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

**Your accessibility supports experiences:**
- Of their being important
- Of their being able to depend on you
- Of the world being less overwhelming

**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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