



Instruction in Behavior and Academics

HLP Pillars

HLP 7

Establish consistent, organized, and responsive learning environments.

HLP 16

Use explicit instruction.

Embedded HLPs

What to teach

HLP 9: Teach social behaviors.
HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.

HLP 21: Teach students to monitor and generate new learning across time and settings.

How to teach

HLP 33: Adapt curriculum tasks and materials for specific learning goals.

HLP 15: Provide scaffolded supports.
HLP 31: Use flexible grouping.
HLP 38: Use strategies to promote active student engagement.

HLP 19: Use assistive and instructional technologies.
HLP 22: Provide positive and constructive feedback to guide students' learning (HLP 22) and behavior (HLP 22).

HLP 15: Provide Scaffolded Supports

Scaffolded supports provide assistance to students so they can complete tasks that they cannot yet do independently and with a high rate of success. Educators select powerful visual, verbal, and written supports; carefully calibrate them to students' performance and understanding of learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Educators should work with the IEP team to identify which scaffolds are needed, use data to evaluate impact, and decide when they are no longer needed. HLP 15 is an embedded practice under Pillar Practice 16 (Use Explicit Instruction).

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation, and feedback efforts at their school site.

Teachers Who Effectively Provide Scaffolded Supports

- Provide scaffolded supports across a wide range of areas including academics, language, behavior, motivation, attention, social skills, and communication.
- Use dynamic assessment to assess students' thinking, language, writing, or performance to determine the type and level of scaffolded supports needed.
- Use knowledge of curriculum standards and benchmarks, the scope and sequence of the curriculum, and prerequisite skills/understandings to structure task difficulty from easier to more difficult for students, focusing on essential knowledge and skills.
- Are attentive to students' motivation and engagement, and to whether students understand and value the purpose of learning a concept or strategy, in order to plan for and adjust supports as needed.
- Provide only the amount of scaffolded support necessary to allow a student or group to perform at a level they could not have performed at independently.
- Gradually release responsibility back to students or fade their support to promote independence with concepts/tasks.
- Intentionally plan for varying supports (e.g., technology, checklists, graphic organizers) but are attuned to and adjust for, students' moment by moment support needs as well.
- When providing scaffolded supports:
 - Work to create a safe environment in which students feel respected and comfortable sharing their thinking.
 - Watch and listen carefully to make sure students understand the goal.

- Remove a support once it is not needed, and put it back when it is.
- Practice what they could say to students and remember that prompts may need adjusting in the moment.
- Be positive, patient, and caring.

Tips for School Leaders to Support Teachers

- Ensure educators are familiar with a range of scaffolds that can be used for various purposes and settings.
- Help educators recognize signs within student data that scaffolds are needed or can be faded.
- Provide feedback to educators regarding appropriate selection and teaching of scaffolds to students in various situations.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- What data are currently used to identify students who need scaffolding, and how can we improve that process?
- How can leaders ensure that professional development includes practical, classroom-ready techniques tailored to different types of disabilities?
- What scaffolding strategies are currently being used, and how effective are they across different grade levels and subjects?
- What role do paraprofessionals, interventionists, and support staff play in scaffolding instruction?

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