

Promoting Positive Peer Interactions

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

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Learner Objectives

Learn how to:

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

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Training Agenda

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

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?

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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

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

Assessment based intervention that results in individualized behavior support plans

Systematic approaches to teaching social skills can have a preventative and remedial effect

High Quality
Supportive Environments

Nurturing & Responsive Relationships

Supportive responsive relationships among adults & children is an essential component to promote healthy social and component to promote healthy

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

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

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PRISM Peer Interaction – 1 PowerPoint

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	Handout 3
Age	Play
Birth to 3 Months	Responds to caregiversCoos and smilesResponds to familiar voicesFocuses on objects
8 to 12 Months	Begins to imitate play actions or behavior of others, especially caregiver Plays hiding games, songs & rhymes with adult Plays alone without caregiver for short periods
25 to 36 Months	Some cooperation and talking with other children Some pretend play Still plays alone frequently Interactive level moving toward (cooperative play)



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What are Friendship Skills?

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



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Friendship Skills: Setting Up the Environment

Space for social activities

Daily schedule

Materials & equipment



Friendship Skills: Promoting Development

Encourage helping and togetherness	Model social behaviors
Provide positive verbal support for play between children	Read books about friends

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Sharing: Cultural Considerations

Independence

(Individualist Culture)

- Children encouraged to do things on their own
- Child must understand self as "possessor" before learning to share
- Encouraged to share

Interdependence (Collectivist Culture)

- Children encouraged to rely on others
- Sharing is stressed from birth; ownership is not emphasized
- Sharing is not a choice

Iruka, I. U., Curenton, S. M., Durden, T. R., & Escayg, K. (2020). Don't look away: Embracing ANTI-BIAS classrooms. Lewisville, NC: Gryphon House.

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Positive Peer Interactions: Play

Infants

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

Toddlers

Plan cooperative activities



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Positive Peer Interactions: Meals & Snacks

<u>Infants</u>

Position facing one another Use children's names

Encourage awareness of peers

<u>Toddlers</u>

Arrange seats in a circle or around a table

Ask toddlers to help serve Model conversation

Respond to children's initiations



Positive Peer Interactions: Clean Up

<u>Infants</u>

Place bin where all children can help put toys away

Model & prompt handing toys

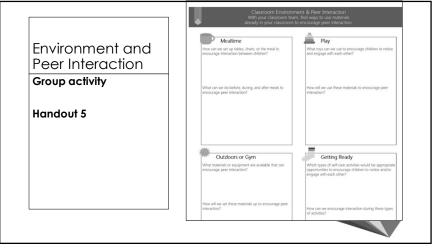
<u>Toddlers</u>

Encourage children to help each other put toys away Provide multiples of cleaning supplies

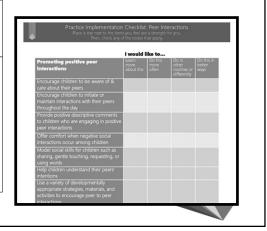
Assign roles or give choices



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Positive Peer
Interactions:
Reflection
Practice Implementation
Checklist
Handout 6



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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?

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.

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Supporting Positive Peer Interaction Agenda

Part 1

- Setting the Stage
- Support the Development of Social and Friendship Skills
- >>> Facilitate Positive Peer Interactions
- >> Wrap-up & Reflection

Other Information

Development of Play Skills for Infants & Toddlers

Age	Play
Birth to 3 months	 Responds to caregivers Coos and smiles Responds to familiar voices Focuses on objects
4 to 7 months	 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	 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
13 to 24 months	 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 to 36 months	 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)



Strategies for Supporting the Development of Friendship Skills

Examine the physical environment to ensure that there is enough space for infants, toddlers, and adults to engage in activities. Examples: comfy areas on the floor, rockers/gliders.

Evaluate the physical environment for spaces for two or more children to enjoy side-by-side activity and for adults to be seated close by for supervision. Examples: lofts, rocking boats, block areas, climbing boxes or play house.

Evaluate the daily schedule for multiple opportunities to develop play skills each day. Examples: indoor and outdoor play times.

Provide enough materials and equipment that allow and encourage two or more children to interact. Examples: large mirrors, stacking toys, cars, dolls, puzzles, or other manipulative materials.

Encourage toddlers to help each other and do routines together. Examples: handwashing, brushing teeth, cleaning up toys.

Provide positive guidance and verbal support for playing together and helping each other. Examples: "Maria and Tasha, you are doing such a good job rolling out the play dough together." "Tasha, please hand Maria her spoon." "Gabriel, will you take this book to Benji?"

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

Practice turn-taking and sharing. Play turn-taking games.

Imitate what a child is doing. For example, sit next to the child and stack blocks.

Describe one child's activity to another out loud, drawing the children to notice each other. For example, "Charles is lining the blocks up on the carpet. You are stacking the blocks up high."





Classroom Environment & Peer Interaction With your classroom team, find ways to use materials already in your classroom to encourage peer interaction.



Mealtime

How can we set up tables, chairs, or the meal to encourage interaction between children?

What can we do before, during, and after meals to encourage peer interaction?



Play

What toys can we use to encourage children to notice and engage with each other?

How will we use these materials to encourage peer interaction?



What materials or equipment are available that can encourage peer interaction?

How will we set these materials up to encourage peer interaction?



Getting Ready

Which types of self-care activities would be appropriate opportunities to encourage children to notice and/or engage with each other?

How can we encourage interaction during these types of activities?



Practice Implementation Checklist: Peer Interaction
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 positive peer interactions	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						

	My	Note	es:
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Peer Interaction 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:	raining Location: Training Date: / / My Program or Center:						
Position (Circle one):							
Administrator	Education Coordinator	Disability Coordinator		Mental Health Consultant			
Teacher	Teacher Assistant	Other (please	list)				
	that best describes your fattending this training:	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A	
I have a better under peer interactions are childhood.	rstanding of why positive important in early						
I have a better under facilitate and suppor in my classroom.	rstanding of how to t positive peer interactions						
I have a better under play and friendship s	rstanding of how social kills develop.						
During the training, I incorporate what I w classroom activities.	thought of ways to as hearing into my daily						
	d information that was new nted in a manner that was trainings.						
The presenter was w prepared for the pre							
The presenter was kr topics and able to ac	nowledgeable on training ddress questions.						
Please respond to th	ne following questions regard	ding this trainir	ng:				
The best features of	this training were						
My suggestions for i	mprovement are						
Other comments and	d reactions I wish to offer (p	lease use the b	ack of the form	m for extra spa	ce):		

