




Applying Wood's Contingent Levels of Support for Learning

	Level	Description	Meta-Cognition
Low 	1 General Verbal	This is a minimal level of assistance. The teacher provides a general statement that encourages the student to respond in some way. The teacher's prompt acknowledges that she is paying attention to the student's problem-solving efforts, but expects him to do the work.	NA
	2 Specific Verbal	This level of assistance includes a degree of specificity to activate the learner's attention to a particular feature of the literacy task. The teacher is directing the student to pay attention to a certain aspect of the literacy task. The teacher leaves the student to solve the search problem.	
Moderate 	3 Specific Verbal Prompt plus Nonverbal Indicators	This level of assistance includes an additional cue to stimulate the student's planning action. The teacher increases the support by providing a non-verbal cue that will help the student to solve the search problem.	Student records strategy used on a sticky note along with an example/s for later reminder of productive work.
	4 Prepare for Next Action	This level of support involves a high level of teacher assistance. It is the same as a closed question – teacher provides the correct word and asks child to confirm. The teacher is exerting very strong control over next action.	The teacher draws student's attention to the part of the text where a strategy was demonstrated or highly supported. The teacher and the student records the strategy and/or draws a picture on a card, sticky note or chart to be used later as a reminder of productive work.
	5 Demonstrates Action	This is the highest level of teacher assistance. The teacher takes complete control over the next step in the problem-solving process. She models or demonstrates exactly what needs to be done.	
High 			

Based on the work of Wood, D. 2002. "The Why? What? When? And How? of Tutoring: The Development of Helping and Tutoring Skills in Children."