

Examples of Strategies for CLD Students Experiencing Culture Shock

Strategies for Significantly Less Acculturated Students - AQS 8-14

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

Strategies for Less Acculturated Students - AQS 15-22

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

Examples of Strategies for CLD Students Experiencing Culture Shock

- Sheltered cognitive learning strategies
- Sheltered interactions
- Sheltered Language
- Survival strategies for students
- Word walls and labels in both languages
- Wordless picture books

Strategies for Families of Significantly Less & Less Acculturated Students

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

Strategies for Students In Transition - AQS 23-31

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

Strategies for More Acculturated Students - AQS 32-39

- Active processing
- Advanced organizers
- Alternate response methods
- Analogy
- Categorization
- Choices

Examples of Strategies for CLD Students Experiencing Culture Shock

- Cognitive learning strategies
- Consistent Sequence
- Content modification
- Evaluation strategies
- Expansions
- Learning centers or stations
- Learning styles (Entry points)
- Leveled activities
- Listening comprehension (TQLR)
- Organization
- Rehearsal strategies
- Self-monitoring techniques
- Study skills

Significantly More Acculturated: 40-48

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