

# Scaffolding

In addition to their strong knowledge base in infant and toddler development, EISs must also have a thorough grasp on how infants and toddlers learn. The phases of the learning process are:

- acquisition - learning how to do the skill
- fluency- learning to do the skill smoothly and at natural rates
- maintenance - learning to do the skill independently after instruction has stopped
- generalization- learning to apply the skill whenever and wherever it is needed.



One of the most frequently used models in early intervention to support children's learning throughout the different phases is "scaffolding". The term scaffolding was coined by researchers David Wood, Jerome Bruner and Gail Ross based on Len Vygotsky's theory of the Zone of Proximal Development.

*The zone of proximal development (ZPD) has been defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p86)*

## [Autism Spectrum Disorders \(ASD\) Toddler Initiative – Type of Prompts](#)

Wood, Bruner and Ross proposed once the child, with the benefit of scaffolding, masters the task, the scaffolding can then be removed and the child will then be able to complete the task again on his own. In early intervention, much of the scaffolding or support you will provide is through prompts. The ASD Toddler Initiative describes

and provides video examples of commonly used prompts in early intervention. Which include:

- Verbal
- Gestural
- Physical
- Controlling
- Model
- Visual

### [The Center for Medical Services - Scaffolding](#)

The Center for Medical Services provides more information about scaffolding in early intervention. Note that this link will take you to the middle of the larger training module. Information about scaffolding can be found in the middle of the page and continues until the next page which is the end of the module.



### **Activity**

The ASD Toddler Initiative has developed two modules about effectively using and then fading prompts. Although the focus of these modules is on infants and toddlers with ASD, the strategies outlined in the modules can be used with all children in ECI.

### [Module 1 – Least to Most Prompting](#)

### [Module 2 – Graduated Guidance Prompting](#)

From either of the two modules identify a new strategy you could use during a home visit. Share your discoveries with your supervisor.