Data collection and analysis vary significantly across studies.

<table>
<thead>
<tr>
<th>Study Purpose</th>
<th>Codes for Scaffolding Behaviors</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schunk et al. (1993)</td>
<td>Examined 4 conditions for one-on-one reading: (1) Fading only (2) Feedback only (3) Fading + Feedback (4) Neither</td>
<td>Students in the Fading + Feedback category grew the most in self-efficacy, comprehension skills, and self-reported strategy use.</td>
</tr>
<tr>
<td>Taylor et al. (2000)</td>
<td>Study accomplished schools and teachers in low-SES communities</td>
<td>31% of teachers engage students in recession; 39% fail to: 6% model. Effective teachers prefer coaching over telling or recession.</td>
</tr>
<tr>
<td>Hacker &amp; Tenent (2002)</td>
<td>Investigate teachers’ practice with Reciprocal Teaching (RT) across 2 schools.</td>
<td>58% of students gained literacy of 2+ years.</td>
</tr>
<tr>
<td>Mertzman (2008)</td>
<td>Do students’ cue use patterns differ after teacher interruptions? Are teacher interruptions different when students come from a different racial or economic background than the teacher?</td>
<td>Students of low SES and ethnic minority backgrounds were less likely to be asked questions that scaffold meaning and more likely to have word-level interruptions.</td>
</tr>
<tr>
<td>Bitter et al. (2009)</td>
<td>To what extent are literacy instructional practices associated with increased student literacy achievement?</td>
<td>Teachers’ use of high-level questioning was stronger predictor of improved reading comprehension. Writing activities and accountable talk increased comprehension.</td>
</tr>
<tr>
<td>Pentimonti &amp; Justice (2010)</td>
<td>Determine preschool teachers’ scaffolding during read-alouds</td>
<td>Average: 28 occurrences per teacher. 96% were low-support (45% generalizing, 43% reasoning, 12% predicting). Teachers believed 50% high, 50% low.</td>
</tr>
<tr>
<td>Lee &amp; Schmitt (2014)</td>
<td>Examine teacher scaffolding to determine potential correlations between scaffolding and student self-regulated strategy use.</td>
<td>Across 15 sessions, students used strategies more and teachers scaffolded less. Strong correlation between scaffolding and students’ independent strategy use.</td>
</tr>
</tbody>
</table>

**References**

This paper was presented at ASCA 2016.

A close examination of methods is essential for informing next steps.

**Theoretical Views of Scaffolding**

Scaffolding can “enable a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts” (Wood, Bruner, & Ross, 1976, p.90).

**Implications**

1. To what extent does the field of literacy instruction have a shared understanding of teacher-led scaffolding?
2. How does the variance in scaffolding codes and definitions inform new interventions and professional development?

**Literature Review Methods**

Conducted a search of peer-reviewed articles in ERIC with clear definition of scaffolding for reading comprehension or vocabulary in Grades Pre-K-5 in classrooms where English was the dominant medium of instruction.


Both authors independently coded 20% of articles (n=104) to determine eligibility, with inter-rater reliability above 80%.

**References**


**Rationale**

“Scaffolding” seems to refer to any type of support or instruction (Pea, 2004; Puntambekar & Hübischer, 2005). With 5 decades of scaffolding research, it is time to examine purposes and outcomes in research on scaffolding.

**Theoretical Views of Scaffolding**

Scaffolding as Dynamic Interaction (Bandura, 1977)

Scaffolding as Contingent Support (e.g. Wells & Chang-Wells, 1992)

Scaffolding as Dynamic Interaction (Wells, 1987; Chang-Wells, 1992)

Scaffolding through Imitation (e.g. Wells, 1987)

Scaffolding as a Form of Monitoring (e.g. Vygotsky, 1978)

Scaffolding as a Form of Monitoring (e.g. Hyun, 2018)

Scaffolding as a Form of Monitoring (e.g. Macleod, 2018)

Scaffolding as a Form of Monitoring (e.g. Rothery, 2018)

Scaffolding as a Form of Monitoring (e.g. Schmuck, 2018)

Scaffolding as a Form of Monitoring (e.g. Schmitt, 2018)

Scaffolding as a Form of Monitoring (e.g. Smith, 2018)

Scaffolding as a Form of Monitoring (e.g. Stahl, 2018)

Scaffolding as a Form of Monitoring (e.g. Taylor, 2018)

Scaffolding as a Form of Monitoring (e.g. Tenen, 2018)

Scaffolding as a Form of Monitoring (e.g. Wells, 2018)

Scaffolding as a Form of Monitoring (e.g. Wells, 2018)

Scaffolding as a Form of Monitoring (e.g. Wells, 2018)

Scaffolding as a Form of Monitoring (e.g. Wells, 2018)

Scaffolding as a Form of Monitoring (e.g. Wells, 2018)