

Using Classroom Activities and Routines as Opportunities to Support Peer Interaction



Project funded by the Child Care and Head Start Bureaus in the U.S. Department of Health and Human Services



What Works Brief Training Kit #5



Center on the Social and Emotional
Foundations for Early Learning
www.vanderbilt.edu/csefel/

December 2007

The **What Works Brief Training Kits** were developed to help in-service and pre-service providers conduct staff development activities. Each Kit is based on one What Work Brief and contains the following items: presenter's PowerPoint note pages, participant handouts, activity ideas, pre-training survey, demographic form, training evaluation, and training certificate.

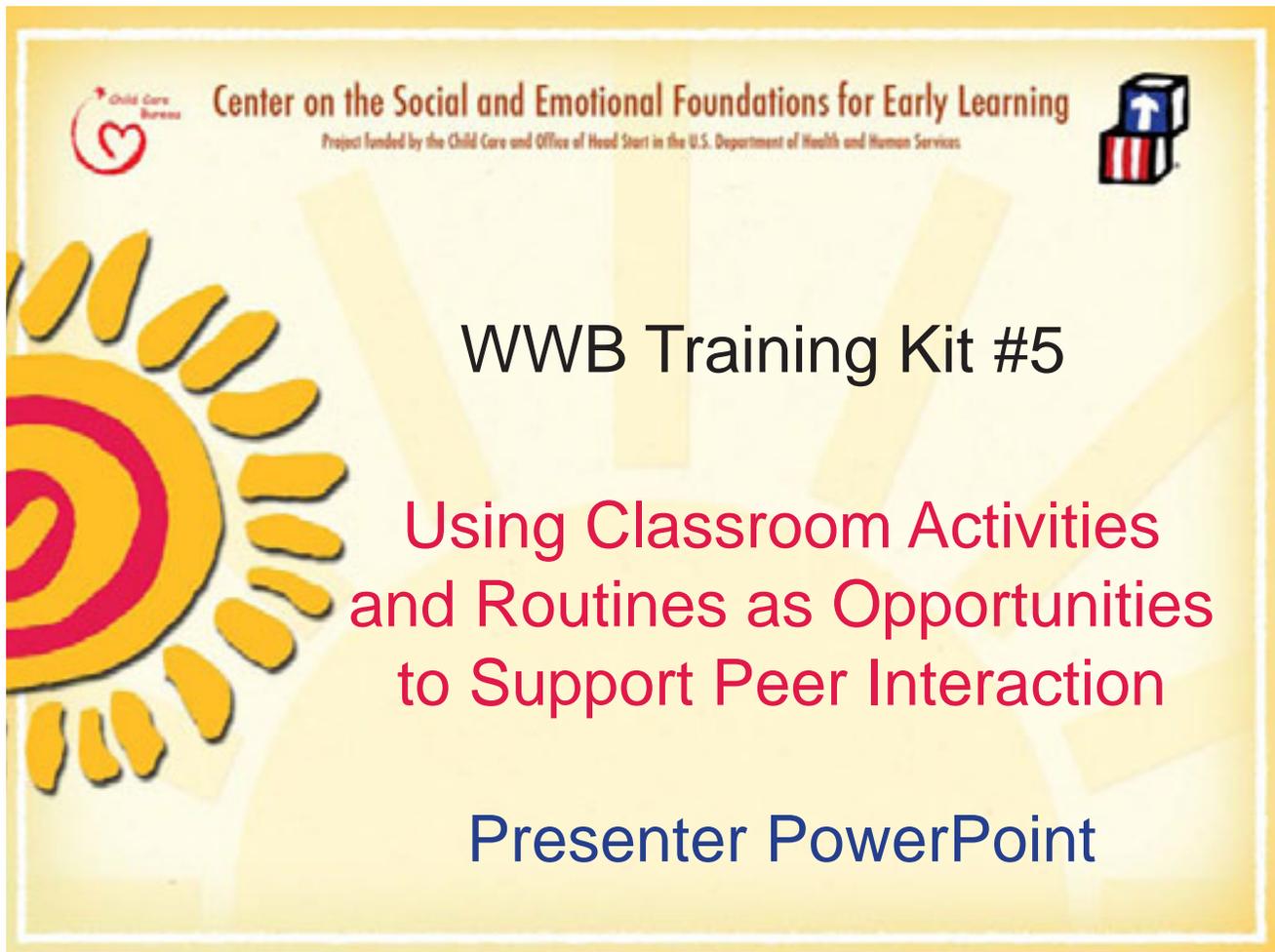
The What Works Brief Training Kits are grounded in the Pyramid model depicted below which provides a framework for describing the four interrelated levels of practice that address the social and emotional development of all children. The Pyramid is designed to guide practitioners in understanding the importance of children's social emotional competence in terms of school readiness and the prevention of challenging behavior. This What Works Brief Training Kit relates to the "High Quality Environments" level of the Pyramid.



We welcome your feedback as you provide professional development activities with these materials.

Special thanks to the Meginnis Endowment at UIUC for funding to help support this effort and to the following individuals who developed the What Works Brief Training Kits materials: Micki Ostrosky, Hedda Meadan, Greg Cheatham, Monique Mills, Sallee Beneke, Nancy Gaumer, Amy Hayden, Elenor Rentschler, and Angel Fettig.

Presenter Notes



Child Care Bureau

Center on the Social and Emotional Foundations for Early Learning
Project funded by the Child Care and Office of Head Start in the U.S. Department of Health and Human Services

WWB Training Kit #5

Using Classroom Activities and Routines as Opportunities to Support Peer Interaction

Presenter PowerPoint

Speaker Notes:

- Presenter should be familiar with the content in *What Works Brief #2* and Module 1, Section VIII on Planning Activities that Promote Engagement; Large and Small Group Time (available at <http://www.vanderbilt.edu/csefel/>)
- Consider using *What Works Brief # 5* handout as a supplemental resource.
- Welcome participants.
- Take care of any logistics (e.g., length of time for session, break, handouts, etc.)
- Pass out pre-training survey for all participants to complete and turn in, if desired.
- As you present the workshop:
 - Remind participants to take the culture and background of children into consideration and to work hand-in-hand with parents when they select target behaviors, since some behaviors may be part of the child's culture.

Research has shown...

... a strong relationship between low peer status in childhood and later problems in adolescence and adulthood.



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Speaker Notes:

Mention that childhood peer relationships can impact behavior later in life.

Who Is At Risk?

- Children with and without disabilities
- Children may be
 - withdrawn
 - hesitant to interact with peers
 - socially “aloof”
 - unsuccessful at attempts to interact



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Speaker Notes:

For an example of an unsuccessful attempt to interact socially with peers, see clip 2.1, Module 2, at <http://www.vanderbilt.edu/csefel/modules.html>.

How Can We Support Peer Interactions?

- Actively teaching social skills
- Planning around routines and activities
- Arranging the environment



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Speaker Notes:

Tell participants that the focus of this workshop will be an exploration of how peer interactions can be supported.

Routines

- Are activities and procedures that occur regularly
- Often involve a series of responses
- Preschool routines typically include
 - Arrival time
 - Bathroom time
 - Cleanup time
 - Departure
 - Nap time
 - Snack time
 - Story time



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Speaker Notes:

- Define *routines*.
- Routines occur at school and home. One focus of this training session is school routines.
- After reviewing the routines listed on the slide, ask participants to think of additional routines that take place in their classrooms. These routines might be steps within one of the listed routines (i.e., within arrival, within bathroom, etc.).
- A series of responses to a story time routine would involve:
 - Gathering in a circle on a the carpet
 - Sitting like a pretzel
 - Listening to the teacher read a story
 - Looking at pictures in the storybook
 - Answering questions

Supporting Peer Interactions Involves...

- Careful planning around routines and activities
- Arranging the environment to support peer interaction
- Implementing strategies such as peer-mediated interventions
- Adult cueing and prompting
- Using reinforcement as the weeks progress



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Speaker Notes:

- Planning around routines and activities—adults can create opportunities for peer interaction during activities that frequently occur (i.e., arrival, snack, outdoor play).
- For an example of an art activity that supports peer interaction, see Clip 2.7, Module 2, at <http://www.vanderbilt.edu/csefel/modules.html>.
- Arranging the environment—Adults can arrange the environment by sitting a shy, quiet child near a more socially competent child during snack. For an example of a block center arrangement that promotes peer interactions see Clip 2.4, Module 2, at <http://www.vanderbilt.edu/csefel/modules.html>.
- Peer-mediated interventions—teaching peers to support the development of peer interaction skills by less socially skilled classmates (e.g., teaching peers to invite classmates to play a game; teaching peers to respond to the social overtures of less socially skilled classmates).
- Cueing and Prompting—general or specific verbal cues, nonverbal gestures, visual cues, or physical assistance (e.g., helping a child pass a napkin to a peer).
- Reinforcement—is often “natural.” When children use targeted social skills, they acquire friends, which keeps them highly motivated to continue these interactions.
- Other types of reinforcement include feedback or praise for efforts to interact with peers (i.e., feedback for attempting to recruit a peer to play a game during recess).

Opportunities to Support Peer Interaction...

- Allow children to practice emerging social skills
- Assist children in acquiring targeted social skills more often and more rapidly
- Promote generalization of targeted social skills to other social settings



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Speaker Notes:

Generalization of targeted social skills:

An extremely shy child may talk with a peer as they set up snack together and then begin to talk to the same peer during center time.

Activity 1

Pair-Think-Share

- **Pair** with a partner
- **Think** about what adults do with and for children during preschool routines
- **Complete** the chart
- **Share** your thoughts with the larger group



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Speaker Notes:

- Assign partners
- Partners should brainstorm a list of tasks that adults typically do with and for children during each routine listed on the handout.
- Partners then create a list of tasks typically done by adults during classroom routines but that are appropriate for children to complete for and with their peers. These might include things such as
 - Snack time: Children can work in pairs to put out napkins, cups, and plates as they set up snack together
 - Arts and crafts time: Making an art collage—children can distribute art materials to their peers
 - Transition time: Children can pass out book bags at the end of the day
 - Music: Pairs of students can dance together during a music activity
 - Center time: Children can invite a friend to play during center time

Activity

Routine	Task
Arrival	Ask a child to greet friends and ask them a question
Transition times	
Circle and story time	
Snack time	



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Speaker Notes:

What tasks can a child complete in each routine? This slide shows a partial list of routines provided in the handout.

Feedback

- Children need to know what is expected of them.
- It is important to provide children with positive feedback for their efforts to interact with peers.



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Speaker Notes:

- Mention the importance of specific praise versus general praise (e.g., “John and Angel, the two of you certainly worked hard to set up the snack table together ” versus. “Good job, Angel and John.”). See CSEFEL Handout 1.7 for ideas on giving positive feedback and encouragement.
- Thank the participants for their attention and have them complete the evaluation form, if appropriate.

Pre-training Survey

WWBTK #5: Using Classroom Activities and Routines as Opportunities to Support Peer Interaction

☀ Which children appear to be particularly at risk for difficulties with **CSEFEL** peer relationships?



☀ What are two strategies you use to support peer interactions in your program?

☀ How can you support children's peer interactions during classroom routines?

☀ What are the three most pressing issues you face as an early childhood professional?

1.

2.

3.

Pre-training Survey

WWBTK #5: Using Classroom Activities and Routines as Opportunities to Support Peer Interaction

Demographic Information

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Describe yourself (check the boxes that best describe you):

- ☀ Your gender: Female Male

- ☀ Your age: under 30 31 to 40 41 to 50
 51-60 61 and above

- ☀ Your ethnicity: European American Asian-Pacific Hispanic
 African-American American Indian Other (specify)_____

- ☀ Check your current teaching certificates:
 - Early Childhood Education
 - Elementary Education
 - Special Education
 - Other (Specify)_____

- ☀ Check the one that best describes your education:
 - High school or GED
 - Some college
 - Associate's degree
 - Bachelor's degree
 - Master's degree
 - Other (Specify)_____

- ☀ Your teaching experience:
 - ☀ How many year(s) have you taught preschoolers? _____
 - ☀ How many year(s) have you taught preschoolers with IEPs? _____

Thank you for completing this survey.

Participant Notes



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Participant PowerPoint

Notes

Who Is At-Risk?

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How Can We Support Peer Interactions?

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Routines

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Notes

Supporting Peer Interactions Involves...

- Careful _____ around routines and activities
- Arranging the _____ to support peer interaction
- Implementing _____ such as peer-mediated interventions
- Adult cueing and prompting
- Using reinforcement



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Opportunities to Support Peer Interaction...

- Allow children to practice emerging social skills
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Feedback

- Children need to know what is expected of them.
- It's important to praise children for efforts to interact with peers.



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Notes

Activity 1

Pair-Think-Share

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☀ Directions:

Pair with a partner. Think about what adults do with and for children during preschool routines. Complete the chart. Share your thoughts with the larger group.

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<i>Routine</i>	<i>Task</i>
Arrival	Ask a child to greet friends and ask them a question
Transition times	
Circle and story time	
Snack time	
Outdoor play	
Departure	
Bathroom	
Library	

CSEFEL Training Workshop Evaluation

WWBTK #5: Using Classroom Activities and Routines as Opportunities to Support Peer Interaction

Date: _____ Location: _____

Topic: _____

Speaker(s): _____

Your position: _____

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☀ Circle the number that best expresses your reaction to each of the following items:

- | | | | | | | |
|--|-----------------------|---|---|---|---|------------------------|
| 1. This topic is important to me. | (Extremely Important) | 4 | 3 | 2 | 1 | (Not Important at All) |
| 2. The amount of information covered was | (Just Right) | 4 | 3 | 2 | 1 | (Inadequate) |
| 3. The information covered was clear. | (Very Clear) | 4 | 3 | 2 | 1 | (Vague) |
| 4. The activities conducted were beneficial. | (Very) | 4 | 3 | 2 | 1 | (Not at All) |
| 5. The handouts provided were useful. | (Very) | 4 | 3 | 2 | 1 | (Not at All) |
| 6. Overall, this presentation was | (Very Useful) | 4 | 3 | 2 | 1 | (Not Useful) |

☀ Things I liked about this presentation:

☀ Things I would change about this presentation:

☀ Additional information I would like on this topic:

☀ New things I am going to try as a result of this workshop:

☀ Additional comments:

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Certificate of Training

Using Classroom Activities and Routines as an Opportunity to Support

Peer Interaction

This is to certify that

successfully completed the above training

Trainer

Trainer



Participant

Date and Location