


Unpacking the Pyramid Model – Session 3B: Friendship Skills

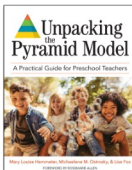
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Chapter 12: Friendship Skills & Strategies for Teaching Them






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Session 3 Objectives



- Understand the importance of friendship and key components in creating a culture of friendship for young children
- Describe how to actively teach children friendship skills and embed opportunities for practice throughout the day
- Demonstrate the ability to use resources and materials to assess and support children's friendship skills



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Housekeeping




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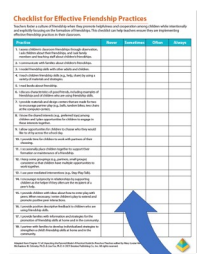
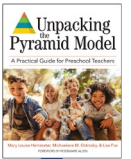

Overarching Materials



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Checklist for Effective Friendship Practices

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NCPMI Website

The screenshot shows the NCPMI website with a search bar and navigation tabs for 'About', 'Pyramid Model', 'Implementation', 'Training & Technical Assistance', and 'Pyramid Nation'. The main content area is titled 'Program-Wide Implementation' and includes sub-tabs for 'Overview', 'Components', 'Considerations', 'FAQs', 'Practical Strategies', and 'Program-Wide Resources'. A section titled 'Practical Strategies for Implementing the Pyramid Model' is visible, along with a dropdown menu for 'Scripted Stories for Social Situations'.

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Session 3B - Agenda

- Quick Review
- Teaching Friendship skills
 - Stay-Play-Talk
- Essential Friendship Practices
- Additional Resources

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Why Teach Friendship Skills?

- Children without appropriate social emotional skills are more likely to use challenging behavior
- Children should have a sense of belong and acceptance for who they are
- Encouraging friendship through a responsive environment, can promote helpfulness and cooperation

Which Leads to a Culture of Friendship!

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What are Friendship Skills?

- Interactions**
Share & take turns
Initiate & organize play
- Communication**
Initiate & respond
Use kind words
- Problem-Solving**
In communications & interactions

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Teaching Practices

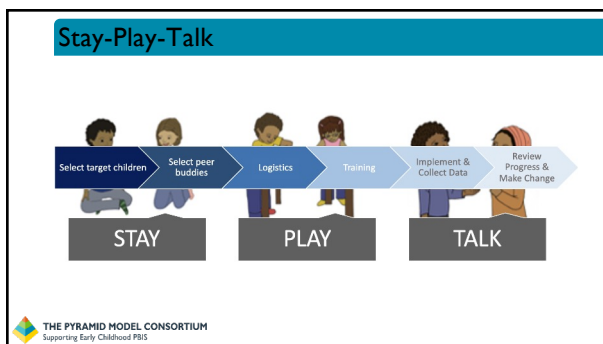
The diagram shows a pyramid with four levels: 'Universal Promotion ALL' at the base, 'Secondary Prevention SOME' in the middle, and 'Tertiary Intervention FEW' at the top. To the left of the pyramid are three arrows pointing right, corresponding to these levels. The pyramid is labeled 'Pyramid Model for Promoting the Social and Emotional Competence of Young Children' and 'A Framework of Evidence-Based Practices'.

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Practice #13: Peer-Mediated Interventions

The flowchart shows 'Adults (i.e., researchers, teachers)' at the top, leading to 'Peer Buddies' through 'Training Sessions'. 'Peer Buddies' then leads to 'Target Children' through 'Peer Buddy Strategy Use'.

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Stay-Play-Talk: Step 1

1. Select Target Children

- Children who attend to peers and the environment but rarely play or talk to peers may benefit.
- This could include children with disabilities, children who are at-risk for disabilities, and children who might be considered 'socially isolated'.
- Research with preschoolers has included target children ages 34-71 months.

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Stay-Play-Talk: Step 2

2. Selecting Peer Buddies

- How many peer buddies will you use from your classroom?
 - Research has included one buddy, multiple buddies, or the entire class.
- Which children in your classroom would be good peer buddies?
 - Children in the same class
 - Children with similar or slightly higher levels of play skills
 - Children who share interests with the target children

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Stay-Play-Talk: Step 3

3. Consider logistics

- Who in your classroom will help?
 - Lead teachers, assistant teachers, student teachers, and therapists
- How will you collect data?
 - Target children's play, initiations, and/or responses
 - The peer buddies' use of strategies
- What reinforcement system will you use?
 - Verbal praise and feedback
 - Visuals (ex., checklists)
 - Tangibles

STAY	PLAY	TALK
✓	✓	

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Stay-Play-Talk: Step 4

4. Training

- Who should participate in training?
 - All children identified as peer buddies
 - Target child, if appropriate
- What visuals will you use?
 - Boardmaker® pictures
 - Pictures of your students acting out the roles

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Stay-Play-Talk: Step 4

Sample Lesson Plan Format

- Read social story and discuss the importance of being a buddy
- Review previously taught skills (if applicable)
- Introduce new skill using visual
- Have children repeat the skill aloud
- Read child-friendly description of what it means to perform the skill

Stay close to your friend, even if they move to a new place. If we are too far away, it is hard to play or talk to our friends.

Play with your friend by doing the same thing they are doing or play with the same toy they are playing with.

Talk to your friend by asking them a question or telling them something.
- Provide examples of how to perform the skill
- Model the skill for the children
- Have children practice the skill with you
- Have children practice the skill with each other
- Review the skill and reinforcement system

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Stay-Play-Talk: Step 5

5. Implementation and Data Collection

- When will you implement?
 - Anytime children are expected to interact and play; Consider staff availability
- Consider different times of day
- How will you group children in the classroom?
 - One target child with one peer buddy or multiple peer buddies
 - Whole class - Each child has a partner

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Stay-Play-Talk: Step 6

6. Review progress and make changes

- A review of child progress should occur regularly
 - Do peer buddies need more support?
 - No? Continue as is
 - Yes? What should that support look like?
 - More training? Visuals? Reinforcement?
 - Is the engagement in play for the target children improving?
 - Yes? Continue with current plan
 - No? Consider other interventions

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Stay-Play-Talk - Resources

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Play Scripts

Table 1
An Example of a Sociodramatic Script

Setting: carnival-hoop game
Characters: booth attendant (B), assistant (A), customer (C)
A hula hoop and balls representing a ball toss game were used. A money pouch, tickets, and carnival prizes were used to simulate carnival materials.

	Minimal verbal	Nonverbal	Elaborated
B: Introduces game.	Ball toss.	Holds balls in front of him.	Come one, come all. Play the ball toss game.
C: Requests price.	How much?		How much does the game cost?
B: Names price.	One dollar.	Points to sign with the price.	It costs one dollar for three balls.
C: Requests tickets.	Tickets.	Points to roll of tickets.	I'll buy some tickets.
A: Offers assistance.	How many?		How many tickets would you like?
C: States number of tickets.	Three.	Holds up three fingers.	I'd like three tickets, please.
C: Exchanges money with A.	Here.	Gives money to A.	I need some change please.
A: Receives money from C.	Thanks.	Extends hand to obtain money.	I'll have to get some change.

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Supporting Early Childhood PBS Table from Goldstein & Cisar, 1992

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Peer-Mediated Skills – Friendship Skill Visuals

Give a Complement

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Practice #15: Monitor Play Time

I provide children with ideas about how to enter play with peers. When necessary, I enter children's play to extend and promote positive peer interactions.

Questions to reflect upon:

Do I comment on children exhibiting friendship skills?	Are my comments explicit descriptions?	Do I encourage children to use friendship skills?	Do I notice friendship skills across the day?
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Practice #16: Positive Descriptive Feedback

- I provide positive descriptive feedback to children who are using friendship skills.
 - Describe the behavior Acknowledge publicly, when appropriate
 - Individualize
 - Be consistent & equitable
 - Identify cultural norms

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Embedding Opportunities Throughout the Day

Schedule	Target Child
Arrival	Aidan will greet peers by saying, "Good morning, (name)!"
Table Activities	<ul style="list-style-type: none"> Aidan enjoys playing "farm" with Asher. Have farm animals and barn available (limited quantities for children to practice sharing/taking turns). Intentionally sit Aidan and Asher next to each other.
Morning Meeting	<ul style="list-style-type: none"> Sing a "Hello" song with each child's name in for Aidan to practice peers' names (e.g., "Hello, [name]; hello, [name]; hello, [name]; we're glad you're here today!"). Give Aidan the partner job of watering classroom plants (intentionally pair Aidan with Elle).

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Essential Friendship Practices

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Involving Families

Practice #17: I provide families with information and strategies for the promotion of friendship skills at home and in the community.

Practice #18: I partner with families to develop individualized strategies to strengthen a child's friendship skills at home and in the community.

Practice #2: I communicate with families about children's friendships.

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Home-School Connections: Backpack Connection

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Additional Resources

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NCPMI – Practical Strategies for Implementing

Practical Strategies for Implementing the Pyramid Model

The Pyramid Model is comprised of practices that are implemented by teachers and families. Below are ideas, resources, and illustrations of strategies that might be used to implement Pyramid Model practices and promote young children's social and emotional competence.


- Scripted Stories for Social Situations
- Tools for Working on Building Relationships
- Book Nook
- Teaching Social Emotional Skills
- Videos on Pyramid Practices

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Super Friend Scripted Story

I Can Be a SUPER FRIEND!



Created by Lisa Grant & Rochelle Lentini
2002

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Super Friend Award



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Celebrating Super Friends in the Classroom



Reflection Questions

- How can I integrate Super Friends into our classroom/school culture?
- How can Super Friends serve as a positive form of public acknowledgement?


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Posting Visuals of Friendship Skills

Reflection Questions

- Where in my classroom/school would friendship skill posters be most useful?
- How can I involve children in the creation of friendship skill posters?



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Time for Questions



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Thank you!

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