



Cross Cultural Developmental Education Services

Sociocultural Checklist

SCII Administration Manual & Form



Dr. Catherine Collier



SOCIOCULTURAL CHECKLIST

Administration Manual & Form



**CrossCultural Developmental
Education Services**

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What the Sociocultural Checklist Is

The **Sociocultural Checklist (SCII)** is a needs based initial screening tool for educators in American and Canadian public schools who are concerned about the learning and behavior of a specific student from a culturally or linguistically diverse background. You use the SCII to generate a prioritized list of areas for intervention and monitoring when concerned about possible learning and behavior problems of diverse learners. A teacher or teams of education personnel who are familiar with the student's background and classroom behavior score the SC. We recommend the SC as part of the initial information gathering and intervention planning stages that should occur before making a formal referral for special services. This corresponds with the "pre-referral" or "response to intervention" (RTI), instructional intervention activities provided for in the reauthorized Individuals with Disabilities Act (IDEA).

What the Sociocultural Checklist Does

The **SCII** provides you with a brief profile of your student of concern in five sociocultural areas: acculturation, cognitive learning style, culture & language, experiential background, and sociolinguistic development. This needs based checklist addresses the standard exclusionary clause for referrals. That is, if you can show that the student's home background, socioeconomic status, past education experiences, are the primary cause of the child's learning and behavior problems, if you can account for all of his or her problems by evidence of these factors and not something else, then the referral should be to other services, not special education.

It is possible for a student to have all of these sociocultural factors and have some innate, organic, significant disability as well. Showing high need in these five factors does not automatically exclude referral, but you have to account for them as contributing factors. Whether or not the student has a disability of some sort, documentation of the sociocultural profile is necessary for planning intervention, program decision-making, and establishing your foundation and rationale for a referral to further evaluation.

The SCII assists you in identifying and prioritizing student needs. The SCII provides a useful piece of supplemental 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 make instructional decisions during the 'prereferral' or instructional intervention period, instructional intervention process or for 'prevention/intervention' instructional activities. You can use it to plan the selection of specific intensive learning and behavior interventions within RTI for culturally/linguistically diverse students rather than referring them to a full, individualized evaluation and staffing.

When to Use the Sociocultural Checklist

You should complete the SCII whenever you are concerned about the academic progress of a particular student of diverse background. You use the SCII to generate a prioritized list of need areas for intervention and monitoring when concerned about possible learning and behavior problems of diverse learners. The SCII should be completed and used to monitor interventions for 6 to 8 weeks or within your district's RTI or response to instruction and intervention (RTII) levels of monitored intervention and instruction. These RTI and RTII tiers are usually required before proceeding with a formal referral to special services. We recommend completing it with the assistance of other instructional personnel who are familiar with the student and at least four weeks after the student has entered your school. This will allow you time to assess their language abilities, to get information about their family background and to obtain previous school records.

How the Sociocultural Checklist Works

The SCII has five sociocultural areas of focus: acculturation, cognitive learning style, culture & language, experiential background, and sociolinguistic development. Each of these five areas has accompanying behavior and learning factors that are indicative of learning and behavior needs in relation to American and Canadian public school systems. The SCII is in a needs based checklist format and six to nine adaptation risk factors are listed for each sociocultural area of focus. You and your team check off the factors that are characteristic of your student of concern and generate a percentile score representing the degree of risk for this student. You will then place the percentiles for each factor in rank order. This represents the order of priority for intervention and attention by instructional personnel.

Who Can Take the Sociocultural Checklist

Although you can measure the needs of any student with the SCII, it is most useful with students who come from a racial, cultural or linguistic background that differs significantly from the mainstream of your particular public school. For example, the SCII will be useful with an American student from an ethnically, linguistically or racially diverse background who may be demonstrating learning or behavior difficulties. It provides a sociocultural profile for placement of refugee, migrant, immigrant students or any student from a socially, economically or culturally marginalized community. It also provides a sociocultural profile for placement of students in appropriate bilingual, English-as-a-second language, or Newcomers programs.

Developing the Sociocultural Checklist

The SCII is based on research conducted in rural and urban school districts concerning the referral and placement of ethnically and linguistically diverse children of migrant, refugee and immigrant families. The original study population was a random sample of Hispanic and other limited English proficient students in grades K-8. The results of the study showed that perceptions of need

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contributed to decisions to refer and place these students in special education. Additionally, researchers found that student characteristics accurately identify and monitor level and rate of adaptation among at-risk students. School systems currently use the SCII to monitor and plan assistance to at-risk students from Native American, Asian American, African American and other diverse populations. These students have included speakers of Russian, Spanish, Quechua, Portuguese, Mixteca, Mien, Urdu, and a wide range of American dialects.

Scoring the Sociocultural Checklist

Based upon staff knowledge of the student, education professionals complete the checklist by checking off items that are true for this particular student in the five areas: acculturation, cognitive learning style, culture & language, experiential background, and sociolinguistic development. If you cannot answer items on the SC, this indicates important information about the student that must be collected before proceeding with a referral or more formal assessment¹. You are to answer all items to the best of your knowledge about the student, i.e. based upon information in the student's cumulative file or teachers, from the student's family, in the student's portfolio, your professional opinion or your observation.

The possible scores are 1.0 = the behavior or characteristic is present all or most of the time, .5 = the behavior or characteristic is observed to be present about half of the time, and 0 = the behavior or characteristic is not observed to be present. Although independent assessment of these areas is helpful, it is not necessary for completing the SCII. We strongly recommend that you work together with two or more people to complete the form, as each of you will have a slightly different perspective or additional information about the student. At least one member of the team should have access to information from the student's family. Best would be to have one or more members who are very familiar with or fluent in the student's language and/or come from the same experience or cultural background as the student.

Acculturation

These seven items represent some of the characteristics of students experiencing culture shock while acculturating to a public school.² If the student has recently moved to or within your community from another location, check the first box. "Recent" is based upon the mobility typical within your school service community so this may vary from district to district. It is the perception of "recent" by school personnel that is measured here. Also check this box if the student comes from a family engaged in seasonal or migrant labor or has recently resided upon an Indian reservation or reserve. Mobility triggers some of the characteristics typical of culture shock so if any of these factors are present, mark box one. If the student appears to spend time primarily with members of his or her own culture or language group and rarely interacts with other students, particularly mainstream students, check the second box. Box 3 refers to one of the recognized side effects of acculturation, confusion in locus of control. Locus of control is essentially, whether you

¹ Baca & Cervantes, 2003

² Collier, 2002; Collier, 2011

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internalize or externalize cause and effect. Persons externalize when they see effects as caused by something external to them and internalize when they see effects as caused by some direct action of them. An aspect of culture shock is the confusion of internal and external locus of control, i.e. something you generally internalize becomes externalized and vice versa. If your student appears to confuse internal and external cause and effect, mark the third box.

1. Recently moved, immigrant, refugee, migrant, or resides on reservation.
2. Does not interact much with mainstream peers or majority cultural group within school.
3. Displays uncertainty or confusion in locus of control.
4. Displays heightened stress or anxiety when learning new content or with unfamiliar events.
5. Oral expression contains considerable code switching (syntax or vocabulary).
6. Is silent or displays sense of isolation or alienation in cross-cultural interactions in school.
7. Has difficulty switching from one activity to another in the school setting.

When presented with new material or vocabulary words, does your student appear anxious or stressed? If the student appears to have difficulty adapting to unfamiliar content or events mark the fourth box. The fifth box refers to another side effect of acculturation, code-switching. Code switching occurs when a person mixes elements of one language with elements of another language, for example using Spanish syntax while using English vocabulary or using both Russian and English words in the same sentence. While a normal stage in second language acquisition, code switching is also a sign that acculturation is occurring. If the student uses some level of code switching in their common communication, check the fifth box. If the student seems to withdraw or stand back when interacting with peers who are not from their cultural or linguistic community, mark the sixth box. If the student appears uncomfortable or has difficulty switching back and forth between activities and events within the school setting, mark the seventh box. All of these items refer to the ease or difficulty the student is having acculturating to the public school.

After marking all items, add up the total marked in this section and put the total in the final box of the section. This will be in the form of “☐ out of 7 total.” Calculate the percentile ratio for this section and put that in the left hand column under “% Checked.”

Cognitive Learning Style³

These seven items refer to some of the cognitive learning style differences your student may have in relation to their school peers and classroom teachers. Differences in learning style can be factors that place a student at risk for identification as having learning and behavior problems in public school. While all children have developed various ways to learn, not all of these are appropriate in your classroom setting. If the student does not appear to have cognitive learning strategies appropriate to your school or classroom setting, mark the first box. Does your student respond well to your mode of teaching? If you use a lot of examples out of the text or many inquiry; activities, does the student appear responsive? These are examples of a mismatch between your teaching style and your student’s learning style. If the student has a learning style that is different

³ For more on cognitive learning styles and their impact on diverse learners, see **Cognitive Learning Strategies for Diverse Learners** by Dr. Catherine Collier, 2002.

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from or inappropriate in relation to the teacher's instructional style, mark the second box. Does your student complete tasks with difficulty? If the student is easily frustrated or gives up quickly during assignments, check the third box.

1. Few cognitive learning strategies appropriate to classroom or school.
2. Cognitive learning style different or inappropriate in relation to teacher's preferred instructional style.
3. Easily frustrated or low perseverance in completing tasks.
4. Retains learning or survival strategies that are no longer appropriate.
5. Displays difficulty with understanding and applying task analysis.
6. Appears unready or uninterested in learning.
7. Displays difficulty with understanding and applying cause and effect.

If the student exhibits survival strategies that are incompatible with your classroom style, e.g. ducking under the desk whenever he/she hears sudden loud sounds or loudly repeating whatever you have said, mark the fourth box. If the student is unable to or has difficulty with understanding the elements or stages of a task, or has difficulty following the steps to complete a task, mark the fifth box. Does your student appear to lack curiosity and uninterested in learning anything new? If the student displays a reluctance to learn or seems to have no or few school readiness skills (can respond correctly when asked to do various simple tasks appropriate to his age/grade level), if your student appears not ready or not interested in learning mark the sixth box. If the student does not appear to understand cause and effect relationships or has difficulty seeing the relationship between ends and means, mark the seventh box. These characteristics are all related to cognitive learning styles and strategies and correlate to doing well in our public school systems.

After marking all items, add up the total marked in this section and put the total in the final box of the section. This will be in the form of "□ out of 7 total." Calculate the percentile ratio for this section and put that in the left hand column under "% Checked."

Culture and Language

These seven items refer to this student's culture and language context while they attend your school.⁴ If non-standard dialect of English, a language other than English or in addition to English is spoken in the student's home, check the first box. You will also check this box if the language of the home is a linguistically impacted or nonstandard dialect of English. Does the student appear to have different behaviors than you and other staff at the school expect? Does the student display behaviors at school which, whether disruptive or not, are different from those typical in your community or school, but which you find are typical or common within his or her family or cultural community? If he or she displays behaviors that are different from your expectations and yet family members do not consider them unusual, check box two. If the student and/or his or her family identifies with a culture, race or ethnic group different from the mainstream present in your school, check the third box. Does the student come from a culture which discourages interaction with

⁴ Collier, 2011

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people who are of different race, religion, or background? If the student is discouraged by family from interacting with people outside his or her culture or language community, check the fourth box.

1. Comes from a home where a nonstandard dialect or language other than English is spoken.
2. Has culturally appropriate behaviors that are different from expectations of the school or mainstream school personnel.
3. Comes from a culture, race or ethnic group different from mainstream America.
4. Culture discourages interactions with people outside of culture or language community.
5. Comes from predominantly non-English speaking geographic area.
6. There is no encouragement in the home for bilingual and bicultural development.
7. Had disrupted childhood development to extent that affected enculturation in home culture.

If the family or student comes from a geographic area in or out of the United States where a language or dialect other than Standard English is commonly spoken, check the fifth box. Do the student's parents or other family members actively discourage him or her from adapting to the mainstream school and community? Is there active resistance to learning bilingual or cross-cultural communication skills? If the student is not receiving encouragement in the home to acquire Standard English while maintaining and using his or her native language or dialect, check the sixth box. This latter is also checked if the family insists that the student speak only English while a language other than English is commonly used in the home.

Did the student have disruptions or traumatic events in their early years that interfered with them acquiring the home language or culture? Were they separated from their parents or other caregiver in infancy? These factors can prevent adequate early development of cognitive cultural and linguistic patterns in children. If the student spent the first four or five years of their life with different caregivers or had a disrupted childhood to the extent it affected their development of the home culture or language, check the seventh box. All of these factors relate to the ease or difficulty a student has adapting to the language and culture of the public school.

After marking all items, add up the total marked in this section and put the total in the final box of the section. This will be in the form of "☐ out of 7 total." Calculate the percentile ratio for this section and put that in the left hand column under "% Checked."

Experiential Background

The seven items in this section refer to differences in experience that can affect diverse students' responses to various elements of the curriculum. Differences in experience can account for much of the discrepancy between achievement and ability seen in diverse students with learning and behavior problems. If the student's family moves a lot (more than is normal in your school community), mark the first box. If the student has poor attendance, check the second box. If the student qualifies for free or reduced school lunch, is homeless or lives in poverty, mark the third box. Does the student not appear to know how to behave in the classroom, e.g. will not stay in his seat, does not raise his hand, does not ask permission, talks out loud inappropriately, etc.? If the

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student has had little prior school experience or has not had instruction in your content area, check the fourth box. If the student calls things by different names or refers to content materials by different terms, check the fifth box. All of these are examples of the issues related to experience, i.e. the student may have the target skill or knowledge, or be capable of learning the skill or knowledge, but has not had experiences that facilitate this learning or his ability to express this knowledge.

1. Frequent or high family mobility.
2. Limited or sporadic school attendance.
3. Lives in poverty or family currently in low socioeconomic situation.
4. Does not know how to behave in a classroom or has had limited prior schooling.
5. Has different terms or concepts for school subject areas or materials and content.
6. Receives limited or no support at home for school achievement.
7. Uses survival strategies that are not appropriate in the classroom or school.

If the student does not receive encouragement or support at home for school success or achievement, check box six. Does the student display strategies for coping with difficulties and challenges which are inappropriate for your classroom? Though these might have helped the student survive real trauma, they may be out of place in school. These could be ducking when hearing a loud sound, withdrawing when afraid or anxious or other response. If he or she uses survival strategies that are not appropriate in the classroom or school, check the seventh box. These items also serve as an indication of possible stress related issues which need to be addressed such as post-traumatic stress disorder and related concerns.

After marking all items, add up the total marked in this section and put the total in the final box of the section. This will be in the form of “□ out of 7 total.” Calculate the percentile ratio for this section and put that in the left hand column under “% Checked.”

Sociolinguistic Development

These seven items refer to various aspects of second language development. "Sociolinguistic development" describes the comprehensiveness of language development and usage. It is important to identify and assess the diverse student's sociolinguistic abilities in both first and second language since misunderstandings about sociolinguistic abilities frequently are involved in referrals of diverse students to special education. If the student rarely speaks either English or another language in school, does not speak English or is very limited English proficient, mark the first box. If the student has not attended school in their native language or has limited academic experience in their native language, mark the second box. If the student has limited proficiency in social or informal English, check the third box.

1. Rarely speaks either English or other mode of communication.
2. Limited academic language in a language other than English.
3. Limited social language in English.
4. Rarely speaks in class or in school building in English.

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5. Speaks only to linguistic peers.
6. Limited academic language in English.
7. Appears to know but has difficulty with understanding and applying English.

If the student rarely speaks in class or rarely interacts verbally about academic tasks or activities, check the fourth box. If the student only speaks with their linguistic, cultural or bilingual peers, mark the fifth box. If the student has very limited academic English for their age, check the sixth box. You must consider this within the developmental context: as at the kindergarten and first grade level, “academic” language is different than at the eighth or tenth grade level. If the student appears to know English but does not follow directions given in English, or appears to know what you are asking but has difficulty with understanding and applying English in your classroom, mark the seventh box.

After marking all items, add up the total marked in this section and put the total in the final box of the section. This will be in the form of “□ out of 7 total.” Calculate the percentile ratio for this section and put that in the left hand column under “% Checked.”

Percentile Table

Here is a table for calculating the percentile ratio you will place in the left hand column of the Sociocultural Checklist.

1 out of 7 = 14%	2 out of 7 = 29%	3 out of 7 = 43%
4 out of 7 = 57%	5 out of 7 = 71%	6 out of 7 = 86%
7 out of 7 = 100%		

Interpreting the Sociocultural Checklist

Completing the Sociocultural Checklist will tell you several things, e.g. the student’s need areas, which areas are of greater need than others, and what additional information you need to know about your student of concern. Primarily, the SCII assists you in identifying needs and prioritizing specific interventions to address your student’s particular learning and behavior problems. This facilitates your ability to resolve or dismiss factors as contributing significantly to specific learning and behavior problems that may be masking the presence of an unidentified disability. If you have unanswered and unresolved questions after a guided instructional intervention of at least 6 to 8 weeks, you can use the SCII as documentation of what the student’s response or non-response was to your interventions. This assists with providing documented evidence that a formal referral to special services is justified.

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If you have checked more than 50% of the items in any of the five areas, it indicates that the student needs intervention in this area. You can now target this specific area for early intervention and intensive monitoring. You and your team can make better instructional decisions for this student based upon his or her responses to these interventions and adaptations in instruction. Recommended interventions for each area of concern are included in the back of this administration manual. Some students may have several areas needing attention; some students may have over 80% of the items checked in any or all areas. In these cases, you and your team will need to prioritize the student's intervention needs.

Students with high needs in acculturation will benefit from programs that facilitate and honor their ability to walk in both cultures and use both modes of communication. Students with high needs in experiential background will benefit from technique and strategies that build experience and facilitate making connections and associations between the known and the unknown or new. Students with high needs in culture and language will benefit from programs which value and honor their culture and language and which use instructional strategies that facilitate sharing this knowledge and transferring and integrating skills from the home language and culture to the new language and culture.

Students with high needs in sociolinguistic development will benefit from approaches that focus on language transfer and the relationship between communication forms from the first and second language. Students with high needs in cognitive learning styles will benefit from classroom strategies that build skills and strengths and teachers that modify their teaching style to accommodate diverse cognitive learning styles within their classrooms. The teacher or team will need to prioritize the student's learning need areas to plan and implement an effective 'prevention' and strength-based individualized instructional program.

In summary, the areas with the highest percentile of need factors should be addressed within the differentiated or individualized instructional program for this student. The areas with the highest percentile of factors should be monitored and the student and his or her family may need to receive attention and intervention for these areas.

Prioritization of Need

After completing the **Sociocultural Checklist** including percentile scoring, you are ready to prioritize your student's needs. This facilitates your identification of specific interventions to address your student's particular learning and behavior problems. You will prioritize your student's needs using the form on the following page. The form assists you in prioritization of need area, documenting specific interventions addressing these needs, the duration of your intervention, and the student's response to the intervention. After completing this process over a 6 to 8 week time period, you will know if you have successfully addressed your student's needs in the five areas or if there are unresolved issues that are not related to sociocultural issues.

Rank order the five sociocultural areas with the area scoring the highest percentile getting a #1 to the area with the lowest percentile getting a #5. You will see the names of the five sociocultural

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areas in the first column. Write the percentile score and rank order number for each sociocultural area in the second column, Order of Concern. Refer to the sample chart provided in Table 1 Example of Prioritization Process below. After placing the rank order numbers in Order of Concern, you and your team planning the interventions should select specific interventions that you will implement to address the concerns in priority order. In the example, Concerns #1 and #2 are Sociolinguistic Development and Cognitive Learning. Interventions for Sociolinguistic Development and Interventions for Cognitive Learning Style are offered in the back of this Administration Manual. Either alone or in consultation with an assistance team, you will select one or two that are appropriate for your particular situation. You will then write the interventions on the Prioritization & Documentation Form.

Table 1 Example of Prioritization Process

Sociocultural Area	Order of Concern	Intervention Selected	Duration of Intervention	Outcomes of Intervention
Acculturation	#4 50%			
Cognitive Learning	#2 80%	Coping		
		Rehearsal		
Culture & Language	#3 70%			
Experiential Background	#5 30%			
Sociolinguistic Development	#1 85%	Context embedding		
		Modeling		

In the example, you have selected Context embedding and Modeling for targeted use to address the sociolinguistic needs of a particular student of concern. You have selected Coping and Rehearsal strategies for targeted use to address the cognitive learning needs of this student. The Intervention section at the back of this book provides descriptions of the use of these intervention strategies, but you may also want to read about these in more detail in Seven Steps for Separating Difference from Disability or RTI for Diverse Learners both available from Corwin Press.

Within an average intervention period of 8 weeks, you can address several specific learning behaviors. The intervention process usually takes at least 6 weeks and may last as long 8 (no longer than 12) weeks as the teacher or intervention team observes, and documents, positive responses to each successive or concurrent intervention.

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SC Rule of Thumb

Factor more than 50% = **intervention.**

Factor less than 50% = **instructional foundation.**

More than 20 items overall = **prioritize interventions.**

Prioritization & Documentation Form

Sociocultural Area	Order of Concern	Intervention Selected	Duration of Intervention	Outcomes of Intervention
Acculturation				
Cognitive Learning				
Culture & Language				
Experiential Background				
Sociolinguistic Development				

Sociocultural Factors	Selected Cross-Cultural Adaptation Risk Factors
Acculturation Level % Checked:	Recently moved, immigrant, refugee, migrant, or resides on reservation.
	Does not interact much with mainstream peers or majority cultural group within school.
	Displays uncertainty or confusion in locus of control.
	Displays heightened stress or anxiety when learning new content or with unfamiliar events.
	Oral expression contains considerable code switching (syntax or vocabulary).
	Is silent or displays sense of isolation or alienation in cross-cultural interactions in school.
	Has difficulty switching from one activity to another in the school setting.
	Out of 7 Total
Cognitive Learning Style % Checked:	Few cognitive learning strategies appropriate to classroom or school.
	Cognitive learning style different or inappropriate in relation to teacher's preferred instructional style.
	Easily frustrated or low perseverance in completing tasks.
	Retains learning or survival strategies that are no longer appropriate.
	Displays difficulty with understanding and applying task analysis.
	Appears unready or uninterested in learning.
	Displays difficulty with understanding and applying cause and effect.
	Out of 7 Total
Culture & Language % Checked:	Comes from a home where a nonstandard dialect or language other than English is spoken.
	Has culturally appropriate behaviors that are different from expectations of the school or mainstream school personnel.
	Comes from a culture, race or ethnic group different from mainstream America.
	Culture discourages interactions with people outside of culture or language community.
	Comes from predominantly non-English speaking geographic area.
	There is no encouragement in the home for bilingual and bicultural development.
	Had disrupted childhood development to extent that affected enculturation in home culture.
	Out of 7 Total
Experiential Background % Checked:	Frequent or high family mobility.
	Limited or sporadic school attendance.
	Lives in poverty or family currently in low socioeconomic situation.
	Does not know how to behave in a classroom or has had limited prior schooling.
	Has different terms or concepts for school subject areas or materials and content.
	Receives limited or no support at home for school achievement.
	Uses survival strategies that are not appropriate in the classroom or school.
	Out of 7 Total
Sociolinguistic Development % Checked:	Rarely speaks either English or other mode of communication.
	Limited academic language in a language other than English.
	Limited social language in English.
	Rarely speaks in class or in school building in English.
	Speaks only to linguistic peers.
	Limited academic language in English.
	Appears to know but has difficulty with understanding and applying English.
	Out of 7 Total

Selecting Interventions

After scoring the **Sociocultural Checklist**, you select one specific learning or behavior concern to address with specific interventions. This will be the area with the most concerns checked on the **Sociocultural Checklist**, i.e. where there is the greatest sociocultural or school adaptation need. It will be the highest priority area, your area of most immediate concern for this particular student. You will also address other areas of concern, but will start with the area of greatest need and then add the other prioritized needs in order. Areas identified as needs but of low priority on the SCII may be returned to at any point in the future for review and intervention.

It is difficult to give quality intervention for more than a few high priority needs on your own. You can address more than one specific learning behavior simultaneously during the period of attention by involving more staff in implementing the interventions. You should consistently implement each intervention at least two weeks, until you observe a positive change or achieve a satisfactory result. Sometimes and infrequently, the initial response to the intervention is a heightening of the focus of concern, but this response is usually temporary, a sign that the learning behavior is accurately targeted and the intervention is having an effect. You should change the intervention immediately if the student's response to it is clearly negative and counterproductive.

As mentioned previously, you can address these identified needs within an instructional intervention process with progress monitoring or within a multi-tiered system of support (MTSS), response to intervention (RTI) or response to instruction and intervention (RTII) type of model. In all of these you can attend to several specific learning behaviors within an average intervention period of 6 to 8 weeks. The intervention process usually takes at least 6 weeks and may last as long as 12 weeks while you or your intervention team observe, and document, positive responses to each successive or concurrent intervention.

You and your intervention team design an instructional intervention plan based upon the SCII profile which specifies the responsibilities of each member to address: any academic areas impacted by language difficulties; improvement of verbal skill in one or both languages; improvement of writing skill in one or both languages; adaptive behavior skills; any cognitive learning strategies which would enhance students' ability to engage in learning, etc. The plan should specify who will be responsible for implementing each of the interventions and in what order they will proceed based upon their prioritization of the student's needs. In designing goals, make sure all goals are specific, measurable and achievable. Set a summary review date for the plan and confer weekly to monitor the intervention process.

A comprehensive list of interventions that address each area of concern on the **Sociocultural Checklist** is included on the following pages. These instructional interventions are excerpted and abbreviated from But What Do I Do? Strategies from A to W for Multi-Tiered Systems of Support (Collier 2016), Corwin Press.

Interventions for Acculturation & Adaptation

These acculturation interventions are divided into the focus areas that correspond to specific aspects of culture shock. Citations are provided for resources that contain examples or further description and discussion of the strategy. Each example of recommended strategy and intervention is presented with its desired outcomes and an example of application. Collier⁵ discusses guided practice in intervention for at-risk learners as well as acculturation and adaptation to schools. Law & Eckes⁶ discuss the stages of acculturation and adjustment in the classroom. Brownlie & King⁷ have a discussion about adapting curriculum to improve learning

Classroom and school 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 2, this strategy is done with small groups. Teacher and assistant demonstrate how to get around the school, what is expected of students in various school and learning interactions.
 - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time. Teacher and assistant demonstrate how to get around the school, what is expected of students in various school and learning interactions.
 - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP. Teacher and assistant demonstrate how to get around the school, what is expected of students in various school and learning interactions.
 - iv) 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.
 - v) 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.
 - vi) 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

⁵ 2011

⁶ 2000

⁷ 2000

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- 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) Law & Eckes (2000)
 - ii) Brownlie & King (2000)
 - iii) Becker, H., & Hamayan, E. V. (2008)
 - iv) Law, B., & Eckes, M. (2000)
 - d) What to watch for with students in English Language Learner (ELL) programs or students from culturally and linguistically diverse (CLD) backgrounds:
 - i) Particular social groups and cultures have different expectations of adult and children when it comes to learning. 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.

Concurrent language development sessions for students & parents

- a) Purpose of the Strategy
 - i) Build awareness of appropriate communication behaviors for school language and rules
 - ii) Improve confidence in home and community culture/school culture interactions
 - iii) Build upon the diverse language foundations of students and parents
 - iv) Strengthen school/parent partnerships
 - v) Reduce culture shock
 - vi) Reduce anxiety and stress
- b) How to do it
 - i) At Tier 1, this strategy is an effective way to improve readiness among students while building communication with their parents.
 - 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) Classes are provided at a time selected by parents. Parents and adults participate in English as a second language instruction in one room while the students receive home and community language instruction (when possible) and academic content support in another room. After the formal class period, the groups reunite and parents practice bilingual educational games they can play at home with their children.
- c) Research base
 - i) Cole (1995)
 - ii) Law & Eckes (2000)
 - iii) Brownlie & King (2000)
- d) What to watch for with ELL/CLD students

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- i) This is most effective with large communities of one language and more difficult to implement where there are separate families or small groups speaking various and diverse languages.
- ii) In multi-language family communities, focus can remain on English as a second language with first language support offered for as many languages as you have access to bilingual personnel.

Coping/Problem solving

- a) Purpose of the Strategy
 - i) Build awareness of learning process
 - ii) Develop extended time on task
 - iii) Develop higher tolerance
 - iv) Develop problem-solving skills
 - v) Lower anxiety levels
 - vi) Develop personal control of situations
- b) How to do it
 - i) At Tier 1, this strategy is taught to an entire classroom of integrated mixed learners in the benchmarked general education program.
 - 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) Teacher directs students to identify specific problem(s) they want to solve as a group. Each group follows the coping steps as they address their problem, writing down their answers and ideas for each stage.
 - iv) Steps for students to follow in implementing the Coping strategy:
 - (1) What is the problem?
 - (2) What are possible solutions?
 - (3) What is my action plan?
 - (4) Where can I go for help?
 - (5) When should I start?
 - (6) How will I deal with setbacks?
 - (7) What is my outcome?
 - v) When applying the Coping 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 your local community services and service people. You tend to enjoy challenges and usually teach these lessons by having students “discover” local resources and people on their own, but you have several students who are new to your community and from a culturally and linguistically diverse background. You could modify your usual instructional approach by building in an opportunity for your students to examine what your expectations are and identify any problems they may have in meeting your expectations (step 1 of Coping, “What is the problem?”). The student groups then would identify what they will do to successfully complete the lesson (step 2 of Coping, “What are my action steps?”), discussing ahead of time who they might see, where they might go and what

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- might happen. This might include identifying vocabulary words and discourse patterns they will need to use and possibly some practice ahead of time in speaking with adults from different speech communities from their own. They identify ahead of time where sources of information and assistance are available to them (step 3 of Coping, “Where can I go for help?”) including people at the school, church or other community groups. During this planning time, they also discuss what might happen to prevent them getting information or achieving parts of your outcomes. They come up with a supportive, group plan for dealing with barriers in accomplishing their tasks (step 4 of Coping, “How will I deal with setbacks?”). Finally, they create a clear idea in their minds of what exactly an acceptable outcome of this activity will be (step 5 of Coping, “What will my outcome be?”). By following these steps and keeping all of this in mind while working on the lesson you have for them, they will greatly reduce their anxiety level about the task and will increase their likelihood of completing the task successfully.
- c) Research base
 - i) McCain, T. D. (2005)
 - ii) Reid, M. J., Webster-Stratton, C., & Hammond, M. (2007)
 - 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.

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) Primary grades: Teachers and assistants receive training in cross-cultural stress response patterns and interventions for use in the classroom.
 - ii) 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.
 - iii) 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)
 - 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.

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- 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.

Cross-cultural counseling for families

- b) 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
- c) How to do it
 - i) 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) Specialist with training in cross-cultural stress responses and culture shock provides family counseling and guidance.
- d) Research base
 - i) Carrigan (2001)
 - ii) Law & Eckes (2000)
 - iii) Brownlie & King (2000)
- e) 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.

Expectations awareness/review

- a) Purpose of the Strategy
 - i) Ensure that each student is familiar with specific academic and behavioral expectations
 - ii) Reduce frustration in students due to unclear expectations
 - iii) Minimize ambiguity in classroom
- 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) The teacher modifies or breaks down general classroom rules into specific behavioral expectations, to ensure that each student knows exactly what is meant by acceptable behaviors.
 - iv) Illustrations and demonstrations of the desired behaviors and rules should be posted around the room.
- c) Research base

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- i) Davis, B. M. (2005)
- ii) Nelson, J. R., Martella, R., & Galand, B. (1998)
- iii) 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 your classroom rules is to ask students about any rules their parent have for them at home or rules they have learned about crossing the street or playing games. This can then be expanded to the idea of rules for completing tasks and acting appropriately in a classroom.
 - iii) Demonstrate all of the desired behaviors and rules. Some role play may be helpful. Examples of bad behaviors may be used with caution.

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) 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) 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.
 - iv) 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.

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- 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 (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.

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) 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) 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.

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) 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) 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)
- 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.

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) 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 previews new content, new materials, new sounds and any new activity with the students. Peers provide home and community language explanations.
- c) Research base

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- 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

Partners

- a) Purpose of the Strategy
 - i) Improve motivation
 - ii) Minimize behavior problems
- b) How to do it
 - i) At Tier 1, this strategy is done by pairing up all the students in the general education 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) With paired oral reading, each student participates either as an interested listener or as reader, while the teacher can move from pair to pair listening. Reading can be varied by changing partners. Children can reread parts of a story in pairs after the directed reading activity rather than have one student read while the others all listen. During this time, the students have a chance to help each other.
 - iv) With science and math lessons, different partners may be used matching a successful learning with one just slightly less successful and so on down the line. Problem solution can be revisited by changing partners and redoing the problem and solution.
- c) Research base
 - i) Kamps, D. (2007)
 - ii) Koskinen, P. A., & Blum, I. H. (1984)
 - iii) Wood, K. D., & Algozzine, B. (1994)
 - iv) Wood, K. D., & Harmon, J. M. (2001)
 - v) Zutell, J., & Rasinski, T. V. (1991)
- d) What to watch for with ELL/CLD students
 - i) Partners must be selected carefully with specific objectives in mind. If competence and understanding of the content is the goal, then similar language skills are necessary.
 - ii) If expansion and transition of learning is the goal, then paring a less proficient with a more proficient bilingual partner will help.
 - iii) If challenging application is the goal, then paring very differently skilled parties may work.

Planned ignoring

- a) Purpose of the Strategy
 - i) Reduce confrontations over minor misbehaving
 - ii) Eliminate inappropriate behavior after a few moments
- b) How to do it
 - i) 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) Purposely ignores certain behaviors exhibited by students.
 - iii) For example, teacher elects to ignore some whispering between two students during independent work-time.
- c) Research base
 - (1) Grossman, H. (2003)
 - (2) Hall, R. V., & Hall, M. C. (1998)
 - (3) Rafferty, L. A. (2007)
- d) What to watch for with ELL/CLD students
 - i) Some ELL and CLD students may have limited experience with attending schools and not know what the rules are within classrooms.
 - ii) In some cultures, a student who understands some task is expected to assist his relative or friend with a task who may not be doing so well, so some quiet helping should be allowed as long as it appears to be on task.

Planned movement

- a) Purpose of the Strategy
 - i) Prevent inappropriate moving around the room
 - ii) Minimize behavior problems in the classroom
- b) How to do it
 - i) At Tier 1, this strategy is done with the entire 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) Periodically provide students opportunities to move about the classroom for appropriate reasons.
 - iv) For example, teacher allows students to move to a learning center or study booth for part of their independent work-time instead of remaining seated at their desks for the entire period.
- c) Research base
 - i) Evertson, C. M., & Neal, K. W. (2006)
 - ii) Evertson, C. M., & Weinstein, C. S. (2006)
 - iii) Kaufman, D. (2001)
 - iv) Williams, K. C. (2008)
- d) What to watch for with ELL/CLD students

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- i) Differences in mobility and movement by children are learned differences among cultures and social groups. In some families children are expected to get up and move around whenever they want to, in others children are expected to remain seated or in one place unless and until they are given permission to move elsewhere.
- ii) Some children may have undiagnosed conditions that inhibit their sitting or standing in one place without moving occasionally. Using planned movement and making accommodations for opportunities for students to move facilitates learning for all students.

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) 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) 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
 - 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.

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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.
- iv) Students may interact more as they become more comfortable in the classroom or more trusting that they are accepted and valued.

Proximity (Proximics)

- a) Purpose of the Strategy
 - i) Increase students’ time on-task
 - ii) Reassure frustrated students
- b) How to do it
 - i) 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 and/or other students are strategically positioned to provide support and to prevent or minimize misbehaviors.
 - iii) For example, teacher circulates throughout the classroom during group or independent activities, spending more time next to particular students.
- c) Research base
 - i) Etscheidt, S. (1984)
 - ii) Evertson, C. M., & Weinstein, C. S. (2006)
 - iii) Gunter, P. L., & Shores, R. E. (1995)
 - iv) Marable, M. A., & Raimondi, S. L. (1995)
 - v) Walters, J., & Frei, S. (2007)
- d) What to watch for with ELL/CLD students
 - i) All cultures have guidelines about how close or how far away to stand or sit next to another person. These are mostly unspoken and learned through being raised in the culture and community where the proximity to another person is seen and remarked upon by those around you.
 - ii) These space relations are also affected by whether someone is standing over or sitting under another person. These relative positions convey power and control relationships which vary from culture to culture.
 - iii) The teacher must familiarize herself with the proximity ‘rules’ of the various cultures represented in her classroom before expecting to use proximics strategically to promote learning.

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

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- 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.
 - 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 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.

Rest and relaxation techniques

- a) Purpose of the Strategy
 - i) Enhance ability of students to learn new things
 - ii) Develop self-monitoring skills
 - iii) Reduce anxiety and stress responses
 - iv) Reduce culture shock side effects
- b) How to do it
 - i) 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) 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

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- 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.

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) 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) 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.
 - v) 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.
 - vi) Demonstrate all of the desired behaviors and strategies. Some role play may be helpful. Examples of bad behaviors may be used with caution.

Success

- a) Purpose of the Strategy
 - i) Develop personal control of situations
 - ii) Develop thinking and planning skills
 - iii) Facilitate student self-concept as a successful person
 - iv) Improve confidence and self-esteem
 - v) Improve retention

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- vi) Utilize prior knowledge
- b) How to do it
 - i) At Tier 1, this strategy is part and parcel of the modus operandi in the general 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) The teacher ensures that each student successfully completes assigned tasks, by initially reducing the level of difficulty of materials and gradually increasing the level of difficulty as easier tasks are met with success. Teacher also reduces the complexity level of vocabulary or concepts in written material to help the student complete a reading task. Through this strategy, learners may read material similar to others in the class without requiring an excessive amount of individual attention from the teacher.
 - iv) For example, teacher places a transparency over a page of written material and, with a fine-point marker, cross out the more difficult words and writes simpler equivalents of those words above or in the margin next to the crossed-out words. As the student reads, he or she substitutes the simpler words for those marked out.
- c) Research base
 - i) Gibbons, P. (2003)
 - ii) Krumenaker, L., Many, J., & Wang, Y. (2008)
 - iii) Leki, I. (1995)
 - iv) Tomlinson, C. A. (1999)
- d) What to watch for with ELL/CLD students
 - i) The teacher needs information or professional development about all of the diverse learning styles, cultures, and languages in the classroom in order to design accessible learning activities for all students.
 - ii) There is as much diversity within the ELL and CLD population as there is between the non-ELL and ELL population as a whole.

Time-out

- a) Purpose of the Strategy
 - i) Facilitate student regaining control over self
- b) How to do it
 - i) Promotes student thinking about own behavior and behavioral expectations of teacher.
 - ii) Student is removed temporarily from the immediate environment to reduce external stimuli.
 - iii) For example, teacher removes a student to a quiet or time-out area for 3-5 minutes when student is unable to respond to a situation in a non-aggressive manner.
- c) Research base
 - i) Harwell (2001)
- d) What to watch for with ELL/CLD students
 - i) Some ELL and CLD students have limited experience with public schools and the rules expected in the classroom.

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- ii) Time-outs should be explained to the student in their most proficient language before using them or while taking them out of a situation.

Touch

- a) Purpose of the Strategy
 - i) Increase time on-task
 - ii) Build student's self-awareness of behavior
- b) How to do it
 - i) 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) Use touch to minimize misbehaviors and convey messages to learners.
 - iii) For example, if a student is looking around the room during independent work-time, the teacher can walk up to the student and gently tap on the student's shoulder as a signal to focus on the assignment.
- c) Research base
 - i) Koenig, L. J. (2007)
 - ii) Little, S. G., & Akin-Little, A. (2008)
 - iii) Marable, M. A., & Raimondi, S. L. (1995)
- d) What to watch for with ELL/CLD students
 - i) All cultures have guidelines about how a person can touch another person. These are mostly unspoken and learned through being raised in the culture and community where touching another person is seen and remarked upon by those around you.
 - ii) These touch relations are also affected by whether someone is related to the other person. These relative positions convey power and control relationships which vary from culture to culture.
 - iii) The teacher must familiarize herself with the touch 'rules' of the various cultures represented in her classroom before expecting to use touch strategically to promote learning.

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) 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) 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

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- 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)
 - ii) Kamps, D. (2007)
 - iii) Koskinen, P. A., & Blum, I. H. (1984)
 - iv) Wood, K. D., & Algozzine, B. (1994)
 - 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.
 - vii) Always have interpreters available for in depth discussion of the materials presented.

Interventions for Cognitive Learning Style

Cognitive Learning strategies address specific cognitive learning style differences, cognitive academic learning gaps, limited experience in academic settings, and other cognitive academic needs. Each example of recommended strategy and intervention is presented with its desired outcomes and an example of application.

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) 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 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?
 - (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?
 - iv) 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

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- 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?”).
- v) 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 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

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- 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?”).
- vi) 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.

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
 - 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.

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- 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 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

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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)
 - 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.

Analogy

- a) Purpose of the Strategy
 - i) Develop higher tolerance

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- ii) Facilitate access of prior knowledge
- iii) Build transfer skills
- iv) Develop categorization skills
- b) How to do it
 - i) At Tier 1, 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) 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 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?
 - iv) 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.
 - v) 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, Javanese, 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.
 - vi) 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

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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 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
 - (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.

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- (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.
- vii) 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?”). Discussions will naturally arise out of these lessons about comparing and contrasting based upon High versus Low Tolerance characteristics.
- viii) 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.”

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- 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.

Coping/Problem solving

- e) Purpose of the Strategy
 - i) Build awareness of learning process
 - ii) Develop extended time on task
 - iii) Develop higher tolerance
 - iv) Develop problem-solving skills
 - v) Lower anxiety levels
 - vi) Develop personal control of situations
- f) How to do it
 - i) At Tier 1, this strategy is taught to an entire classroom of integrated mixed learners in the benchmarked general education program.
 - 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) Teacher directs students to identify specific problem(s) they want to solve as a group. Each group follows the coping steps as they address their problem, writing down their answers and ideas for each stage.
 - iv) Steps for students to follow in implementing the Coping strategy:
 - (1) What is the problem?
 - (2) What are possible solutions?
 - (3) What is my action plan?
 - (4) Where can I go for help?
 - (5) When should I start?
 - (6) How will I deal with setbacks?
 - (7) What is my outcome?
 - v) When applying the Coping 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 your local community services and service people. You tend to enjoy challenges and usually teach these lessons by having students “discover” local resources and people on their own, but you have several students who are new to your community and from a culturally and

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linguistically diverse background. You could modify your usual instructional approach by building in an opportunity for your students to examine what your expectations are and identify any problems they may have in meeting your expectations (step 1 of Coping, “What is the problem?”). The student groups then would identify what they will do to successfully complete the lesson (step 2 of Coping, “What are my action steps?”), discussing ahead of time who they might see, where they might go and what might happen. This might include identifying vocabulary words and discourse patterns they will need to use and possibly some practice ahead of time in speaking with adults from different speech communities from their own. They identify ahead of time where sources of information and assistance are available to them (step 3 of Coping, “Where can I go for help?”) including people at the school, church or other community groups. During this planning time, they also discuss what might happen to prevent them getting information or achieving parts of your outcomes. They come up with a supportive, group plan for dealing with barriers in accomplishing their tasks (step 4 of Coping, “How will I deal with setbacks?”). Finally, they create a clear idea in their minds of what exactly an acceptable outcome of this activity will be (step 5 of Coping, “What will my outcome be?”). By following these steps and keeping all of this in mind while working on the lesson you have for them, they will greatly reduce their anxiety level about the task and will increase their likelihood of completing the task successfully.

- g) Research base
 - i) McCain, T. D. (2005)
 - ii) Reid, M. J., Webster-Stratton, C., & Hammond, M. (2007)
- h) 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.

Evaluation

- 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) At Tier 1, this strategy is used in the general education classroom with all students.
 - 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.

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- iii) 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.
- iv) 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
- v) 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.
- vi) 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.
- vii) 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?
- viii) 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

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lesson can be analyzed and monitored using the Evaluation steps 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 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

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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 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.

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.

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- 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) 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 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

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

Reciprocal questioning

- a) Purpose of the Strategy
 - i) Improve reading comprehension
 - ii) Use discourse techniques
 - iii) Sometimes used as an inquiry approach
 - iv) Improve mnemonic retrieval
 - v) Improve retention
 - vi) Develop thinking and planning skills
- b) How to do it
 - i) At Tier 1, this strategy is done within the integrated classroom in any content area.
 - 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) Reciprocal Questioning: Teacher and student ask each other questions about a selection. Student modeling of teacher questions and teacher feedback are emphasized as the learner explores the meaning of the reading material.
- c) Research base
 - i) Moore, Alvermann, & Hinch (2000)
 - ii) Cole (1995)
- d) What to watch for with ELL/CLD students
 - i) Provide initial set up in the student's most proficient language.
 - ii) Students can practice reciprocal questioning with each other in their native language and then proceed with English proficient students.

Visualization

- a) Purpose of the Strategy
 - i) Develop higher tolerance
 - ii) Develop thinking and planning skills
 - iii) Improve mnemonic retrieval
 - iv) Improve retention

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- b) How to do it
- i) 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) Students put small red stop signs at the end of sentences in an assigned reading. As they read the passage, they stop at each sign and answer questions about the passage. They then make a picture in their mind of what the passage means. This is repeated for each subsequent passage with the “pictures” forming a moving visualization or “motion picture” of what the passage means. (I usually remind students to think of TV shows.) This visualization strategy can also be used with other content activities, in science and social studies for example. Steps for students to follow in implementing this strategy:
 - (a) Where do I stop?
 - (b) Who is doing what, where, how, and why?
 - (c) What do I see in my mind?
 - (d) How does this all go together?
 - iii) When applying the Visualization strategy, students work through problems or tasks using the above sequence of self-monitoring questions.
 - iv) Suppose you are having your students read “The Story of Ferdinand” by Munro Leaf. You would have students work in pairs or in small mixed skill groups as they read this story together. They would help put small red “post-it” circles at the end of each sentence or at the end of two sentences, depending upon their skill level (step 1 of Visualization, “Where should I stop to think?”). Suppose one group was reading this passage, for example:
 - (1) All the other bulls who had grown up with him in the same pasture would fight each other all day●. They would butt each other and stick each other with their horns●. What they wanted most of all was to be picked to fight at the bull fights in Madrid●. But not Ferdinand – he still liked to sit just quietly under the cork tree and smell the flowers●.
 - v) Students would take turns reading out loud to one another. The first reader would read up to the first red spot and stop. The students would then review the six ‘W’ questions about what had just been read (step 2 of Visualization, “Who is doing what, where, when, how, and why?”). Who = the other bulls, what = fight each other, where = in the pasture, when = all day. As this is the first sentence, the readers do not yet know the answers to all the questions (how & why = don’t know yet). After answering the questions, the group will next take turns telling the others how they visualize this sentence (step 3 of Visualization, “What picture do I see in my mind regarding these?”). The picture in the book shows the bulls gazing up at a poster about the bull fights in Madrid, so they will have to use their imagination about what it might look like to see these young bulls play fighting. They will then go on to read the next sentence and repeat step 2 & 3, this time adding step 4. Who = the bulls, what = fight each other, where = in the pasture, when = all day, how = butt each other and stick each other with their horns, why = still don’t know. They can now expand their first imaginative picture of these bulls by adding some action to the “movie” they are making in their minds (step 5 of Visualization, “What do I see when I put the pictures from each stop together?”). The group goes on the next sentence and repeats steps 2, 3, 4 and 5. Who

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- = the young bulls, what = fighting, where = in the pasture, how = butting heads, why = to be picked to fight in Madrid. They expand their visualization to showing the longing of the young bulls while they are fighting. They then read the final sentence and complete the “movie” in their minds. Who = the young bulls and Ferdinand, what = the young bulls fighting and Ferdinand sitting, where = fighting in the pasture while Ferdinand is under the cork tree, how = fighting by butting their heads while Ferdinand is smelling flowers, why = the young bulls want to be picked to fight in Madrid but Ferdinand doesn’t want to do anything but smell the flowers.
- vi) The use of the Visualization strategy will slow impulsive learners down, reinforce reflective habits, and guide students to more accurate understanding of what they are reading.
 - c) Research base
 - i) Tovani (2000)
 - ii) Harwell (2001)
 - iii) Klingner, J. K., Vaughn, S., & Boardman, A. (2007)
 - iv) Naughton, V. M. (2008)
 - v) Tomlinson, B. (Ed.). (1998)
 - d) What to watch for with ELL/CLD students
 - i) Students with limited school experience will not know what ‘visualization’ means and will need to have direct instruction in the vocabulary and actions expected.
 - ii) This can be introduced in the primary language and examples given from literature and art with which the students are more familiar.

Interventions for Culture & Language

Communicative Assistance

Communication strategies address specific language and culture transition issues, such as code switching, rate and stages in second language acquisition, development of social language and academic language in both of the student's languages, comprehensible input and other communicative needs. Each example of recommended strategy and intervention is presented with its desired outcomes and an example of application.

Academic language instruction and transition

- a) Purpose of the Strategy
 - a. Develop cognitive academic language
 - b. Build transfer skills
 - c. Reduce code-switching
- b) How to do it
 - a. 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.
 - b. 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
 - a. Law & Eckes (2000)
- d) What to watch for with ELL/CLD students
 - a. Proficiency in using and understanding academic language will develop and grow with exposure and practice.
 - b. 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.

Bilingual videotapes about North American speech

- a) Purpose of the Strategy
 - i) Build upon existing language strengths of student
 - ii) Build awareness of appropriate social and academic language
 - iii) Build transfer skills
 - iv) Develop confidence in school language and rules for academic and social interactions
- b) How to do it
 - i) At Tier 1 this strategy is used within the general education and ELL classroom.

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- 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) This can also be done during parent nights or outside of the school day when including ELL parents and families.
- iv) Groups of students and/or their families view videos developed locally or available from Intercultural Press and other publishers about North American idioms, communication structures and expectations. Best shown with an experienced bilingual facilitator.
- c) Research base
 - i) Cole (1995)
 - ii) Collier (2003)
- d) What to watch for with ELL/CLD students
 - i) There are many dialects of spoken English and differences of opinion about what is the “proper” dialect to use as the model for ELL/CLD students.
 - ii) The teacher should be aware of the diversity of reaction to specific dialects of spoken English in North America and be prepared to address expressions of prejudice or value judgments about certain speakers shown on the videotapes.
 - iii) The most practical way to deal with this is to pre-screen the videos and select segments that most closely represent the dialects common in your local communities plus a few as examples of the diversity that exist in our country.

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) 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) 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 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.
 - iv) The teacher has the students practice using these strategies in a variety of interactions.
- c) Research base

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- 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
 - 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.

Cross-cultural counseling

- e) Purpose of the Strategy
 - i) Enhance awareness of school adaptation process
 - ii) Reduce anxiety and stress
 - iii) Develop personal control of situations
- f) How to do it
 - i) 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) Primary grades: Teachers and assistants receive training in cross-cultural stress response patterns and interventions for use in the classroom.
 - iii) 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.
 - iv) Secondary grades: Specialist with training in cross-cultural stress responses and culture shock provides counseling and guidance.
- g) Research base
 - i) Burnham, J. J., Mantero, M., & Hooper, L. M. (2009)
 - ii) Johnson, R. (1995)
 - iii) Landis, D., Bennett, J. M., & Bennett, M. J. (2004)
 - iv) McAllister, G., & Irvine, J. J. (2000)
- h) 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.

Guided practice in constructive quality interactions

- e) Purpose of the Strategy
 - i) Build transfer skills

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- 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
- f) How to do it
 - i) 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) 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.
- g) Research base
 - i) Carrigan (2001)
 - ii) Cole (1995)
- h) 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.

Peer tutors/ Class buddies / Peer helpers

- a) Purpose of the Strategy
 - i) Build transfer skills
 - ii) Develop basic interpersonal communication
 - iii) Develop cognitive academic language
 - iv) Develop content knowledge foundation
 - v) Develop higher tolerance
 - vi) Develop positive peer relationships
 - vii) Develop thinking and planning skills
 - viii) Improve retention
 - ix) Utilize prior knowledge
- b) How to do it
 - i) At Tier 1, this strategy is done with all of the students in the general education classroom.

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- 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) Students assist in the classroom by working with other students. Tutors may receive training about objectives, reinforcement, etc. A student who has mastered a list of sight words or math facts presents these items on flash cards to another student needing assistance in this area. Students help other learners of similar or different ages in the classroom to complete assignments or other responsibilities. This strategy has been shown to provide learning gains for both the tutor and the tutee, and allows for the teacher to work closely with more students. The teacher should always be clear about the objectives of the tutoring session, and hold the students accountable for their work.
- iv) Example: The tutoring student shares her/his report with the tutee. In preparation, the tutor identifies key concepts and vocabulary used in the report, and presents these on tag board cards to the tutee. The tutee tells the tutor in his/her own words, what he or she understood from the report.
- v) 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 peers 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.
- vi) Expansion: Peer helpers develop code of ethics and their own guidelines for tutoring.
- vii) As students become more comfortable, they may be paired with more diverse peers and tutors.
- c) Research base
 - i) Carrigan (2001)
 - ii) Cole (1995)
- 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 of 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.

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
 - iv) Develop cognitive academic language

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- 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) 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) 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.
 - iii) 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.
 - iv) 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.
 - v) 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.

Sheltered Instruction

- 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
 - i) 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.

Sheltered interactions

- a) Purpose of the Strategy
 - i) Build transfer skills

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- ii) Develop confidence in school culture interactions
- iii) Develop higher tolerance
- iv) Facilitate access of prior knowledge
- b) How to do it
 - i) 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 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.

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) 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 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)
 - 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.

Sheltered techniques

- e) 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
- f) How to do it
 - i) 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.
- g) Research base
 - i) Cole (1995)
 - ii) Echevarria, J., & Graves, A. (2006)
 - iii) Echevarria, J., Vogt, M. E., & Short, D. (2007)
- h) 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.

Ethno-ecological Assistance

Ethnic, family environment and community-based strategies address the cultural adaptation needs of children within their family and community context. Each example of recommended strategy and intervention is presented with its desired outcomes and an example of application.

Concurrent language development sessions for students & parents

- e) Purpose of the Strategy
 - i) Build awareness of appropriate communication behaviors for school language and rules
 - ii) Improve confidence in home and community culture/school culture interactions

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- iii) Build upon the diverse language foundations of students and parents
- iv) Strengthen school/parent partnerships
- v) Reduce culture shock
- vi) Reduce anxiety and stress
- f) How to do it
 - i) At Tier 1, this strategy is an effective way to improve readiness among students while building communication with their parents.
 - iii) 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) Classes are provided at a time selected by parents. Parents and adults participate in English as a second language instruction in one room while the students receive home and community language instruction (when possible) and academic content support in another room. After the formal class period, the groups reunite and parents practice bilingual educational games they can play at home with their children.
- g) Research base
 - i) Cole (1995)
 - ii) Law & Eckes (2000)
 - iii) Brownlie & King (2000)
- h) What to watch for with ELL/CLD students
 - i) This is most effective with large communities of one language and more difficult to implement where there are separate families or small groups speaking various and diverse languages.
 - ii) In multi-language family communities, focus can remain on English as a second language with first language support offered for as many languages as you have access to bilingual personnel.

Cross-cultural counseling

- i) Purpose of the Strategy
 - i) Enhance awareness of school adaptation process
 - ii) Reduce anxiety and stress
 - iii) Develop personal control of situations
- j) How to do it
 - i) 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) Primary grades: Teachers and assistants receive training in cross-cultural stress response patterns and interventions for use in the classroom.
 - iii) 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.
 - iv) Secondary grades: Specialist with training in cross-cultural stress responses and culture shock provides counseling and guidance.
- k) Research base

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- i) Burnham, J. J., Mantero, M., & Hooper, L. M. (2009)
- ii) Johnson, R. (1995)
- iii) Landis, D., Bennett, J. M., & Bennett, M. J. (2004)
- iv) McAllister, G., & Irvine, J. J. (2000)
- l) 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.

Cross-cultural counseling for families

- a) Purpose of the Strategy
 - a. Develop personal control of situations
 - b. Enhance student interaction with family during transition
 - c. Facilitate family adaptation to new community
 - d. Reduce anxiety and stress
- b) How to do it
 - a. 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.
 - b. Specialist with training in cross-cultural stress responses and culture shock provides family counseling and guidance.
- c) Research base
 - a. Carrigan (2001)
 - b. Law & Eckes (2000)
 - c. Brownlie & King (2000)
- d) What to watch for with ELL/CLD students
 - a. Many cultures have adverse reactions to “official” personnel getting involved with the family and particularly with someone telling them how to raise their children.
 - b. 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.

Family-centered learning activity

- e) 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
- f) How to do it

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- 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) 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) 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.
- iv) 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.
- g) 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)
- h) 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.

Guided practice w/ service personnel from school/government agencies

- e) Purpose of the Strategy
 - i) Improve confidence in official interactions
 - ii) Strengthen school/parent partnerships
 - iii) Reduce anxiety and stress
- f) How to do it
 - i) 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) 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

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community members then practice each stage of the interaction, taking different roles each time until comfortable and successful in appropriate behaviors.

- g) Research base
 - i) Carrigan (2001)
- h) 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.

Survival strategies for parents/families

- e) 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
- f) How to do it
 - i) 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) 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.
- g) Research base
 - i) Carrigan (2001)
 - ii) Collier (2003)
- h) 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.
 - viii) 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.

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- ix) Demonstrate all of the desired behaviors and strategies. Some role play may be helpful. Examples of bad behaviors may be used with caution.

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) 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 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

Transition activity for families & community groups

- a) Purpose of the Strategy
 - i) Improve confidence in home and community culture/school culture interactions
 - ii) Strengthen school/parent partnerships
 - iii) Build awareness of appropriate communication behaviors for school language and rules
 - iv) Reduce anxiety and stress
- b) How to do it

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- i) 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) Community liaison takes families on field trips to various educational and significant sites in the area. Families are given a preview of site, relevant activities, and explanations in home and community language when possible, before trip. Examples are visits to schools, libraries, museums, zoos, colleges, aquariums, and factories.
- c) Research base
 - i) Carrigan (2001)
- d) What to watch for with ELL/CLD students
 - i) So much of what we expect students to achieve in school comes from prior experiences and ‘schema’, that it is useful to assist families in seeing what sort of family experiences we think of as contributing to learning.
 - ii) This activity also facilitates families in building familiarity with the community and finding out what resources are available to assist their children in learning.

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) 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) 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)
 - ii) Kamps, D. (2007)
 - iii) Koskinen, P. A., & Blum, I. H. (1984)
 - iv) Wood, K. D., & Algozzine, B. (1994)
 - 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.

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- 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.
- x) Always have interpreters available for in depth discussion of the materials presented.

Interventions for Experience

Experience and environment strategies address specific gaps in diverse learners' prior school experiences, differences in prior instructional approaches, sporadic school attendance, limited experience in formal academic settings, and other cognitive academic needs. Each example of recommended strategy and intervention is presented with its desired outcomes and an example of application.

Accountability

- a) Purpose of the Strategy
 - i) Ensure that students are aware of and responsible for their own actions
 - ii) Develop awareness of the connection between their actions and the consequences of these actions
- b) How to do it
 - i) At Tier 1, this strategy is done within the general education classroom with mixed groups of students.
 - 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) Establish rewards and consequences for completion of work and appropriate behavior, ensuring that these rewards and consequences are consistently implemented. For example, teacher assists the student in setting up an agenda or plan of a personalized list of tasks that the student must complete in a specified time.
- c) Research base
 - i) Tomlinson (1999)
- 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 your classroom rules is to ask students about any rules their parent have for them at home or rules they have learned about crossing the street or playing games. This can then be expanded to the idea of rules for completing tasks and acting appropriately in a classroom.

Alternate response methods

- a) Purpose of the Strategy
 - i) Adapt the mode of response required of students
- b) How to do it
 - i) At Tier 1, this strategy can be done with all students in a mixed general education classroom.

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- 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) 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.
 - iv) 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.
 - v) 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)
 - 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.

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

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- i) 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 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.

Contracting

- a) Purpose of the Strategy
 - i) Clarify responsibilities, assignments, and rewards
 - ii) Improve motivation
- b) How to do it
 - i) 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) Establish a verbal or written mutual agreement between teacher and student.
 - iii) For example, a written document with agreement that the student will complete 20 math problems with 80% accuracy during the regular math period. Student will receive 10 minutes of extra free time if contract conditions are met.
- c) Research base
 - i) Tomlinson (1999)
 - ii) Harwell (2001)
- d) What to watch for with ELL/CLD students
 - i) Contracts will need to be explained in the students' most proficient language.
 - ii) Examples should be provided from their own family or community experience.

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

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- iii) Reduce fears associated with assignments
- b) How to do it
 - i) At Tier 1, this strategy can be done with all students in a mixed general education 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) 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)
 - 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.

Expectations awareness/review

- e) Purpose of the Strategy
 - i) Ensure that each student is familiar with specific academic and behavioral expectations
 - ii) Reduce frustration in students due to unclear expectations
 - iii) Minimize ambiguity in classroom
- f) 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.

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- iii) The teacher modifies or breaks down general classroom rules into specific behavioral expectations, to ensure that each student knows exactly what is meant by acceptable behaviors.
- iv) Illustrations and demonstrations of the desired behaviors and rules should be posted around the room.
- g) Research base
 - i) Davis, B. M. (2005)
 - ii) Nelson, J. R., Martella, R., & Galand, B. (1998)
 - iii) Rubenstein, I. Z. (2006)
- h) 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 your classroom rules is to ask students about any rules their parent have for them at home or rules they have learned about crossing the street or playing games. This can then be expanded to the idea of rules for completing tasks and acting appropriately in a classroom.
 - iii) Demonstrate all of the desired behaviors and rules. Some role play may be helpful. Examples of bad behaviors may be used with caution.

Individualizing

- a) Purpose of the Strategy
 - i) Design instruction so individual needs and abilities are addressed
- b) How to do it
 - i) 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) Learners are motivated and complete tasks appropriate to their needs, interests, and abilities. Individual Education Plan (IEP) may state that student will be able to use or respond to specific cues or reinforcements.
- c) Research base
 - i) Benjamin, A. (2003)
 - ii) Ferris, D., & Hedgcock, J. (2005)
 - iii) Herrera, S. G., & Murry, K. G. (2004)
 - iv) Krumenaker, L., Many, J., & Wang, Y. (2008)
 - v) Murrey, D. L. (2008)
- d) What to watch for with ELL/CLD students
 - i) A basic premise of differentiation is that one type of instruction does not necessarily work for all students, i.e. one size does not fit all. Teachers are advised to begin where their students are, with their learning differences and their learning strengths.
 - ii) For ELL and CLD students, instructional personnel are to build upon learners' cultural and linguistic differences and strengths by developing instructional activities based on

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essential topics and concepts, significant processes and skills, and multiple ways to display learning while providing flexible approaches to content, instruction, and outcomes.

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) At Tier 1 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) 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 creates areas or locations in the classroom where students work on various tasks simultaneously.
 - iv) 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.
 - v) For example, create a literacy center where different activities exist for practicing commonly-used sight words, reading vocabulary words and spelling words.
 - vi) 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.

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- 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.

Partners

- e) Purpose of the Strategy
 - i) Improve motivation
 - ii) Minimize behavior problems
- f) How to do it
 - i) At Tier 1, this strategy is done by pairing up all the students in the general education 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) With paired oral reading, each student participates either as an interested listener or as reader, while the teacher can move from pair to pair listening. Reading can be varied by changing partners. Children can reread parts of a story in pairs after the directed reading activity rather than have one student read while the others all listen. During this time, the students have a chance to help each other.
 - iv) With science and math lessons, different partners may be used matching a successful learning with one just slightly less successful and so on down the line. Problem solution can be revisited by changing partners and redoing the problem and solution.
- g) Research base
 - i) Kamps, D. (2007)
 - ii) Koskinen, P. A., & Blum, I. H. (1984)
 - iii) Wood, K. D., & Algozzine, B. (1994)
 - iv) Wood, K. D., & Harmon, J. M. (2001)
 - v) Zutell, J., & Rasinski, T. V. (1991)
- h) What to watch for with ELL/CLD students
 - xi) Partners must be selected carefully with specific objectives in mind. If competence and understanding of the content is the goal, then similar language skills are necessary.
 - xii) If expansion and transition of learning is the goal, then pairing a less proficient with a more proficient bilingual partner will help.
 - xiii) If challenging application is the goal, then pairing very differently skilled parties may work.

Peer tutors/ Class buddies / Peer helpers

- e) Purpose of the Strategy
 - i) Build transfer skills
 - ii) Develop basic interpersonal communication
 - iii) Develop cognitive academic language

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- iv) Develop content knowledge foundation
- v) Develop higher tolerance
- vi) Develop positive peer relationships
- vii) Develop thinking and planning skills
- viii) Improve retention
- ix) Utilize prior knowledge
- f) How to do it
 - i) At Tier 1, this strategy is done with all of the students in the general education 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) Students assist in the classroom by working with other students. Tutors may receive training about objectives, reinforcement, etc. A student who has mastered a list of sight words or math facts presents these items on flash cards to another student needing assistance in this area. Students help other learners of similar or different ages in the classroom to complete assignments or other responsibilities. This strategy has been shown to provide learning gains for both the tutor and the tutee, and allows for the teacher to work closely with more students. The teacher should always be clear about the objectives of the tutoring session, and hold the students accountable for their work.
 - iv) Example: The tutoring student shares her/his report with the tutee. In preparation, the tutor identifies key concepts and vocabulary used in the report, and presents these on tag board cards to the tutee. The tutee tells the tutor in his/her own words, what he or she understood from the report.
 - v) 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 peers 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.
 - vi) Expansion: Peer helpers develop code of ethics and their own guidelines for tutoring.
 - vii) As students become more comfortable, they may be paired with more diverse peers and tutors.
- g) Research base
 - i) Carrigan (2001)
 - ii) Cole (1995)
- h) 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 of 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.

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- iii) Students may interact more as they become more comfortable in the classroom or more trusting that they are accepted and valued.

Presentation modification

- a) Purpose of the Strategy
 - i) Expand and elaborate on learning foundation
 - ii) Build transfer skills
- b) How to do it
 - i) 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) Use concrete learning activities and simplified language to accommodate students' current conceptual/linguistic development. Students are systematically introduced to abstract concepts (academic language). Supplement the abstract concepts with visual aids, manipulatives, examples from students' previous experiences, or other direct hands-on experiences.
- c) Research base
 - i) Cole (1995)
- d) What to watch for with ELL/CLD students
 - i) Remember your students will vary in their familiarity with the concepts and objects you are presenting.
 - ii) Always preview the materials and approaches you are going to use and use familiar objects to explain new content.
 - iii) Have students contribute examples or materials from their own experiences.

Planned ignoring

- e) Purpose of the Strategy
 - i) Reduce confrontations over minor misbehaving
 - ii) Eliminate inappropriate behavior after a few moments
- f) How to do it
 - i) 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) Purposely ignores certain behaviors exhibited by students.
 - iii) For example, teacher elects to ignore some whispering between two students during independent work-time.
- g) Research base
 - (1) Grossman, H. (2003)
 - (2) Hall, R. V., & Hall, M. C. (1998)
 - (3) Rafferty, L. A. (2007)
- h) What to watch for with ELL/CLD students
 - i) Some ELL and CLD students may have limited experience with attending schools and not know what the rules are within classrooms.

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- ii) In some cultures, a student who understands some task is expected to assist his relative or friend with a task who may not be doing so well, so some quiet helping should be allowed as long as it appears to be on task.

Planned movement

- e) Purpose of the Strategy
 - i) Prevent inappropriate moving around the room
 - ii) Minimize behavior problems in the classroom
- f) How to do it
 - i) At Tier 1, this strategy is done with the entire 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) Periodically provide students opportunities to move about the classroom for appropriate reasons.
 - iv) For example, teacher allows students to move to a learning center or study booth for part of their independent work-time instead of remaining seated at their desks for the entire period.
- g) Research base
 - i) Evertson, C. M., & Neal, K. W. (2006)
 - ii) Evertson, C. M., & Weinstein, C. S. (2006)
 - iii) Kaufman, D. (2001)
 - iv) Williams, K. C. (2008)
- h) What to watch for with ELL/CLD students
 - i) Differences in mobility and movement by children are learned differences among cultures and social groups. In some families children are expected to get up and move around whenever they want to, in others children are expected to remain seated or in one place unless and until they are given permission to move elsewhere.
 - ii) Some children may have undiagnosed conditions that inhibit their sitting or standing in one place without moving occasionally. Using planned movement and making accommodations for opportunities for students to move facilitates learning for all students.

Positive reinforcement

- a) Purpose of the Strategy
 - i) Increase the frequency of appropriate responses or behaviors
 - ii) Facilitate students' comfort with learning environment
- b) How to do it
 - i) At Tier 1, this strategy is used by the teacher at all times with all students in the 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.

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- iii) The teacher provides feedback or rewards for completing appropriate tasks or behaving in appropriate ways.
- iv) For example, teacher provides a student extra free time when his/her math or reading assignment has been completed.
- c) Research base
 - i) Opitz (1998)
 - ii) Cole (1995)
 - iii) Harwell (2001)
- d) What to watch for with ELL/CLD students
 - i) What is rewarding to one person is not necessarily rewarding to another. This is another learned preference.
 - ii) The teacher should use a variety of affirmatives, words and phrases to denote reinforcement.
 - iii) When using physical rewards, always do some research to identify culturally, developmentally and gender appropriate items.
 - iv) When using extra time or a special activity as a reward, vary these depending upon the students' interests.

Proximity (Proximics)

- e) Purpose of the Strategy
 - i) Increase students' time on-task
 - ii) Reassure frustrated students
- f) How to do it
 - i) 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 and/or other students are strategically positioned to provide support and to prevent or minimize misbehaviors.
 - iii) For example, teacher circulates throughout the classroom during group or independent activities, spending more time next to particular students.
- g) Research base
 - i) Etscheidt, S. (1984)
 - ii) Evertson, C. M., & Weinstein, C. S. (2006)
 - iii) Gunter, P. L., & Shores, R. E. (1995)
 - iv) Marable, M. A., & Raimondi, S. L. (1995)
 - v) Walters, J., & Frei, S. (2007)
- h) What to watch for with ELL/CLD students
 - i) All cultures have guidelines about how close or how far away to stand or sit next to another person. These are mostly unspoken and learned through being raised in the culture and community where the proximity to another person is seen and remarked upon by those around you.
 - ii) These space relations are also affected by whether someone is standing over or sitting under another person. These relative positions convey power and control relationships which vary from culture to culture.

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- iii) The teacher must familiarize herself with the proximity 'rules' of the various cultures represented in her classroom before expecting to use proximics strategically to promote learning.

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
 - 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) 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) 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.
 - iii) 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.
 - iv) 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.
 - v) 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.

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- 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
 - 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.

Self-monitoring techniques

- a) Purpose of the Strategy
 - a. Develop confidence in cognitive academic interactions
 - b. Develop independence in learning situations
 - c. Develop personal control of situations
 - d. Increase time on-task
 - e. Facilitate student assuming responsibility for learning
 - f. Reduce response fatigue
 - g. Reduce inappropriate behaviors
- b) How to do it
 - a. 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.
 - b. 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
 - a. Borba (2001)
 - b. Strickland, Ganske, & Monroe (2002)
 - c. Tomlinson (1999)
- d) What to watch for with ELL/CLD students

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- a. 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.
- b. 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.
- c. Use the students’ most proficient language to explain what the process and purpose of the strategy.
- d. 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.

Self-reinforcement

- a) Purpose of the Strategy
 - a. Build awareness of learning
 - b. Develop personal control of situations
 - c. Develop thinking and planning skills
 - d. Facilitate access of prior knowledge
 - e. Facilitate language development
 - f. Improve motivation and response
 - g. Reduce off-task behaviors
- b) How to do it
 - a. At Tier 1, 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.
 - b. At Tier 2, this strategy is done with small groups. Individual students reward themselves for appropriate behavior and performance. Student uses self-developed checklist and gives reward to self upon completion.
 - c. At Tier 3, this strategy is done in individualized, focused intensive periods of time. Individual students reward themselves for appropriate behavior and performance.
 - d. At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP
 - e. At first the teacher stops the class occasionally and points out appropriate learning or behavior taking place, rewarding with points or praise.
 - f. As students become familiar with what is desired, they can check off points on their own checklists.
 - g. 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.
 - h. Facilitates language development related to cognitive academic language.
- c) Research base
 - a. Tomlinson (1999)
- d) What to watch for with ELL/CLD students
 - a. ELL students who are LEP may need the process explained in their most proficient language.

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- b. Points are not intrinsically reinforcing. What is rewarding to one person is not necessarily rewarding to another. This is another learned preference.
- c. The points may be paired with some more directly rewarding action and then gradually just use points.

Signals

- a) Purpose of the Strategy
 - i) Facilitate nondirective guidance about student misbehavior
 - ii) Prevent minor inappropriate behaviors from escalating
 - iii) Reduce specific attention to the students' misbehaving
- b) How to do it
 - i) 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) Use nonverbal cues or signals to control inappropriate behavior.
 - iii) For example, teacher flicks the classroom lights on and off when the noise level in the class becomes too loud.
- c) Research base
 - i) Marable, M. A., & Raimondi, S. L. (1995)
 - ii) Petrie, G., Lindauer, P., Bennett, B., & Gibson, S. (1998)
 - iii) Rogers, B. (2006)
- d) What to watch for with ELL/CLD students
 - i) Always introduce signals to ELL and CLD students by explaining them in their most proficient language.
 - ii) ELL/CLD students who have had prior schooling might be asked what sort of signals they were familiar with and that could become part of the classroom routine.

Success

- e) Purpose of the Strategy
 - i) Develop personal control of situations
 - ii) Develop thinking and planning skills
 - iii) Facilitate student self-concept as a successful person
 - iv) Improve confidence and self-esteem
 - v) Improve retention
 - vi) Utilize prior knowledge
- f) How to do it
 - i) At Tier 1, this strategy is part and parcel of the modus operandi in the general 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) The teacher ensures that each student successfully completes assigned tasks, by initially reducing the level of difficulty of materials and gradually increasing the level of

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- difficulty as easier tasks are met with success. Teacher also reduces the complexity level of vocabulary or concepts in written material to help the student complete a reading task. Through this strategy, learners may read material similar to others in the class without requiring an excessive amount of individual attention from the teacher.
- iv) For example, teacher places a transparency over a page of written material and, with a fine-point marker, cross out the more difficult words and writes simpler equivalents of those words above or in the margin next to the crossed-out words. As the student reads, he or she substitutes the simpler words for those marked out.
 - g) Research base
 - i) Gibbons, P. (2003)
 - ii) Krumenaker, L., Many, J., & Wang, Y. (2008)
 - iii) Leki, I. (1995)
 - iv) Tomlinson, C. A. (1999)
 - h) What to watch for with ELL/CLD students
 - i) The teacher needs information or professional development about all of the diverse learning styles, cultures, and languages in the classroom in order to design accessible learning activities for all students.
 - ii) There is as much diversity within the ELL and CLD population as there is between the non-ELL and ELL population as a whole.

Time-out

- e) Purpose of the Strategy
 - i) Facilitate student regaining control over self
- f) How to do it
 - i) Promotes student thinking about own behavior and behavioral expectations of teacher.
 - ii) Student is removed temporarily from the immediate environment to reduce external stimuli.
 - iii) For example, teacher removes a student to a quiet or time-out area for 3-5 minutes when student is unable to respond to a situation in a non-aggressive manner.
- g) Research base
 - i) Harwell (2001)
- h) What to watch for with ELL/CLD students
 - i) Some ELL and CLD students have limited experience with public schools and the rules expected in the classroom.
 - ii) Time-outs should be explained to the student in their most proficient language before using them or while taking them out of a situation.

Touch

- e) Purpose of the Strategy
 - i) Increase time on-task
 - ii) Build student's self-awareness of behavior
- f) How to do it

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- i) 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) Use touch to minimize misbehaviors and convey messages to learners.
- iii) For example, if a student is looking around the room during independent work-time, the teacher can walk up to the student and gently tap on the student's shoulder as a signal to focus on the assignment.
- g) Research base
 - i) Koenig, L. J. (2007)
 - ii) Little, S. G., & Akin-Little, A. (2008)
 - iii) Marable, M. A., & Raimondi, S. L. (1995)
- h) What to watch for with ELL/CLD students
 - i) All cultures have guidelines about how a person can touch another person. These are mostly unspoken and learned through being raised in the culture and community where touching another person is seen and remarked upon by those around you.
 - ii) These touch relations are also affected by whether someone is related to the other person. These relative positions convey power and control relationships which vary from culture to culture.
 - iii) The teacher must familiarize herself with the touch 'rules' of the various cultures represented in her classroom before expecting to use touch strategically to promote learning.

Interventions for Sociolinguistic Development

Sociolinguistic strategies address specific language acquisition and transition issues, such as code switching, increasing the rate of second language acquisition, development of social and academic language in both languages, comprehensible input, and other language needs. Each example of recommended strategy and intervention is presented with its desired outcomes and an example of application.

Advanced organizers

- e) 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
- f) 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.

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- 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 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.

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- (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.
- g) Research base
 - i) Moore, Alvermann, & Hinchmann (2000)
 - ii) Collier (2002)
 - iii) Heacock (2002)
 - iv) Opitz (1998)
 - v) Harwell (2001)
 - h) 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.

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.

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.
 - 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

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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.

Context embedding

- a) Purpose of the Strategy
 - a. Develop content knowledge foundation
 - b. Develop cognitive academic language proficiency
 - c. Develop content area skills
- b) How to do it
 - a. 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.
 - b. 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.
 - c. 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.
 - d. Students are encouraged to work in small groups on content-focused activities and to discuss lessons in home and community language.
- c) Research base
 - a. Cummins, J. (1984)
 - b. Cummins, J., Baker, C., & Hornberger, N. H. (2001)
 - c. Donaldson, M. (1978)
 - d. Roessingh, H., Kover, P., & Watt, D. (2005)
- d) What to watch for with ELL/CLD students
 - a. Vocabulary may be previewed with fluent speakers in the students' most proficient language.
 - b. 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.

Context-embedded instruction (sheltered techniques)

- a) Purpose of the Strategy
 - a. Reduce distractibility
 - b. Develop cognitive academic language proficiency
 - c. Develop content area skills
 - d. Develop personal control of situations
 - e. Develop cognitive academic language proficiency
 - f. Develop personal control of situations
 - g. Reduce distractibility
- b) How to do it
 - a. 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.
 - b. Teacher always presents lessons with concrete, physical models and demonstrations of both content and expected performance. Language is simplified and content focused.
 - c. Expansion: Students are encouraged to discuss lesson in home and community language and work in small groups on content activities.
- c) Research base
 - a. Cole (1995)
 - b. Echevarria, J., & Graves, A. (2006)
 - c. Echevarria, J., Vogt, M. E., & Short, D. (2007)
- d) What to watch for with ELL/CLD students
 - a. Building familiarity is critical for the success of this strategy. Not all ELL/CLD students will know what the objects or models represent.
 - b. 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.

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.
 - 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.

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- iii) The teacher presents all content lessons with the same instructional language and direction sequence to the extent possible.
- 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.

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) 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.

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- 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.

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) 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: 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.
 - iv) 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.

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- 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.

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) 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.
 - 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.
- 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.

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) 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) 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.
- 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.”

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

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) 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 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

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- 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.

Oral discussions

- a) Purpose of the Strategy
 - i) Reduce code-switching
 - ii) Develop cognitive academic language
 - iii) Develop basic interpersonal communication
 - iv) Build transfer skills
 - v) Develop confidence in school language and rules for academic and social interactions
- b) How to do it
 - i) 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) Target students are given opportunities to discuss all aspects of content lessons and to prepare for assessment situations. They are encouraged to hold discussions in both home and community language and English whenever they need to clarify content or directions. Specific homogeneous and heterogeneous discussion groups may be established and used alternately in varied content-focused activities.
- c) Research base
 - i) Collier (2003)
 - ii) Law & Eckes (2000)
 - iii) Flowerdew, J., Peacock, M. (2001)
 - iv) Youb, K. (2008)
- d) What to watch for with ELL/CLD students
 - i) Some teachers are threatened or concerned about students speaking to each other when they do not understand what they are saying. To assure teachers that the students are indeed on task, the teacher can always have these oral discussions focus upon specific tasks, with worksheets or other task production involved that they can see is being attended to.
 - xiv) The teacher can also have bilingual student monitors report on what was discussed after these activities.

Self-Study Worksheets: Building Instructional Intervention

Differentiated instruction & instructional intervention

How are the student's diverse learning and behavior issues addressed within the instructional program? How does the system respond when someone is concerned that the CLD student has a learning or behavior problem?

1. How are the CLD student's instructional needs addressed within the general curriculum? What range of supplemental or differentiated services are available within the general curriculum for all students including CLD and at risk students?
2. What interventions are normally considered for language, acculturation, adaptive behavior, and other areas of concern? Who monitors the effectiveness of their implementation?
3. What instruments or sources of information are used to identify appropriate interventions for the level of acculturation, language, adaptive behavior and other areas of concern?
4. How are the interventions selected? Who decides which are the most appropriate, the length of time to implement them, and how these will be monitored?
5. Who determines whether a student needs instructional intervention and how is this decision made? What happens after someone decides instructional intervention is needed?
6. Who receives the initial inquiry for assistance? Who can make requests for instructional intervention for a CLD or at risk learner? What are the criteria to initiate the instructional intervention process for a student?
7. Who decides when the student receives supplemental or differentiated services? How is this decision reached and what happens? What are the criteria for providing supplemental or differentiated instruction to any student, including CLD and at risk students?
8. Who assists in implementing the selected interventions and who monitors the effectiveness of their implementation? Who documents the implementation of the instructional interventions? How are the instructional interventions and their results documented?
9. Who monitors the effectiveness of instruction and differentiated services? How is progress monitored and how is this information shared with teachers, families and other interested parties?
10. Who monitors the instructional intervention process? What procedures are in place to assure appropriate interventions are identified and implemented over an appropriate period of time?

Intensive intervention & progress monitoring

How is the response of the diverse background student monitored while receiving intensive intervention? What happens with unresolved learning or behavior problems?

1. Who makes the decision that the instructional intervention and differentiated instruction are not meeting all the CLD student's needs? How is this determined?
2. Who initiates intensive individualized interventions? How is the need for intensive individualized interventions determined? What documentation is considered adequate or appropriate to modify instructional intervention or differentiated activities and who decides this? Who evaluates the sufficiency of the documentation?
3. Who monitors the individualized intensive intervention and determines if it is effective?
4. What process is used to assure that this particular student has received appropriate and adequate prior instruction to address his/her language and acculturation needs? What documentation is considered sufficient to determine the degree to which specific language and acculturation issues are contributing to the presenting learning or behavior problem?
5. What process is used to assure that appropriate individualized intervention occurs for a sufficient period of time? Who is responsible for monitoring this and how? How is the effectiveness of this monitored?
6. What documentation is considered adequate or appropriate to dismiss culture, language or acculturation issues as contributing significantly to the unresolved learning or behavior problems? Are there printed procedures with which all personnel are familiar? How is the effectiveness of this monitored?
7. What documentation is kept on file justifying a decision to terminate intensive individualized intervention and implement a full individualized evaluation?
8. What process is used to assure that an appropriate period of monitored intensive individualized intervention preceded the full individualized evaluation? Are there printed procedures for initiating the full individualized evaluation, familiar to all personnel?
9. What is the rate of referral in your district? What documentation is kept regarding disaggregated rates of referral for your various populations? What is your plan for addressing any disproportionality that emerges?

Resolution and/or formal evaluation

What happens if the learning and behavior problems of the diverse learner cannot be resolved within existing problem solving services? How does the system respond when a diverse background student is formally referred to a full and individualized evaluation for their unresolved learning or behavior problem?

1. Who decides that there are unresolved learning and behavior problems? How is this done and what happens when it is determined the presenting problems cannot be effectively addressed within the general curriculum even with instructional interventions?
2. What documentation is used to certify that this particular student has received appropriate and adequate prior instruction which addressed his/her language and acculturation needs? Who determines this and maintains the documentation?
3. Who receives the formal referral for the full individualized evaluation? Who organizes and initiates the evaluation process?
4. Who is involved in the formal evaluation? What procedures do they follow to ensure the evaluation is comprehensive and appropriately targeted?
5. How is “atypical” performance determined for CLD students? To whom is the CLD student being compared? What data is used for the peer comparison?
6. How are parents and family involved in the evaluation process? To what extent are parents involved?
7. What procedures are used to identify necessary modifications to assessment and evaluation procedures used with this particular student? What are the guidelines available to evaluation and assessment personnel regarding appropriate accommodations for test modification for diverse learners? What are the acceptable accommodations for assessment and evaluation of CLD students within your district?
8. What is the procedure for determining a disability exists in specific categorical areas? What are the guidelines provided to evaluation and assessment personnel regarding criteria for determining eligibility of CLD students?
9. What documentation is used to certify that any identified disability is not due to the student’s culture, language, experience, or to his/her level of acculturation?
10. If a culturally and linguistically diverse student is found to have a specific disabling condition, what documentation is used to identify the student’s continuing language and acculturation needs in the context of his/her disability?

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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

educators. She was an itinerant (diagnostician/special education) for Child Find in remote villages in Alaska. For eight years, Dr. Collier worked with the BUENO Center for Multicultural Education, Research, and Evaluation at the University of Colorado, Boulder, where she created and directed the Bilingual Special Education Curriculum/Training project (BISECT), a nationally recognized effort. She was the Director of Resource and Program Development for the American Indian Science and Engineering Society and is a Sequoyah Fellow.

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.