

4. *My learner can do this routine on their own, but may forget at times.*

Use statements to guide inferential thinking and problem solving.

Examples:

- I'm wondering if you are all ready for school tomorrow...
- I'm curious if you have all you need for school tomorrow...
- I see your backpack is ready, but your lunchbox is empty and still on the counter!

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.

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.

Examples:

- I remember yesterday you wanted to bring peanut butter & jelly, chips and an apple for lunch. I'm wondering if you'd like that again for tomorrow...
- I don't think you have made your lunch yet, but I remember you usually do it at night.
- I remember you usually make your lunch for school after we finish dinner, and before you go to bed.
- I remember this is usually a great time to make your lunch. I'm here if you need any help.

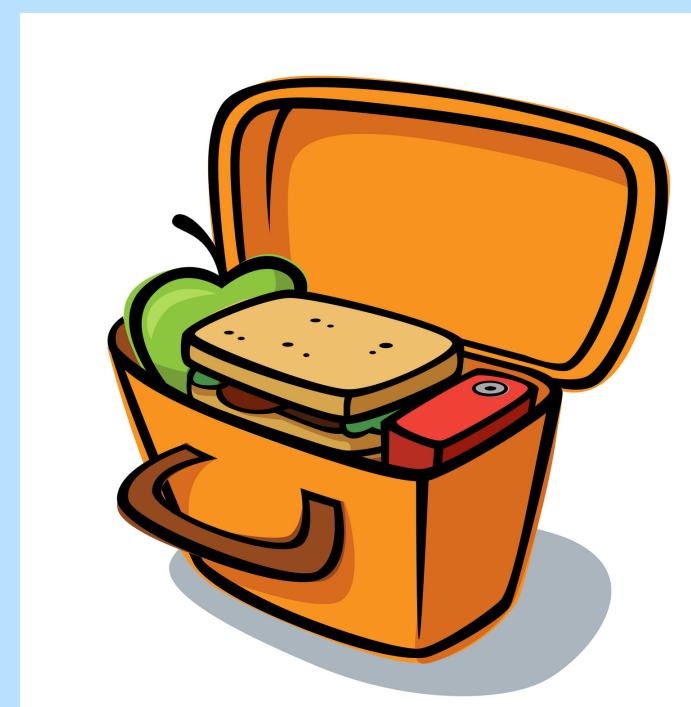
Adjusting Your Level of Support with Declarative Language & Competent-Authentic-Contingent Roles

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.

Examples:

- I love how you are making your lunch these days! Now is a great time to make it for tomorrow, before you watch a show. I remember you usually like peanut butter and jelly. I will get the bread for you!
- I'm thinking it would be a good idea to make your lunch now, before we forget! I see the bread on the counter. I can get the peanut butter, jelly and a knife for you.
- I remember that it really helps us in the morning, when we make your lunch at night. I think now is a great time to do that. I'll grab your lunchbox!



making lunch

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.

Examples:

- I can tell you are tired tonight! How about if you let me know what you want for lunch, and I can make it while you keep me company.
- How about if you be the ingredient-getter, and I will put your lunch together. I can tell you are not feeling yourself right now.
- I remember you usually are so good at making your lunch! And, I can tell something is getting in the way right now. Let's work as a team doing it tonight.

Examples:

- Let's think through what you want to bring for lunch. I remember you usually like peanut butter and jelly, and an apple. I'm wondering if you want the same thing tomorrow, or something different...
- Someday I'd love for you to make your lunch on your own, but today I was thinking I could put it all together and you can watch. Then, on a different night, we can give it a try together.
- I'd love us to get your lunch ready for school together! I will get the food, and you can put it in your lunchbox.
- Let's make your sandwich together. I will get the bread and peanut butter, and you can get the jelly in the fridge. Then, we can be a team while making it.... You can be the bread placer and I will be the spreader. I remember you don't always like when jelly gets on your hands!
- I took out all the ingredients so we can make your lunch together. I'm thinking you can open the jars, and I will spread the peanut butter and jelly on the bread. Then, we can put the pieces of bread together as a team.

