: Have the students choose the first player by names alphabetically, ages, or other device. Starting with the first player, each player calls another by name and requests cards of a specific type, as: “David, do you have any sunny days?” The player asking must hold at least one of the types of card requested. The player asked must give up the card requested, saying: “Yes, Kala, I have a sunny day.” Another variation of this is to have the player ask for a category first. If Kala successfully identifies the picture, “cloudy day”, then she gets the card. The player asked does not have to say she has more of the set of cards if she has more than one of the same set of cards. The player requesting has to ask for each individual card. E.g. “David, do you have another cloudy day?”

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- (5) If the player asked does not have any cards of the type requested, then she says "Draw!" and the asker draws the top card from the draw pile. A player's turn to ask continues so long as she is successful in getting the cards requested. If he is told to draw and happens to draw a card of the type requested, the player may show this card, name it, and continue the turn. As soon as any player gets a set of all four cards of one type, they must show them and give the names of the cards out loud, placing them on the table in front of him or her. If played competitively, the player who collects the most sets by the end of the game wins.
- c) Research base
 - i) Law & Eckes (2000)
 - ii) Ajibade, Y., & Ndububa, K. (2008)
 - iii) Padak, N., & Rasinski, T. (2008)
 - iv) Wright, A., Betteridge, D., & Buckby, M. (2006)
 - d) What to watch for with ELL/CLD students
 - i) Be sure to establish consistent game playing rules and phrases that all students are to use when playing the game. At first, these can be as simple as "Do you have an xxx?" "Is this an xxx?" Here are xxx".
 - ii) The phrases can become more complex and more 'natural' as students become more comfortable playing the games.

16) Modeling

- a) Purpose of the Strategy
 - i) Reduce code-switching
 - ii) Develop cognitive academic language
 - iii) Build transfer skills
 - iv) Develop content knowledge foundation
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher models academic responses and expectations. The situation is explained in home and community language when possible, and each response and expectation is modeled. Students then practice each response and interaction until comfortable and successful.
- c) Research base
 - i) Tovani (2000) has a good discussion about the importance of modeling
 - ii) Cole (1995)
 - iii) Collier (2003)
- d) What to watch for with ELL/CLD students
 - i) Remember that some ELL and CLD students have had very little experience with school or with being with people outside of their own family or culture. They may not know what action you are modeling if it is something they have never experienced or seen.
 - ii) The desired action and response need to be explained in the students' most proficient language.

17) *Peer / school adaptation process support*

- a) Purpose of the Strategy
 - i) Build awareness of adaptation process
 - ii) Strengthen ability to discuss what is happening
 - iii) Reduce anxiety and stress
- b) How to do it
 - i) At Tier 1, this strategy is most effective where there are more than a few diverse learners at each grade level and where some of these students have been in the school for more than a year or two.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.
 - iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iv) Primary level: successful older students in the upper grades assist younger students around the school building and during lunch and play times. This can be used in conjunction with and as a supplement to a peer buddy system within individual classrooms.
 - v) Intermediate level: this strategy works well with facilitating adaptation and communication. A peer support group is established and given time to meet regularly. The support group discusses their experiences with school adaptation and how they are dealing with culture shock. Successful students from secondary level may assist as peer support models.
 - vi) Secondary level: this strategy works well with facilitating adaptation and communication and also may assist as students prepare to transition out of school into the work environment. A peer support group is established and given time to meet regularly. The peer support group discusses their experiences with school adaptation and how they are dealing with culture shock and specific language and learning transition issues. This may be paired with a college mentor program.
- c) Research base
 - i) Carrigan (2001)
- d) What to watch for with ELL/CLD students
 - i) Students may wish to discuss their struggles only in the home language and with peers from similar backgrounds. With first generation refugee and immigrant groups the teacher must be careful about pairing students of similar language background without also considering cultural and class differences which may exist.
 - ii) The teacher must be prepared to deal with prejudice between populations where language is the same but culture, class, or racial issues may impede comfort and communication. American “all togetherness” may come in time, but the teacher must proceed slowly and not push.
 - iii) Students may interact more as they become more comfortable in the classroom or more trusting that they are accepted and valued.

18) *Rest and relaxation techniques*

- a) Purpose of the Strategy
 - i) Enhance ability of students to learn new things
 - ii) Develop self-monitoring skills

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- iii) Reduce anxiety and stress responses
- iv) Reduce culture shock side effects
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Relaxation techniques are shown in video or demonstration form with an explanation in home and community language when possible. Students discuss when they might need to use these techniques.
- c) Research base
 - i) Allen, J. S., Klein, & R. J. (1997)
 - ii) R. M., & Page, T. S. (2003)
 - iii) Thomas, P. (2006)
- d) What to watch for with ELL/CLD students
 - i) Heightened anxiety, distractibility, and response fatigue are all common side effects of the acculturation process and attributes of culture shock.
 - ii) ELL and CLD students need more time to process classroom activities and tasks. Building in rest periods will provide thinking and processing breaks in their day.

19) Scaffolding

- a) Purpose of the Strategy
 - i) Scaffolding is a way to support, elaborate and expand upon students' language as they learn to read (and write).
 - ii) Scaffolds are temporary frameworks that offer students immediate access to the meanings and pleasure of print.
- b) How to do it
 - i) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - ii) For example, one scaffolding strategy is paired reading. The teacher has students sit in pairs with one copy of the same book between them. All students are to read along during the activity, but only those students who the teacher taps or stands behind are to read aloud. The teacher may move around the room in a random manner, tapping or standing behind different pairs of students. When he/she taps the new pair, they start reading wherever the previous pair stopped reading. The voices may overlap slightly. The same story may then be read by groups of various sizes in the same manner.
 - iii) Another scaffolding technique is to have various students holding puppets or models representing characters or passages in the reading and when the person or persons reading get to that passage, the puppets or pictures representative of that passage are held up for all to see. Sentence level scaffolds and discourse scaffolds (such as story mapping) are further examples of supporting language and reading.
- c) Research base
 - i) Opitz (1998)
 - ii) Vygotsky 1962
- d) What to watch for with ELL/CLD students

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- i) Teachers will need to lay a foundation for learning and continue to support new learners through the process until they are ready to go on their own.
- ii) It is important to remember not to continue extensive scaffolding beyond the point of skill acquisition. The learner must become empowered to proceed on her own.
- iii) Vygotsky discusses this in the context of the zone of proximal development.

20) *Sheltered interactions*

- a) Purpose of the Strategy
 - i) Build transfer skills
 - ii) Develop confidence in school culture interactions
 - iii) Develop higher tolerance
 - iv) Facilitate access of prior knowledge
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher develops a game or other casual group interaction activity. Teacher or specialist explains in home and community language when possible, what is going to occur and whom the students are going to meet. The home and community culture students are introduced to the school culture students and they engage in the game or activity together.
- c) Research base
 - i) Cole, R. W. (Ed.). (1995)
 - ii) Cloud, N., Genesee, F., & Hamayan, E. (2000)
 - iii) Echevarria, J., & Graves, A. (2006)
 - iv) Echevarria, J., Vogt, M. E., & Short, D. (2007)
 - v) Garber-Miller, K. (2006)
- d) What to watch for with ELL/CLD students
 - i) It is important to have the example speakers be people with whom the students are familiar and comfortable.
 - ii) This can be paired with role play of school interactions.

21) *Sheltered Language*

- a) Purpose of the Strategy
 - i) Develop cognitive academic language proficiency
 - ii) Develop content area skills
 - iii) Reduce distractibility
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher presents lessons with concrete models and demonstrations of both content and expected performance. Language is simplified and content focused.
- c) Research base
 - i) Cloud, N., Genesee, F., & Hamayan, E. (2000)

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- ii) Echevarria, J. (1995)
- iii) Echevarria, J., Vogt, M. E., & Short, D. (2007)
- iv) Gibbons, P. (2002)
- v) Hansen-Thomas, H. (2008)
- vi) Short, D., & Echevarria, J. (2004)
- d) What to watch for with ELL/CLD students
 - i) Building familiarity is critical for the success of this strategy. Not all ELL/CLD students will know what the objects or models represent.
 - ii) The teacher will need to introduce the models or objects in full scale representations or use the actual items to build a true understanding. Only after students have actually seen, felt, smelled, and possibly tasted an apple will they respond to a picture of an apple.

22) *Survival strategies for students*

- a) Purpose of the Strategy
 - i) Build awareness of appropriate behaviors for school language and rules
 - ii) Build transfer skills
 - iii) Develop confidence in school culture interactions
 - iv) Develop personal control of situations
 - v) Reduce response fatigue
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher identifies basic “rules” of social and formal interaction that students will need to know immediately. Students may identify situations where they made mistakes. Teacher, assistant, and peers discuss situations and what interactions are expected. Students may need to practice these interactions.
- c) Research base
 - i) Ashworth, M., & Wakefield, P. (2004)
 - ii) Felix-Brasdefer, J. C. (2008)
 - iii) Jackson, P. W., Boostrom, R. E., & Hansen, D. T. (1998)
 - iv) Johnson, B., Juhasz, A., Marken, J., & Ruiz, B. R. (1998)
- d) What to watch for with ELL/CLD students
 - i) Particular social groups and cultures have different expectations of adult and children when it comes to following rules. This is a learned difference between cultures. The teacher needs to be aware that the expectations in an American school may need to be taught directly to CLD students and not just assumed to be understood.
 - ii) One way to introduce the idea of behavior and strategies specific to your classroom is to ask students about how their parents have them behave at home or learned playing games. This can then be expanded to the idea of acting appropriately in a classroom.
 - iii) Demonstrate all of the desired behaviors and strategies. Some role play may be helpful. Examples of bad behaviors may be used with caution

23) *Wordless picture books*

- a) Purpose of the Strategy

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- i) Improve sequencing skills
- ii) Facilitate reading process
- iii) Improve vocabulary
- b) How to do it
 - i) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - ii) Using wordless picture books with emerging readers of all ages is very effective. It builds upon the learner's oral language skills to develop the reading process. This allows for variations in phonology, syntax, vocabulary, intonation, etc., to be accommodated in an integrated classroom, i.e., all students can participate in the activity regardless of reading level. The teacher selects a wordless picture book of high interest content to the students. Wordless picture books are available at all age/grade levels. The students can "read" the pictures in small groups or individually, telling the "story" as they see it. Students can also make their own wordless picture books.
- c) Research base
 - i) Opitz (1998)
- d) What to watch for with ELL/CLD students
 - i) Teachers may need to model how to go through a book, how to follow the sequence of the story through the pictures.
 - ii) Begin with pictures the students recognize from their own experiences. Introduce new and unusual illustrations after the students understand what the process of reading is like in a wordless picture book.
 - iii) Another variation on this is to use modern "pop-up" books for telling the story. Some of these are quite sophisticated and may be used in math and science lessons as well.

In Transition: 23-29

Summary of Strategies for Students In Transition

- Academic language instruction and transition
- Advanced organizers
- Bilingual peers
- Cognitive learning strategies
- Context embedding
- Context-embedded instruction
- Cross-cultural communication strategies
- Language games
- Leveled reading materials
- Mediated stimuli in classroom
- Organization and sorting
- Role-playing
- Scaffolding
- Self-monitoring techniques
- Self-reinforcement
- Sheltered instruction

1) *Academic language instruction and transition*

- a) Purpose of the Strategy
 - i) Develop cognitive academic language
 - ii) Build transfer skills
 - iii) Reduce code-switching
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher working with student peers or assistant discusses the language of learning and the classroom. Bilingual posters and signs about academic language are posted and referred to regularly. Periodically the teacher will stop a lesson in various content areas and ask students what is being discussed and how the material is being presented, as well as expected academic behaviors.
- c) Research base
 - i) Law & Eckes (2000)
- d) What to watch for with ELL/CLD students
 - i) Proficiency in using and understanding academic language will develop and grow with exposure and practice.
 - ii) Some ELL/CLD students will have limited or no prior experience in classrooms, instructional settings, or school buildings and will need step by step guidance in the vocabulary and language of instruction and the classroom environment.

2) *Advanced organizers*

Acculturation Quick Screen (AQS)

- a) Purpose of the Strategy
 - i) Build first language to English transfer skills
 - ii) Build awareness of the appropriate content language in English culture/language
 - iii) Develop confidence in academic interactions
- b) How to do it
 - i) At Tier 1, this cognitive strategy is conducted in the general classroom with all students. The teacher or assistant previews lesson content in first language when possible, outlining key issues, rehearsing vocabulary, and reviewing related prior knowledge.
 - ii) At Tier 2, this strategy is done with small groups. Teacher has the target student preview lesson for less-advanced students, outlining key issues, rehearsing vocabulary, and reviewing related prior knowledge. Advanced fluency student helps less-advanced students understand how to organize their reading and writing materials.
 - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time. Teacher has the target student preview lesson for less-advanced students, outlining key issues, rehearsing vocabulary, and reviewing related prior knowledge. Advanced fluency student helps less-advanced students understand how to organize their reading and writing materials.
 - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP. Teacher has the target student preview lesson for less-advanced students, outlining key issues, rehearsing vocabulary, and reviewing related prior knowledge. Advanced fluency student helps less-advanced students understand how to organize their reading and writing materials.
 - v) May use analogy strategy described below to teach one or more of the advanced organizer tools, e.g., KWL+, W-star, Graphic Organizer, Mind Map, etc. Students implement strategy with specific task or lesson.
 - vi) KWL+ is done by asking the students to discuss the following questions before beginning the lesson: What do you already know about this content? What do you want to know about this content? What will we learn about this? Why should we learn this? And how will we learn this content? This may be done on a chart and student answers posted on the chart.
 - vii) W-Star is done by asking the students to brainstorm before beginning a reading: Who do you think this story/event is about? Where do you think the story/event is located? When do you think the story/event occurs? How do you think the story/event turns out? The answers are written onto the points of a star diagram, each point of which represents one of the “w” questions.
 - viii) Mind Mapping has various forms but the basic idea is to put the central concept or vocabulary word related to what will be in the lesson in a circle on the board or on a piece of paper. Students then generate other words or concepts related to that main idea and connect them to the center like spokes on a wheel. For each of these ideas or words another set of connections may be made and so on and so on outward from the center concept.
 - ix) When applying the Advanced Organizer strategy students work through problems or tasks using a sequence of ordering, sequencing, and connecting techniques. Suppose you want your students to write a short personal reflection about the story, “Everyone Cooks Rice” by Norah Dooley, that the class has just finished reading together. You

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would start by having your students work in small groups of similar ability level. You would show a copy of a graphic organizer form outline (see Chapter 4 of Section II) on the overhead projector or drawn on the white board. Each group would be assigned 2 or 3 of the boxes in the graphic organizer. For example, you might assign the most challenged group to fill in the box about Title, Author, location, and country. Another group would be responsible for the Main & Supporting Characters. Another group would be responsible for identifying the sequence of events in the story and a summary statement about these. Another group could be assigned to identify the main problem faced by the main character. After reading the story through the first time, the groups complete their tasks and you or they write down their answers on the large or projected graphic organizer. Now as a group you ask about how this main problem (finding Anthony) was resolved, the barriers to resolution that Carrie faced, and things in the story that helped Carrie solve her problem. The class can now discuss the final resolution (everyone is home for dinner) and what the moral of the story might be in their perspective. You can expand this activity by comparing and contrasting the story with others like it or with happenings in the students' own lives.

- x) You might now step back from the lesson and discuss the metacognitive learning that you have provided students, the learning to learn lesson that is represented by the strategy you had them use.
- xi) Steps for Teaching Advanced Organizers
 - (1) Inform the students what Advanced Organizers are, how they operate, when to use them, and why they are useful. Begin by saying that Advanced Organizers are a way to help them (the students) plan and remember. They work by previewing or putting information concerning the lesson or assignment they are working upon into graphic form. Once they learn how to use Advanced Organizers, they can use them anytime and with any content or lesson you give them to do.
 - (2) Use Cues, metaphors, analogies, or other means of elaborating on a description of Advanced Organizers combined with visual cues. One way to do this is to have the group look at a blueprint of a house or other building they are familiar with. Have them see how the architect had to plan for everything ahead of time and create a 'preview' or graphic image of what everyone was going to have to do to complete the construction. Explain that almost anyone could help construct the house or building by reading the blueprint and the ability to 'read' and understand these is a special and critical skill that will be useful to them later in life.
 - (3) Lead group discussions about the use of Advanced Organizers. Have students start with talking about a lesson they have just successfully completed. They can go back through the lesson or book using different Advanced Organizer tools to see how they work and what is required. Encourage them to ask you anything about the learning process they want clarified.
 - (4) Provide guided practice in applying Advanced Organizers to particular tasks. Work directly with student groups demonstrating and modeling how to identify elements. Have more skilled students demonstrate for the class.
 - (5) Provide feedback on monitoring use and success of Advanced Organizers. While students use Advanced Organizers in small groups, you should move around the room listening and supplying encouragement for consistent use of the tools. As

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students get more comfortable using these tools you can have them monitor one another in the use of the strategy.

- c) Research base
 - i) Moore, Alvermann, & Hinchmann (2000)
 - ii) Collier (2002)
 - iii) Heacox (2002)
 - iv) Opitz (1998)
 - v) Harwell (2001)
- d) What to watch for with ELL/CLD students
 - i) There are cultural differences in cognitive/learning style and some ELL/CLD students may not respond to the “brainstorming” construct behind most advanced organizers.
 - ii) By keeping the graphic design of the advanced organizer as close as possible to the illustrations in the text or some aspect of the lesson, the teacher can more tightly connect the concepts being studied with the what/who/where questioning that precedes the lesson.
 - iii) This is another activity that works best with preparation in the students’ most proficient language and relevance to their culture before proceeding.

3) ***Bilingual Peers***

- a) Purpose of the Strategy
 - i) Build upon existing language strengths of student
 - ii) Develop cognitive academic language
 - iii) Develop basic interpersonal communication
 - iv) Build transfer skills
 - v) Develop content knowledge foundation
- b) How to do it
 - i) At Tier 1, this strategy is done by pairing students within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Home and community language peers who are more proficient in English assist home and community language students in specific content area lessons and activities. The peer assistants are given training in being a tutor, with guidelines about how to facilitate learning without doing another’s work, how to translate appropriately, and how to monitor for understanding.
 - iv) This can be part of a general classroom buddy system where students are matched up with partners of differing skills for specific activities.
- c) Research base
 - i) Cole (1995)
 - ii) Kovelman, I., Baker, S., & Petitto, L. (2008)
 - iii) Garcia, E. E. (2005)
- d) What to watch for with ELL/CLD students
 - i) With specific first generation refugee, indigenous, migrant and immigrant groups the teacher must be careful about pairing students based on her own perceptions of them coming from similar language backgrounds. There can be cultural and class differences which will make the partners uncomfortable with one another.

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- ii) The teacher must be prepared to deal with prejudice between populations where language is the same but culture, class, or racial issues may impede comfort and communication. American “all togetherness” may come in time, but the teacher must proceed slowly and not push.
- iii) Students may interact more as they become more comfortable in the classroom or more trusting that they are accepted and valued.

4) ***Context embedding***

- a) Purpose of the Strategy
 - i) Develop content knowledge foundation
 - ii) Develop cognitive academic language proficiency
 - iii) Develop content area skills
- b) How to do it
 - i) This strategy is used with all students in the general education classroom in all content areas at the beginning of every lesson.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.
 - iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iv) The teacher presents lessons with concrete, physical models and demonstrations of both content and expected performance. Language is simplified and content focused. Lessons address real life situations and learning.
 - v) Students are encouraged to work in small groups on content-focused activities and to discuss lessons in home and community language.
- c) Research base
 - i) Cummins, J. (1984)
 - ii) Cummins, J., Baker, C., & Hornberger, N. H. (2001)
 - iii) Donaldson, M. (1978)
 - iv) Roessingh, H., Kover, P., & Watt, D. (2005)
- d) What to watch for with ELL/CLD students
 - i) Vocabulary may be previewed with fluent speakers in the students’ most proficient language.
 - ii) Some cultures may have strictures against children handling or being too close to certain objects. Always screen items ahead of time with knowledgeable community members.

5) ***Context-embedded instruction (sheltered techniques)***

- a) Purpose of the Strategy
 - i) Reduce distractibility
 - ii) Develop cognitive academic language proficiency
 - iii) Develop content area skills
 - iv) Develop personal control of situations
 - v) Develop cognitive academic language proficiency
 - vi) Develop personal control of situations
 - vii) Reduce distractibility
- b) How to do it

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- i) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - ii) Teacher always presents lessons with concrete, physical models and demonstrations of both content and expected performance. Language is simplified and content focused.
 - iii) Expansion: Students are encouraged to discuss lesson in home and community language and work in small groups on content activities.
 - c) Research base
 - i) Cole (1995)
 - ii) Echevarria, J., & Graves, A. (2006)
 - iii) Echevarria, J., Vogt, M. E., & Short, D. (2007)
 - d) What to watch for with ELL/CLD students
 - i) Building familiarity is critical for the success of this strategy. Not all ELL/CLD students will know what the objects or models represent.
 - ii) The teacher will need to introduce the models or objects in full scale representations or use the actual items to build a true understanding. Only after students have actually seen, felt, smelled, and possibly tasted an apple will they respond to a picture of an apple.
- 6) *Cross-cultural communication strategies***
- a) Purpose of the Strategy
 - i) Build transfer skills
 - ii) Build awareness of appropriate communication behaviors for school language and rules
 - iii) Develop confidence in school language and rules for academic and social interactions
 - b) How to do it
 - i) This strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.
 - iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iv) The teacher models cross-cultural communication strategies such as reflection, proximics, latency, and active listening. Reflection is positioning yourself in an almost mirror image to the posture of the other person, using similar rate of speech. Proximics is paying attention to how close you are to the other speaker and latency is the culturally learned length of time between one speaker's turn and the next speaker's turn to speak. Active listening is showing that you are paying attention and responding in culturally appropriate ways to indicate your attention. This may include repeating some portion of what was said.
 - v) The teacher has the students practice using these strategies in a variety of interactions.
 - c) Research base
 - i) Croom, L., & Davis, B. H. (2006)
 - ii) Gibbons, P. (2002)
 - iii) Trudeau, K., & Harle, A. Z. (2006)
 - d) What to watch for with ELL/CLD students

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- i) All cultures have different *morés* about how close you can stand or sit next to another person (proximics), who or what you may touch, how much time should elapse before you speak after another person (latency), etc. The teacher should become familiar with these differences regarding the students in this classroom.
- ii) The strategy of reflection can look like mockery and mimicry if not done with sensitivity. The goal is to reflect, not imitate the mode of the speaker.

7) ***Language games***

a) Purpose of the Strategy

- i) Develop cognitive academic language
- ii) Develop basic interpersonal communication
- iii) Build transfer skills
- iv) Develop content knowledge foundation

b) How to do it

- i) This strategy can be done in the general education classroom with all students participating. Students may play in groups with culture and language peers at first and then mixed groups of diverse students as they become comfortable with the games activities.
- ii) At Tier 1, this strategy may be done within an integrated classroom.
- iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
- iv) Students play language games that reinforce specific content. The games are structured to reinforce and elaborate on content knowledge while developing home and community language and English language skills including turn taking, asking questions, giving appropriate responses, giving directions, and other game, communication and interaction skills.
- v) Examples of game structures are memory games like “Concentration”, rummy games such as “Go Fish”, and matching games such as “Old Maid”.
- vi) The content topics of the games can be chosen and developed to match a specific topic or lesson in the classroom and to reinforce the vocabulary words of that lesson. Some examples might be: terms from the rainforest, historical events, types of animals, mathematical equations, visits to community locations, workers in the community, etc.
- vii) These are also useful in illustrating second language learning strategies. All of the three basic games, SETS, PAIRS, and MEMORY, can be played to reinforce receptive and expressive language, visual and auditory memory, or content literacy.
- viii) The games can be played periodically during the school year to provide a review of foundation concepts when making a transition to a new topic or subject matter. The cards may also be used individually as flashcards to review the vocabulary words, and language content.
- ix) The games may be used as an alternate assessment process. By watching the students play the card games, especially when a lot of expressive and receptive language is required, the teacher will be able to observe the extent to which individual students have acquired the learning concepts and content or how well they have retained previously presented information.

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- x) All of the games can be played to reinforce receptive and expressive language, visual and auditory memory, or content literacy. If students are non-verbal, the games can be played through cognitive visual matching. If students do not speak English or are limited English proficient, the games can be played in their native language or bilingually. They can play using as much English as they have acquired, and finally wholly in English.
- xi) Example game: WEATHER game may be used in versatile ways to supplement content lessons at any grade level. It is best used as a review, reinforcement or assessment tool. There are three basic games which can be played with these cards: Sets, Pairs, and Memory. Each of the three basic games can be varied according to specific lesson objectives. The Cards in WEATHER consist of 9 sets of four cards per set illustrating common weather conditions in English. These are the weather words most often used in calendar activities in the classroom.
 - (1) Players: Two to six in each group playing.
 - (2) Object: To collect the most sets of four of a kind.
 - (3) Deal: Cards are dealt one at a time. Each player receives five cards. The rest of the pack is placed face down in the center of the table to form the 'draw' pile.
 - (4) Play: Have the students choose the first player by names alphabetically, ages, or other device. Starting with the first player, each player calls another by name and requests cards of a specific type, as: "David, do you have any sunny days?" The player asking must hold at least one of the types of card requested. The player asked must give up the card requested, saying: "Yes, Kala, I have a sunny day." Another variation of this is to have the player ask for a category first. If Kala successfully identifies the picture, "cloudy day", then she gets the card. The player asked does not have to say she has more of the set of cards if she has more than one of the same set of cards. The player requesting has to ask for each individual card. E.g. "David, do you have another cloudy day?"
 - (5) If the player asked does not have any cards of the type requested, then she says "Draw!" and the asker draws the top card from the draw pile. A player's turn to ask continues so long as she is successful in getting the cards requested. If he is told to draw and happens to draw a card of the type requested, the player may show this card, name it, and continue the turn. As soon as any player gets a set of all four cards of one type, they must show them and give the names of the cards out loud, placing them on the table in front of him or her. If played competitively, the player who collects the most sets by the end of the game wins.
- c) Research base
 - i) Law & Eckes (2000)
 - ii) Ajibade, Y., & Ndububa, K. (2008)
 - iii) Padak, N., & Rasinski, T. (2008)
 - iv) Wright, A., Betteridge, D., & Buckby, M. (2006)
- d) What to watch for with ELL/CLD students
 - i) Be sure to establish consistent game playing rules and phrases that all students are to use when playing the game. At first, these can be as simple as "Do you have an xxx?" "Is this an xxx?" Here are xxx".

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- ii) The phrases can become more complex and more ‘natural’ as students become more comfortable playing the games.

8) *Leveled activities*

- a) Purpose of the Strategy
 - i) Build awareness of learning process
 - ii) Develop extended time on-task
 - iii) Develop personal control of situations
 - iv) Improve retention
 - v) Develop higher tolerance
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher ensures that students with different learning needs work with the same essential ideas and use the same key skills. For example, a student having difficulty with reading still needs to make sense of the basic concepts and ideas of a story. Simultaneously, a student who is advanced in the same subject needs to find genuine challenge in working with these same concepts and ideas. Tiered activities are used so all students focus on essential understandings and skills but at different levels of complexity, abstractness, and open-endedness. This is done by keeping the focus of activity the same but providing routes of access at varying degrees of difficulty.
- c) Research base
 - i) Tomlinson (1999)
 - ii) Heacox (2002)
- d) What to watch for with ELL/CLD students
 - i) The key to integrating instruction in mixed skill classrooms, typical of Tier 2, is the creation of or access to leveled reading, writing, or content materials. Several publishers have excellent leveled materials which can be used as models.
 - ii) An example is books about the ecosystem within a pond. All illustrations are the same and all content is the same, but the reading level of the content in the booklets varies for the ability level of the students, e.g. level 1, level 2, level 3, etc. depending upon the classroom needs.
 - iii) For example, National Geographic publishes magazines that are coded in the upper left corner of the cover for beginner, middle, and advanced readers. They also have topic specific books coded on the back of the cover for levels with one spot, two spots, three spots, or four spots.

9) *Mediated stimuli in classroom*

- a) Purpose of the Strategy
 - i) Enhance ability of student to focus on learning
 - ii) Facilitate discussion about new learning
 - iii) Reduce distractibility
 - iv) Reduce resistance to change
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.

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- ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
- iii) Teacher always previews new content, new materials, new sounds and any new activity with the students. Peers provide home and community language explanations.
- c) Research base
 - i) Feuerstein, R. (1986)
 - ii) Feuerstein, R., & Hoffman, M. (1982)
 - iii) Gibbons, P. (2002)
 - iv) Echevarria, J., Vogt, M. E., & Short, D. (2007)
- d) What to watch for with ELL/CLD students
 - i) Newcomers may become overly stimulated by lots of bright, new, unfamiliar, strange objects, signs, sounds, and miscellany within their new classroom. They do not know what is important to attend to and what is not important. It is all new and exciting.
 - ii) This is also going to impact students with undiagnosed neurological conditions that they have not yet learned to accommodate.
 - iii) Better to start out with less and add as students become comfortable and familiar with what is in the classroom

10) Organization

- a) Purpose of the Strategy
 - i) Develop analytical skills
 - ii) Develop association skills
 - iii) Develop categorization skills
 - iv) Develop field independent skills
 - v) Improve mnemonic retrieval
- b) How to do it
 - i) At Tier 1, this strategy is done in the general education classroom with all students participating. The teacher may assign students of similar language and ability to either heterogeneous or homogeneous groups depending upon her specific goals.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher directs students to empty out their back packs and work in small groups. Each small group goes through their steps, sorting all the items in their piles together. They make lists of their groups of items to share with the class. Steps for students to follow in implementing this strategy:
 - (1) What elements go together and why?
 - (2) What do I call these groups?
 - (3) Can I remember the elements by the group?
 - (4) How can I generalize this information?
 - iv) When applying the Organization strategy, students work through problems or tasks using the above sequence of self-monitoring questions. For example, you are going to have a new unit about rocks and minerals, i.e. igneous, sedimentary, conglomerate, etc. Many of your students are unfamiliar with these ways of grouping natural materials that they consider generically as Rocks. One group of students comes from a culture

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where rocks are grouped by hard vs. soft, another from a culture that groups rocks by whether they can be used to produce something in the home. You might introduce your class to the lesson by having actual examples of the rocks to be studied present to handle or take the class on a field trip to the museum or a local mine or industrial area to observe them. You could also show pictures or videos of chemists interacting with the materials. Have the students look for patterns in appearance, use, environment, chemical reactions, etc. They could chart the attributes and characteristics of the rocks and minerals on a graph or in Venn diagrams (step 1 of Organization, “What elements go together?”). Now they should look for distinctive patterns of commonality between rocks and minerals that shows whether or not they go together (step 2 of Organization, “What attribute of these am I using to group them?”). Ask the students what they would name the group of rocks and minerals based upon the major attributes. Now introduce them to the common English name of the group (step 3 of Organization, “What name do I give to each group?”). Discuss how the materials within each group share certain common characteristics, and then discuss the characteristics that all rocks and minerals share in common as rocks and minerals (step 4 of Organization, “How are the groups similar to one another?”). Discuss how the rocks within each group might differ from each other, how each group of rocks and minerals differ from the other groups and how rocks differ from non-rocks (Step 5 of Organization, “How are the groups different from one another?”). Finish the unit with a discussion of how to find patterns in anything you are studying (step 6 of Organization, “What organization patterns do I see?”).

- v) You might now step back from the lesson and discuss the Enhanced cognitive learning that you have provided students, the learning to learn lesson that is represented by the strategy you had them use. At this point you would discuss how everything in the world is composed of various elements that need to be identified in order to understand the whole thing being studied (field independence) and that when all the parts are put together the meaning of the whole thing results (field sensitive).
- c) Research base
 - i) Ferris, D., & Hedgcock, J. (2005)
 - ii) Iachini, T., Borghi, A. M., & Senese, V. P. (2008)
- d) What to watch for with ELL/CLD students
 - i) The strategy preparation can be done in the native language or dialect of the students to assure their understanding of your expectations and their task prior to carrying the assignment out in English or other communication mode.
- e) Understand that all cultures have different ways of thinking of common attributes a group of similar objects. What constitutes the criteria to pay attention to will vary based upon cultural values and learning practices. While it seems obvious to one group that the predominant surface color of a set of objects is what links them together as a set of objects, to another group it might be that surface texture or size is more important as an attribute for sorting out similarity and difference.

11) Role-playing

- a) Purpose of the Strategy
 - i) Build awareness of appropriate cognitive academic language
 - ii) Build awareness of appropriate communication behaviors for school language and rules
 - iii) Build transfer skills

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- iv) Develop cognitive academic language
- v) Develop confidence in school language
- vi) Develop higher tolerance
- vii) Develop personal control of situations
- viii) Develop thinking and planning skills
- ix) Improve retention of content
- x) Reduce code-switching
- xi) Reduce distractibility
- xii) Reduce response fatigue
- xiii) Utilize prior knowledge
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Students identify a number of uncomfortable or uncertain social or formal interactions. Teacher and assistant model the appropriate and inappropriate ways to handle these interactions. Students take different roles in the interaction and practice with each other and the teacher. Students read dialog prepared by the teacher or by other students.
 - iv) Teachers and assistants model the appropriate and inappropriate ways to use cognitive academic language and cognitive learning strategies. Students take different roles in the interactions and practice these with each other and the teacher. Students practice the cognitive learning strategies in varied academic content areas with the teacher or assistant monitoring.
 - v) Teacher and assistant model the appropriate and inappropriate ways to use basic interpersonal communication and cognitive academic language in various school settings, both in and out of the classroom. Students take different roles in the interactions and practice these with each other and with the teacher. Students may suggest communication situations they want specific assistance with and teacher facilitates role-plays. Students create dialogs and interaction situations to enact.
 - vi) Assign students specific roles and create situations where roles are acted out based upon how the students believe their characters would act. A specific problem, such as discrimination, is identified and described. Students role-play how they would confront the problem and discuss their roles or behaviors upon completion. Students learn how to confront the reactions of others and ways to deal with situations similar to the role-play.
- c) Research base
 - i) Collier (2003)
 - ii) Johnson, J. E., Christie, J. F., & Yawkey, T. D. (1999)
 - iii) Kim, Y., & Kellogg, D. (2007).
 - iv) Livingstone, C. (1983)
 - v) Magos, K., & Politi, F. (2008).
 - vi) Rymes, B., Cahnmann-Taylor, M., & Souto-Manning, M. (2008)
 - vii) Webster-Stratton, C., & Reid, M. J. (2004)
- d) What to watch for with ELL/CLD students

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- i) Many societies and cultures have specific beliefs and understandings about pretending to be something one is not in reality; there are cultural guidelines for “make believe”, “play”, and assuming the role or character of someone or something.
- ii) Be clear that in public schools and classrooms we sometimes are like actors in movies or television stories (although understanding that some people may think those are all real) for the purpose of illustrating or demonstrating something.
- iii) Be clear that they will not become the character or thing and that it is a temporary action to illustrate or demonstrate a particular interaction you want them to learn.
- iv) It may be easier with some students to start with puppets or drawings and then work up to individual people doing the actions.

12) Scaffolding

- a) Purpose of the Strategy
 - i) Scaffolding is a way to support, elaborate and expand upon students’ language as they learn to read (and write).
 - ii) Scaffolds are temporary frameworks that offer students immediate access to the meanings and pleasure of print.
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) For example, one scaffolding strategy is paired reading. The teacher has students sit in pairs with one copy of the same book between them. All students are to read along during the activity, but only those students who the teacher taps or stands behind are to read aloud. The teacher may move around the room in a random manner, tapping or standing behind different pairs of students. When he/she taps the new pair, they start reading wherever the previous pair stopped reading. The voices may overlap slightly. The same story may then be read by groups of various sizes in the same manner.
 - iv) Another scaffolding technique is to have various students holding puppets or models representing characters or passages in the reading and when the person or persons reading get to that passage, the puppets or pictures representative of that passage are held up for all to see. Sentence level scaffolds and discourse scaffolds (such as story mapping) are further examples of supporting language and reading.
- c) Research base
 - i) Opitz (1998)
 - ii) Vygotsky (1962)
- d) What to watch for with ELL/CLD students
 - i) Teachers will need to lay a foundation for learning and continue to support new learners through the process until they are ready to go on their own.
 - ii) It is important to remember not to continue extensive scaffolding beyond the point of skill acquisition. The learner must become empowered to proceed on her own.
 - iii) Vygotsky discusses this in the context of the zone of proximal development.

13) Self-monitoring techniques

- a) Purpose of the Strategy
 - i) Develop confidence in cognitive academic interactions

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- ii) Develop independence in learning situations
- iii) Develop personal control of situations
- iv) Increase time on-task
- v) Facilitate student assuming responsibility for learning
- vi) Reduce response fatigue
- vii) Reduce inappropriate behaviors
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Individual students monitor their own learning behaviors using teacher or student-made checklists. For example, students record a checkmark each time they catch themselves being distracted or each time they catch themselves tapping their pencils on their desks, or each time they complete a specified portion of an assignment.
- c) Research base
 - i) Borba (2001)
 - ii) Strickland, Ganske, & Monroe (2002)
 - iii) Tomlinson (1999)
- d) What to watch for with ELL/CLD students
 - i) All cultures have expectations and ‘rules’ about the degree to which a child is responsible for their actions. This is related to differences in cultural practices regarding locus of control.
 - ii) Students can learn this strategy and benefit from it but the teacher has to directly teach this process and not assume students automatically know about the purpose.
 - iii) Use the students’ most proficient language to explain what the process and purpose of the strategy.
 - iv) The teacher must familiarize herself with the self control ‘rules’ of the various cultures represented in her classroom before expecting to use self monitoring strategically to promote learning.

14) Self-reinforcement

- a) Purpose of the Strategy
 - i) Build awareness of learning
 - ii) Develop personal control of situations
 - iii) Develop thinking and planning skills
 - iv) Facilitate access of prior knowledge
 - v) Facilitate language development
 - vi) Improve motivation and response
 - vii) Reduce off-task behaviors
- b) How to do it
 - i) This strategy is done with all of the students in the integrated classroom. The teacher assists students in developing checklists for task completion and appropriate classroom behavior.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.

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- iii) At first the teacher stops the class occasionally and points out appropriate learning or behavior taking place, rewarding with points or praise.
- iv) As students become familiar with what is desired, they can check off points on their own checklists.
 - (1) Individual students reward themselves for appropriate behavior and performance at specific check-in points during the lesson. Eventually each student uses self-developed checklist and gives reward to self upon completion of tasks.
- v) Facilitates language development related to cognitive academic language.
- c) Research base
 - i) Tomlinson (1999)
- d) What to watch for with ELL/CLD students
 - i) ELL students who are LEP may need the process explained in their most proficient language.
 - ii) Points are not intrinsically reinforcing. What is rewarding to one person is not necessarily rewarding to another. This is another learned preference.
 - iii) The points may be paired with some more directly rewarding action and then gradually just use points.

More Acculturated: 37-43

Summary of Strategies for More Acculturated Students

- Active processing
- Advanced organizers
- Alternate response methods
- Analogy
- Categorization
- Choices
- Cognitive learning strategies
- Consistent Sequence
- Content modification
- Evaluation strategies
- Expansions
- Learning centers or stations
- Learning styles (Entry points)
- Leveled activities
- Listening comprehension (TQLR)
- Organization
- Rehearsal strategies
- Self-monitoring techniques
- Study skills

1) *Active processing*

- a) Purpose of the Strategy
 - i) Build awareness of learning
 - ii) Develop academic language
 - iii) Develop personal control of situations
 - iv) Facilitate access of prior knowledge
 - v) Reduce low-persistence behaviors
 - vi) Reduce off-task behaviors
 - vii) Reduce impulsivity
- b) How to do it
 - i) This strategy is done with all students in the general education setting. Caution: it can become quite noisy in a large classroom, so be prepared.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.
 - iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iv) Students work through a task aloud, naming each step and asking themselves the appropriate questions for the task. Steps for students to follow in implementing this strategy:
 - (1) What is my task?
 - (2) What do I need to do to complete my task?

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- (3) How will I know my task is done correctly?
 - (4) How will I monitor the implementation?
 - (5) How do I know the task is correctly completed?
- v) When applying the Active Processing strategy, students work through problems or tasks using the sequence of self-monitoring questions given below. For example, your students must prepare for the state administered achievement tests required at this grade level, but several of your diverse learners have never taken such tests before and are unfamiliar with this type of evaluation. They have heard stories of something scary that happens to schoolchildren every year and are bracing themselves to endure this external event. You could modify your preparation for this event by integrating the Active Processing strategy into the lessons preceding the testing period. Start by having the students in your class speak out loud with one another in small groups about the content and process of lessons they are learning following the steps in Active Processing. Do this in every content area until the students are familiar with the process itself. Then a few weeks before the state assessments introduce the concept of standardized achievement tests to your class. Have your students discuss how group and norm measures differ from individual and curriculum based assessments and the implications of this for each participant (step 1 of Active Processing, “What is my task?”). Have the groups discuss what they will need to have with them and what the setting is like. Have those students who have taken tests like this describe the process and what it was like for them. Talk about the expectations of test administrators regarding notes, whispering, looking at others, pencils, calculators, etc. (step 2 of Active Processing, “What do I need to do to complete my task?”). Discuss what an acceptable performance might be for various levels of completion and knowledge. Explain some of the test strategies that help successful test takers even when they are unsure of the answer. Clarify the expectations of parents, teachers, and others about the test activity (step 3 of Active Processing, “How will I know my task is done correctly?”). Provide suggestions for relieving stress during the test and ideas for self-monitoring their progress through the different sections of the test (step 4 of Active Processing, “How will I monitor the implementation?”). Discuss how timekeepers work and what the timelines will be on this test. Discuss ways to identify when it is time to move to another section and what to do when they are finished with the test (step 5 of Active Processing, “How do I know the task is completed?”).
- vi) For example, suppose you want your students to complete a new unit in Language Arts about bears in fact and fiction. Some of your diverse learners are not familiar with the concept of fact versus fiction as used on our society and have no words in their native language for this distinction; also several of them have little or incomplete prior schooling. You could modify your preparation for this unit by integrating the Active Processing strategy into the lessons. Begin having the students in your class speak out loud with one another in small groups about what they know about bears and other animals following the steps in Active Processing. Do this within the context of reinforcement and review of prior content the students have successfully accomplished until the students are familiar with the Active Processing process itself. Then introduce the concept of Fact versus Fiction to your class. Have them discuss how these differ using real life experiences from their homes or communities. Use visual and physical

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examples of the concept, such as a photograph of a car and a sketch or drawing of a car, a realistic portrait of a child and an abstract painting of a child, a picture of astronauts on the moon and a picture of children playing on the moon, etc., to ensure that students are aware of what is involved. Have students discuss examples from their own communities or lives. Discuss how to tell the difference and what is involved in the process (step 1 of Active Processing, “What is my task?”). Have the groups discuss what they will need to compare and contrast fact from fiction and what actions are involved. Have those that are more successful describe the process and what it was like for them to learn it. Talk about the importance of learning this skill and discuss the steps involved. Have your students work in groups to develop a set of “rules” outlining the steps to follow (step 2 of Active Processing, “What do I need to do to complete my task?”). Discuss what an acceptable performance might be for various levels of skill and knowledge. Explain some of the strategies that help students be successful at separating fact from fiction. Discuss how to check for the accuracy and the steps involved (step 3 of Active Processing, “How will I know my task is done correctly?”). Provide suggestions for relieving stress during the lesson and ideas for self-monitoring their progress through the different steps of the process (step 4 of Active Processing, “How will I monitor the implementation?”). Discuss ways to identify when it is time to move to another question or example and what to do when they have finished each set of comparisons (step 5 of Active Processing, “How do I know the task is completed?”).

vii) Using Active Processing reduces impulsive tendencies and naturally illustrates how a student can use reflection in answering questions and completing tasks.

c) Research base

- i) Law & Eckes (2000)
- ii) Cole (1995)
- iii) Tovani (2000)
- iv) Collier (2002)

d) What to watch for with ELL/CLD students

- i) The strategy preparation can be done in the native language or dialect of the students to assure their understanding of your expectations and their task prior to carrying the assignment out in English or other communication mode.
- ii) Students who are less proficient in English will need guidance in using the steps of active processing; the process can be explained and practiced in the students’ most proficient language before going on in English.
- iii) Active processing can be used in any language of instruction and in any content area or age level.

2) *Advanced organizers*

a) Purpose of the Strategy

- i) Build first language to English transfer skills
- ii) Build awareness of the appropriate content language in English culture/language
- iii) Develop confidence in academic interactions

b) How to do it

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- i) At Tier 1, this cognitive strategy is conducted in the general classroom with all students. The teacher or assistant previews lesson content in first language when possible, outlining key issues, rehearsing vocabulary, and reviewing related prior knowledge.
- ii) At Tier 2 Teacher has the target student preview lesson for less-advanced students, outlining key issues, rehearsing vocabulary, and reviewing related prior knowledge. Advanced fluency student helps less-advanced students understand how to organize their reading and writing materials.
- iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time. Teacher has the target student preview lesson for less-advanced students, outlining key issues, rehearsing vocabulary, and reviewing related prior knowledge. Advanced fluency student helps less-advanced students understand how to organize their reading and writing materials.
- iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP. Teacher has the target student preview lesson for less-advanced students, outlining key issues, rehearsing vocabulary, and reviewing related prior knowledge. Advanced fluency student helps less-advanced students understand how to organize their reading and writing materials.
- v) May use analogy strategy described below to teach one or more of the advanced organizer tools, e.g., KWL+, W-star, Graphic Organizer, Mind Map, etc. Students implement strategy with specific task or lesson.
- vi) KWL+ is done by asking the students to discuss the following questions before beginning the lesson: What do you already know about this content? What do you want to know about this content? What will we learn about this? Why should we learn this? And how will we learn this content? This may be done on a chart and student answers posted on the chart.
- vii) W-Star is done by asking the students to brainstorm before beginning a reading: Who do you think this story/event is about? Where do you think the story/event is located? When do you think the story/event occurs? How do you think the story/event turns out? The answers are written onto the points of a star diagram, each point of which represents one of the “w” questions.
- viii) Mind Mapping has various forms but the basic idea is to put the central concept or vocabulary word related to what will be in the lesson in a circle on the board or on a piece of paper. Students then generate other words or concepts related to that main idea and connect them to the center like spokes on a wheel. For each of these ideas or words another set of connections may be made and so on and so on outward from the center concept.
- ix) When applying the Advanced Organizer strategy students work through problems or tasks using a sequence of ordering, sequencing, and connecting techniques. Suppose you want your students to write a short personal reflection about the story, “Everyone Cooks Rice” by Norah Dooley, that the class has just finished reading together. You would start by having your students work in small groups of similar ability level. You would show a copy of a graphic organizer form outline (see Chapter 4 of Section II) on the overhead projector or drawn on the white board. Each group would be assigned 2 or 3 of the boxes in the graphic organizer. For example, you might assign the most challenged group to fill in the box about Title, Author, location, and country. Another

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group would be responsible for the Main & Supporting Characters. Another group would be responsible for identifying the sequence of events in the story and a summary statement about these. Another group could be assigned to identify the main problem faced by the main character. After reading the story through the first time, the groups complete their tasks and you or they write down their answers on the large or projected graphic organizer. Now as a group you ask about how this main problem (finding Anthony) was resolved, the barriers to resolution that Carrie faced, and things in the story that helped Carrie solve her problem. The class can now discuss the final resolution (everyone is home for dinner) and what the moral of the story might be in their perspective. You can expand this activity by comparing and contrasting the story with others like it or with happenings in the students' own lives.

- x) You might now step back from the lesson and discuss the metacognitive learning that you have provided students, the learning to learn lesson that is represented by the strategy you had them use.

- xi) Steps for Teaching Advanced Organizers

- (1) Inform the students what Advanced Organizers are, how they operate, when to use them, and why they are useful. Begin by saying that Advanced Organizers are a way to help them (the students) plan and remember. They work by previewing or putting information concerning the lesson or assignment they are working upon into graphic form. Once they learn how to use Advanced Organizers, they can use them anytime and with any content or lesson you give them to do.
- (2) Use Cues, metaphors, analogies, or other means of elaborating on a description of Advanced Organizers combined with visual cues. One way to do this is to have the group look at a blueprint of a house or other building they are familiar with. Have them see how the architect had to plan for everything ahead of time and create a 'preview' or graphic image of what everyone was going to have to do to complete the construction. Explain that almost anyone could help construct the house or building by reading the blueprint and the ability to 'read' and understand these is a special and critical skill that will be useful to them later in life.
- (3) Lead group discussions about the use of Advanced Organizers. Have students start with talking about a lesson they have just successfully completed. They can go back through the lesson or book using different Advanced Organizer tools to see how they work and what is required. Encourage them to ask you anything about the learning process they want clarified.
- (4) Provide guided practice in applying Advanced Organizers to particular tasks. Work directly with student groups demonstrating and modeling how to identify elements. Have more skilled students demonstrate for the class.
- (5) Provide feedback on monitoring use and success of Advanced Organizers. While students use Advanced Organizers in small groups, you should move around the room listening and supplying encouragement for consistent use of the tools. As students get more comfortable using these tools you can have them monitor one another in the use of the strategy.

- c) Research base

- i) Moore, Alvermann, & Hinchmann (2000)

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- ii) Collier (2002)
- iii) Heacox (2002)
- iv) Opitz (1998)
- v) Harwell (2001)
- d) What to watch for with ELL/CLD students
 - i) There are cultural differences in cognitive/learning style and some ELL/CLD students may not respond to the “brainstorming” construct behind most advanced organizers.
 - ii) By keeping the graphic design of the advanced organizer as close as possible to the illustrations in the text or some aspect of the lesson, the teacher can more tightly connect the concepts being studied with the what/who/where questioning that precedes the lesson.
 - iii) This is another activity that works best with preparation in the students’ most proficient language and relevance to their culture before proceeding.

3) *Alternate response methods*

- a) Purpose of the Strategy
 - i) Adapt the mode of response required of students
- b) How to do it
 - i) This strategy can be done with all students in a mixed general education classroom.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.
 - iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iv) Students respond to questions in a manner compatible with their needs. Allow a student who has difficulty with writing activities to tape-record his or her answers. Students are allowed to express their understanding of a question or issue in varied ways to meet their individual needs. This practice ensures that students have the best possible chance to show that they have acquired and retained skills and knowledge.
 - v) Example: Students may tape-record their oral responses to questions given in class. For the geography unit, provide the questions in writing for the student to take home and practice responding. Some names of American states are very difficult to pronounce: provide time for the student to work alone or with a peer to write the difficult state names on tag board cards that he or she can hold up during class discussion rather than say aloud.
 - vi) Keep in mind Howard Gardner’s work on “multiple intelligences.” What other forms might be available to the student to express her/his understanding? If the topic is westward expansion, the student could find musical examples illustrating the various cultures that came into contact with each other, and could make a mixed sound recording to demonstrate the culture clashes and consequences of expansion. The student could draw a map or other illustration supporting the musical representation and her/his understanding of the geographic concept of the movement of populations from one location to another.
- c) Research base
 - i) Cole (1995)
 - ii) Bailey, L. (1993)
 - iii) Gardner, H. (1993a)

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- iv) Tannenbaum, J. (1996)
- d) What to watch for with ELL/CLD students
 - i) Some CLD students have had previous schooling in situations where students have no choice in their responses and teachers are authority figures who direct every action in the classroom.
 - ii) When the teacher wishes to make student empowerment an instructional goal, this strategy is an excellent direction to take.
 - iii) Demonstrate how the various responses can be made, including color, modeling, illustrating, etc.
 - iv) Some role play in the process from initial choice to final task completion may be helpful.

4) *Analogy*

- a) Purpose of the Strategy
 - i) Develop higher tolerance
 - ii) Facilitate access of prior knowledge
 - iii) Build transfer skills
 - iv) Develop categorization skills
- b) How to do it
 - i) This cognitive strategy can be done in the general education classroom with all students participating. Students may be paired with culture and language peers at first and then mixed pairs of diverse students as they become comfortable with the strategy.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.
 - iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iv) Students each share something they already know about the lesson topic, something that is meaningful to them. They go through the steps of analogy in pairs as they share their items/ideas with one another. Steps for students to follow in implementing this analogy strategy:
 - (1) What do I already know about this item or concept?
 - (2) How does what I already know about this idea or item compare with the new idea or item?
 - (3) Can the known idea or item be substituted for the new item or idea and still make sense?
 - (4) How can I elaborate on these comparisons through analogies?
 - v) A basic description of Analogy is that you have students work through a task describing, comparing and contrasting things that are meaningful to them. They go through the steps of analogy in pairs or groups as they share their items with one another, asking one another five specific questions that guide them through the application of the steps involved in Analogy. Eventually they ask themselves these five self-guiding questions silently as they complete tasks.
 - vi) An example of a content application of Analogy that I have used is having students compare an object representing a new subject we are going to study with an object they are familiar with, describing the objects and making analogies between the two items. For example, I brought examples of different “dragons” (Chinese, Japanese, English,

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Japanese, and Scandinavian) to share with students after we had read The Reluctant Dragon by Kenneth Grahame and when we were about to move into a unit on Asia. I had them make analogies between and among the various types of dragons, discussing cultural and linguistic manifestations of these different impressions of and perspectives on a mythological figure. I then had them do expansions related to our Asian unit. The students were to all bring something they had which were meaningful to themselves that was from Asia and share it with others using the analogy strategy. They created Venn diagrams showing the many ways their various objects were similar and different from each other.

vii) Steps for Teaching Analogy

- (1) Inform the students what Analogy is, how it operates, when to use it, and why it is useful. Begin by saying that Analogy is a tool for learning and remembering. It works by asking and answering a series of five questions concerning the lesson or assignment they are working upon. Once they learn how to use Analogy, they can use it anytime and with any content or lesson you give them to do.
- (2) Use Cues, metaphors, or other means of elaborating on a description of Analogy combined with visual cues. One way to do this is to have the group compare their jackets or shoes or something else everyone in the class has with them. Have them see how although everyone has the same object there are many ways these are different and many ways they are similar to one another. You can also use favorite stories or activities, anything where a fundamental similarity exists along with distinct differences.
- (3) Lead group discussions about the use of Analogy. Have students start with talking about a lesson they have just successfully completed. They can go back through the lesson using the Analogy question steps to see how they work and what information is required. Encourage your students to ask you anything about the learning process they want clarified.
- (4) Provide guided practice in applying Analogy to particular tasks. Here is an example of guided practice as the teacher leads the students through the use of Analogy. Examples of both teacher and student comments are shown.
 - (a) Teacher-"The first step is to see if you can you recall something from your own language or experiences which is similar to this item?"
 - (b) Student-"What do I know that is like this item? Is there something in my background, language, or experiences which is similar to the item?"
 - (c) Comparison
 - (d) Teacher-"Second, examine how these items are similar or different. Do they have similar uses?"
 - (e) Student-"How are these items similar and different? Are they used in similar ways?"
 - (f) Teacher-"Third, identify the items or parts of items that might be substituted for these items. Why would this substitution work? Why might it not work?"
 - (g) Student-"Can I use these similar elements interchangeably? What other items might be substituted for these items?"
 - (h) Elaboration

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- (i) Teacher-"Fourth, think about other experiences, words, or actions from your life, language, or culture which are similar to elements of English or your life here in this community. In what ways are they similar and different? How could you use your prior knowledge effectively in new situations?"
 - (j) Student-"When the teacher asks for examples I can provide them based upon my own experiences and do not have to use American examples. I know that aspects of a new situation may be similar to something I know from my previous experiences."
- (5) Provide feedback on monitoring use and success of Analogy. While students use Analogy in small groups, you should move around the room listening and supplying encouragement for consistent use of the question and answer steps. As students get more comfortable using this strategy you can have them monitor one another in the use of the strategy, encouraging each other to ask and/or answer the questions.
- (6) Provide generalization activities. Have your students use Analogy for a variety of lessons and tasks. You should be sure to identify the strategy by name and point to the poster or visual cues about the strategy whenever you have students use it. Hold Enhanced cognitive discussions about the use of Analogy in these different lesson settings and encourage discussion of how useful or not useful students found this strategy in particular tasks.
- viii) When applying the Analogy strategy, students work through problems or tasks using the above sequence of self-monitoring questions. Let us suppose that you are about to have your students begin a new unit in Social Studies about Immigration nationally and in your state and your local community. You have several students who are newcomers to your community, from a different part of the world and from a culturally and linguistically diverse background. You could modify your usual instructional approach by building in an opportunity for your students to compare and contrast their personal experiences with current immigration and refugee policies and procedures with those in their past experience. You would have them first discuss the difference between 'immigrant,' 'colonist,' 'settler,' 'emigrant,' and 'refugee' using examples from current news stories on television. You could also have them see videotapes or actually visit an INS office or a center where particular groups of newcomers to America receive services. You then have them share what they know about these terms and services from their personal, current experience (step 1 of Analogy, "What do I know about things like this?"). They could then share how these experiences are similar to others they are familiar with or others in the classroom (step 2 of Analogy, "How is what I know similar to this new thing?"). Then they would discuss the differences between their personal or familiar experiences and what is new to them about the policies, procedures, services, and experiences (step 3 of Analogy, "How is this new thing different from what I know?"). The students could explore how different people's experiences might change if certain elements of their circumstances were substituted for another (step 4 of Analogy, "Can I substitute what I know for this new thing?"). Now the students would be ready to expand this knowledge to identifying ways to improve current models of service and how they might help other newcomers to the community (step 5 of Analogy, "How can I elaborate on this?").

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Discussions will naturally arise out of these lessons about comparing and contrasting based upon High versus Low Tolerance characteristics.

- ix) Example: Students are shown an object that looks familiar, such as a metal rod used to connect two wheels on a toy car. They generate words describing the rod such as “long”, “shiny”, “manufactured”, “connects”, “an axle”, etc. They then are shown another metal rod that is unfamiliar to them. They generate more words describing the new object. Some of the words will be similar, some different. Example words might be “long”, “shiny”, “threaded ends”, “connects something”, “pointy”, “heavy”, “metallic”, etc. They may actually try to substitute the new rod for the toy axle or they may make guesses about substitution and conclude that it could be done but won’t work exactly. They generate sentences such as “The axle is smaller than the new rod.” “The new rod is larger than the axle of the toy car.” “The new rod has threaded ends while the axle does not.” “The axle is to a car as the new rod is to something else.” “The axle is as shiny as the new rod is shiny.”

- c) Research base

- i) Tovani (2000) has a discussion about making connections between the new and the known.
- ii) Cole (1995)
- iii) Collier (2002)

- d) What to watch for with ELL/CLD students

- i) Be sure students are matched with peers with whom they can communicate comfortably while they are all learning the strategy and steps in the process.
- ii) After students learn the process and steps, posters or cards with reminder illustrations and the words of the steps can be put up around the room.
- iii) Once students can use analogy without prompting, they can be paired up with non-bilingual peers for more applications.

5) *Choices*

- a) Purpose of the Strategy

- i) Provide students the opportunity to select one or more activities developed by the teacher
- ii) Alleviate power struggles between teacher and student
- iii) Reduce fears associated with assignments

- b) How to do it

- i) This strategy can be done with all students in a mixed general education classroom.
- ii) At Tier 1, this strategy may be done within an integrated classroom.
- iii) Teacher provides two or more different reading selections of interest to the student, both of which address the same desired objective. Allow the student to choose one of the selections for the assignment. If student does not choose either of the selections, introduce a third selection or ask student to choose a content-appropriate reading selection.
- iv) The readings can be leveled as well as different takes on the same subject. National Geographic and Hampton Brown have excellent leveled reading materials on a wide variety of topics.

- c) Research base

- i) Ainley, M. (2006)

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- ii) Cordova, D. I., & Lepper, M. R. (1996)
- iii) Flowerday, T., & Schraw, G. (2003)
- iv) Flowerday, T., Schraw, G., & Stevens, J. (2004)
- v) Kragler, S., & Nolley, C. (1996)
- vi) Sanacore, J. (1999)
- d) What to watch for with ELL/CLD students
 - i) Some CLD students have had previous schooling in situations where students have no choice and teachers are authority figures who direct every action in the classroom.
 - ii) When the teacher wishes to make choice and student empowerment an instructional goal, this strategy is an excellent direction to take.
 - iii) Demonstrate how the choice has to be made, including color coding or otherwise graphically illustrating the different choices.
 - iv) Some role play in the process from initial choice to final task completion may be helpful.
- 6) ***Consistent Sequence***
 - a) Purpose of the Strategy
 - i) Build academic transfer skills
 - ii) Build awareness of appropriate academic behaviors
 - iii) Improve confidence in academic interactions
 - iv) Reduce distractibility
 - b) How to do it
 - i) This strategy is done within the general education classroom with all students.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.
 - iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iv) The teacher presents all content lessons with the same instructional language and direction sequence to the extent possible.
 - v) Posters can be put up around the room with the lesson process and the teacher may point to each step as she/he goes through the lesson.
 - vi) Expansion: Students can role-play giving the directions themselves.
 - c) Research base
 - i) Mathes, P. G., Pollard-Durodola, S. D., Cárdenas-Hagan, E., Linan-Thompson, S., & Vaughn, S. (2007)
 - ii) Vaughn, S., & Linan-Thompson, S. (2007)
 - d) What to watch for with ELL/CLD students
 - i) This strategy is consistent with the Sheltered Instruction Observation Protocol (SIOP) model used in many ELL programs.
 - ii) Newcomers who have never attended school may become confused if every lesson and activity occur in seemingly random patterns. They do not know what is expected of them at various stages of the lesson. They do not know what to attend to and what is less important.
 - iii) This is also going to impact students with undiagnosed attention deficit disorders that they have not yet learned to accommodate.

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- iv) Better to start out with simple consistent steps and add as students become comfortable and familiar with what is going to happen in the classroom.

7) **Content modification**

- a) Purpose of the Strategy
 - i) Adapt content to meet individual or unique student needs
 - ii) Improve motivation and response
 - iii) Reduce frustration
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher uses subject matter, rather than specific linguistic skill exercises, to teach English to students with limited proficiency in English. Allow student who has difficulty with writing activities to tape-record his answers.
- c) Research base
 - i) Arkoudis, S. (2005)
 - ii) Brinton, D. M., Wesche, M., & Snow, M. A. (2003)
 - iii) Echevarria, J., & Graves, A. (2006)
 - iv) McIntyre, E., Kyle, D., Chen, C., Kraemer, J., & Parr, J. (2009)
 - v) Weisman, E., & Hansen, L. (2007)
- d) What to watch for with ELL/CLD students
 - i) This can be done in any language and content lesson, but will need to be explained in student's most proficient language.
 - ii) Provide lots of practice and modeling.
 - iii) When presenting a topic, the teacher can ask students for what specifically they would like to learn about this topic.

8) **Evaluation strategies**

- a) Purpose of the Strategy
 - i) Build awareness of learning process
 - ii) Develop categorization skills
 - iii) Develop extended time on-task
 - iv) Develop personal control of situations
 - v) Strengthen awareness of learning process
 - vi) Develop guidelines for strategy choice
 - vii) Develop field sensitive skills
 - viii) Develop higher persistence
 - ix) Lower anxiety levels
 - x) Reduce confusion in locus of control
- b) How to do it
 - i) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - ii) The teacher introduces the students to the strategy by explaining that a strategy is a tool to help them learn and evaluation is one of these tools or strategies.

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- iii) The teacher's goals in developing the student's evaluation strategy skills include increasing the student's awareness of what he or she needs to do to complete a given task, providing the student with concrete guidelines for selecting and using appropriate specific strategies for achievement, and guiding the student in comprehensive monitoring of the application of the strategy. These goals are accomplished through modeling, demonstrating, and describing the purpose or rationale for using the strategy. This, in turn, assists students to become aware of: the types of tasks or situations where the strategy is most appropriate; the range of applications and transferability; the anticipated benefits from consistent use; and, the amount of effort needed to successfully deploy the strategy
- iv) The teacher takes the students through the steps, pointing at a poster or diagram of the four steps. The first step is to think about how to identify what a problem consists of and how it can be measured and completed. The second step is to identify all the components of the problem and all the elements needed to solve it or to complete the task. The third step is to plan ahead for difficulties and to identify where and how to get feedback and assistance. The fourth and final step is to think about ways to generalize the lesson learned and how to apply the information in other settings and contexts.
- v) Students use index cards with the steps for the evaluation strategy on them to cue themselves for each step. They select a specific problem or task and use the cards as mnemonics as they proceed through the assignment.
- vi) Steps for students to follow in implementing the strategy:
 - (1) How will I analyze the problem?
 - (2) What are the important elements of this problem?
 - (3) How will I get feedback?
 - (4) How can I generalize the information?
- vii) Steps for Teaching Evaluation
 - (1) Inform the students what Evaluation is, how it operates, when to use it, and why it is useful. Begin by saying that Evaluation is a way to help them analyze and monitor their learning. It works by asking and answering the above series of five questions concerning a lesson they are working upon. Once they learn how to use Evaluation, they can use it anytime and with any content or lesson you give them to do.
 - (2) Use cues, metaphors, analogies, or other means of elaborating on a description of Evaluation combined with visual cues. One way to do this is to have the group watch a panel discussion or other presentation on television where a group is analyzing a problem or evaluating a proposal to do something. Another is to show a video of scientists working in a laboratory to evaluate whether a substance works effectively. Show how everyone can analyze, monitor and control learning when he or she goes step by step.
 - (3) Lead group discussions about the use of Evaluation. Have students start with talking about a science or math lesson they have just successfully solved. They can go back through the lesson or interaction stopping to show how each step of the lesson can be analyzed and monitored using the Evaluation steps to see how they

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work and what is required. Encourage them to ask you anything about the learning process they want clarified.

- (4) Provide guided practice in applying Evaluation to particular tasks. Here is an example of guided practice as the teacher leads the students through the use of Evaluation. Examples of both teacher and student comments are shown.
 - (a) Teacher-"First, you must analyze the task to determine what it requires. This includes items such as materials, time, space, or types of actions. What is the expected outcome of the task? What steps must you follow in order to complete the task? Review other completed assignments to determine possible steps you might take to complete this task."
 - (b) Student-"What do I need to do to complete this task, and do I have all necessary materials and resources? What should the expected outcome look like? What steps must I follow to effectively achieve the expected outcome?"
 - (c) Teacher-"Second, after you have analyzed the task, you must identify possible strategies that might be used to accomplish the task. Think about strategies you have used in the past to complete similar tasks. One or more of these may be necessary to complete this task."
 - (d) Student-"What strategies do I know that might be appropriate for this particular task? Why might these be useful in this particular situation?"
 - (e) Strategy Implementation
 - (f) Teacher-"Third, prior to using a selected strategy, review the steps in that strategy. Remember that one strategy may be used in several different situations and different situations may require the use of more than one strategy."
 - (g) Student-"I've selected these strategies for this task. I'll review the process associated with each strategy prior to implementation. I'll use these strategies while I complete this task."
 - (h) Feedback
 - (i) Teacher-"Fourth, you must become aware of how useful it is to use the strategies you have selected. They assist you to complete the task accurately and efficiently. Periodically reflect upon how you are doing and how effective the strategy is for completing the task at hand."
 - (j) Student-"How useful is this strategy for this particular task? Is this strategy helping me to accurately and efficiently confront the assigned task? Do I need to use a different strategy?"
 - (k) Teacher-"Finally, think of other previously completed tasks where use of one or more of these strategies would have been beneficial to confronting the tasks. Could you have completed those tasks more efficiently had you used these strategies? Think of other types of tasks or future tasks where you might appropriately use one or more of these strategies."
 - (l) Student-"Why were these strategies useful to this particular task? In what other types of situations would the use of these strategies be beneficial?"
- (5) Provide feedback on monitoring use and success of Evaluation. While students use Evaluation in small groups, you should move around the room listening and supplying encouragement for consistent use of the question and answer steps. As

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students get more comfortable using this strategy you can have them monitor one another in the use of the strategy, encouraging each other to ask and/or answer the questions.

- (6) *Provide generalization* activities. Have your students use Evaluation for a variety of lessons and tasks. You should be sure to identify the strategy by name and point to the poster or visual cues about the strategy whenever you have students use it. Hold Enhanced cognitive discussions about the use of Evaluation in these different lesson settings and encourage discussion of how useful or not useful students found this strategy in particular tasks.
- c) Research base
 - i) Opitz (1998)
 - ii) Cole (1995)
 - iii) Pressley, Borkowski, & O'Sullivan (1984)
 - iv) Palincsar & Brown (1987)
- d) What to watch for with ELL/CLD students
 - i) Since these students may be limited in English proficiency, the monolingual English-speaking teacher must increase the amount of demonstration and visual cues and rely less upon verbal descriptions and cues. If available, bilingual assistance from peers or other education personnel may be useful in translating what is discussed in the classroom. This is especially important in order to provide explicit information to students concerning the rationale and value of the strategy. In addition, analogy elaboration of the evaluation strategy may be drawn from the students' cultural and linguistic backgrounds. This reinforces the validity of the students' previous successful learning and increases the ability of the students to make associations that will strengthen their cognitive development.
 - ii) Students who have never been in school before will not know what is expected of them and what measuring, analyzing and evaluating look like.
 - iii) Some translation and discussion in the ELL students' more proficient language may be necessary to clarify what is to be done and why.

9) *Learning centers or stations*

- a) Purpose of the Strategy
 - i) Build confidence in independent work
 - ii) Reinforce content lessons
 - iii) Improve access to prior knowledge
 - iv) Expand comprehension
 - v) Facilitate individualization
- b) How to do it
 - i) This strategy is part of the general education classroom and worked into the layout of the classroom with use of furniture and other means of demarking specific learning areas.
 - ii) At Tier 1, this strategy may be done within an integrated classroom.
 - iii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.

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- iv) Teacher creates areas or locations in the classroom where students work on various tasks simultaneously.
- v) These areas can be formal or informal and can be distinguished by signs, symbols, or colors. Centers differ from stations in that centers are distinct content locations while stations work in concert with one another. For example, there may be a science center, math center, writing center and reading center in the classroom; each with its special furniture, equipment, materials, etc. Assignments or tasks specific to each center or station activity are either handed out ahead of time or available at each location.
- vi) For example, create a literacy center where different activities exist for practicing commonly-used sight words, reading vocabulary words and spelling words.
- vii) An additional example for a geography unit: designate a learning center where materials and activities are available for individual or group use. Different activities could include: a map of the United States with tracing paper and colored pencils, as well as a map, a puzzle, and, if possible, a computer game that supports the content (such as *Oregon Trail*). Students should be given the choice of working alone or in a small group.
- c) Research base
 - i) Tomlinson (1999)
 - ii) Ashworth, M., & Wakefield, P. (2004)
 - iii) Movitz, A. P., & Holmes, K. P. (2007)
- d) What to watch for with ELL/CLD students
 - i) ELL/CLD students should not go to separate learning centers for primary instruction in a content lesson or task. They need direct instruction in the content or task including key vocabulary and guided practice in what is expected of them at each learning center.
 - ii) After the ELL/CLD students have been prepared for the learning centers and shown how to use the materials or equipment at each center, they can join in the activities at each center just as the rest of the class does.
 - iii) Learning centers are a good way to reinforce content knowledge and allow students to become engaged in applications of this new knowledge.

10) Learning styles (Entry points)

- a) Purpose of the Strategy
 - i) Build awareness of learning process
 - ii) Develop extended time on-task
 - iii) Develop personal control of situations
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher adapts lesson to students' varied intelligence preferences or strengths (Gardner 1993). A student who is strong spatially may take in information, solve problems, and express learning differently than a student whose strength is verbal-linguistic. Teachers can facilitate the learning process by considering these differences when planning and carrying out instructions.
- c) Research base

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- i) Tomlinson (1999)
- d) What to watch for with ELL/CLD students

11) *Leveled activities*

- a) Purpose of the Strategy
 - i) Build awareness of learning process
 - ii) Develop extended time on-task
 - iii) Develop personal control of situations
 - iv) Improve retention
 - v) Develop higher tolerance
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher ensures that students with different learning needs work with the same essential ideas and use the same key skills. For example, a student having difficulty with reading still needs to make sense of the basic concepts and ideas of a story. Simultaneously, a student who is advanced in the same subject needs to find genuine challenge in working with these same concepts and ideas. Tiered activities are used so all students focus on essential understandings and skills but at different levels of complexity, abstractness, and open-endedness. This is done by keeping the focus of activity the same but providing routes of access at varying degrees of difficulty.
- c) Research base
 - i) Tomlinson (1999)
 - ii) Heacox (2002)
- d) What to watch for with ELL/CLD students
 - i) The key to integrating instruction in mixed skill classrooms, typical of Tier 2, is the creation of or access to leveled reading, writing, or content materials. Several publishers have excellent leveled materials which can be used as models.
 - ii) An example is books about the ecosystem within a pond. All illustrations are the same and all content is the same, but the reading level of the content in the booklets varies for the ability level of the students, e.g. level 1, level 2, level 3, etc. depending upon the classroom needs.
 - iii) For example, National Geographic publishes magazines that are coded in the upper left corner of the cover for beginner, middle, and advanced readers. They also have topic specific books coded on the back of the cover for levels with one spot, two spots, three spots, or four spots.

12) *Listening comprehension (TQLR)*

- a) Purpose of the Strategy
 - i) Build awareness of learning
 - ii) Develop personal control of situations
 - iii) Improve access to prior knowledge
 - iv) Strengthen language development
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.

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- ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
- iii) This strategy assists with listening comprehension. Students generate questions and listen for specific statements related to those questions. The steps in TQLR are:
 - (1) Tuning in
 - (2) Questioning
 - (3) Listening
 - (4) Reviewing
- c) Research base
 - i) Popp, M.S. (1997)
 - ii) Artis, A. (2008)
 - iii) Fisher, D., & Frey, N, (2004)
 - iv) Irvin, J. L., & Rose, E. O. (1995)
 - v) Law, B., & Eckes, M. (2000)
 - vi) Robinson, F. P. (1946)
 - vii) Sakta, C. G. (1999)
- d) What to watch for with ELL/CLD students
 - i) Newcomers will need to have the TQLR steps modeled and explained in their most proficient language before they can proceed independently.
 - ii) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.

13) Organization

- a) Purpose of the Strategy
 - i) Develop analytical skills
 - ii) Develop association skills
 - iii) Develop categorization skills
 - iv) Develop field independent skills
 - v) Improve mnemonic retrieval
- b) How to do it
 - i) This strategy is done in the general education classroom with all students participating. The teacher may assign students of similar language and ability to either heterogeneous or homogeneous groups depending upon her specific goals.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Teacher directs students to empty out their back packs and work in small groups. Each small group goes through their steps, sorting all the items in their piles together. They make lists of their groups of items to share with the class. Steps for students to follow in implementing this strategy:
 - (1) What elements go together and why?
 - (2) What do I call these groups?
 - (3) Can I remember the elements by the group?
 - (4) How can I generalize this information?

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- iv) When applying the Organization strategy, students work through problems or tasks using the above sequence of self-monitoring questions. For example, you are going to have a new unit about rocks and minerals, i.e. igneous, sedimentary, conglomerate, etc. Many of your students are unfamiliar with these ways of grouping natural materials that they consider generically as Rocks. One group of students comes from a culture where rocks are grouped by hard vs. soft, another from a culture that groups rocks by whether they can be used to produce something in the home. You might introduce your class to the lesson by having actual examples of the rocks to be studied present to handle or take the class on a field trip to the museum or a local mine or industrial area to observe them. You could also show pictures or videos of chemists interacting with the materials. Have the students look for patterns in appearance, use, environment, chemical reactions, etc. They could chart the attributes and characteristics of the rocks and minerals on a graph or in Venn diagrams (step 1 of Organization, “What elements go together?”). Now they should look for distinctive patterns of commonality between rocks and minerals that shows whether or not they go together (step 2 of Organization, “What attribute of these am I using to group them?”). Ask the students what they would name the group of rocks and minerals based upon the major attributes. Now introduce them to the common English name of the group (step 3 of Organization, “What name do I give to each group?”). Discuss how the materials within each group share certain common characteristics, and then discuss the characteristics that all rocks and minerals share in common as rocks and minerals (step 4 of Organization, “How are the groups similar to one another?”). Discuss how the rocks within each group might differ from each other, how each group of rocks and minerals differ from the other groups and how rocks differ from non-rocks (Step 5 of Organization, “How are the groups different from one another?”). Finish the unit with a discussion of how to find patterns in anything you are studying (step 6 of Organization, “What organization patterns do I see?”).
 - v) You might now step back from the lesson and discuss the Enhanced cognitive learning that you have provided students, the learning to learn lesson that is represented by the strategy you had them use. At this point you would discuss how everything in the world is composed of various elements that need to be identified in order to understand the whole thing being studied (field independence) and that when all the parts are put together the meaning of the whole thing results (field sensitive).
- c) Research base
 - i) Ferris, D., & Hedgcock, J. (2005)
 - ii) Iachini, T., Borghi, A. M., & Senese, V. P. (2008)
 - d) What to watch for with ELL/CLD students
 - i) The strategy preparation can be done in the native language or dialect of the students to assure their understanding of your expectations and their task prior to carrying the assignment out in English or other communication mode.
 - ii) Understand that all cultures have different ways of thinking of common attributes a group of similar objects. What constitutes the criteria to pay attention to will vary based upon cultural values and learning practices. While it seems obvious to one group that the predominant surface color of a set of objects is what links them together as a set of

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objects, to another group it might be that surface texture or size is more important as an attribute for sorting out similarity and difference.

14) Self-monitoring techniques

- a) Purpose of the Strategy
 - i) Develop confidence in cognitive academic interactions
 - ii) Develop independence in learning situations
 - iii) Develop personal control of situations
 - iv) Increase time on-task
 - v) Facilitate student assuming responsibility for learning
 - vi) Reduce response fatigue
 - vii) Reduce inappropriate behaviors
- b) How to do it
 - i) At Tier 1, this strategy may be done within an integrated classroom.
 - ii) In RTI models, this strategy may be done with small groups, in individualized, focused intensive periods of time, or in specially designed individual programs and may be included in the IEP.
 - iii) Individual students monitor their own learning behaviors using teacher or student-made checklists. For example, students record a checkmark each time they catch themselves being distracted or each time they catch themselves tapping their pencils on their desks, or each time they complete a specified portion of an assignment.
- c) Research base
 - i) Borba (2001)
 - ii) Strickland, Ganske, & Monroe (2002)
 - iii) Tomlinson (1999)
- d) What to watch for with ELL/CLD students
 - i) All cultures have expectations and 'rules' about the degree to which a child is responsible for their actions. This is related to differences in cultural practices regarding locus of control.
 - ii) Students can learn this strategy and benefit from it but the teacher has to directly teach this process and not assume students automatically know about the purpose.
 - iii) Use the students' most proficient language to explain what the process and purpose of the strategy.
 - iv) The teacher must familiarize herself with the self control 'rules' of the various cultures represented in her classroom before expecting to use self monitoring strategically to promote learning.

Highly Acculturated: 44-48

This student may have some cross-cultural education needs, but conventional mainstream instruction, assessment and diagnostic procedures should be possible without adaptation. Differences in cognitive learning style should be addressed. These students may need assistance in remaining connected to their ethnic community and encouraged to enhance and maintain their

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high level of bilingual proficiency. They may need assistance with strengthening their cross-cultural competence. Interventions appropriate for highly acculturated students include: access to translation as needed, opportunities to assist as peer tutors, training in cross-cultural communication, opportunities to participate in ethnic community activities, and cross-cultural cognitive learning strategies.

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About the Author



Dr. Catherine Collier has over 45 years' experience in equity, cross-cultural, bilingual, and special education beginning with Civil Rights voter registration in 1964. She completed her Ph.D. with research into the referral of Latino/Hispanic students to special education programs. For eight years, she was a classroom bilingual/ESL teacher, special education resource room teacher, and diagnostician for the Bureau of Indian Affairs in Arizona and Alaska. She established and directed the Chinle Valley School, *Dine Bitsiis Baa Aha Yaa*, bilingual services for Navajo students with severe and multiple disabilities for the Navajo Nation. She was the director of a teacher-training program, *Ikayurikiit Unatet* for the University of Alaska for seven years, preparing Yup'ik Eskimo paraprofessionals for certification as bilingual preschool, elementary, and special

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Dr. Collier is the author of several books and articles on cross-cultural and multilingual special education. She is active in social justice activities for culturally and linguistically diverse learners and families. She started the first bilingual special education programs for the Navajo Nation and the White Mountain Apache. She works extensively with school districts on professional and program development for at-risk diverse learners. Dr. Collier provides technical assistance to university, local, and state departments of education regarding programs serving at-risk cognitively, culturally and linguistically diverse learners. She works with national organizations to provide professional development in the intersection of cross-cultural, multilingual, diversity, special needs issues in education.

She is the director of the national professional development project Curriculum Integration for Responsive, Crosscultural, Language Education (CIRCLE) at Western Washington University. She is the principal developer of the screening and software program "Acculturation Quick Screen" and many instruction, assessment and intervention materials for diverse learners. Her most recent publications are a chapter on acculturation in the Multicultural Handbook for School Psychologists, and two books, Response to Intervention for Diverse Learners and Seven Steps for Separating Difference and Disability.