

‘REACH’ Basics.

‘REACH’ is about engagement, first, second and third! However, underpinning this purposeful engagement is a number of vital skills that typically developing children learn as babies through the relationships they make. Infants require a ‘secure base’ provided by caregivers in order to feel confident to explore the world around them and to have their experiences, emotions and thoughts translated into language. The relationships developed through engaging in ‘REACH’ encourage children to develop these baseline skills without which meaningful access to the curriculum will not take place.

The following abilities are prerequisites to learning facilitated through ‘REACH.’

- Problem solving
- Creative thinking
- Attention
- Shared attention
- Joint reference
- Concept development
- Symbolic play
- Emotional stability
- Emotional regulation
- Sense of self
- Sense of others
- Acceptance of others
- Ability to share space
- Ability to follow others intent
- Imitation skills
- Language development
- Purposeful action
- Initiation
- Motor planning
- Sequential learning
- Verbal processing
- Internalisation of experiences
- Generalisation of experiences

Through engagement and the subsequent development of a relationship within which the child is a confident participant, learning begins. ‘REACH’ encourages the development of the listed abilities which will allow the child to be motivated to learn, to want to explore new experiences and to have the capacity to interpret them and make them relevant. It is the assimilation of these very small variances within the child’s ‘comfort zone’ experiences which allows real learning to take place.

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