Scaffolding is a way of building new instruction onto previous taught skills for all students. Including students with learning disabilities and ADHD.

**Reading**
- Scaffolds are a mechanism for learning to provide graduated assistance to beginner learners.
- Phonemic awareness and text comprehension is important to become a good reader.
- Effective scaffold instruction can be long term and must be integrated with continuous instruction (LD students)
- Verbal guidance, physical support, or point to words
- Running records & narrative description

**Mathematics**
- Scaffolding works in teaching math to students with disabilities.
- Moved towards an integrated approach that makes a connection on mathematical disciplines.
- Scaffolds are supports to help students move from prior knowledge to new.
- Tools include checklist, modeling, and demonstration
- Scaffolding is not permanent, but intended to fade out to allow for the student to work independently

**Writing (primary 1st & 2nd grade)**
- Using technology increases amount of writing.
- Students elaborate.
- Providing sentence starters helps English language learners
- Students present more ideas and are better organized
- Web-Based program- TELE-Web scaffolds the student through supported paragraph, free writing, and finally story (pen & paper)
**Step by step:**

**MODELING:** Think-aloud (teacher verbally demonstrate thinking and steps)

   Teacher models how to write, read, or solve problem

**APPLY:** Students do each step while thinking aloud or whisper

   Students can be provided with prompts, sentence starters, and graphic organizers

   Students with disabilities and English language learners can be paired with other students

**PRACTICE:** Teacher provides guided practice where student can use the strategy with feedback.

   Students can work independently.

**VERIFICATION/CLARIFICATION:** Teacher monitors individual student progress to determine if they can fade out the supports.

   In guided practice teacher corrects errors.

**FADE IF CAN:** Teacher can determine the student is ready to perform task on their own

   Student is able to do the task on their own without modeling.

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**References**

