**Promoting Friendship Skills: Professional Development Module**
**Transcript for Slide 14 – During and After Peer Pairing**

Narrator: Now that we've discussed important things to consider during the planning phase, let's cover the steps for implementing Peer Pairing effectively. First, prompt children to plan their play as this teacher does.

Teacher: Would you two like to play?

Girl: Um.

Teacher: Which buddy sticker do you wanna wear?

Girl: I want pink.

Teacher: You want the pink jellyfish?

Girl: Oh.

Narrator: You may have noticed that she provides matching stickers. Some teachers find it helps children think of this playtime as different than regular playtime, and serves as a reminder to stick together.

Teacher: OK, so together, you are going to house area, yes?

Girl: Yeah, and we gonna get the brush.

Teacher: And you're gonna get the brush.

Narrator: Once the children begin to play, be on the lookout for those who may need extra support.

You may need to use cues and visuals to help children remember their roles, or provide both positive and corrective feedback to keep children on track. After play, ask children to reflect on their time together.

Boy: Did she get a ball?

Teacher: We have to talk about what we were doing at work time.

Narrator: Discussing what went well, and how they handled any struggles will promote deeper understanding, and development of their friendship skills. And finally, provide specific, labeled praise or their positive behaviors.

Teacher: So I liked the way you worked out your problem, that was really good. You guys came to a good solution.

Narrator: Following these tips and steps will ensure that your implementation of Peer Pairing

(Teacher sings)