

# PROMOTING PRESCHOOL FRIENDSHIPS



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APRIL 2, 2019

# GOAL FOR PRESENTATION

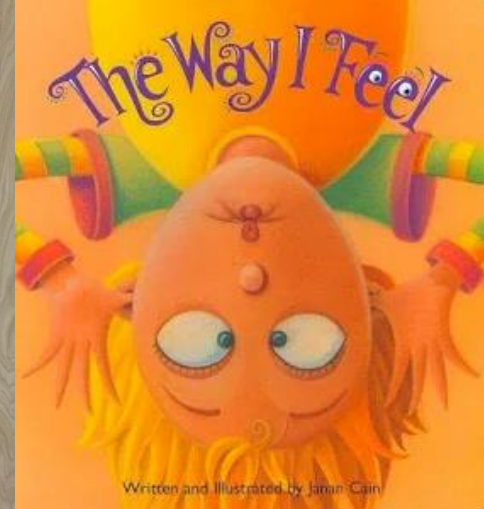
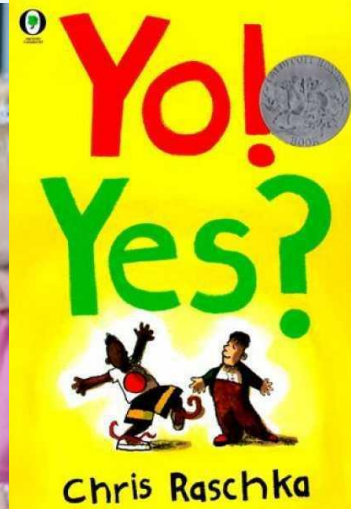
SHARE STRATEGIES THAT ARE EASY TO IMPLEMENT IN A BUSY PRESCHOOL CLASSROOM

“STRATEGIES THAT REQUIRE MINIMUM ADULT TIME AND EFFORT AND THAT MAY BE EMBEDDED WITHIN ONGOING CLASSROOM ACTIVITIES AND ROUTINES ARE MORE LIKELY TO BE CONSIDERED FEASIBLE AND TO BE IMPLEMENTED ON A CONSISTENT BASIS”

(ODOM ET AL, 1993, 1994)

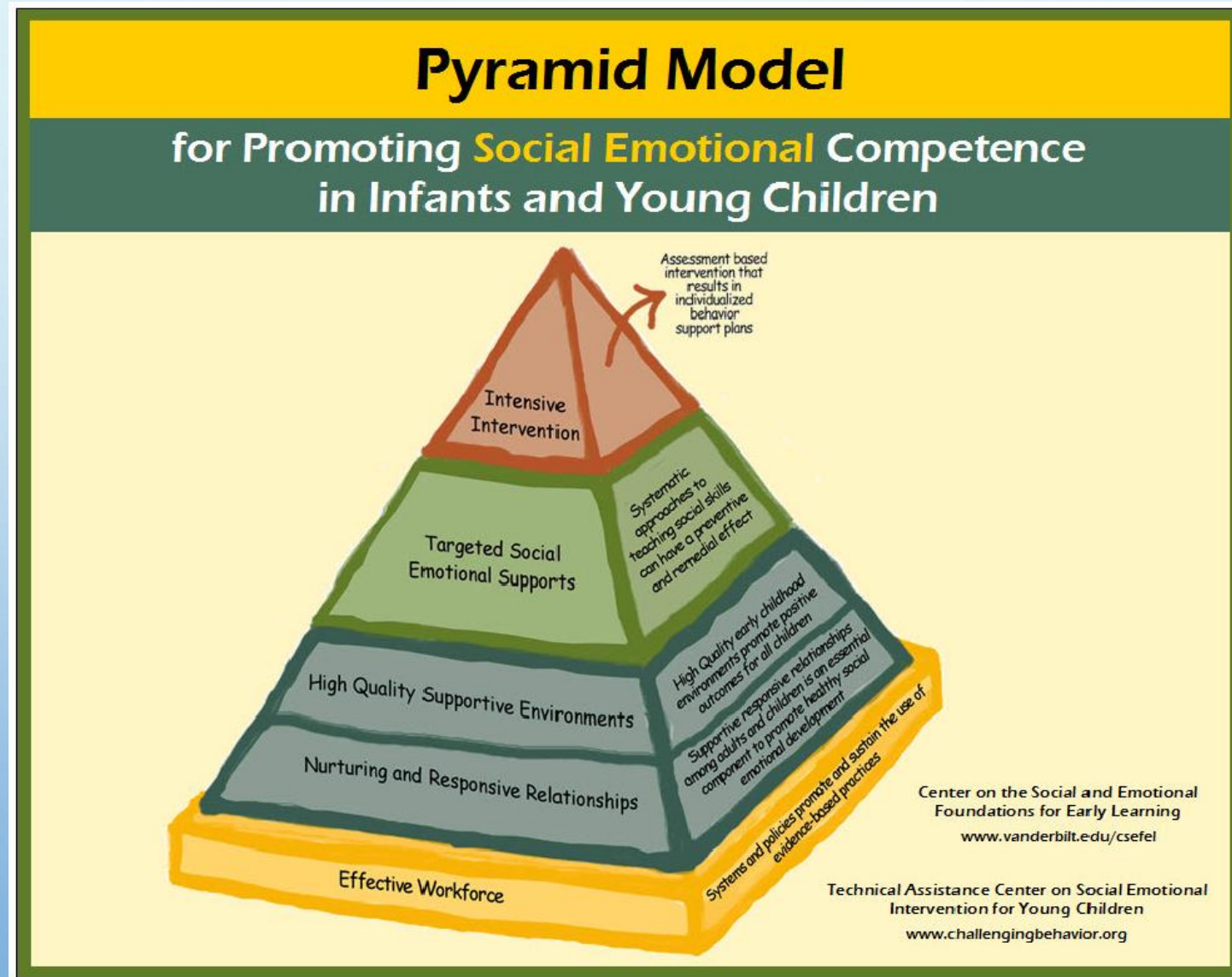
ACTIVITY- CREATE A RECIPE FOR FRIENDSHIP/ SHARE WHOLE GROUP

# LEARNING OUTCOMES



- IMPORTANCE OF FRIENDSHIP SKILLS FOR PRESCHOOLERS
- TEACHERS ROLE AS A FRIENDSHIP FACILITATOR
- SPECIFIC CHILDREN'S LITERATURE THAT SUPPORT FRIENDSHIP SKILLS
- WAYS TO HELP CHILDREN CALM AND CENTER THEMSELVES

# SYSTEMATIC APPROACH FOR TEACHING SOCIAL SKILLS



# WHY FRIENDSHIP SKILLS?

- CHILDREN BENEFIT ACADEMICALLY AND SOCIALLY FROM MAKING AND KEEPING FRIENDS
- FRIENDSHIPS ARE AN IMPORTANT FACTOR IN THE OVERALL WELL-BEING OF CHILDREN
- POOR SOCIAL SKILLS ARE A STRONG PREDICTOR OF ACADEMIC FAILURE AND ADULT MALADAPTATION



# FRIENDSHIPS BLOSSOM IN THE EARLY YEARS, BUT...

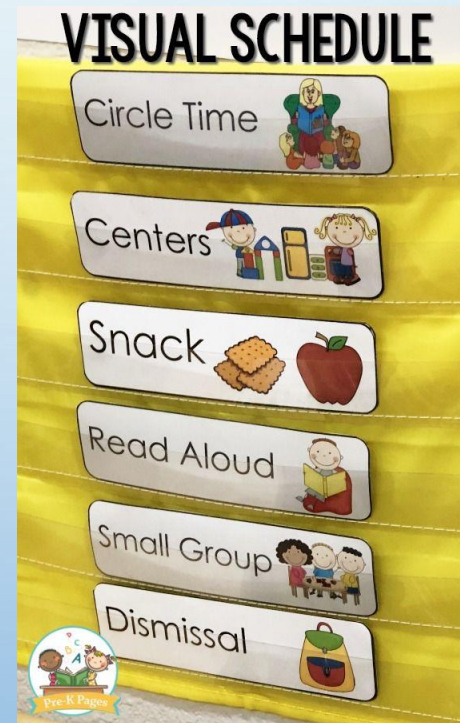
- WE CAN NOT ASSUME THAT CHILDREN HAVE FRIENDSHIP SKILLS WHEN THEY ARRIVE IN OUR CLASSROOMS
- CHILDREN'S SOCIAL REPUTATIONS DEVELOP EARLY AND IMPACTS FUTURE INTERACTION WITH THE CLASSROOM COMMUNITY
- TEACHERS RECEIVE TRAINING AND SUPPORT TO TEACH ACADEMIC SUBJECTS, BUT DO NOT OFTEN RECEIVE THE SAME LEVEL OF SUPPORT FOR PROMOTING SOCIAL EMOTIONAL SKILLS

# DIMENSIONS OF FRIENDSHIP SKILLS

- PERSONAL CONFIDENCE & POSITIVE IDENTITY
- RECOGNIZING EMOTIONS IN SELF AND OTHERS/ REGULATING EMOTIONS
- JOINING IN & SUSTAINING PLAY WITH PEERS
- APPRECIATING DIFFERENCES/ PERSPECTIVE TAKING SKILLS
- CONVERSATION SKILLS/ PROSOCIAL BEHAVIOR/ CONFLICT RESOLUTION

# SETTING THE SCENE FOR SUCCESS

- PHYSICAL ARRANGEMENT/ MATERIALS & EQUIPMENT
- TEMPORAL TIME, SCHEDULE & ROUTINES
- EMOTIONAL CLIMATE & EMOTIONAL SUPPORT
- POSITIVE GUIDANCE & BEHAVIOR MANAGEMENT





“

ONE WAY TO EVALUATE THE CLASS ETHOS IS TO ASSESS THE EXTENT TO WHICH THE CONTENT OF TEACHER-CHILD INTERACTION CONCERNS THE ROUTINES AND RULES OF BEHAVIOR RATHER THAN THE IDEAS, ACTIVITIES AND OTHER CONCERNS

”

KATZ & MCCCELLAN, 1997



TAKE A MOMENT AND REFLECT ON YOUR PRESCHOOL CLASSROOM OR EARLY LEARNING CENTER...

# REFLECT ON YOUR CURRENT ROLE AS A FRIENDSHIP FACILITATOR- SETTING THE SCENE FOR SUCCESS



- VISUAL SUPPORTS FOR FRIENDSHIP SKILLS
- POSITIVE VERBAL REMINDERS
- CLASSROOM COMMUNITY- *CLASS MEETINGS*

HOW DO YOU HELP CHILDREN CONNECT WITH PEERS?

WHAT DO YOU DO TO HELP CHILDREN FOCUS ON POSITIVE FEELINGS ABOUT THEMSELVES AND OTHERS?

WHAT DO YOU DO TO HELP CHILDREN PRACTICE TAKING TURNS AND DEAL WITH DISAPPOINTMENT?

- DRAMATIC PLAY CENTERS- SEE HANDOUT
- BUILDING CONVERSATION SKILLS- SEE HANDOUT
- INTENTIONAL OBSERVATION/ASSESSMENT TOOLS
- CALM DOWN CORNER/ SAFE PLACE



# RANGE OF SUPPORT FOR CHILDREN

(SEE HANDOUT OF SUPPORT CONTINUUM)

## **NATURALISTIC STRATEGIES**

ON THE SPOT SUPPORT IN CONTEXT OF ON-GOING NATURAL PEER INTERACTION

## **PLANNED ACTIVITIES**

PLANNED IN ORDER TO SUPPORT PEER INTERACTION WITH AN OBJECTIVE- COOPERATIVE LEARNING, PALS CENTER, PUPPETRY, ETC.

## **DIRECT COACHING**

HIGHLY PLANNED FOR CHILDREN WITH SIGNIFICANT DIFFICULTIES RELATED TO SOCIAL COMPETENCE

# THE IMPORTANCE OF CHILDREN'S LITERATURE

TARGET LITERATURE PROVIDES THE TEACHER AN AVENUE TO INTRODUCE IMPORTANT FRIENDSHIP SKILLS AND THE IMPACT OF MANAGING EMOTIONS.

TARGET LITERATURE OFFERS CHILDREN AN OPPORTUNITY TO LEARN NEW VOCABULARY, DISCUSS FRIENDSHIP TOPICS, PRACTICE FRIENDSHIP SKILLS AND CALMING STRATEGIES.

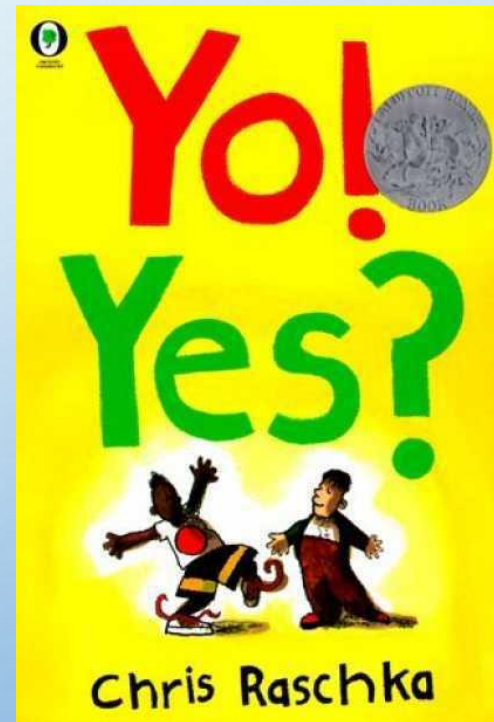
**LET'S LOOK AT SOME BOOKS AND DETERMINE WHICH DIMENSION OF FRIENDSHIP SKILLS WE CAN TARGET!**



# PLANNED BOOK ACTIVITY

CIRCLE TIME/ CLASS MEETING:

IN GROUPS OF 4, TAKE TURNS ACTING  
OUT THIS STORY WHICH TARGETS  
ASKING AN UNFAMILIAR PEER TO PLAY.



# BENEFITS OF TDS *THE CALMING KIT*

## TARGETING STRATEGIES TO HELP PRESCHOOL CHILDREN SELF REGULATE AND CALM THEMSELVES

- HAND MODEL OF THE BRAIN BY DR. DANIEL SIEGEL: [HTTPS://YOUTU.BE/GM9CIJ74OXW](https://youtu.be/GM9CIJ74OXW)
- CALMING STRATEGY CARDS TO PERSONALIZE FOR INDIVIDUAL STUDENTS
- POSITIVE GUIDANCE AND SUPPORT TO TEACH CONVERSATION SKILLS
- PERSONALIZED SOCIAL STORIES
- FEELINGS WHEEL AND POSTER TO TEACH RECOGNIZING AND MANAGING EMOTIONS
- LESSON PLANS FOR TEACHING AND PRACTICING CALMING SKILLS, RECOGNIZING EMOTIONS AND BUILDING SELF CONFIDENCE
- ACTIVITIES TARGETING SELF REGULATION TO INTEGRATE INTO CENTER TIME
- POEMS AND RECOMMENDED CHILDREN'S LITERATURE
- ITEMS THAT CALM CHILDREN WITH DIRECTIONS ON WHEN AND HOW TO USE THEM
- MINDFULNESS BREATHING EXERCISES AND BREATHING CHART

# TRACKING CHILDREN'S PROGRESS SAMPLE

- DOES CHILD EXPRESSES A BROAD RANGE OF FEELINGS
- DOES CHILD EXPRESSES FEELINGS IN A SOCIALLY ACCEPTABLE MANNER
- DOES CHILD READ SOCIAL CUES DEMONSTRATED BY PEERS
- DOES CHILD RECOGNIZE FEELINGS SUCH AS ANGER AND FRUSTRATION IN SELF AND OTHERS
- DOES CHILD CHOOSE APPROPRIATE CALMING STRATEGIES
- DOES CHILD CALM SELF BEFORE “FLIPPING LID”
- DOES CHILD SEEK HELP TO CALM SELF WHEN NEEDED
- DOES CHILD EXPRESS CONFIDENCE IN OWN SKILLS
- DOES CHILD USE A VARIETY OF AGE APPROPRIATE FEELINGS VOCABULARY
- DOES CHILD COPE WELL WITH DISAPPOINTMENT

# TRACKING YOUR PROGRESS SAMPLE

- AM I HELPING CHILDREN LEARN STRATEGIES AND ACTIVITIES FOR CALMING THEMSELVES
- AM I ENCOURAGING CHILDREN TO TAKE 5 DEEP BREATHS TO CALM THEMSELVES AND USING THE BREATHING CHART TO KEEP TRACK
- AM I USING APPROPRIATE FEELINGS VOCABULARY IN CONTEXT
- AM I PROVIDING PRACTICE ACTIVITIES WITH THE FEELINGS WHEEL THAT HELP CHILDREN RECOGNIZE AND LABEL FEELINGS
- AM I ACKNOWLEDGING AND LABELING CHILDREN'S FEELINGS
- AM I HELPING CHILDREN READ THE SOCIAL CUES DEMONSTRATED BY THEIR PEERS
- AM I HELPING CHILDREN EXPAND THEIR REPERTOIRE FOR EXPRESSING AND CHANNELING THEIR FEELINGS APPROPRIATELY



LET'S BE FRIENDS!

