

Age Group	Scenario	Bonding (adult initiated)	Attachment (child initiated)
<b>Toddler</b>	A toddler is upset because they have been separated from a preferred something or someone.	The Educator will empathize with the child, mirror some of the child's distress, and provide comfort through proximity, maybe offering a hug or back rub. The caregiver will help the child label the loss with a bridge to when they will be reunited with the person, place or thing, and help them move on.	When the Educator is consistently responsive to the toddler, the child will learn that their caregivers are dependable, that they can anticipate the return of the things they love, and that they are safe to learn and grow in this space.
<b>Preschooler</b>	A preschooler struggles with waiting (in line or for a turn).	The Educator will acknowledge the child's frustration, show empathy, and validate their feelings, therefore helping the child work through learning how to wait.	The child will learn that their feelings have not gone unnoticed. They will be more open to wait knowing they are creating a positive connection between themselves and the Educator.
<b>Kinder-Age</b>	A kinder-age child arrives to the program room after school and is hungry. The child opens their lunch bag and starts eating in the cubby area. The expectation is to wait quietly on the carpet for all the children to arrive.	The Educator will acknowledge the child's hunger and help the child carry their lunch bag to the snack table where they can continue eating as they wait for all the children to arrive. The Educator demonstrates that she has a solution for this problem and is flexible about when eating can occur.	The child will know that their immediate need to eat is understood by the Educator. The child will feel loyal to the Educator because she has preserved a fundamental need. Because the Educator is not stressed by this situation, the child is able self-regulate. The child will know they can go to their Educator to have their needs met.
<b>School Age</b>	Upon entering the afterschool program a student is uncharacteristically quiet and disengaged, opting out of group play to sit alone.	The Educator will acknowledge the student with a smile and a greeting upon their entry to the program. After giving the student some time alone, the Educator will check in with them, asking them about their day or something relevant to the child (ex. a recent event, current interest, or preferred activity). The Educator can then ask how the student is doing. The student may open up about what's wrong, allowing for a discussion to unfold or they may not. If the school-ager opens up the Educator will listen and empathize with them. If the student is not interested in sharing, the Educator can reassure them that they are available should they want to talk.	By giving the student the time they need to decompress from their day the Educator demonstrates respect for the student's needs. By checking in with the student the Educator models responsivity and caring. By asking them about something of interest the Educator creates an opportunity not only to listen, but to bond through the concept of sameness. When the Educator empathizes with the student the educator validates the student's feelings. A student who feels validated has a greater incentive to initiate a relationship with their Educator. Positive relationships lead to optimal learning and decreased behaviour.
<b>Adult</b>	A new out of agency manager is hired to take over an established team.	The manager will introduce themselves and get to know their new staff. They will acknowledge the expertise of the team and be responsive to their particular needs. The manager will be sure to collaborate with the team and will make themselves available to discuss any questions or concerns the staff may have.	The staff is more likely to be open and trusting of the new manager because of their responsibility. As a result they will feel validated and start to build a longer lasting connection.