



SCAFFOLDING TOWARDS INDEPENDENCE

Strategically providing and then gradually reducing and removing personalized support during the guiding process.

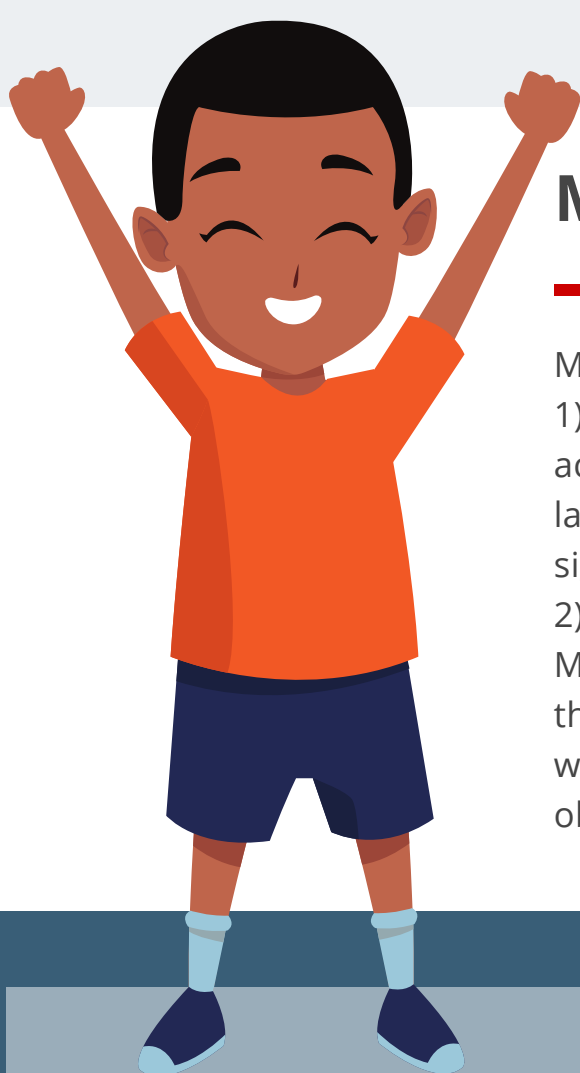


Partnering

'Partnering' is composed of the two sub-roles of co-experiencing and co-participation. Partnering is the most common scaffolding role in the early stages of the Mindful Guiding Relationship. As Mental Apprentices become more capable, partnering is supplanted by Facilitating and Modeling. The main function of partnering involves some form of interpersonal or relationship development.

Facilitating

Mindful Guides take a facilitating role when they want to clearly communicate to the apprentice that the student has sole ownership of a mental challenge, with the Mindful Guide in **a supportive role**. Unlike the other two roles, the Mindful Guide is not the center of attention. Nor, is the mental challenge directly related to anything that the guide is doing or not doing.



Modeling

Modeling is composed of two sub-roles.

- 1) The Mindful Guides demonstrate task-related actions along with self-regulating language, with the latter being framed for the apprentice as the most significant information.
- 2) The second modeling role is one in which the Mindful Guide functions as a role model, displaying the routine use of various dynamic mental tools, with the apprentice functioning as an active observer.

Scaffolding creates independence, rather than dependence!