


Adjusting Your Level of Support with Declarative Language & Competent-Authentic-Contingent Roles



5. *I'm not sure why, but my learner seems to need more support right now than they usually do. Identify competent-authentic-contingent roles at this moment, and form your partnership from there.*

4. *My learner can do this routine on their own, but may forget at times. Use statements to guide inferential thinking and problem solving.*

3. *My learner is assuming most of the responsibility on their own now, but may need help remembering to get started. Use statements that guide initiation by recalling your shared episodic memories.*

2. *My learner still needs my help, but not as much.*

Use statements that are guiding, share an idea directly, and continue to offer partnership and connection.

1. *We are starting something new and my learner needs me the most.*

Use statements that offer partnership & emotional connection, identify competent-authentic-contingent roles in the moment, and model the routine.