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:

Examples:

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.

Your Activity or Routine

Examples:

Adjusting Your Level of Support with Declarative Language & Competent-Authentic-Contingent Roles
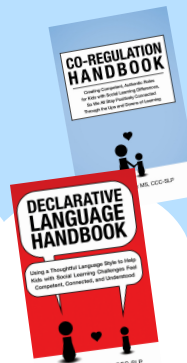
5. I'm not sure why, but my learner seems to need more support right now than they usually do.

Identify competent-authentic-contingent roles at this moment, and form your partnership from there.

Examples:

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:.

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

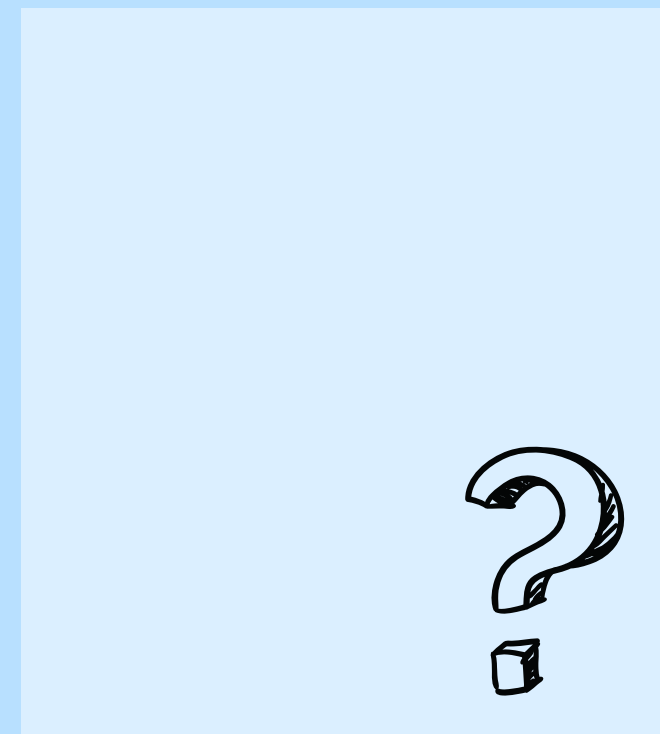Use statements that offer partnership & emotional connection, identify competent-authentic-contingent roles in the moment, and model the routine.