



Multidimensional Scaffolding for Multilingual Learners

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Strategies

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-
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1. High expectations
2. Holding students accountable
3. Visuals
4. Pause between steps = wait time
5. TPR = Total Physical Response
6. Repetition
7. Modeling
8. Key vocabulary
9. Pleasant demeanor
10. Check for understanding
11. Rate of speech
12. Cognate
13. Non-threatening /warm demander
14. Gestures
15. Encourage peer support
16. Eye contact
17. Proximity – moving around
18. Sensitive error correction/error feedback
19. Personal connection
20. Chunking
21. Reflecting on teaching
22. Appeal to emotion – ask permission to do over
23. Warm tone of voice
24. Organized materials
25. Simplified language structure (word to sentence)
26. Direct instruction
27. Whole group– no singling students out
28. Tactile learning
29. Designed for success
30. Translanguaging (including inviting/welcoming/celebrating translanguaging)
31. Positive reinforcement
32. Frontloading
33. Background knowledge – schema
34. Multimodal teaching
35. Examples
36. Realia
37. Intonation
38. Routines and predictable structures
39. Optimal learning environment
40. Rapport (trust and community)
41. Hook
42. Attach language to objects/actions
43. Teacher self-confidence (efficacy)
44. Safe learning environment
Risk taking (teacher on my side)
46. Patience
47. Visual assessment
48. Nonverbal validation
49. Choices
50. Peer observation
51. Rephrasing task in student-friendly language
52. Students seeking peer input/support
53. Mirroring/mimicking
54. Honoring individual identity (names)
55. Teacher leadership/agency/clarity
56. Providing individual support
57. Games/Gamelike activities
58. Lowering affective filter (joyful learning)
59. Building relationships
60. Oral language production (names)
61. Structured activity – sequencing
62. Believing in self and others
63. Manipulatives
64. Process and product modeling
65. Responsive to learner needs
66. Specific peer and teacher feedback (ask three before you ask me)
67. Gradual release of responsibility
68. Exposure
69. “Socialization into the language”
70. Building confidence/Affirmation
71. Group response
72. Peer reinforcement
73. Getting to know your students
74. SWIRL
75. Chain of discourse
76. Prior knowledge (familiarity with name tents)
77. Lipreading
78. Deliberate use of time/sound as structure
79. Multisensory experiences

- Vegyétek elő a papírt!



- Hajtsátok ketté!



- És írjátok rá a neveteket!

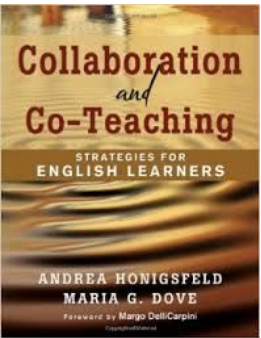




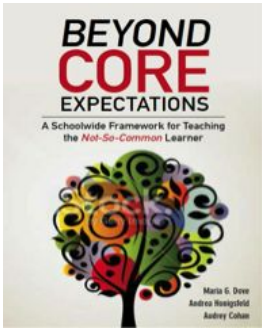
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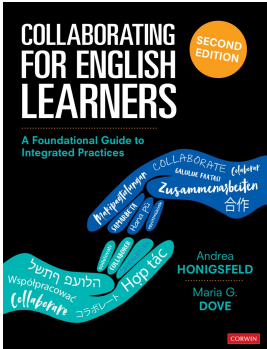
Select Publications to Support Programs for Multilingual Learners/Collaboration



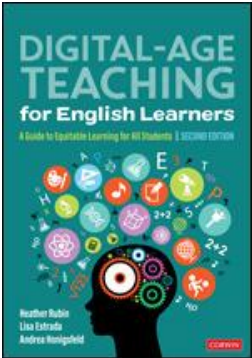
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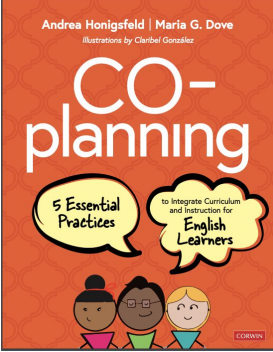
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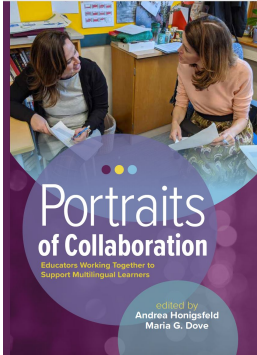
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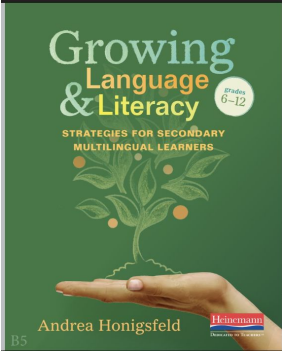
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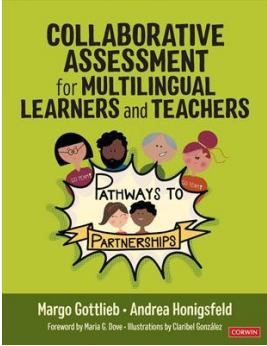
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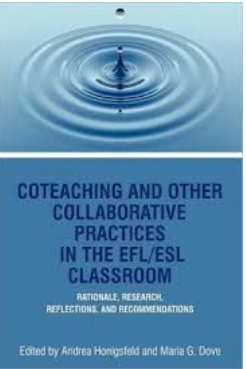
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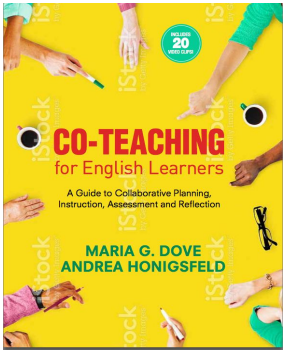
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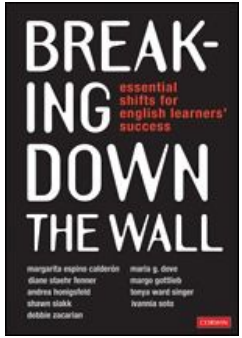
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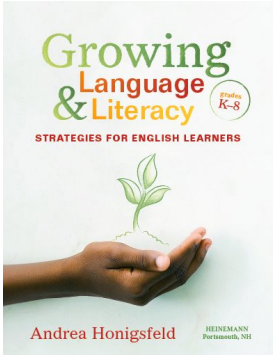
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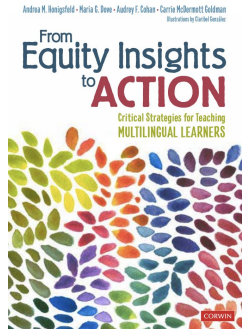
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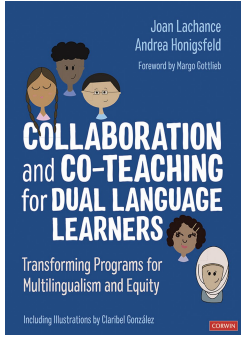
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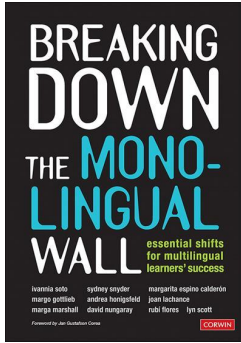
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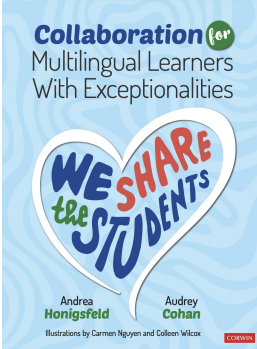
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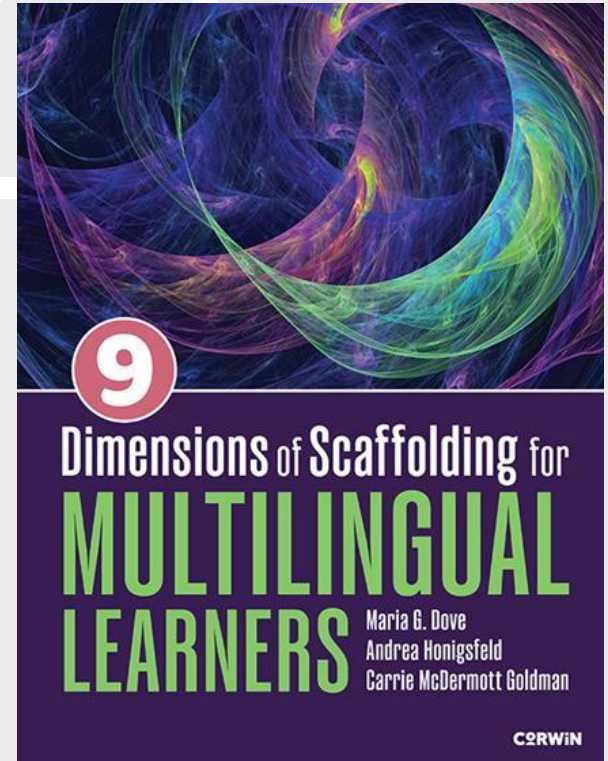


2023



2024

Today's session is
built on this book





My Co-Authors



Dr. Maria Dove



Dr. Carrie
McDermott
Goldman



Molloy University



Objectives

Participants will

1. (Re)define scaffolding
2. Identify 9 dimensions of scaffolding
3. Engage in a video case study analyzing a multidimensional approach to scaffolding
4. Evaluate practical applications of the 9 dimensions of scaffolding



What do MLs need to be successful?

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teacher support comprehensible input sentence starters
safe place to learn exposure loved vocabulary
partnerships tons language
movement intention visuals practice understanding
communication support time courage scaffolds
accessibility love trust connection rigor strategies
illustrations patience safety visual supports
supportive environment security feel safe
compassion confidence content knowledge
access encouragement resourcess
collaboration direction

confidence building on experiences
comfortable hone language access honoring their experience connections
resources multi modality perseverance immersive environments
consistency 67 time scaffolds bravery access
concrete examples bridging support visuals practice adequate support
kindness belonging equity visuals home language cheerleader
rigor academic language visual aids scaffolding
examples home language instruction trust
a safe environment consistent routines vocabulary wait time connection faith
positive respect individualized support smaller learning groups an advocate
drive access to cultural context authentic experiences translanguageing proper programming

*What Does
It Mean To
Scaffold?*



SCAFFOLDING . . .



1. creates learning environments that support all students,
2. opens the door to general education curricula – making grade-appropriate instruction accessible while developing academic language, and
3. fosters inclusion, engagement, and a sense of belonging, by enabling multilingual learners to work alongside their peers.

Ultimate Goal → Supporting Independent Learning

Strengthens multilingual learners' ability to:

- Develop essential skills and strategies
- Select the approaches to learning they need
- Achieve through a gradual transfer of responsibility
- Complete tasks on their own

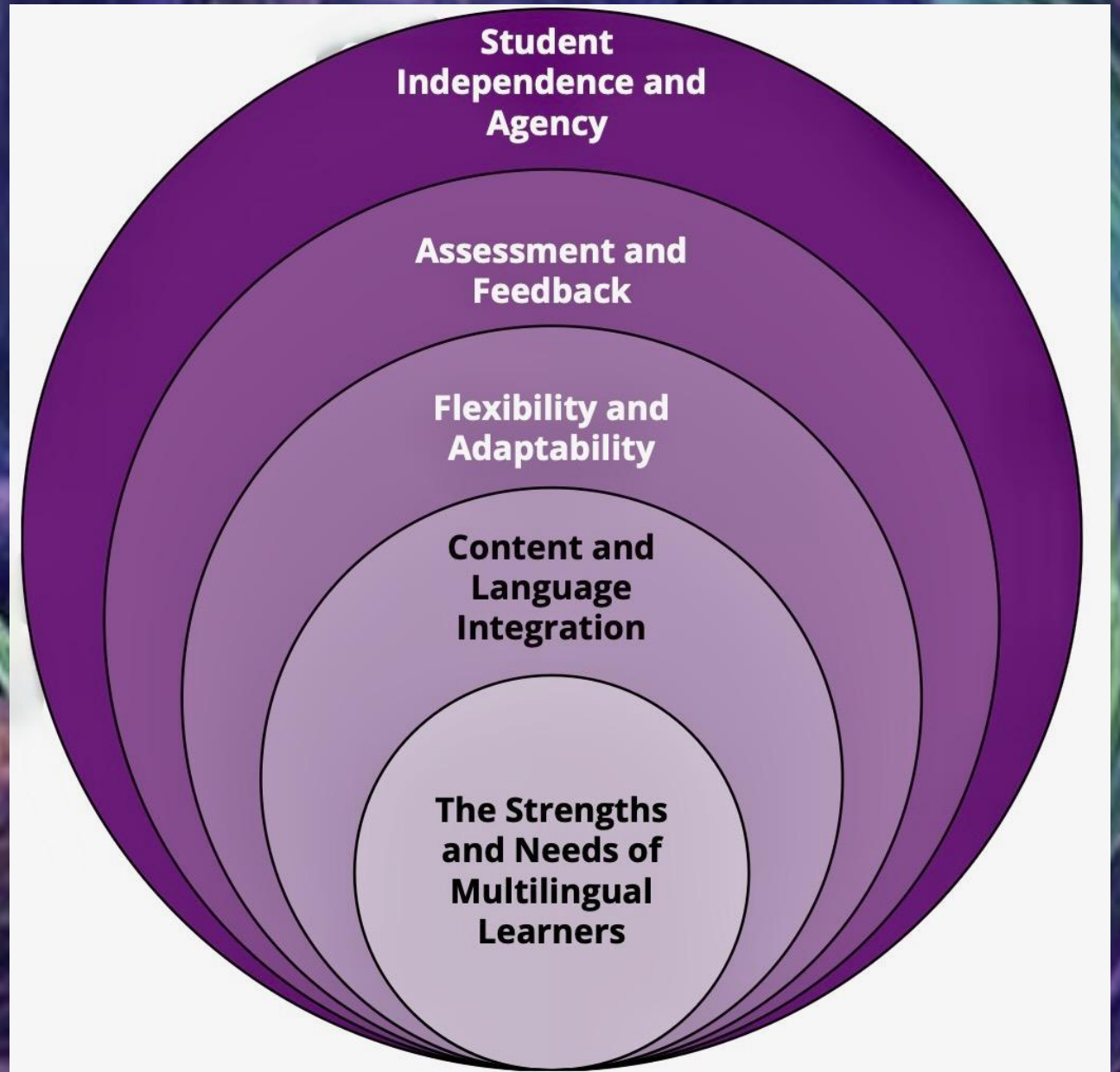


**THE BIG
PICTURE**

NEXT EXIT

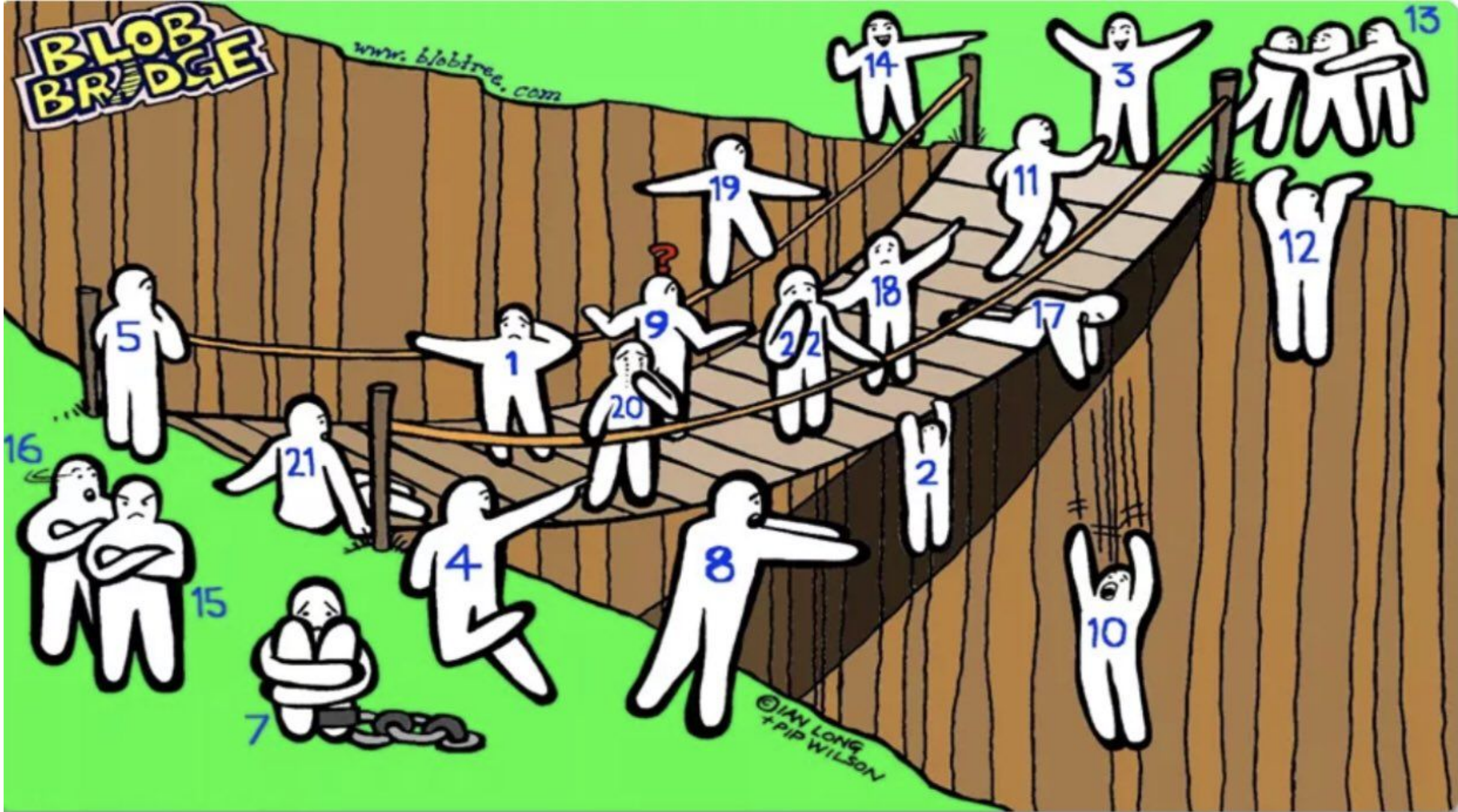


Providing Learning Support for Multilingual Learners



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WHY?

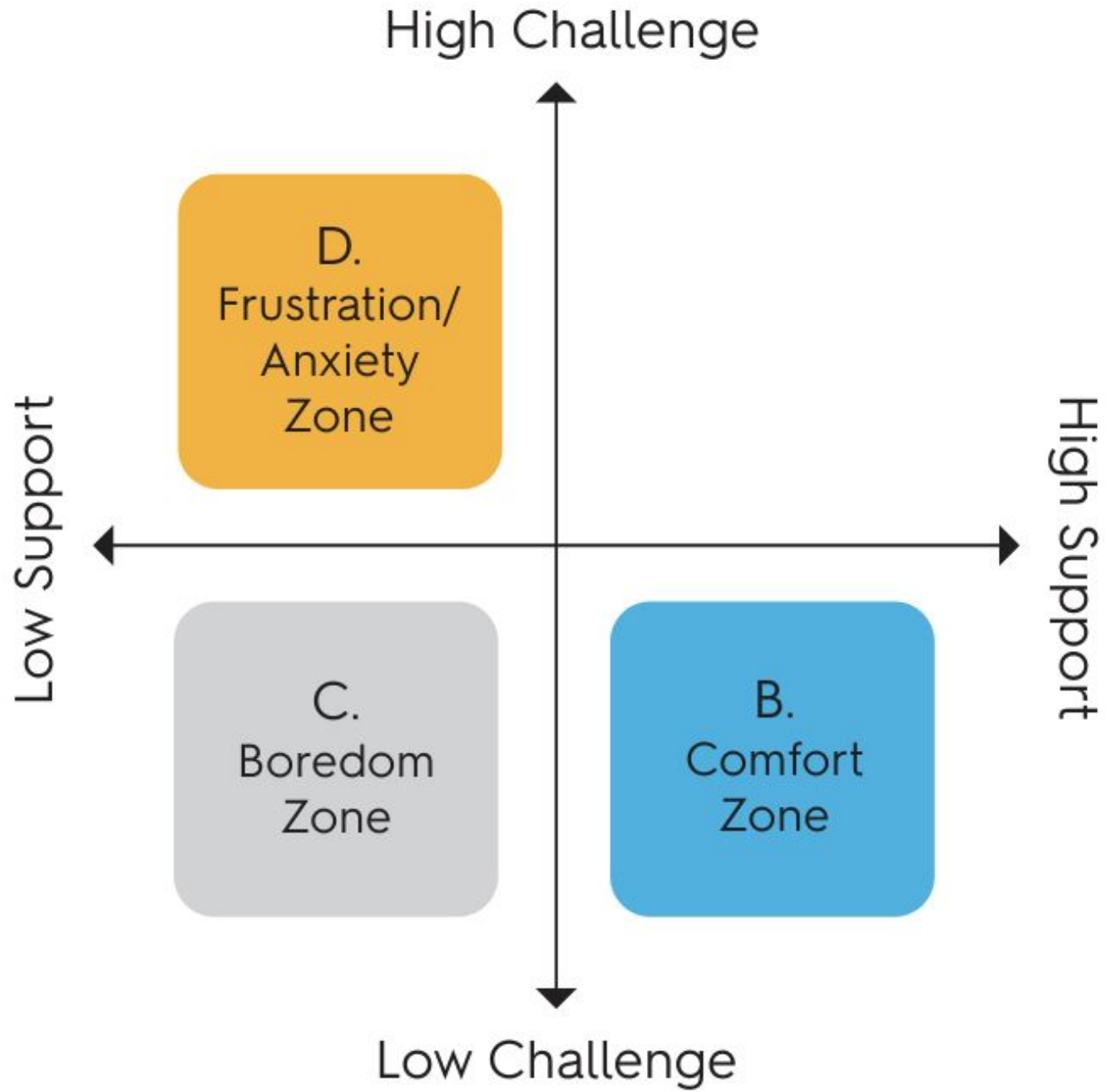
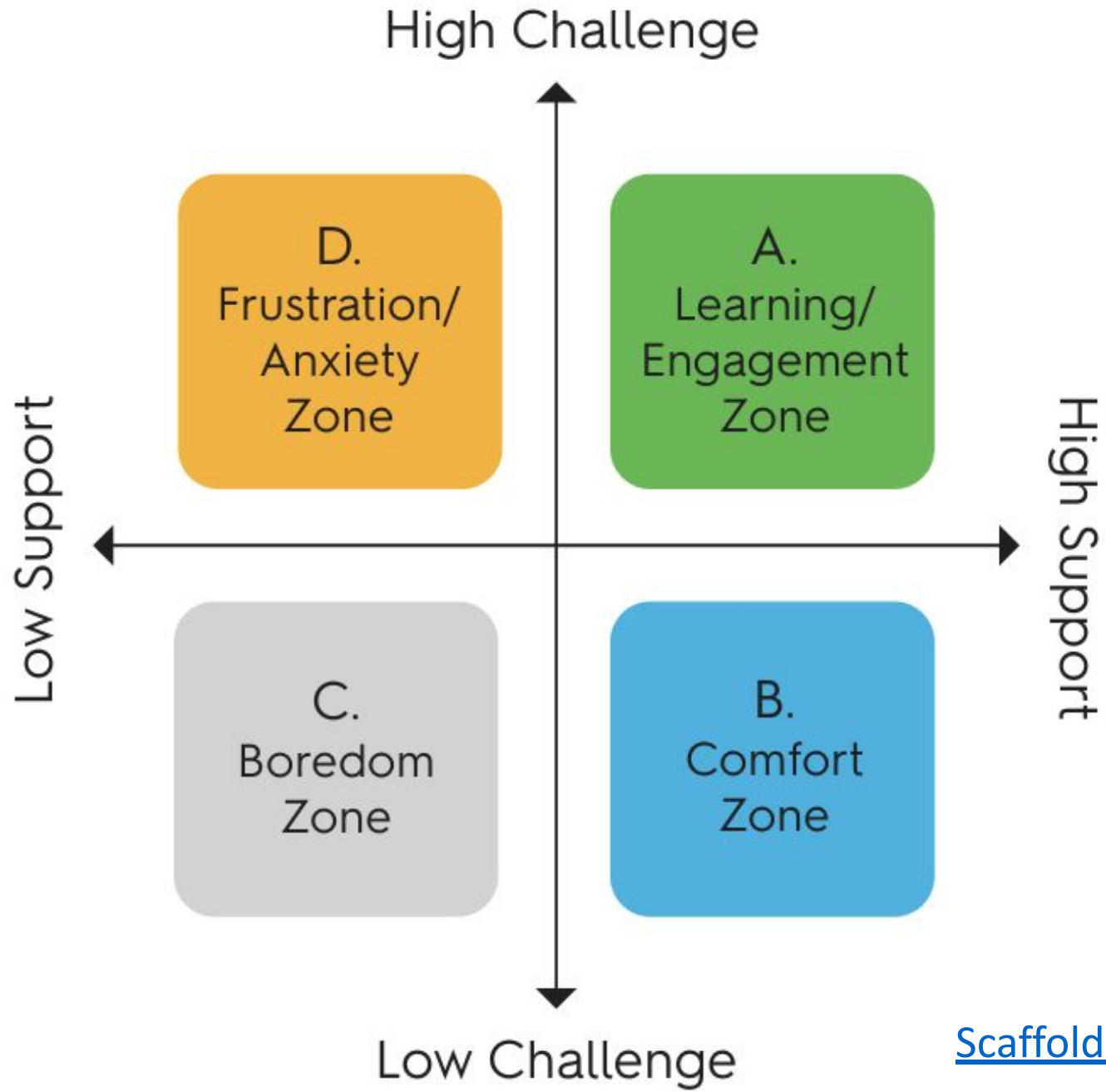


Image: Pexels



[Scaffolding Learning for Multilingual Learners in Math](#)

A black and white photograph of a spiral staircase. The staircase is viewed from a high angle, looking down into the center. The steps are made of a material with a grid-like pattern, possibly tiles or a textured surface. A metal handrail runs along the outer edge of the spiral. The lighting creates strong shadows, emphasizing the three-dimensional structure of the stairs.

Rationale for a Leveled look at Scaffolding

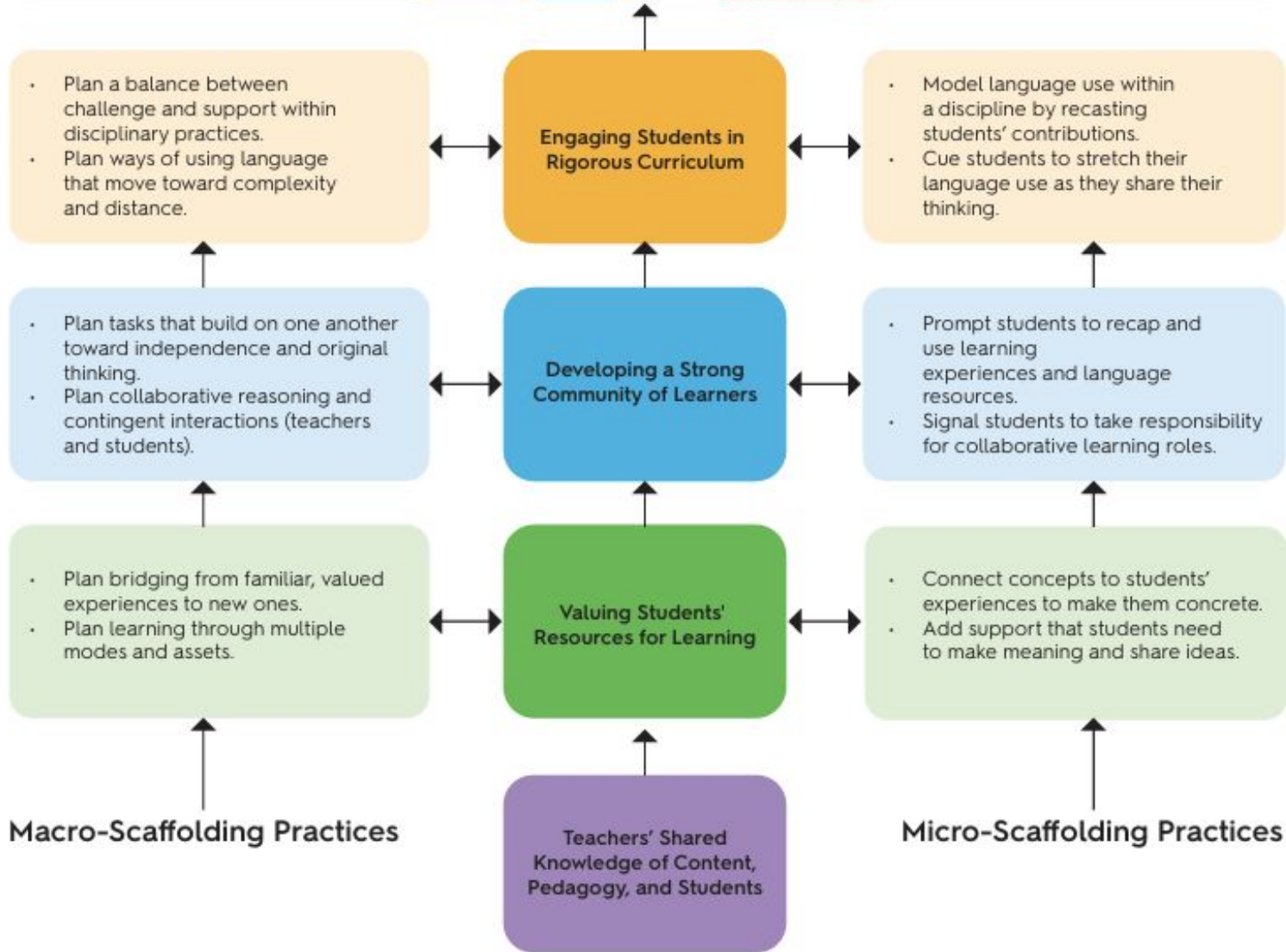
Multilingual students who are

- Responsible, collaborative learners
- Critical thinkers
- Invested in and achieving their learning goals within grade-level curriculum



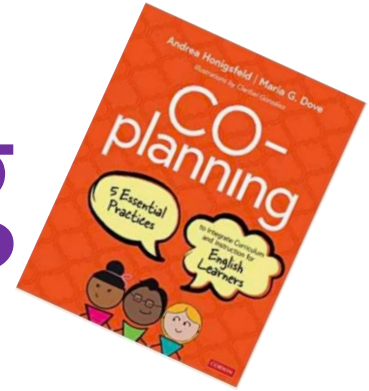
Teachers who are

- Also learners
- Responsive to their students' needs
- Adjusting their pedagogical practices as they learn from their students and from each other



[Scaffolding Learning for Multilingual Learners in Math](#)

Levels of Scaffolding

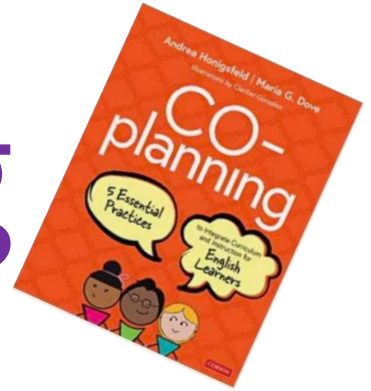


● MACRO

● MESO

● MICRO

Levels of Scaffolding



● MACRO ●

MESO ●

MICRO ●

Unit
Planning

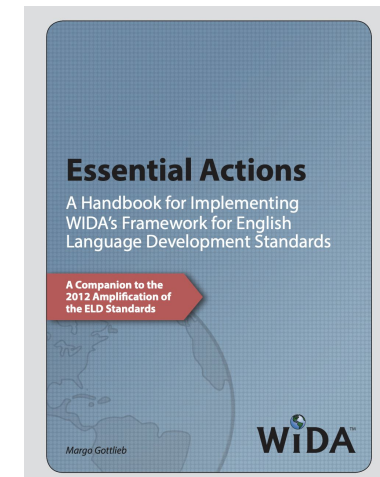


Lesson
Planning



In the
moment

Sensory Support		Graphic Support		Interactive Support	
	Real-life objects (realia)		Charts		In pairs or partners
	Manipulatives		Number Lines		In triads or small groups
	Pictures & photographs		Tables		In whole group
	Illustrations & diagrams		Graphs		Using cooperative group structures
	Magazines & newspapers		Timelines		
	Physical activities		Graphic organizers: _____ _____ _____		Using the Internet or software programs
	Videos & films				
	Broadcasts				
	Models & figures				In the native language
	Other: _____ _____ _____		Other: _____ _____ _____		With mentors
					Other: _____ _____



Scaffolds and Supports

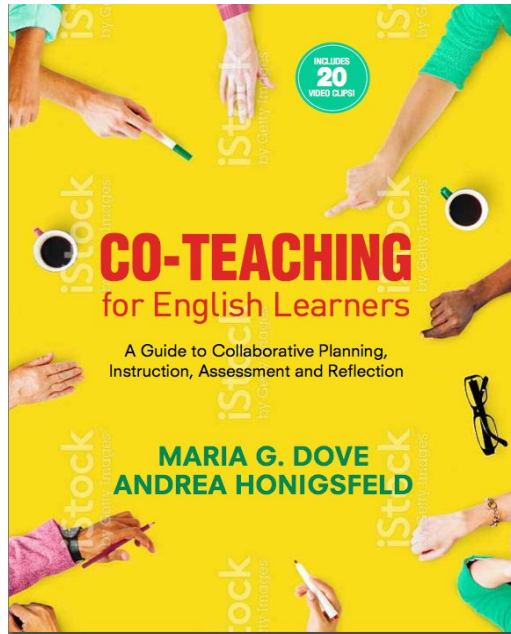


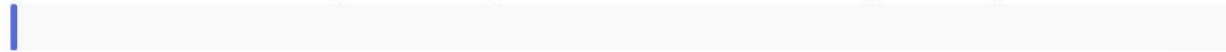
Figure 2.11 Multidimensional Support Systems: Tools and Strategies

Instructional Support	<ul style="list-style-type: none"> • Gradual Release of Responsibility Model <ul style="list-style-type: none"> – Explicit Teacher Modeling – Guided Practice – Collaborative Practice – Independent Application • Strategy instruction
Linguistic Support	<ul style="list-style-type: none"> • Use of native language or home dialect • Definition of key terms within sentences • Modification of sentence patterns • Use of redundancy or rephrasing • Opportunities to interact with proficient English models • Sentence starters and paragraph frames • Language frames for oral interaction
Graphic Support	<ul style="list-style-type: none"> • Charts • Tables • Timelines • Number lines • Graphs • Graphic organizers • Outlines
Visual Support	<ul style="list-style-type: none"> • Real objects (realia) • Manipulatives • Photographs • Pictures, illustrations • Diagrams • Models • Displays • Magazines, newspapers • Videos • Multimedia, including Internet
Interactive Support	<ul style="list-style-type: none"> • Whole class • Large-group vs. small-group instruction • Learning Centers • Learning Stations • Pair work • Buddy system • Cooperative learning structures (See Kagan)

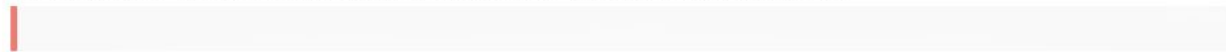
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Rank these scaffolding techniques to reflect your go-to choices :

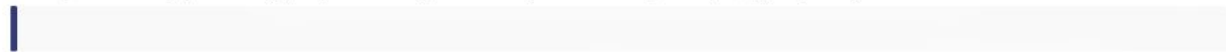
Instructional Scaffolding (for example, Gradual Release of Responsibility)



Multisensory Scaffolding (visual, auditory, tactile, kinesthetic)



Graphic Supports (graphic organizers, outlines, maps, graphs)



Interactive Supports (pairwork, triads, Kagan structures)



Linguistic Scaffolds (word banks, sentence frames, outlines, L1 support, translanguaging)

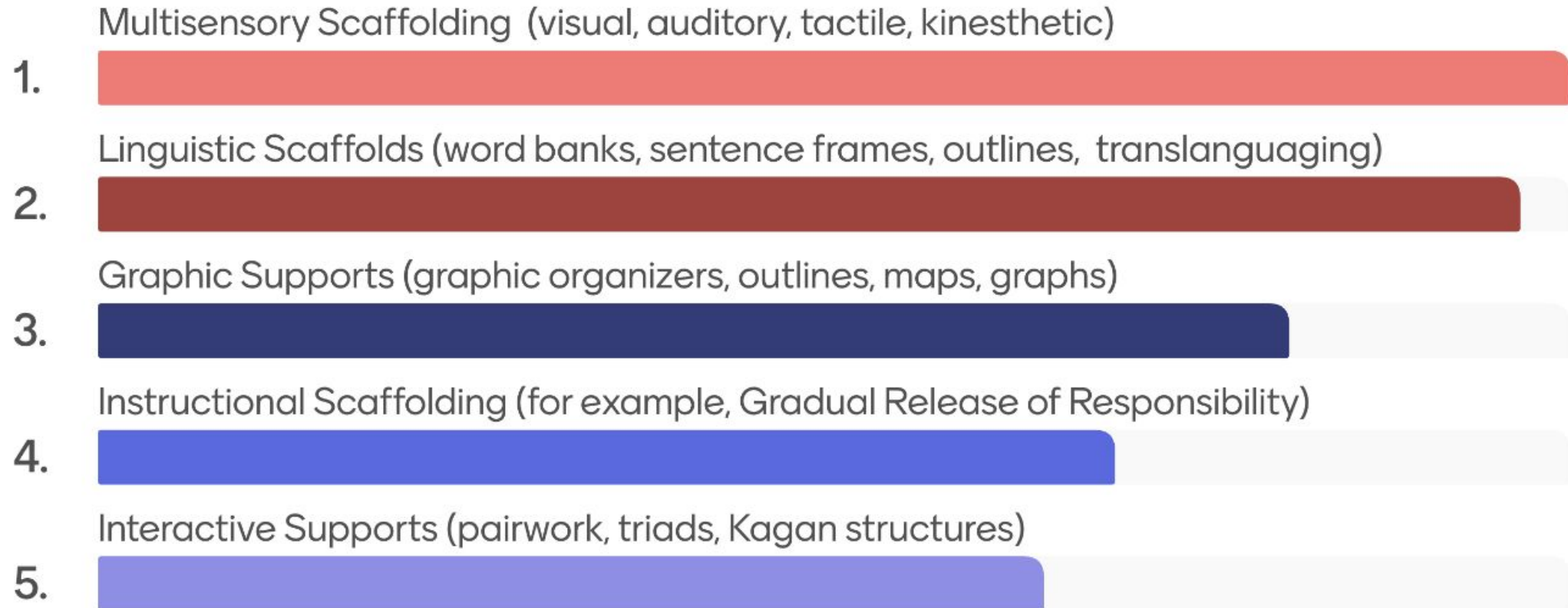


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Rank these scaffolding techniques to reflect your go-to choices :








Rank these scaffolding techniques to reflect your go-to choices :

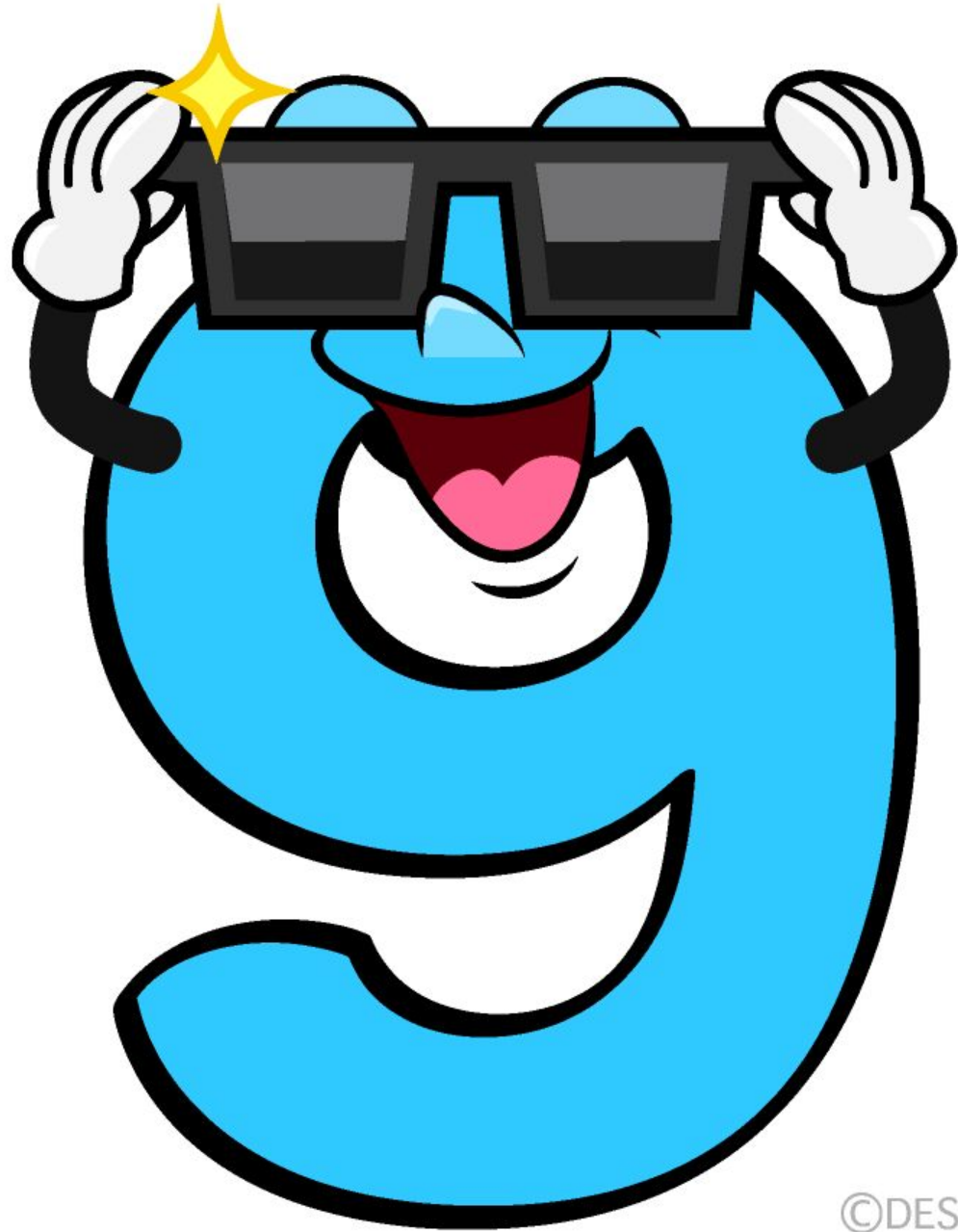
1. Linguistic Scaffolds (word banks, sentence frames, outlines, translanguaging)

2. Multisensory Scaffolding (visual, auditory, tactile, kinesthetic)

3. Graphic Supports (graphic organizers, outlines, maps, graphs)

4. Instructional Scaffolding (for example, Gradual Release of Responsibility)

5. Interactive Supports (pairwork, triads, Kagan structures)




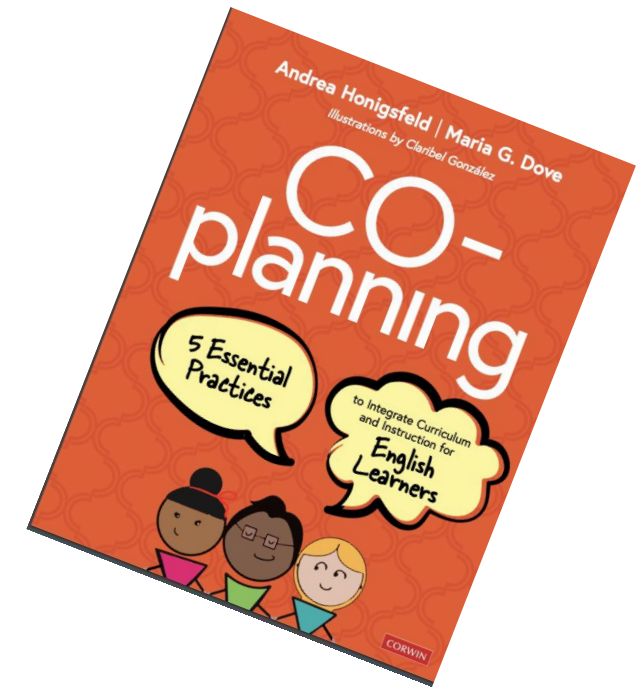
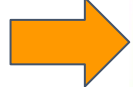
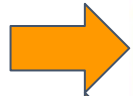
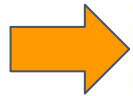
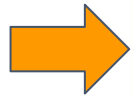
Rank these scaffolding techniques to reflect your go-to choices :

1. Linguistic Scaffolds (word banks, sentence frames, outlines, translanguaging)

2. Graphic Supports (graphic organizers, outlines, maps, graphs)

3. Multisensory Scaffolding (visual, auditory, tactile, kinesthetic)

4. Instructional Scaffolding (for example, Gradual Release of Responsibility)

5. Interactive Supports (pairwork, triads, Kagan structures)


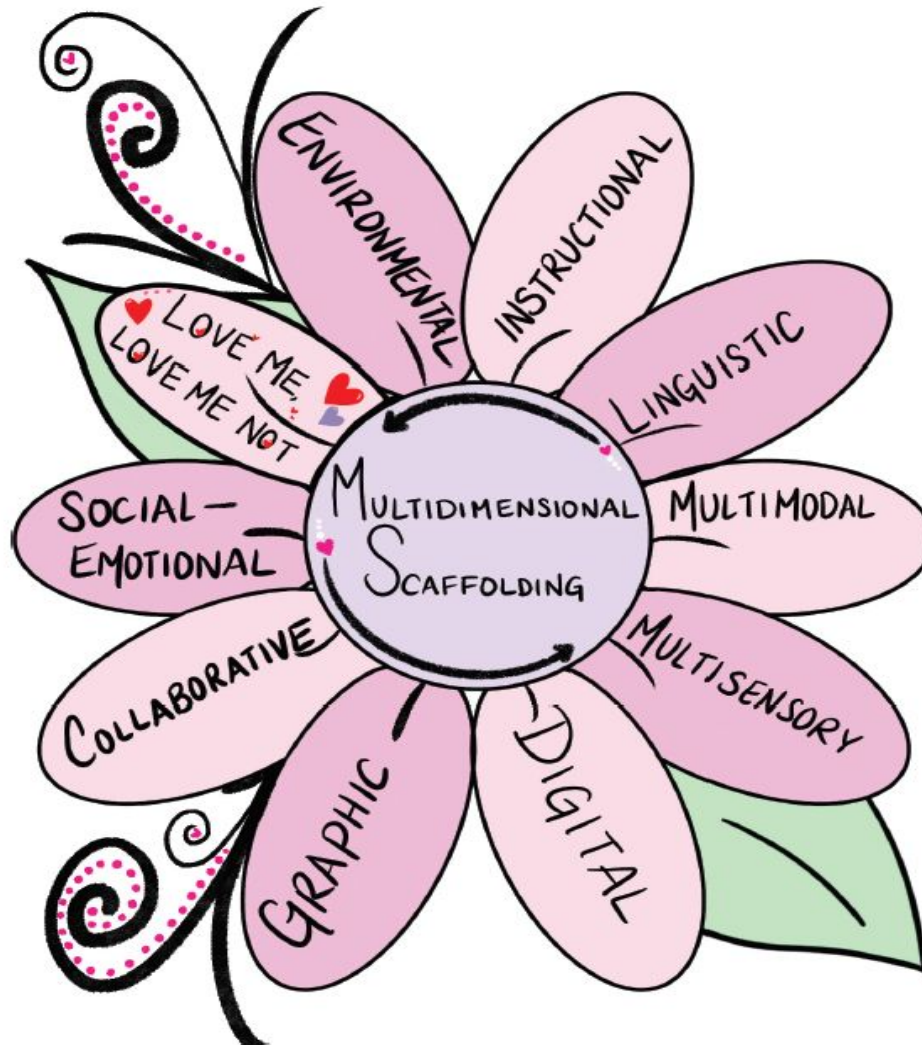




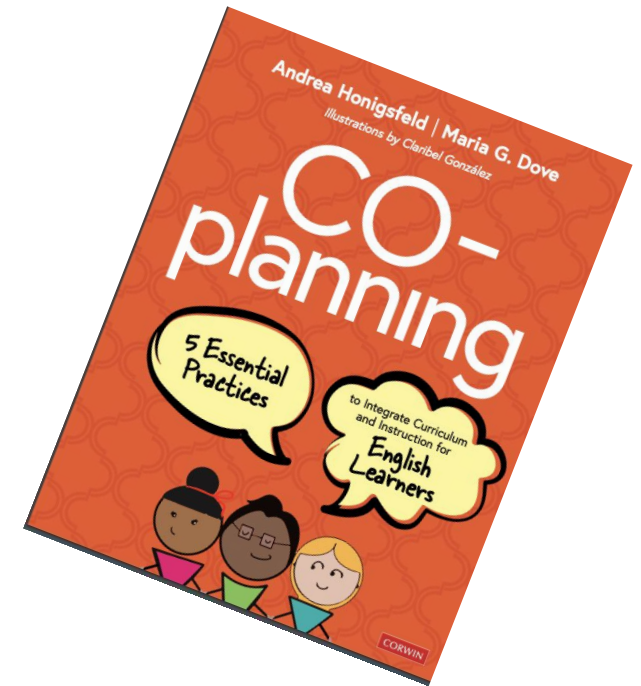
SCAFFOLDING APPROACH	BRIEF DESCRIPTION OF EACH APPROACH
Instructional	Supporting ELs/MLs through the entire learning experience by strategic lesson delivery
Linguistic	Supporting language and literacy development at the word, sentence, and discourse levels
Multimodal	Expressive (speaking, writing, visually representing) and interpretive modes of language (listening, reading, viewing)
Multisensory	Auditory, visual, tactile, and kinesthetic experiences
Graphic	Schematic or visual representations
Digital	Technology-based tools and techniques
Interactive/Collaborative	Participatory supports to enable communication and role definition and task completion
Social-emotional	Affective supports and relationship building
Environmental	Physical and virtual learning context



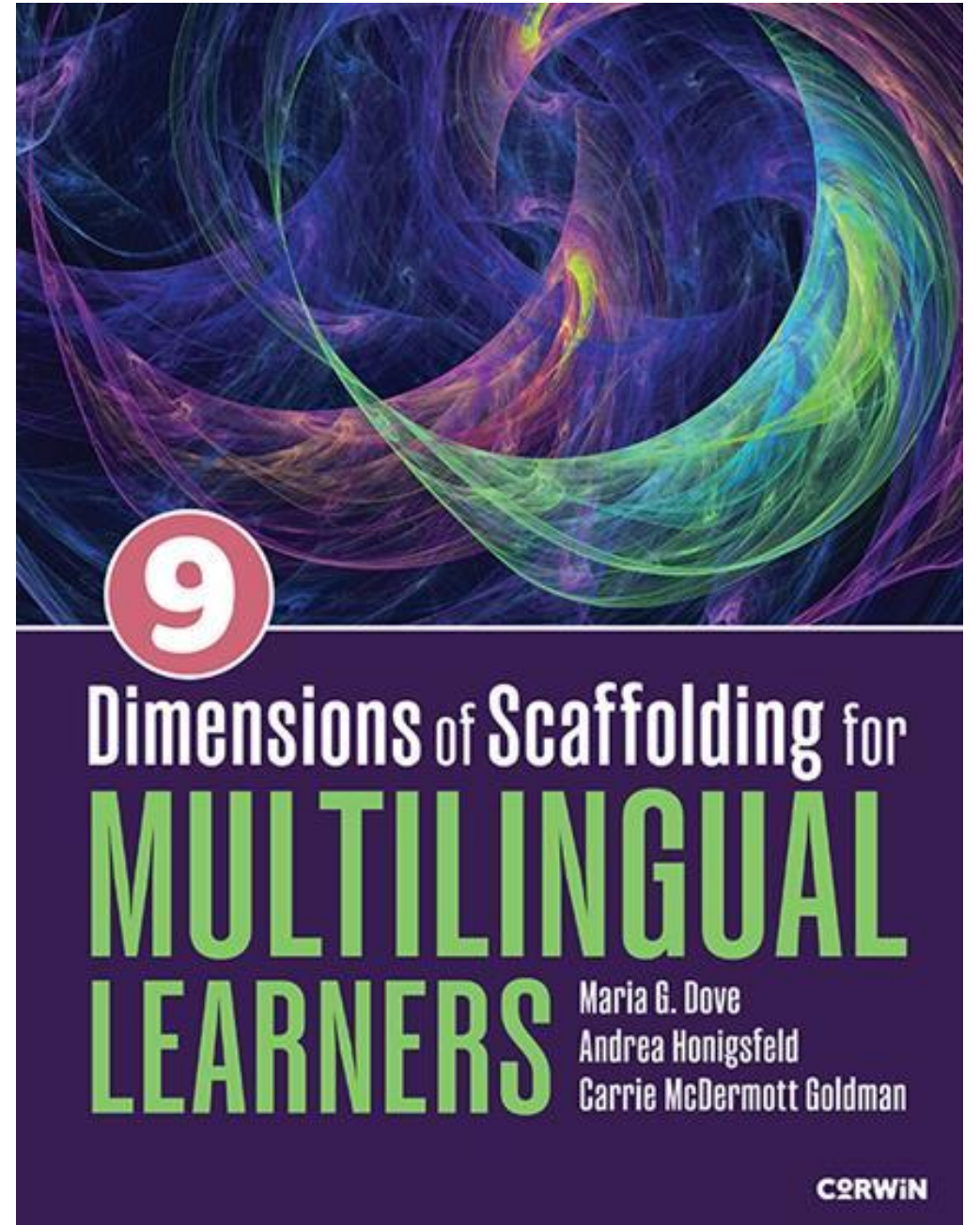
Nine Dimensions of Scaffolding



Dr. Claribel
Gonzalez

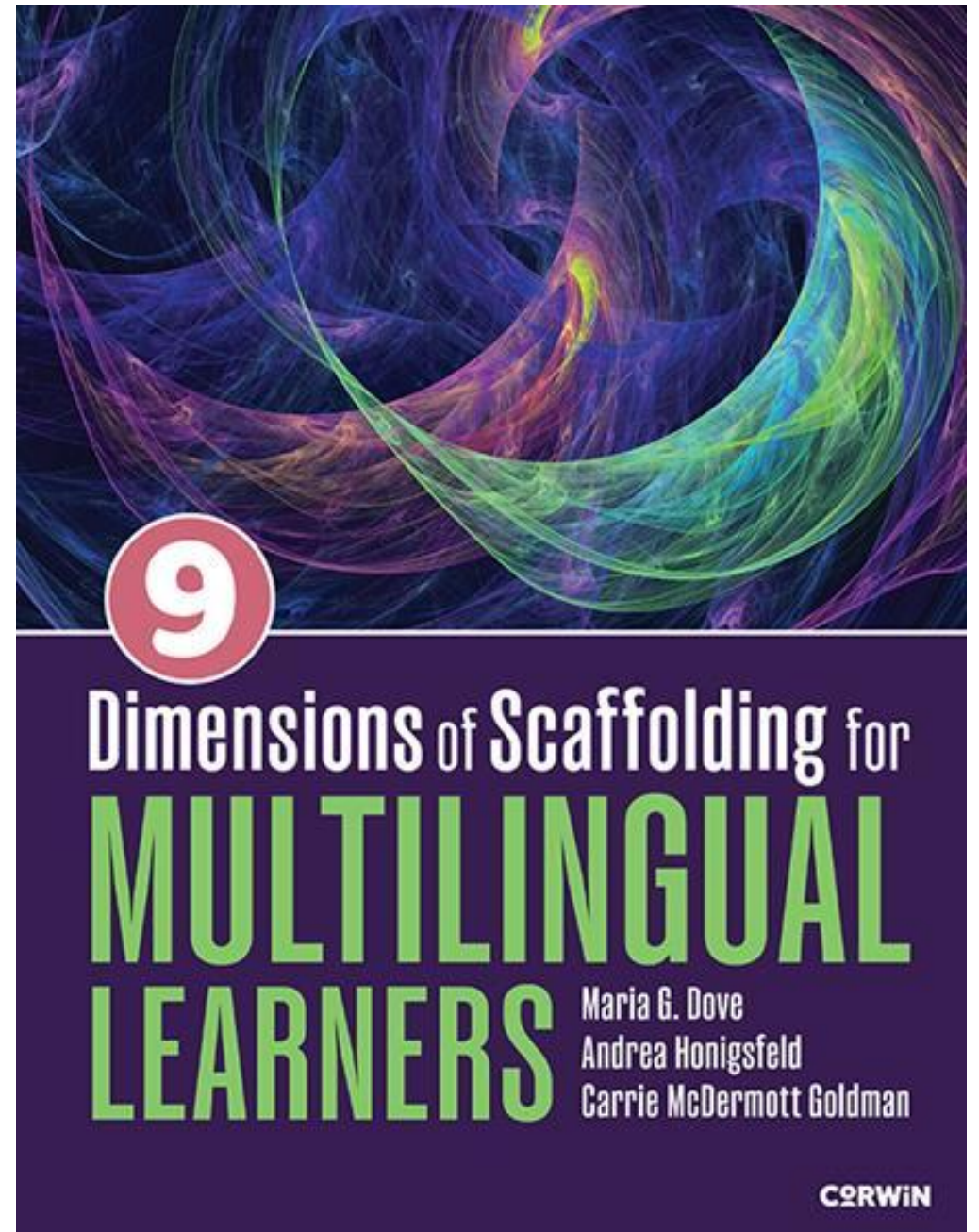


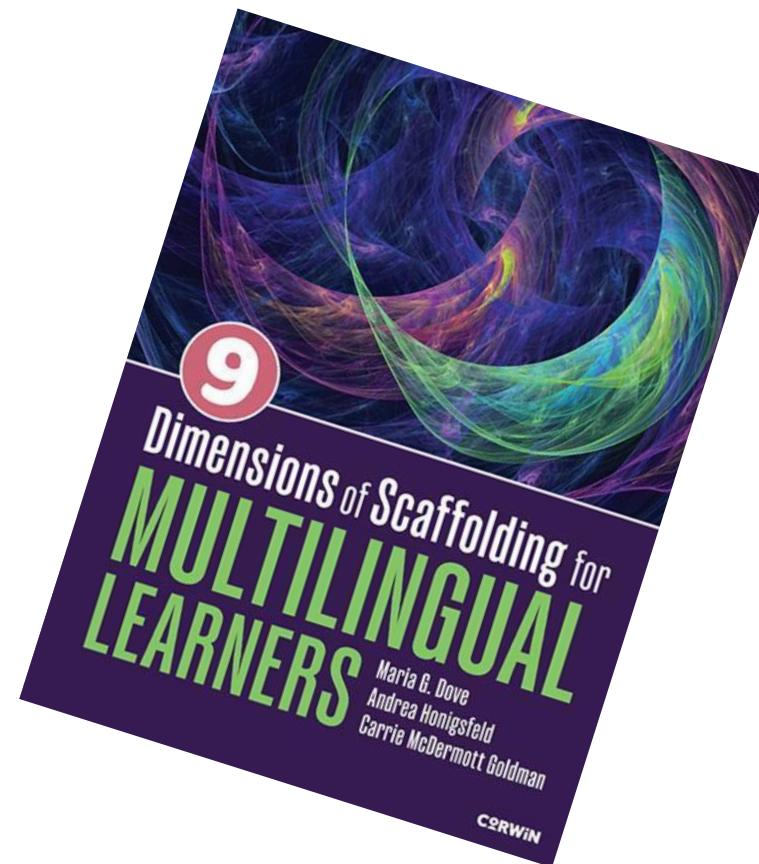
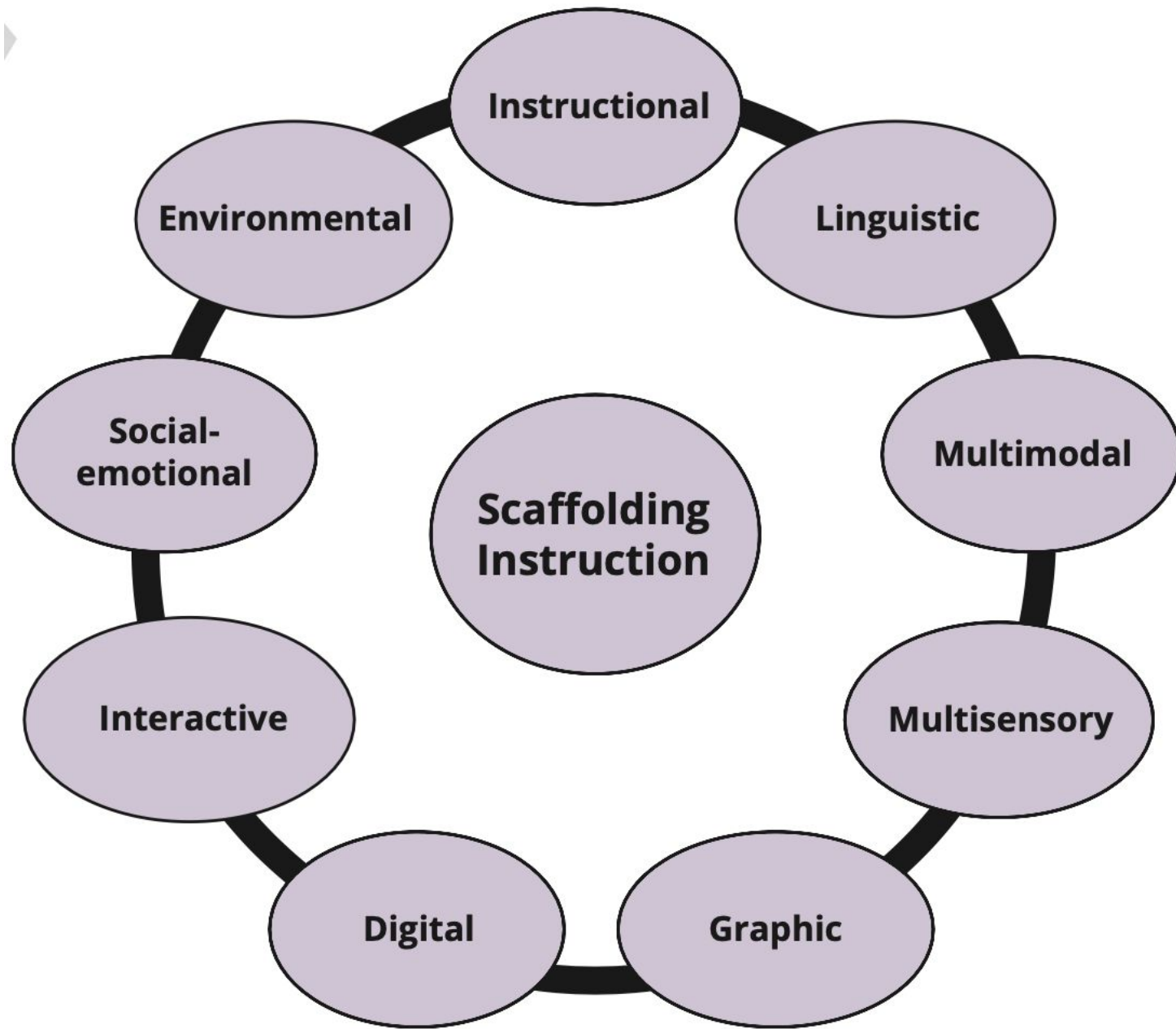
Book Tour



And a Scavenger Hunt

A must see
page...







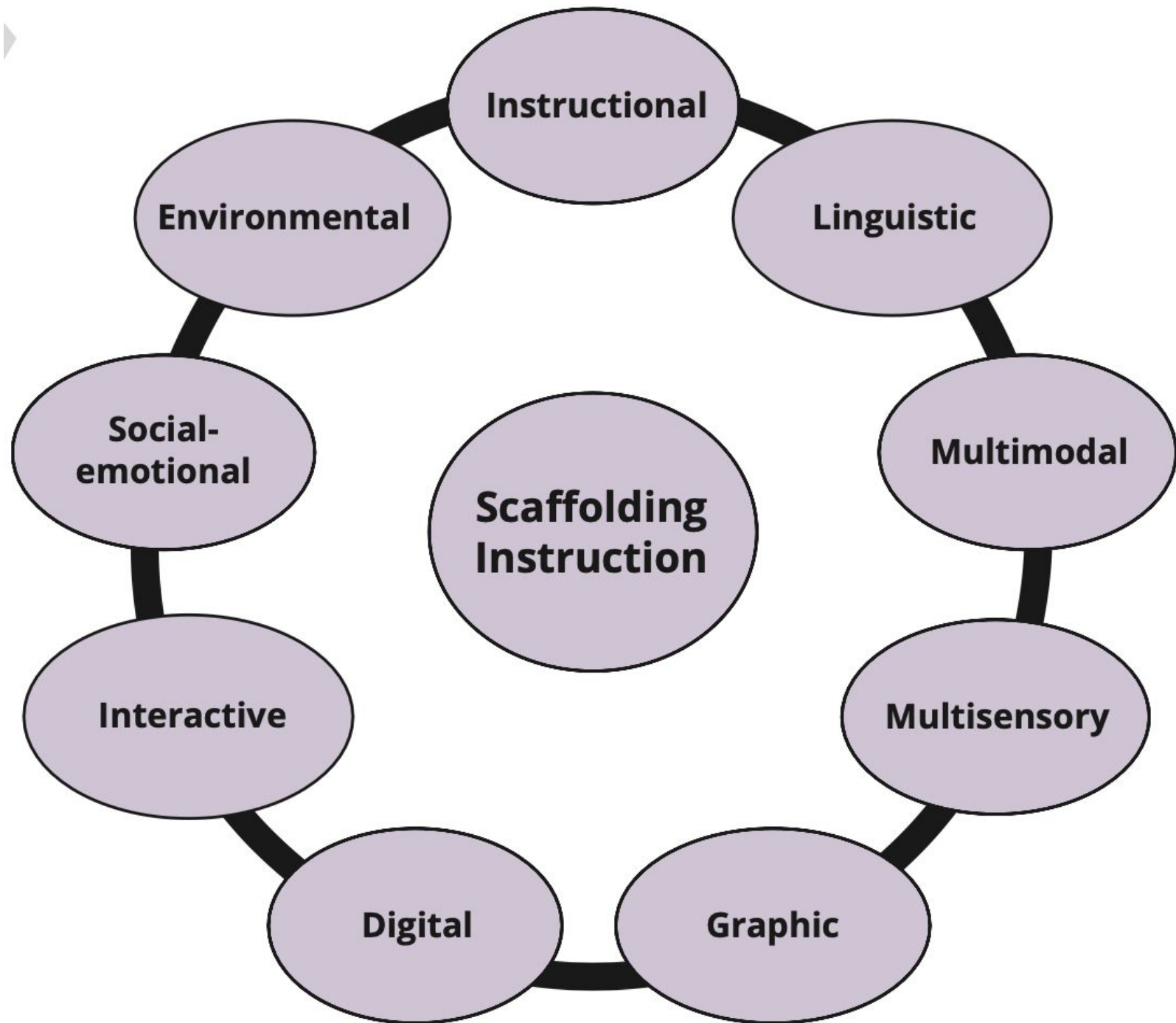
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Supporting ELLs Through Project-Based Learning

<https://courses.teachingchannel.com/Video/Id>

Which of the nine dimensions of scaffolding have affirmed/challenged your thinking?

Which one would you like to implement more next school year?



<https://padlet.com/ahonigsfeld/NineDimensionsBookStudyTemplate>

Study complete based on the Nine Dimensions of Scaffolding for Multilingual Learners book. Also see the final column for resources related to the book.

Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7	Chapter 8	Chapter 9	Chapter 10	Additional Resources
<p>Questions</p> <ol style="list-style-type: none">1. How can scaffolding instruction help multilingual learners overcome barriers to accessing grade-level content and fully engaging in classroom activities?2. What strategies would you use to balance providing support with fostering independence in multilingual learners?3. In what ways does adopting a "scaffolding mindset" change how teachers approach lesson planning and instruction?4. How can scaffolding techniques be tailored to address multilingual learners' diverse needs and language proficiency levels in inclusive classrooms?	<p>Questions</p> <ol style="list-style-type: none">1. How can instructional scaffolding be adapted to address the varying levels of English proficiency within your classroom, ensuring that each multilingual learner engages meaningfully with both content and language objectives?2. How might you determine which scaffold is most effective, and what indicators might signal a need for additional supports?3. How might you effectively collaborate to design and implement scaffolding techniques that address both language and content needs in integrated classrooms?4. What role might peer interactions and collaborative work play in instructional scaffolding for multilingual learners, and how might you structure these activities to maximize language and content development?	<p>Questions</p> <ol style="list-style-type: none">1. What are the top three strategies presented in this chapter that are readily applicable to your own context?2. Which scaffolding practices presented here might present challenges in your context? Why and how might you overcome those challenges?3. Which ideas outlined here have you had previous experience with, and how might you further refine your practice based on this chapter?4. Observe your students' use of linguistic scaffolding on their own: What choices are they making? How can you further support their independence with scaffolding?	<p>Questions</p> <ol style="list-style-type: none">1. What are the dimensions of multimodal teaching and learning practices?2. How does multimodal scaffolding support multilingual learners?3. What other scaffolding dimensions overlap with multimodality, and how would you capitalize on them concurrently or sequentially?	<p>Questions</p> <ol style="list-style-type: none">1. How do multisensory scaffolding approaches benefit multilingual learners in accessing grade-level curriculum and academic content?2. How can teachers use visual aids (e.g., diagrams, charts) alongside verbal instructions to reinforce how you might use practice opportunities and activities for students so they develop independence with the scaffolding tools and even create their own?3. What strategies can be used to incorporate multiple sensory modalities?4. How can educators track the effects of multisensory learning in their own classrooms?	<p>Questions</p> <ol style="list-style-type: none">1. What are the most effective ways to provide access to complex information for multilingual learners using graphic scaffolds?2. How are visuals tailored to specific learning tasks, different student learning preferences, and linguistic abilities?3. How can we provide practice opportunities and activities for students so they develop independence with the scaffolding tools and even create their own?4. How can you make sure that graphic scaffolds are clear, easy to understand and implement, and transferable across grade levels and content areas?	<p>Questions</p> <ol style="list-style-type: none">1. Which strategies and recommendations in this chapter affirm your practice, and which ones challenge you to try something new?2. How do you integrate digital scaffolding with other forms of scaffolding?3. What role does AI play in your current teaching? What potential applications do you see for the future?	<p>Questions</p> <ol style="list-style-type: none">1. Self-awareness: How will you create a safe and supportive environment for your multilingual learners? How will you help them express their thoughts, feelings, and experiences?2. Self-management: How will you model strategies to help students manage their emotions, impulses, and behaviors?3. Social awareness: How will you expose students to diverse perspectives and cultures? How will you facilitate discussions to promote respect and understanding of others?4. Relationship Skills: How will you help students effectively communicate and resolve conflicts? How will you foster collaboration?5. Responsible Decision-Making: How will you challenge students to think and reason with moral dilemmas critically?	<p>Questions</p> <ol style="list-style-type: none">1. What are the key elements of interactive scaffolding, and why are they essential for multilingual learners?2. How do interactive scaffolding practices prepare students for real-world collaboration?3. Which of the interactive scaffolding strategies presented in this chapter have you found to most effectively support collaboration in both content and language development in your classroom?4. What is an example of an interactive strategy you currently use or would like to implement? What scaffolds will work best with this strategy?	<p>Questions</p> <ol style="list-style-type: none">1. How can creating a print-rich environment with visual supports, such as word walls and graphic organizers, help multilingual learners better access and engage with content?2. To what extent do flexible seating arrangements address the diverse learning preferences of multilingual learners, and how can their effectiveness be assessed?3. How can educators effectively integrate students' cultural backgrounds and languages into classroom environments while balancing the academic needs of multilingual learners with those of their monolingual peers?4. What specific environmental factors, such as noise levels or lighting quality, have the greatest impact on multilingual learners' focus and academic success, and how can these factors be mitigated to create an optimal learning space?	<p>Book on the Corwin Website</p> <p>Podcast with the authors</p> <p>Language Magazine Article</p>



SCAFFOLDING BOOK'S COMPANION WEBSITE



CORWIN

SIGN IN

Nine Dimensions of Scaffolding for Multilingual Learners

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