

PRISM Training Series: Active Engagement & Peer Interaction

Pyramid Resources for Infant-Toddler Social Emotional Development
University of Kansas

Adapted from:
The Center on the Social and Emotional Foundations for Early Learning
Vanderbilt University

These materials were supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A170118 to University of Kansas. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education. You may reproduce these materials for training and information purposes.

Agenda

- **Setting the Stage**
- **Facilitate positive peer interactions**
- **Support the development of social and friendship skills**
- **Wrap-up, Reflection and Action Planning**

Learner Objectives

Learn how to:

- **Facilitate positive peer interactions**
- **Support the development of social and friendship skills**

Our Learning Environment

What can the trainer do to facilitate a safe learning environment?

How can other training participants help make the training environment conducive to your learning?

What are some agreements we can make?

Possible Shared Agreements

- Confidentiality
- Take Care of Yourself and Others
- Demonstrate Respect
- Right to Pass and Take Risks
- Assume Positive Intent
- Recognize We Are All Learning

CSEFEL Definition of Social Emotional Development

The developing capacity of the child from birth through five...

- to form close and secure relationships;
- experience, regulate, and express emotions in socially and culturally appropriate ways; and
- explore the environment and learn;
- all in the context of family, community, and culture.

Adapted from ZERO TO THREE, 2001

The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children



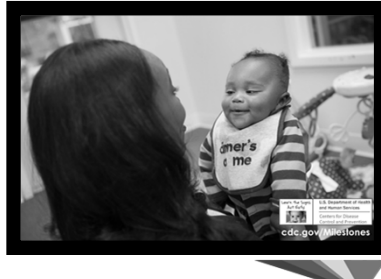
Active Engagement

Goals of Active Engagement

Engage the Unengaged



Sustain Engagement



Strategies for Sustaining Active Engagement

Add an element or change an aspect

Match child's interests

Ask questions

Give choices

Provide positive attention

Model curiosity: "I wonder..."

Give time to explore



Video 1.17 Active Engagement

Strategies for Engaging the Unengaged

Vary prompt type

- Visual
- Auditory
- Physical

Model

Environmental arrangement

Provide choices

Point out positive peer behaviors

Active Engagement: Reflection

Practice Implementation Checklist

Handout 3

Practice Implementation Checklist: Promoting Active Engagement
Place a star next to the items you feel are a strength for you. Then, check any of the boxes that apply.

| Promoting Children's Active Engagement | I would like to... | | | |
|---|-----------------------|--------------------|-------------------------------------|------------------------|
| | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
| I attempt to encourage unengaged children to become engaged. | | | | |
| I use different ways to keep children engaged in activities. | | | | |
| I give positive attention & comments to children who are engaged. | | | | |
| I provide <u>today</u> the opportunity to make choices. | | | | |
| I work together with other adults in the classroom to make sure all children are engaged. | | | | |
| My Notes: | | | | |

Developing Social & Friendship Skills

Modeling Social Play



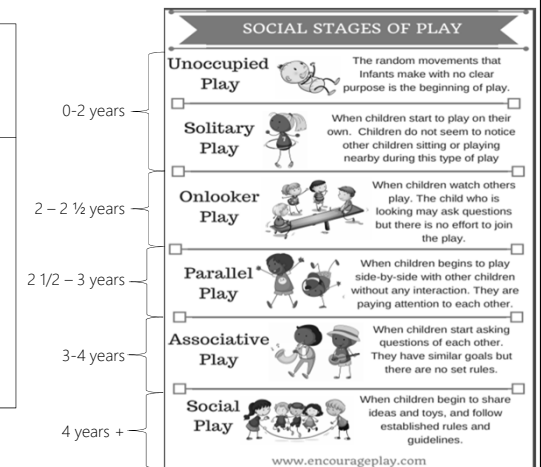
PRISM 1.18
Modeling Social Play

Developing Social & Friendship Skills

"The single best childhood predictor of adult social adaptation is not school grades or classroom behavior, but rather, how well a child gets along with other children."
- Hartup

Developing Social & Friendship Skills

Progression of Play Skills



Development of Social & Play Skills Handout 4

| Age | Play |
|-------------------|--|
| Birth to 3 Months | <ul style="list-style-type: none"> • Responds to caregivers • Coos and smiles • Responds to familiar voices • Focuses on objects |
| 4 to 7 Months | <ul style="list-style-type: none"> • Enjoys social games with caregiver • Likes exploratory play supported by caregiver • Plays some games with caregiver like peek-a-boo and patty cake |
| 8 to 12 Months | <ul style="list-style-type: none"> • Begins to imitate play actions or behavior of others, especially caregiver • Plays hiding games, songs and rhymes with caregiver • Plays alone without caregiver for short periods |

What are friendship skills?

- **Organizing Play**
- **Sharing**
- **Assisting Others**
- **Giving Compliments**
- **Reciprocal Interactions**
- **Responsive to the social bids of others**

19

Development of Social & Play Skills Handout 4

| Age | Play |
|-----------------|---|
| 13 to 24 Months | <ul style="list-style-type: none"> • Enjoys play with objects • Increased interest in watching other children play (onlooker) • Primarily plays alone (solitary) • May offer toys to caregiver or other children • May choose independent play close to other children (parallel) but not interact with them |
| 25-36 Months | <ul style="list-style-type: none"> • May play with other children but in an occasional or limited way (associative) • Some cooperation and talking with other children • May take leader/follower roles in play • Some pretend play • Still plays alone frequently • Interactive level moving toward (cooperative play) |

Why is Supporting Positive Peer Interactions Important?



Friendship Skills:
Setting Up the
Environment

**Space for social
activities**

Daily schedule

Materials & equipment



RSM Video 1.19 Supporting Peer Interactions

Friendship Skills:
Promoting
Development

**Encourage toddlers to help
each other and do routines
together**

Modeling social behaviors

**Provide positive verbal
support for play between
children**

**Read books about friends,
playing together, helping
each other, etc.**

**Practice turn-taking and
sharing**

**Prompt children to initiate
interactions with each other**



RSM Video 1.20 Turn Taking

Positive Peer Interactions: Play

Infants

- Face peers toward each other during tummy-time
- Prompt and model gentle touches and greetings
- Point out peer's interests, actions, or feelings
- Use peers names in play interactions

Toddlers

- Plan cooperative activities



Positive Peer Interactions: Clean Up

Infants

Place bin where all children can help put toys away

Model & prompt handing toys

Toddlers

Encourage children to help each other put toys away

Provide multiples of cleaning supplies

Assign roles or give choices



Positive Peer Interactions: Meals & Snacks

Infants

Position facing one another

Use children's names

Encourage awareness of peers

Toddlers

Arrange seats in a circle or around a table

Ask toddlers to help serve

Model conversation

Respond to children's initiations



Positive Peer Interactions: Reflection

Practice Implementation Checklist

Handout 6

Practice Implementation Checklist: Peer Interactions
Place a star next to the items you feel are a strength for you. Then, check any of the boxes that apply.

| Promoting positive peer interactions | I would like to... | | | |
|---|-----------------------|--------------------|-------------------------------------|------------------------|
| | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
| Encourage children to be aware of & care about their peers | | | | |
| Encourage children to initiate or maintain interactions with their peers throughout the day | | | | |
| Provide positive descriptive comments to children who are engaging in positive peer interactions | | | | |
| Offer comfort when negative social interactions occur among children | | | | |
| Model social skills for children such as sharing, gentle touching, requesting, or using words | | | | |
| Help children understand their peers' intentions | | | | |
| Use a variety of developmentally appropriate strategies, materials, and activities to encourage peer-to-peer interactions | | | | |

Reflection



- **What questions do you have about the material we discussed?**
- **What insights, if any, do you have about your own practices, the children, and/or their families?**
- **What strategies did you see or hear that might be useful in your role and work?**

29

Major Messages to Take Home

- **Positive peer interactions are the foundation for the development of social and friendship skills.**
- **Teachers can support positive peer interactions by setting up the environment to promote interaction, and throughout the day, during routines such as play, meals and snacks, and clean-up time.**



Supporting Active Engagement Agenda

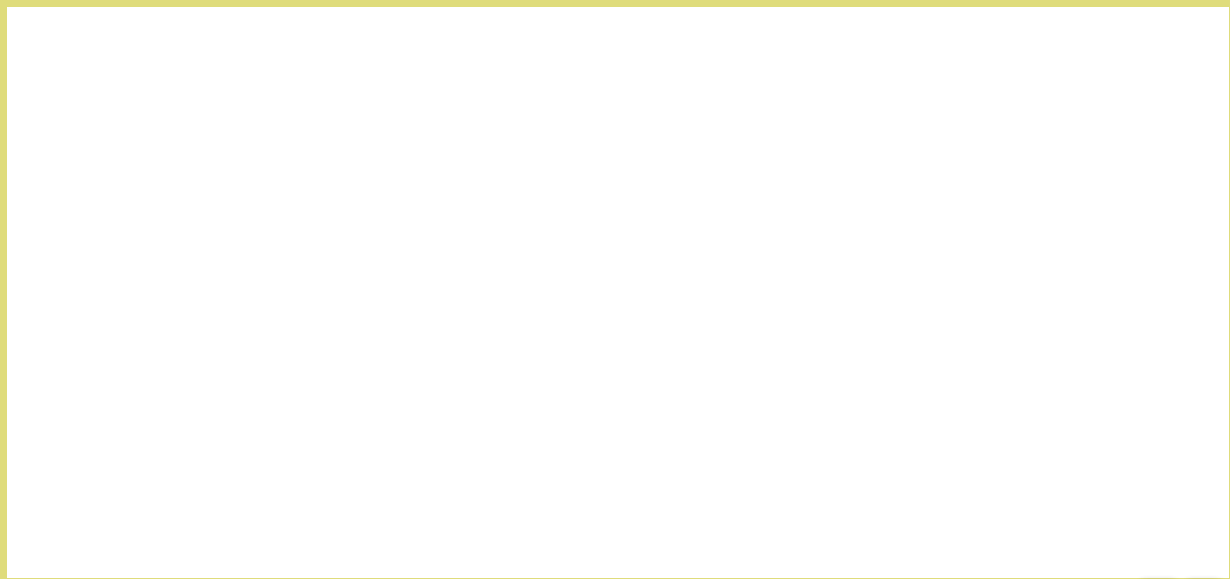
Part 1

- Setting the Stage: Review
- Goals of Active Engagement

Part 2

- Strategies for Sustaining Active Engagement
- Engaging the Unengaged
- Wrap-up & Reflection

Other Information





Sustaining Engagement: Ways to Keep Activities Going



Add Music

Sing words to a book, make up songs about what you are doing, or provide instruments to enhance an activity.



Add a New Element

Change an activity or routine by adding in something new - a new action, object, or step.



Volume and Speed Adjustments

Create more fun by having the children do the activity loud or quiet, fast or slow.



Merge Activities

Take two familiar activities or toys and combine them. For example, dolls can participate in reading a book.



Offer a Choice

Let children take turns making simple choices about the activity. "Should we cook pizza or hotdogs next?"

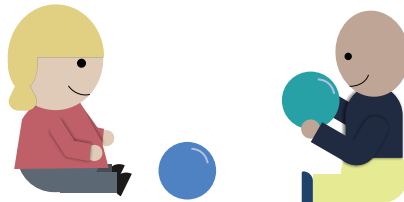
Steps for Class-wide Engagement

Use these steps to set up your room for class-wide engagement

- 1 Ensure that all children have access (both visual and physical) to toys and/or materials**



- 2 Position children so they can see each other**



- 3 Scan the room for children who are not playing or interacting**



- 4 For children who are not engaged, try using one of these ideas:**

Give a choice
between two
activities or toys

Talk positively
about what other
children are doing

Use a visual to
show the children
how they can
participate



Practice Implementation Checklist: Promoting Active Engagement

Place a star next to the items you feel are a strength for you.

Then, check any of the boxes that apply.

I would like to...

| Promoting Children's Active Engagement | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
|--|-----------------------|--------------------|-------------------------------------|------------------------|
| I attempt to encourage unengaged children to become engaged | | | | |
| I use different ways to keep children engaged in activities | | | | |
| I give positive attention & comments to children who are engaged | | | | |
| I provide <u>toddlers</u> the opportunity to make choices | | | | |
| I work together with other adults in the classroom to make sure all children are engaged | | | | |

My Notes:



Active Engagement Training Feedback Form

Directions: Please take a moment to provide feedback on the training you received. When the survey is complete, leave it with your trainer.

Training Location:

Training Date: / /

My Program or Center:

Position (Circle one):

Administrator

Education Coordinator

Disability Coordinator

Mental Health Consultant

Teacher

Teacher Assistant

Other (please list) _____

| Put an "X" in the box that best describes your opinion as a result of attending this training: | Strongly Agree | Somewhat Agree | Somewhat Disagree | Strongly Disagree | N/A |
|---|----------------|----------------|-------------------|-------------------|-----|
| I have a better understanding of why active engagement is important in early childhood. | | | | | |
| I have a better understanding of how to facilitate and support active engagement in my classroom. | | | | | |
| I have a better understanding of how to support unengaged children. | | | | | |
| During the training, I thought of ways to incorporate what I was hearing into my daily classroom activities. | | | | | |
| The training included information that was new to me, or was presented in a manner that was different from other trainings. | | | | | |
| The presenter was well-organized and prepared for the presentation. | | | | | |
| The presenter was knowledgeable on training topics and able to address questions. | | | | | |

Please respond to the following questions regarding this training:

The best features of this training were...

My suggestions for improvement are...

Other comments and reactions I wish to offer (please use the back of the form for extra space):

