

National Professional Development Center on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion

Scaffolding Strategies

Scaffolding strategies are structured, targeted approaches that can be used with children who require more intensive supports across a wide variety of teaching and learning contexts, and in combination with other approaches. Scaffolding strategies include modeling, response prompting, variations of prompting and modeling, peer supports, and corrective feedback.

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|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Why Do It? <i>The evidence base</i></p> | <ul style="list-style-type: none"> • Division for Early Childhood (DEC). (2007). <i>Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation</i>. http://bit.ly/PtgChJ • Overton, S. (2011). Peer relationships as support for children with disabilities: An analysis of mothers' goals and indicators for friendship. <i>Focus on Autism and Other Developmental Disabilities</i>, 17(1), 11–29. http://foa.sagepub.com/content/17/1/11.refs • Dunlap, G., & Powell, D. (2009). <i>Promoting social behavior of young children in group settings: A summary of research</i>. http://www.challengingbehavior.org/do/resources/documents/roadmap_3.pdf |
| <p>Read About It <i>Books, chapters, and articles</i></p> | <ul style="list-style-type: none"> • Campbell, P. H., Milbourne, S. A., & Kennedy, A. A. (2012). <i>CARA's kit for toddlers: Creating adaptations for routines and activities</i>. Baltimore, MD: Brookes. • CONNECT Module 1 http://community.fpg.unc.edu/connect-modules/learners/module-1/introduction • Milbourne, S.A., & Campbell, P. H. (2007). <i>CARA's kit: Creating adaptations for routines and activities</i>. Missoula, MT: DEC. http://www.dec-sped.org/Store/Additional_Resources • Tools of the Mind http://www.msced.edu/extendedcampus/toolsofthemind/about/booksandarticles.shtml |
| <p>See for Yourself <i>Videos and demonstrations</i></p> | <ul style="list-style-type: none"> • CONNECT Module 1 http://community.fpg.unc.edu/connect-modules/learners/module-1/ • Greenberg, J. (2002). <i>Learning language and loving it: The teaching tape and user's guide</i>. Toronto, Canada: The Hanen Centre. • Reading Rockets' Toddling Toward Reading" Program 10. http://www.readingrockets.org • Strong, B. E., & Tweedy, J. (2005). <i>Song of our children</i>. Boulder, CO: Landlocked Films. |
| <p>Find it Online <i>Websites with Additional Resources</i></p> | <ul style="list-style-type: none"> • Center for Early Literacy Learning Practice Guides with Adaptations http://www.earlyliteracylearning.org/pg_tier2.php • CONNECT Module 1 http://community.fpg.unc.edu/connect-modules/learners/module-1/ • Carter, E. W., Cushing, L. S., & Kennedy, C. H. (n.d.). <i>What are peer support arrangements?</i> http://specialchildren.about.com/od/inclusion/a/peersupport.htm |