

**Your accessibility supports experiences:**

- Of their being important
- Of their being able to depend on you
- Of the world being less overwhelming



# In tough times, children need a little extra of your Accessibility!

**Children learn about our accessibility when we connect with them *whether they are crying or quiet*. When do you do so?**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**When are the times they initiate interaction with you?**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Can you anticipate any of these times?**

**Your accessibility is calming – it slows their ‘motor’**

**Your accessibility reinforces learning that you are there for them, even when you are not *with* them.**

**Enrich Accessibility:**

1. Make consistent a time when you initiate a check in with them;
- OR
2. Check in proactively when you anticipate that they would otherwise seek your attention.

**Implement consistently**  
(only set out to do what you can maintain)

**How will I know it is helping?**

**Preschoolers:**

- Explores
- Plays independently

**Primary Schoolers:**

- Accepts separations
- Seeks help *when needed*

**Teens:**

- Shows self-reliance
- Talks about future independence

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