

BASICS OF MINDFUL GUIDING

Mindful Guides, Mindful Guiding & the Mindful Guiding Relationship are terms that refer to the way that we address the Guiding Relationship in the RDI Program as an aware, informed, personalized and 'mindful' form of guiding. Mindful guides are those persons who have learned to mindfully apply the guiding principles we have specifically tailored to develop those mental processes that are essential for lifelong success in complex, mentally and emotionally challenging real-world environments.



Support Functions



Management Functions

Providing Affordances

Affordances represent the ways that Mindful Guides modify elements of the learning environment, based on a student's unique vulnerabilities.

Managing Student Growth

The one-step-ahead model is for students to make continual step-by-step progress towards mastery by engaging on an ongoing basis with challenges that are just a bit above their current level of competence.

Forming Consensual Frames

Framing constitutes those actions taken by Mindful Guides to increase the consensual meaning and significance of their joint engagements with Mental Apprentices.

Experience Managing

It is important for Mindful Guides to learn to increase the probability that the apprentice will form a desired experiential memory and connect the memory to a growing sense of pleasure, trust and agency.

Scaffolding Student Growth

Scaffolding refers to the ways in which Mindful Guides function as temporary mediators between Apprentices and the real-world new developmental steps that they are moving towards.

Engagement Managing

Guiding engagements are the primary setting for Mindful Guiding. Guiding engagements are not defined by any specific setting, or time period. Rather they involve parents consciously setting aside the mental energy and time in: planning, engagement and review.