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FIVE WAYS TO SCAFFOLD CAREGIVER LEARNING

When supporting adult learning, knowing how the caregiver learns best, and observing the caregiver's knowledge and skill can help the provider determine the type of scaffolding best suited to the situation. Below are five ways to scaffold learning from least intrusive to most intrusive. Providers may find that multiple strategies are helpful within the same interaction.

Strategy

What it Looks Like

Helpful Hints

Reflection-for-Action

Use reflective questions to help a caregiver prepare for an activity/routine that will serve as a context for promoting child learning.

The caregiver develops ideas, and the provider offers feedback and additional ideas as needed.

What do you want your child to be able to do during this activity?

What could you do to help your child be successful?

Use before beginning a caregiver-child activity or while planning the new between-visit plan.

Ask permission to provide informative feedback if needed.

Reflection-in-Action

While observing the activity, use reflective questions while the caregiver is engaging with the child to encourage the caregiver to think about how the strategies are working, what the child is learning, or how the child is participating, and what invite, engage, and teach strategies the caregiver is using.

What does your child like about this activity?

What is your child learning?

How is what you are doing helping your child be successful?

Use during a caregiver-child activity.

This strategy is often paired with reflection-for-action (prior to) and reflection on-action (following).

Reflection-on-Action

Use reflective questions after the caregiver has engaged with the child in an activity to encourage the caregiver to think about how the strategies worked.

Ask the caregiver to think about new or alternative ways to invite, engage, or teach the child next time.

How was this different from how the routine usually goes?

What did you learn about how to help your child be successful?

Use after an activity has happened or while debriefing what occurred between visits (while you were not there).

Verbally Prompt

During the focus activity, provide the caregiver with in-the-moment prompts about how to use strategies you have already discussed.

The caregiver is engaged with the child while the provider is observing and prompting.

This might be a good time to...

What do you think about trying... here?

Use during the focus activity.

This strategy is used with reflection-in-action.

Intentional Modeling

Explain the responsive strategy or target technique.

Ask the caregiver if you can demonstrate it and let the caregiver know what to watch.

Conduct the demonstration.

Ask the caregiver to reflect on the use of the strategy.

Invite the caregiver to try.

Prompt the caregiver to reflect on how it worked and plan for continued use of the strategy or target technique.

Use in situations when modeling is requested by the caregiver, or it would be helpful for the caregiver to see how to implement the strategy.

Turn the model back over to the caregiver as soon as possible.