



SCAFFOLDED SUPPORTS

AT A GLANCE

2022/Revised March 2024

INTRODUCTION

Explicit instruction at the universal level sets the conditions for establishing foundational knowledge.

Through a cohesive and standards-aligned system, instructional supports should be provided in an explicit manner, integrating the Universal Design for Learning (UDL) framework. These supports can be provided within core (i.e., classwide intervention), as a tiered supports (i.e., strategic and intensive supports), or outside of the typical school day

through additional acceleration processes which may include tutoring opportunities.

All learners that enter our classroom are unique and present with various strengths and challenges. Based on the context of activity, they may need a variety of support. Educators benefit from recognizing that variability is the norm and benefit from creating flexible options. Consider exploring the [Learning Variability Navigator](#) to learn more about student factors and strategies.

Universal Design for Learning (UDL) is compatible with explicit instruction, and universally designed environments have features that minimize or remove barriers and allow access for all users.

LET'S SET A STRONG FOUNDATION WITH A UDL HABIT:

STEP	CORE IDEA	YOUR PRACTICE
1. Establish a CLEAR GOAL :	Keep a clear goal with flexible means to achieve it .	Learners will:
2. Consider what BARRIERS might interfere with learners achieving this GOAL .	Barriers exist in the environment, not the learner.	Some possible barriers are:
3. How might we EMBRACE learner VARIABILITY ?	Learner variability depends on context .	Learners might vary how they:
4. Determine what OPTIONS to design into the LEARNING ENVIRONMENT :	Options are essential for some but beneficial for all .	Options to include: ENGAGEMENT, REPRESENTATION, ACTION, AND ENGAGEMENT UDL Guidelines from CAST

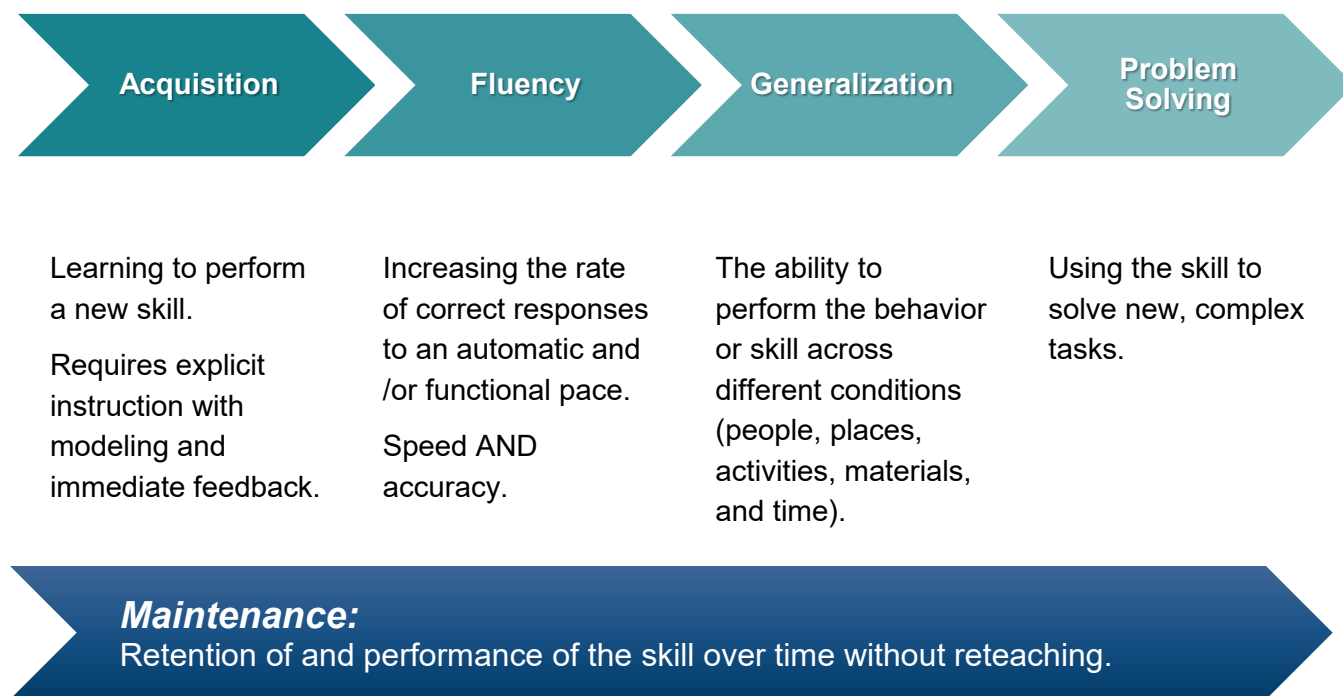
[PaTTAN Desk Reference: Universal Design for Learning](#)

PHASES OF LEARNING

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All people learn in the same order but not at the same speed (rate). It is important to support student growth by understanding the phases of

learning. A learner does best when instructional strategies match their current stage of learning for a specific topic.



Next, consider which **scaffolded supports** should be used **when** and **under what conditions**? It is important to **align instructional approaches** with **student skill**

development to effectively accelerate student learning and maximize student growth.

For additional support and resources, contact PDE, PaTTAN, or your local Intermediate Unit.

UNIVERSAL INSTRUCTION (CORE)

[High Leverage Practices](#)

[IES Practice Guides](#)

ACADEMIC

[PaTTAN Desk Reference: Effective Instruction](#)

[UDL Tier 1 Accessibility Technology Supports](#)

[Design for Each and Every Learner: Universal Design for Learning Modules | Institute on Community Integration Publications](#)

[PaTTAN Behavior Bytes: Instructional Considerations for All Teachers](#)

[ELA Inclusive Big Ideas Lesson Resources for Students with Significant Cognitive Disabilities](#)

[Dr. Anita Archer- Explicit Instruction](#)

[Classwide Math Intervention Protocol- NASP](#)

[Designing Effective Core Math Instruction](#)

[Concrete-Representational-Abstract in Mathematics Instruction](#)

[Schema Based Instruction in Mathematics](#)

[Classwide Reading Intervention Protocol- NASP](#) (For additional ORF and comprehension practice)

PaTTAN Literacy Symposium Highlights from 2022

[11. Classwide Reading Intervention That Works - Kemeny](#)

[18. Secondary Reading - Implementing High-Leverage Practices - Archer](#)

[26. How and When to Use Decodable Readers for Maximum Effectiveness - Farrell](#)

[35. Using Sound Walls to Encode Irregular Words - Dahlgren and Pace-Miles](#)

PaTTAN Literacy Symposium Closing Keynote 2020

[Discovering the Science of Reading - Emily Hanford](#)

BEHAVIORAL

[PaTTAN Behavior Byte: Preventive Classroom Management: Positive Behavior Support in the Classroom](#)

[Iris Center: Classroom Management: Key Concepts and Foundational Practices](#)

[Iris Center: Encouraging Appropriate Behavior](#)

[Iris Center: Classroom Behavior Management \(Part 2, Elementary\): Developing a Behavior Management Plan](#)

[Iris Center: Classroom Behavior Management \(Part 2, Secondary\): Developing a Behavior Management Plan](#)

[Increasing Opportunities to Respond](#)

[Precorrection](#)

SOCIAL/EMOTIONAL

[TIES Belonging Resources | Creating communities of belonging for students with significant cognitive disabilities](#)

[TIES Peer Engagement Practice Guides | The Power of Peers: Introduction to the Peer Engagement Implementation Guides](#)

[CASEL Framework -The Wheel](#)

[Equity and SEL](#)

STRATEGIC

**Continue with Universal Supports
until at least 80% of students are: acquiring, fluent, etc.**

[High Leverage Practices](#)

[IES Practice Guides](#)

ACADEMIC

[Classwide Math Intervention Protocol- NASP](#)

[PaTTAN 2023 Math Conference: Boost Student Retention of Essential Concepts and Skills through Specially Designed Activities](#)

[Classwide Reading Intervention Protocol- NASP](#) (For additional ORF and comprehension practice)

PaTTAN Literacy Symposium Highlights from 2022

[47. Providing Reading Intervention for Students in Grades 4-9 - Archer](#)

[IES Practice Guide on Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades](#)

BEHAVIORAL

[PaTTAN Behavior Byte: Anxiety](#)

[PaTTAN Behavior Byte: De-Escalation & Cool Down Tactics to Defuse Escalated Instructional Moments](#)

[How to Reduce Disruptive Behaviors Through a Brief Escape Break: Class Pass](#)

[Dodging the Power-Struggle Trap: Ideas for Teachers](#)

[Precorrection](#)

[Increasing Opportunities to Respond](#)

INTENSIVE

Continue with Universal Supports
until at least 95% of students are: acquiring, fluent, etc.

High Leverage Practices

IES Practice Guides

ACADEMIC

Intensify by time, focus (skill) and or type
(materials, strategies)

Using the Instructional Hierarchy to Match
Student Skill Patterns to Intervention

Intensive Mathematics Intervention Modules

BEHAVIORAL

PaTTAN FBA Process

PBSP

AFIRM modules (See evidence-based practices
module for all learners including those with
autism)

Increasing Opportunities to Respond

Intensification Strategy Checklist

INTENSIVE AUTISM

ACADEMIC

AFIRM modules

Literacy and Students with Autism Spectrum
Disorder (ASD) - START Project - Grand Valley
State University

Guide to Teaching Math to Students with
Significant Cognitive Disabilities

BEHAVIORAL

PaTTAN Autism Initiative: Success Over Stress
Video Snippets

AFIRM modules

Autism Center Grab and Go Resource Gallery
of Interventions

ADDITIONAL RESOURCES

Formative Assessment - [The Teacher Toolkit](#)

Support for English Learners - [Considerations for taxonomy of Intervention for English Learners](#)

Support for Gifted Students - [PA Gifted Teacher Resources Padlet](#)

[2023 PaTTAN Math Conference Sessions](#)

[Behavior Bytes](#)

[CASEL - SEL in the Classroom](#)

[Ci3TTiered Intervention Library](#)

[IES Practice Guides](#)

[Intervention Central](#)

[IRIS Center](#)

[National Center for Intensive Intervention](#)

[PA Career Ready Skills Continuum](#)

[PaTTAN Literacy Resource Hub](#)

[Project STAIR in Mathematics](#)

[Ties Center](#)

[Universal Behavioral Supports](#)

