1106-A5-1296   **Lawrence M. Lesser*** (`lesser@utep.edu`), Mathematical Sciences Dept., 500 W. University Avenue, El Paso, TX 79968, and **Amy E. Wagler**. *Best Practices for Responding to (the Increasing) Cultural and Linguistic Diversity of Introductory Statistics Students: Research, Resources and Recommendations.*

Across the US, introductory statistics courses are taken by an increasingly diverse population of students. (The authors collectively have almost two decades' experience teaching near the US-México border at a university where the large majority of students are Mexican-American.) To help instructors provide more responsive, equitable, and effective instruction, we overview recommendations and resources drawn from recent research, including: our papers in Nov. 2009 and Nov. 2013 issues of Statistics Education Research Journal and the 2011 Joint Statistical Meetings Section on Statistical Education proceedings, and the first author's paper in the 2010 International Conference on Teaching Statistics proceedings. Concrete strategies (e.g., the first author's paper in the Spring 2011 Statistics Teacher Network) and tools will be shared for teaching and creating curriculum materials in introductory statistics that is more linguistically accessible (not just for English learners, but for all learners!). As time permits, we also briefly share examples of content vehicles and pedagogical strategies that can be more relevant or responsive to diverse cultures. (Received September 11, 2014)