

# USING SCAFFOLDING TO TEACH SOCIAL COMMUNICATION

- A learning assessment identifies students level of knowledge about the topic.
  - There is activation of prior knowledge. Students share **past experiences, ideas, and feelings** about the skill and connect it to their life.
  - Scaffolding builds confidence gradually, often starting with t/f, moving on to multiple choice, and then more open-ended or complex questions.
  - There are suggestions and hints, leading students to the connections.
  - A sequence is provided that breaks down the skill into steps or chunks.
  - A color or image is used to represent each step or chunk.
  - Vocabulary is specifically taught, often up front.
- Modeling of the skill is used with images, videos, peer interactions or SLP-student interactions.
- Time to talk about the skill is provided.
  - Learning supports are built in (auditory directions, visual models and supports, graphic organizers).
  - Metaphors or analogies are used to help with understanding of the concepts.
  - Periodic checks for understanding.
  - Questions are asked strategically.
  - There is the most support at the start of the scaffolding process. Support is lessened in later stages.
- This process gives confidence and ability to learn a new skill.
- There are opportunities to review what was taught earlier.
  - A series of mini-lessons provides students with a safety net that moves them progressively toward deeper understanding.

