

# The Effect of Scaffolding: As Instructional Technique on Differently Abled Student

\*<sup>1</sup>Suraj Bhattacharjee and <sup>2</sup>Puja Roy

<sup>1</sup>M.Phil scholar, Department of Education, Jadavpur University

<sup>2</sup>Student, Department of Education, Jadavpur University

## Abstract

*Differently able student will not getting proper learning by the traditional teaching technique. So, the researchers try to indicate some support or additional guidance from the more knowledgeable other with the common teaching technique. Most of the teacher have perception of discrimination about differently able student, if we use scaffolding technique with the common teaching, it will give us more productive result. Researchers used this technique (like modelling and demonstration, cooperative learning, slicing, tap to prior learning, give time to talk and breaking the unit) to enhance their learning.*


**Keywords:** Differently able student, scaffolding.


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## \*Author's Correspondence

 Suraj Bhattacharjee

 M.Phil scholar, Department of Education, Jadavpur University

 dsuraj16[at]gmail.com

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## Introduction

In 1975 developed public law for differently able person as education of exceptional children act and its upgrade as Individuals with Disability act (IDEA) to provide them least restrictive and appropriate learning environment. The Government of India has taken many actions to eliminate the separation and discrimination like- education for all, zero rejection policy etc. But previously stated law and action is not enough for a teacher to critically understand the need and background of the student.

## Concept of scaffolding:

The concept of scaffolding was developed by the Lev Vygotsky in the theory of zone of proximal development. Vygotsky identified two parts of learner's development as "actual developmental level" and the "potential developmental level". Scaffolding is an instructional process through which a teacher provides support according to learners need to enhance learning and mastery of the task. Instructional scaffolding is a technique through which teacher provides support to enhance learning and acquire mastery of task. Teacher systematically builds knowledge and experience for students to learn new skills. The support of scaffolding is temporary or adaptable. When student acquired mastery on assigned tasks, the supports are gradually removed. This scaffolding technique can help differently able students also to improve their learning skill and develop basic skill in day-to-day life, therefore scaffolding technique plays important part as instructional design for the teachers or instructors.

**Definition of differently able students:**

Differently able was first proposed (in the 1980s) as an alternative to disabled, handicapped, etc. on the grounds that it gave a more positive message and so avoided discrimination towards people with disabilities. The term has gained little currency, however, and has been criticized as both over-euphemistic and condescending. The accepted term in general use is still disabled.

**Types of differently able students:**

- **Physical disability:** this type of disability affects a person mobility dexterity, or stamina. It may be acquired from birth or later in life, this may be temporary or permanent or it may be painful, but people who are suffering from physical disability they are usually known their limitations, their need and how to deal with it.
- **Intellectual or learning disability:** people with this disability are not able to learn task or process information easily. This disability characterised as a below average intelligence or mental ability and they are not able to maintain their day-to-day activity. We can get various level in intellectual disability like mild to profound. People with this type of disability not define that they are unable to learn new skill rather than they learn slowly.
- **Psychiatric disability:** this type of disability affects people thinking, feeling, moods and behaviour. They may be temporary or occasional or long lasting (chronic). This can affect your work of day-to-day life. This type of disability can develop at any stage of life. Example of this disability is schizophrenics, bipolar disorder and this can include stress related disease like major depression, anxiety.
- **Visual Impairment:** visually impairment means loss of vision that cannot correct by glasses. It is also saying that a functional limitation of vision system. Loss of visual activity means the person is not able to see an object as clear as a healthy person. Only 5% of blind people cannot see anything, but there is difference between visually impaired and blind people. Visually impaired can cause by multifaceted factors including disease, accidents and congenital illnesses.
- **Hearing impairment:** deafness and hearing loss can be caused by physical damage, disease during pregnancy or exposure to very loud noise. Hearing loss may be present at birth or acquired any time afterwards. Hearing problem affect the ability to learn spoken language of children. They can learn effectively through proper teaching technique.
- **Neurological disabilities:** neurological disability mainly occurs by damaged of nervous system. it leads loss of some physical and mental function. Heart attack, serious infection and lack of oxygen to the brain may occur in neurological disorder. This disorder comprise epilepsy, Alzheimer disease and other cerebrovascular disease include stroke, other headache disorders, multiple sclerosis, brain tumour, traumatic disorders etc.

**Review of the Literature**

Carol sue Englert, yong zhao, kailonnie Dunesmore, Natalia yevgenyeva colling, and Kimberly wolbers (2007) conducted research entitled as “Scaffolding the writing of student with Disabilities thought procedural Facilitation using and Internet based Technology to improve performance “. In this study the researchers want to find out usefulness of internet-based technology to improving writing performance of disabled students. The researchers indicate that many learning disability students have most serious writing challenges as like grammatical errors, text length, structure and quality. Researchers selected 35 elementary students, divided them in two groups and use quasi experimental technique. They selected 25 students as experimental group and 15 students as Control group. The researchers used ancova as statistical technique. The result shows that experimental group (web-based learning student) improved more than that the control group student.

Stage, Terrence V. Ponder, John M. (1999) Conducted a Research entitled as “Literacy Scaffolding strategies for Divers Learners: A Bridge for Tomorrow” In this study The Researcher used different learning strategies for diverse learners. Here researcher indicate diverse learner in any way like learning disabled, mentally retarded,

emotionally and behaviourally disordered and use various scaffolding strategies to add some support. The result of the study indicate that scaffolding technique was very useful for diverse learner.

The comparative studies on scaffolding: as instructional technique on differently able students. There is still wide knowledge gap in this area. Various researchers revealed that various scaffolding technique have been differently effects on differently able students.

### Purpose of the Study

The purpose of the study was to explain the used of scaffolding instructional technique with the common instructional design on differently able student. Here researchers took various instructional design to enhance learning of the differently able student

### Used Scaffolding as Instructional Techniques:

Differently able student is often not actively engaged to learn new skill. They are not able to build the new concept in their mind easily. We are going to discuss some instructional technique of scaffolding to help this type of learning.

- **Modelling and demonstration:** Many students appreciate the way of learning by seeing rather than hearing. This scaffolding technique is help physical disability, learning disability, hearing impairment, psychiatric impairment. In this type of technique teacher use model or instrument that practically explain the lecture which is delivered by him.
- **Cooperative learning:** In this scaffolding strategy learners divided in group. This group should not be larger than 5 as a general rule and they work collaboratively with their team. If one learner is not able to solve some problem, they can take help from group partners.
- **Slicing:** slicing is a technique to reduce the length or size of an assignment according to the need. This technique is depended on learner function and characteristics. Student can learn with their own pace and get initial guidance.
- **Tap to prior learning:** In this technique the student shares their own experience and idea about the content of the study and help them to relate or connect it to their real life. In this method learner can understand by their own experience.
- **Give time to talk:** Teacher should arrange structured discussion session with student. In this session student ask their doubts and make a clear conception. There are some examples of this type of session: Think-pair-share, turn and talk etc.
- **Breaking the task in to small steps:** we break a task in small steps, so differently able student completed the task very easily.

### Discussion and Conclusion

Here the researchers used some simple scaffolding instructional technique for diverse learner. We can use this instructional technique according to learners need and characteristics. Here are some normal strategies which we used in day-to-day teaching, but if we use this as unique strategy of teaching for individual or group of differently able learner according to their experience will help them learn properly. This type of technique like slicing, breaking the unit, is mostly used for slow learner. As we know that differently able student is very sensitive so we used 'give time to talk' technique for their recognition and evaluate their view on learning. Differently able student takes more time than the normal learner to grasping a concept. Here we use modelling and demonstration technique to help them learn practically and rapidly make clear concept. If we want to learn something we have to relate this to our prior knowledge. Here expert will help them to relate a concept with the prior one in the technique of Tap to prior learning. A deeper understanding of the theoretical concept of the scaffolding metaphor will promote its creative and informed used by others.

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