

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 curious if you noted the time that you started today.
  - I'm noticing it has been just about an hour.
  - Dinner will be ready in 5 minutes or so. I'm hoping that lines up well with your stop spot.

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



managing screen time

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:

- You have been doing a great job finding your stop spot when we are together, and doing a great job turning it off when I am right here with you. I have also liked learning about the games you love! I'm thinking that you need me a little less now.
- Let's still notice together what time it is when you start your screen time, and say out loud the time you will be done. That way, we both know we are on the same page.
- I will still come by 10 minutes before your time is up, to help you picture and name what your stop spot could be.
- Then, I'll swing by again at five minutes or so, to see if you feel as though you are on track to get off at your stop spot. I will stay close by to help you follow through if you need it. I know that is the hardest part.

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.

Examples:

- I can tell it is harder for you to transition off of your game tonight. I'll sit with you and we can talk through your stop spot together.
- I hear that you are really connecting with your buddy in the game tonight! I love that. But, dinner is almost ready. Let's find a comfortable place to end for tonight, and you can tell your friend that your mom is making you get off. I don't mind being the bad guy!
- I remember it is usually easiest for you to stop at the end of a level, or when a game ends but before a new one starts. I'll watch while you play so we can notice that spot together.

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.

**IMPORTANT:** Initiate this conversation at a time that you and your learner can be present to each other, and there are no other competing demands or time pressure.

Examples:

- I've been thinking about screen time and want to help us practice being on screens only 1 hour a day during the school week. I know this will be a change, and may feel uncomfortable to you, but it is important for many reasons. We are not going to start this today. I just want to give you a heads up so you can start thinking about it. We can find a time over the weekend to come back to this topic, and make a plan together.
- Here is what I'm thinking... Before you get on, let's notice the time together so we know when your time will be winding down. I know it can be really hard to find a stop spot in the middle of your game. So, 10 to 15 minutes before your time is up, I'll come sit next to you so you can show me your game and explain to me what you are doing and thinking. Then together we can find a stop spot that feels comfortable to both of us.

