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| **Supporting Children’s Social Skills**  Preschoolers are working to develop critical skills related to their social and emotional development such as cooperation, problem solving, and emotion regulation. Teachers can support the development of these skills by utilizing key strategies in their interactions with their students. |

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| **Interaction and Instruction (I&I) Strategies** | **Description** | **Aligned CLASS® Dimensions** |
| 1. **Support friendship skills** | Build a classroom community where children know how to play well with one another, cooperate with each other, and can learn how to solve disputes that arise. |  |
| 1. **Get to know the children** | Build relationships with children, as well as understand their academic and social-emotional needs. |  |
| 1. **Promote child independence** | Provide opportunities and support/encourage children to do things on their own, and have responsibilities within the classroom. |  |
| 1. **Help children see you as a resource** | As children build independence, provide individualized support along the way.  When they need help–either academically or socially–remind them of different strategies to use. |  |

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| 1. **SUPPORT FRIENDSHIP SKILLS** | **Description:** Build a classroom community where children know how to play well with one another, cooperate with each other, and can learn how to solve disputes that arise. | | | | | | | **Aligned CLASS Dimensions:** | | |
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|  | | | **Choose one of the following resources and individualize to your needs. Determine which aspects you’d like to use (or not).** | | | | | | |
| * [Promoting Friendship Skills](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/professional-development-workshop-suites/workshop-suite-supporting-friendship-skills/)   This module presents a series of games and fun, playful activities that can be used throughout the day to foster children’s self-regulation skills. | | | | | * [Creating a Caring Community](https://eclkc.ohs.acf.hhs.gov/video/creating-caring-community)   Includes information about the importance of a caring community for young children and practices to help create a supportive environment in the classroom. For experienced teachers, this may be used to reflect on and strengthen their caring classroom community. For novice teachers, this may be used to introduce the concept of classroom community and demonstrates steps they can take to enrich their classrooms. | | | | |
| * [Giving Children Responsibilities](https://eclkc.ohs.acf.hhs.gov/video/giving-children-responsibilities)   Includes strategies for how teachers can engage children in classroom activities and routines by giving children more responsibilities in the classroom, offering meaningful roles, letting children lead, and encouraging children to help each other. | | * [Materials to Support Learning](https://eclkc.ohs.acf.hhs.gov/video/materials-support-learning)   This presentation provides participants with an opportunity to select and then use materials so that all children have access to quality teaching and learning. | | | | * [Problem Solving in the Moment](https://eclkc.ohs.acf.hhs.gov/video/problem-solving-moment)   Includes strategies to support children as they problem solve in the moment by introducing five straightforward steps, called THINK FIVE. It also familiarizes teachers with ways to create a well-organized classroom to help anticipate and avoid the escalation of problematic situations in the classroom. | | | |
|  | | | **Select one-two video(s) to watch focusing on what the teacher says and does related to *supporting friendship skills*.**  **How do the children respond?** | | | | | | |
| * [Rolling a Ball to Name and Greet Friends](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_1g58ch90&t=Rolling+a+Ball+to+Name+and+Greet+Friends) | * [Super Friends](http://csefel.vanderbilt.edu/modules/module2/presenters-ppt/V2_9.MPG) | | | * [Problem Solving during Center Time](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_ra134v6v&t=Problem+Solving+during+Center+Time) | | | * [Solution Kit Examples](http://csefel.vanderbilt.edu/modules/module2/presenters-ppt/V2_14a.MPG) | | |
|  | | | **Ideas for SMART goals. Pick one Do strategy to try as is or modify to better fit your goals.** | | | | | | |
| * Support relationships across children (and for children who need it most) by teaching and supporting friendship skills by following at least 5 out of 7 practices listed in the Supporting Friendship Skills Suite [Handout 4: Fidelity checklist](https://aeiionline.org/wp-content/uploads/sites/5/2020/03/04_friendship_fidelity.pdf). | | | | | | | | | |

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| **2. GET TO KNOW THE CHILDREN** | **Description:** Build relationships with children, as well as understand their academic and social-emotional needs. | | | | **Aligned CLASS Dimensions:** | | |
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|  | **Choose one of the following resources and individualize to your needs. Determine which aspects you’d like to use (or not).** | | | | | |
| * [Fostering Connections](https://eclkc.ohs.acf.hhs.gov/video/fostering-connections)   This presentation provides information about the importance of building relationships with children, what children learn when we take time to form relationships with them, and ways to help sustain lasting connections with children. | | | * [Creating a Caring Community](https://eclkc.ohs.acf.hhs.gov/video/creating-caring-community)   Includes information about the importance of a caring community for young children and practices to help create a supportive environment in the classroom. For experienced teachers, this may be used to reflect on and strengthen their caring classroom community. For novice teachers, may be used to introduce the concept of classroom community and demonstrate steps they can take to enrich their classrooms. | | | |
| * [Banking Time: Supporting the Teacher-Child Relationship Tip Sheet](https://aeiionline.org/wp-content/uploads/sites/5/2020/03/Banking-Time.pdf)   Includes strategies for promoting positive behaviors through the use of Banking Time to support teacher-child relationships. This includes information about what Banking Time is, why it works, what it looks like, and when it might be used. | | * [Being Aware of Children's Needs](https://eclkc.ohs.acf.hhs.gov/video/being-aware-childrens-needs)   Provides information about classroom awareness and suggests practices so that teachers can better respond to the individual needs of children in the moment. For experienced teachers, this may be used to reflect on and strengthen their current level of awareness. For more novice teachers, this may be used to introduce the importance of creating positive teacher-child relationships by being more aware of children’s needs on a moment-to-moment basis. | | * [Engaging Children in Conversations](https://eclkc.ohs.acf.hhs.gov/video/engaging-children-conversations)   Focuses specifically on basic strategies for engaging children in conversations that can support their learning in the classroom. | | |
|  | **Select one video(s) to watch focusing on what the teacher says and does related to *getting to know the children.***  **How do the children respond?** | | | | | |
| * [Making Connections with Greetings at the Door](https://www.edutopia.org/video/making-connections-greetings-door) | | | | | | |
|  | **Ideas for SMART goals. Pick one Do strategy to try as is or modify to better fit your goals.** | | | | | |
| * Set up a greeting station at your door. Greet each child by name and ask if they would like a hug, special handshake, or a smile. As children learn this routine, they can become greeters! * During meals, sit with children and ask about their lives outside school. Listen and ask follow-up questions to help them share. Share relatable stories about your life to build connections. * Do ‘Banking Time’ with 1 child with whom you want to build relationship: join in their play and follow their lead; convey your care, interest, and understanding. Schedule 10-minute sessions, 2 times per week for the next month. Notice how this consistent focus on relationships reduces challenging behaviors. | | | | | | |

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| **3. PROMOTE CHILD INDEPENDENCE** | | **Description:** Provide opportunities and support/encourage children to do things on their own, and have responsibilities within the classroom. | | | | | | | | | | | | | **Aligned CLASS Dimensions:** | | | | | |
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|  | | **Choose one of the following resources and individualize to your needs. Determine which aspects you’d like to use (or not).** | | | | | | | | | | | | | | | | |
| * [Giving Children Responsibilities](https://eclkc.ohs.acf.hhs.gov/video/giving-children-responsibilities)   Includes strategies for how teachers can engage children in classroom activities and routines by giving children more responsibilities in the classroom, offering meaningful roles, letting children lead, and encouraging children to help each other. | | | | | | | | * [Materials to Support Learning](https://eclkc.ohs.acf.hhs.gov/video/materials-support-learning)   This presentation provides participants with an opportunity to select and then use materials so that all children have access to quality teaching and learning. | | | | | | | | | | |
| * [Problem Solving in the Moment](https://eclkc.ohs.acf.hhs.gov/video/problem-solving-moment)   Includes strategies to support children as they problem solve in the moment by introducing five straightforward steps, called THINK FIVE. It also familiarizes teachers with ways to create a well-organized classroom to help anticipate and avoid the escalation of problematic situations in the classroom. | | | | | | * [Supporting Social Problem Solving](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/professional-development-workshop-suites/workshop-suite-supporting-social-problem-solving/)   This module presents a series of games and fun, playful activities that can be used throughout the day to foster children’s self-regulation skills. | | | | * [Following Children's Lead](https://eclkc.ohs.acf.hhs.gov/video/following-childrens-lead)   Describes strategies that demonstrate how teachers can engage children in learning by following children’s lead by building on their interests; providing choices; and encouraging them to express their ideas. | | | | | | | | |
|  | | **Select one-two video(s) to watch focusing on what the teacher says and does related to *promoting child independence*.**  **How do the children respond?** | | | | | | | | | | | | | | | | |
| * [Problem Solving during Center Time](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_ra134v6v&t=Problem+Solving+during+Center+Time) | | | | | | | | * [Solution Kit Examples](http://csefel.vanderbilt.edu/modules/module2/presenters-ppt/V2_14a.MPG) | | | | | | | | | | |
| * [Talking about Patterns during Center Time](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_1mu3boep&t=Talking+about+Patterns+during+Center+Time) | | | | | | * [Reviewing Classroom Jobs](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_zdg3o1z6&t=Reviewing+Classroom+Jobs) | | | | * [Positive Attention While Children Help at Circle Time](http://csefel.vanderbilt.edu/modules/module1/presenters-ppt/V1_7.MPG) | | | | | | | | |
|  | | **Ideas for SMART goals. Pick one Do strategy to try as is or modify to better fit your goals.** | | | | | | | | | | | | | | | | |
| * Set up a greeting station at your door. Greet each child by name and ask if they would like a hug, special handshake, or a smile. As children learn this routine, they can become greeters! * Create a set of helper jobs so that all children have meaningful leadership roles in your classroom each day and let them choose additional responsibilities they would like to take in the moment (e.g., helping a peer with opening a drink, choosing the group song). * To prevent misbehavior and proactively address peer conflicts, teach and support social problem solving by following at least 6 out of 8 practices in the Supporting Social Problem-Solving Suite Handout 2: [Fidelity checklist](https://aeiionline.org/wp-content/uploads/sites/5/2020/03/02_sps_fidelitychecklist.pdf). | | | | | | | | | | | | | | | | | | |
| **4. HELP CHILDREN SEE YOU AS A RESOURCE** | **Description:** As children build independence, provide individualized support along the way.  When they need help–either academically or socially–remind them of different strategies to use. | | | | | | | | | | | | | **Aligned CLASS Dimensions:** | | | | | |
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|  | | | | **Choose one of the following resources and individualize to your needs. Determine which aspects you’d like to use (or not).** | | | | | | | | | | | | | | |
| * [Giving Children Responsibilities](https://eclkc.ohs.acf.hhs.gov/video/giving-children-responsibilities)   Includes strategies for how teachers can engage children in classroom activities and routines by giving children more responsibilities in the classroom, offering meaningful roles, letting children lead, and encouraging children to help each other. | | | | | | * [Materials to Support Learning](https://eclkc.ohs.acf.hhs.gov/video/materials-support-learning)   This presentation provides participants with an opportunity to select and then use materials so that all children have access to quality teaching and learning. | | | | * [Problem Solving in the Moment](https://eclkc.ohs.acf.hhs.gov/video/problem-solving-moment)   Includes strategies to support children as they problem solve in the moment by introducing five straightforward steps, called THINK FIVE. It also familiarizes teachers with ways to create a well-organized classroom to help anticipate and avoid the escalation of problematic situations in the classroom. | | | | | | | | |
| * [Being Aware of Children's Needs](https://eclkc.ohs.acf.hhs.gov/video/being-aware-childrens-needs)   Provides information about classroom awareness and suggests practices so that teachers can better respond to the individual needs of children in the moment. For experienced teachers, this may be used to reflect on and strengthen their current level of awareness. For more novice teachers, this may be used to introduce the importance of creating positive teacher-child relationships by being more aware of children’s needs on a moment-to-moment basis. | | | | | | * [Supporting Social Problem Solving](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/professional-development-workshop-suites/workshop-suite-supporting-social-problem-solving/)   This module presents a series of games and fun, playful activities that can be used throughout the day to foster children’s self-regulation skills. | | | | * [Curriculum Modifications: An Introduction](https://eclkc.ohs.acf.hhs.gov/video/curriculum-modifications-introduction)   Provides a foundational understanding of curriculum modification and the value of using curriculum modifications to support individual children. Eight general types of modifications are introduced. This an overview and is not an in-depth study of any one modification. | | | | | | | | |
|  | | | | **Select one-two video(s) to watch focusing on what the teacher says and does related to *helping children see you as a resource*.**  **How do the children respond?** | | | | | | | | | | | | | | |
| * [Super Friends](http://csefel.vanderbilt.edu/modules/module2/presenters-ppt/V2_9.MPG) | | | | | * [Problem Solving during Center Time](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_ra134v6v&t=Problem+Solving+during+Center+Time) | | | | | | | * [Solution Kit Examples](http://csefel.vanderbilt.edu/modules/module2/presenters-ppt/V2_14a.MPG) | | | | | | |
| * [Talking about Patterns during Center Time](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_1mu3boep&t=Talking+about+Patterns+during+Center+Time) | | * [Calendar Center Conversation](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_32r88psh&t=Calendar+Center+Conversation) | | | | | | * [Work Time: Supporting Children’s Play](https://www.youtube.com/watch?v=Q8gHX1crxnU) | | | | | | | * [Teacher Talks to Student about the Car He Made](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_rv6kisbt&t=Teacher+Talks+to+Student+about+the+Car+He+Made) | | | |

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|  |  | **Ideas for SMART goals. Pick one Do strategy to try as is or modify to better fit your goals.** |
| * Do ‘Banking Time’ with 1 child with whom you want to build relationship: join in their play and follow their lead; convey your care, interest, and understanding. Schedule 10-minute sessions, 2 times per week for the next month. Notice how this consistent focus on relationships reduces challenging behaviors. * To prevent misbehavior and proactively address peer conflicts, teach and support social problem solving by following at least 6 out of 8 practices in the Supporting Social Problem-Solving Suite Handout 2: [Fidelity checklist](https://aeiionline.org/wp-content/uploads/sites/5/2020/03/02_sps_fidelitychecklist.pdf). * During interest areas each day, pick 1 student with higher needs to observe and support for at least 5 minutes. Slow down and tune in: what do the child’s actions tell you about their social-emotional and/or academic needs? Try 1 way to acknowledge/respond to the child’s needs. * Identify 1 child who is struggling to learn in an area (they may or may not have an IEP); choose 1 or 2 curriculum modifications as shown in this [in-service suite handout](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/curriculum-modifications/mod-intro-teacher-tips.pdf) (e.g., “simplify the activity,” use “peer support”). | |

**Sample Action Plan:**

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| Action Plan: Get to know the children (I&I Strategy) | |
| KNOW  Week of 10/07/19 | Learn how to form positive relationships between you and your students and among students.  Resource: [Fostering Connections](https://eclkc.ohs.acf.hhs.gov/video/fostering-connections) |
| SEE  Week of 10/07/19 | Watch: [Making Connections with Greetings at the Door](https://www.edutopia.org/video/making-connections-greetings-door) |
| DO  Week of 10/14/19 | Set up a greeting station at your door. Greet each child by name and ask if they would like a hug, special handshake, or a smile. As children learn this routine, they can become greeters! |
| Follow Up  Week of 10/21/19 | Feedback provider:   * Will observe morning greeting (live) and document the ways in which you find a moment to connect over shared positive feelings. (10/17 @ 8:00) * Reflective conference. (10/24/19 from 2:15 - 3:00) |