

	Frustration	Instructional (ZPD- scaffolding)	Independent
Accuracy (without any help)	0-93%	93-97%	97-100%
We give work at this level because...	It's typically part of curriculum, or we don't know pupil well	It builds accuracy and children acquire new skills	We want a child to improve fluency (speed, accuracy, generalisation) in a skill
A child feels...	Frustrated	Challenged and has a sense of accomplishment	Either confident, bored, or both
A child will learn...	To be helpless, give up, rely on adult support/cheating	They can succeed at meaningful and challenging activities	To complete easy work at a faster pace (develop fluency)
Likelihood of behaviour problems	High- due to low completion rate/frustration	Low- due to correct level of challenge and accomplishment	Starts low but can increase if child finishes early or feels unchallenged
What it looks like - <i>student</i>	Disengaged with higher likelihood of behavioural challenges	Engaged for longer periods of time and low likelihood of behaviour challenges	Engaged for a short period of time; likelihood of behavioural challenges increases if bored
What it looks like - <i>teachers/ TAs/ parents...</i>	You have to sit next to them the whole time	You check on them occasionally, correcting/prompting as needed	Student needs almost no support with task