



UNIVERSITY OF
NOTRE DAME

PIE-LIGHTS FOR INCLUSION

WELCOME
SERVE
CELEBRATE

PROGRAM FOR INCLUSIVE EDUCATION

MONTHLY THEMES

**SENSORY
INTEGRATION**

ATTENTION

PARTICIPATION

**EMOTIONAL
REGULATION**

ENGAGEMENT

**STUDENT
INTERESTS**

ORGANIZATION

**ACADEMIC
SKILLS**

**CLASSROOM
CULTURE**

**APRIL
2024**

O R G A N I Z A T I O N

Maintaining student engagement requires the learner to balance the activity with their cognitive load (i.e., available working memory). When cognitive demands exceed their load threshold, there is a reduction in engagement (Lange et al., 2023). The inability to organize content exacerbates cognitive load thresholds, but scaffolding provides necessary instructional support.

Scaffolding...

- Is a temporary process to enhance new learning and mastery of tasks, building on experiences and knowledge (IRIS, 2022)
- Helps educators track progress in smaller steps and intervene at key points during learning (Vasquez et al., 2022)
- Avoids processing demands by allowing learners to break down content into meaningful chunks (Mayer, 2019)
- Leads to more cognitive engagement (White & Fredericksen, 1998)
- Is a high leverage practice to support students with disabilities (CEC-HLP 15)

85%



OF EDUCATORS HAVE/HAD STUDENTS WHO STRUGGLE WITH EXECUTIVE FUNCTIONING, WHILE **ONLY 13% OF EDUCATORS** ARE TRAINED IN EXECUTIVE FUNCTIONING (LEARNFULLY, 2023).

H I G H L I G H T E D

RESOURCE



The University of San Diego's Professional and Continuing Education website outlines *7 Scaffolding Learning Strategies for the Classroom*. Explore this site for information on the benefits of scaffolding, practical strategies, and class activities. For a video description of scaffolding, view *HLP 15: Use Scaffolded Supports* (Kennedy et al., 2021).

HIGHLIGHTED STRATEGY

Scaffolding is a high leverage practice to meet students' instructional needs. PIE outlines many strategies that educators can use to appropriately scaffold instruction and support students with organizing content.



SCAFFOLDING
HANDOUT
LINK

[ACE.ND.EDU/PIE](https://ace.nd.edu/pie)