

Regional Community Childcare Development Fund

Positive Behaviour Support in Early Childhood

Phase 3 – Module 2

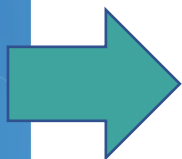
Additional Supports – Tier 2 and 3

Social skills instruction

Stay, Play, Talk

Supported by the State Government's Royalties for Regions program and the Department of Communities.

Phase Three Modules

1. Teaching self regulation, self control and the use of sensory supports.
-  2. **Additional Supports – Tier 2 and 3, social skills instruction and Stay, Play, Talk.**
3. Highly intensive individual support planning: Prevent, Teach, Reinforce structure for young children and how this can be used for children at risk of exclusion from the service

Acknowledgements

Center on the Social Emotional Foundations for Early Learning
(CSEFEL) www.csefel.uiuc.edu

Center for Evidence-Based Practices: Young Children with
Challenging Behavior www.challengingbehavior.org

The National Center for Pyramid Model Innovations
<https://www.pyramidmodel.org>



Stay Play Talk Reference

Milam, M. E., Velez, M. S., Hemmeter, M. L., & Barton, E. E. (2018).
Implementing peer-mediated interventions in early childhood classrooms.
DEC Recommended Practices Monograph Series-Instructional Practices,
77-90.

Links to the National Quality Standard

Quality Area 5 of the National Quality Standard focuses on educators developing responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging.

Quality Area 5 has two standards that focus on relationships between educators and children, and between children and their peers

- Respectful and equitable relationships are maintained with each child
- Each child is supported to build and maintain sensitive and responsive relationships.



1 Educational program and practice

2 Children's health and safety

3 Physical environment

4 Staffing arrangements

5 Relationships with children

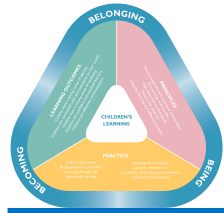
6 Collaborative partnerships with families and communities

7 Governance and leadership

Quality Area 6 focuses on Collaborative partnerships with families and communities.

- Respectful relationships with families are developed and maintained and families are supported in their parenting role.





Early Years Learning Framework

Educators promote this learning when they:

Outcome 1: Children Have A Strong Sense Of Identity

**Children feel safe, secure,
and supported**

**Children learn to interact in
relation to others with care,
empathy and respect**

- Support children's secure attachment through consistent and warm nurturing relationships
- Organise learning environments in ways that promote small group interactions and play experiences
- Model explicit communication strategies to support children to initiate interactions and join in play and social experiences in ways that sustain productive relationships with other children

Outcome 2: Children are connected with and contribute to their world

**Children develop a sense of
belonging to groups and
communities and an
understanding of the
reciprocal rights and
responsibilities necessary
for active community
participation**

- Ensure that children have the skills to participate and contribute to group play and projects

Outcome 3: Children have a strong sense of wellbeing

**Children become strong in
their social and emotional
wellbeing**

- Promote children's sense of belonging, connectedness and wellbeing
- Mediate and assist children to negotiate their rights in relation to the rights of others

What is Social and Emotional Development?

- A sense of confidence and competence
- Ability to develop positive relationships with peers and adults/make friends, get along with others
- Ability to persist at challenging tasks
- Ability to identify, understand and communicate feelings/emotions
- Ability to manage strong emotions
- Development of empathy

Social Emotional Teaching Strategies

- What to teach
 - **Friendship skills**
 - Recognizing emotions in self and others, expressing emotions
 - Problem solving
 - Anger management
- How to teach
 - Systematic
 - Comprehensive
 - Range of strategies
 - Teachable moments
- Understanding the relationship between engagement, curriculum, and problem behavior



Friendship Skills

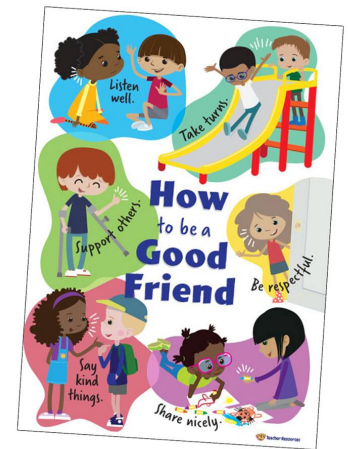
Think about children who are well liked...

What do you notice about their behaviour that makes it easier for them to have friends?



Teaching Friendship Skills

1. Describe the skill (show visual poster of skill)
2. Demonstrate the skill the “right way” with an adult
3. Demonstrate the skill the “wrong way” with an adult
4. Have a child practice the skill with an adult
5. Have a child practice the skill with another child
6. Provide positive feedback and support for children attempting and successfully using the skill



<https://challengingbehavior.cbcs.usf.edu/docs/Peer-Mediated-Skills.pdf>



Getting Your Friend's Attention

One way you can get your friend to play with you is by getting her attention. When you get her attention:..."

1. Look at your friend
2. Say your friend's name
3. Gently touch your friend on the shoulder or arm if she isn't looking at you
4. Keep trying



Get Attention



Tap your friend on the shoulder,
look at them,
and say their name.

Sharing: Giving Toys

“One way you can get your friend to play with you is to share. When you share:...”

1. Get your friend's attention
2. Hold out a toy
3. Say, “Here”
4. Put toy in his hand



Share



Share your toys.

Sharing: Requesting Toys

“Another way you can get your friend to play with you is if you ask him to give you a toy. When you ask for a toy you:...”

1. Get your friend's attention
2. Hold out your hand
3. Say, “Can I have the ____?”



Share Request



Ask your friend if you can play with one of his toys.

Play Organiser

Give a Play Idea

Today I am going to show you another way you can get your friend to play with you.

1. Get your friend's attention
2. Tell him what to do with the toy
3. Say, "Let's _____"

To do a play organizer you do not necessarily have to give them a toy first. The kids might be playing together already ("Put your block on top"), or it might be an invitation to go to a Center ("Let's go play in the Art Center").



Give a Play Idea



Give your friend an idea about how you can play together.

Giving Compliments

“Today we are going to learn more about being a good friend. When your friend is playing, he likes you when you are nice to him. Here are some ways to be nice to your friends, these are called compliments:

1. Get your friend's attention
2. Say nice things, such as “that's it,” “good job_____”, I like that you” etc.
3. Give them a thumbs up or high fives



Give a Compliment



Let your friend know that he is doing a good job.

Over To You

- What additional skills would you teach as part of your social-emotional curriculum?

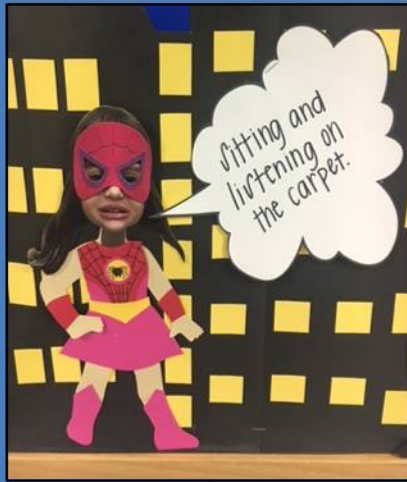
Tips for Promoting Social Interactions

- Arrange materials and environment to promote social interactions
- Create opportunities for children to interact and think about how you position children
- If child gets no response, remind to try and try again
- Remind to “play with your friends”
- Give children words/phrases to say

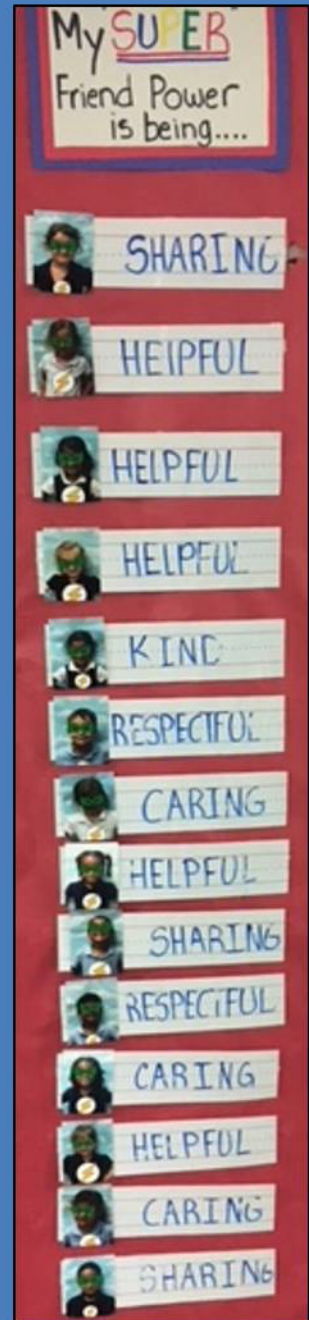


Strategies/Activities to Teach Friendship Skills

- Adult Modeling
- Modeling with Puppets
- Preparing Peer Partners
- Songs
- Finger-plays
- Partner projects
- Incidental Teaching
- Prompts
- Priming
- Encouragement
- Use of Games
- Use of Children's Literature
- Social Stories



What's
your
"Super
Friend"
power?



Promoting the Social Development of All Children

- Teach the whole class
 - Circle time
 - Centers
 - Small group activities
 - Partnering with families
- Target the individual skill instruction needs of each child
 - Embedded instruction
 - Prompting and priming (ounce of prevention)
 - Partnering with families

Individualising Instruction

- Identify skills to target
- Provide individualised supports and adaptations
- Embed instruction within routine and planned activities
- Drive up the number of learning opportunities

If I want to join in play, I need to join nicely or ask to play with my friends' toys.

Social Stories



Can I play with you?

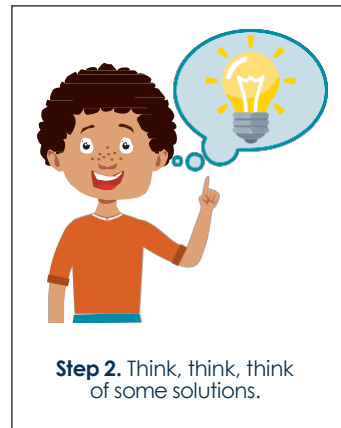
I can say, "Can I play with that toy?" or "Can I play with you?".

Social Emotional Teaching Strategies

- What to teach
 - Friendship skills
 - Recognizing emotions in self and others, expressing emotions
 - **Problem solving**
 - Anger management
- How to teach
 - Systematic
 - Comprehensive
 - Range of strategies
 - Teachable moments
- Understanding the relationship between engagement, curriculum, and problem behavior



Problem Solving Steps



Teaching the Problem Solving Steps

When faced with conflict many young children have difficulty coming up with rational solutions. They act out in anger or with frustration for lack of a more appropriate way to deal with the situation.

Children need to be specifically taught the problem solving steps, to be able to think of multiple alternative solutions, and to understand that solutions have consequences.

https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_problem-solving-steps_poster.pdf

Teaching the Problem Solving Steps



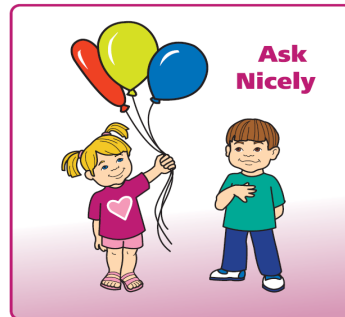
Teach steps by:

- Using role play during circle time
- Using puppets
- Keeping visuals of problem solving steps posted around the room
- Providing access to solution kits around the room
- Intentionally planning “problems” to help children practice solving all kinds of problems





Solution Kit



<https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills/solution-kit.pdf>

Problem-Solving Activities

- Problematised everything
 - “We have 6 kids at the snack table and only one apple. We have a problem. Does anyone have a solution?”
- Play “What would you do if...?”
- Children make their own “solution kits”
- Children offer solutions to problems that occur in children’s stories

Power it Up!

Partnering with Families

- Provide families with materials and information for teaching social emotional skills
- Host events in the classroom where families can see and learn how to teach social emotional skills
- Send “homework” assignments with child that help families guide the child
- Partner with families to teach individual children targeted social emotional skills

https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_socialskills_turns.pdf



Backpack Connection Series

About this Series
The Backpack Connection Series was created by TACSB to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handbook home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handbook provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model
The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competencies in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit ChallengingBehavior.org.

More Information
More information and no-cost courses on this and other topics are available on our website, ChallengingBehavior.org.


ChallengingBehavior.org

How to Teach Your Child to Take Turns

Allyson Aron, Brooke Bogale, S. J. Glaccum

Taking turns can be hard, even for adults. It can be frustrating to wait for something that you really want. Think about the last time you waited in line for groceries or gas. How did you feel when you didn't know how long it would be until your turn or when someone who wasn't waiting got a turn before you? Young children often feel especially frustrated in these types of situations. Objects become "toys," and everyone wants to be "first," which can make playtime challenging for children and parents. Why does this happen? Children are not born knowing how to take turns. Taking turns is a skill that children must be taught and given many opportunities to practice. If a child is not taught how to take turns, she will continue to play with only her interests in mind and demand toys when she wants them. A child who knows how to take turns has learned valuable skills about how to make friends, empathize, wait, negotiate and be patient. Teaching your child how to take turns takes time, but can also be a rewarding experience that will benefit your child for a lifetime.

Try This at Home

- **Play games that require turn-taking.** Board or card games are a perfect way to teach older preschool children to wait for a turn. Outside games, such as basketball or catch, are also ideal games to practice taking turns. For young children, use very simple turn-taking games such as rolling a toy block and fork.
- **Build turn-taking into play time.** You can make just about any toy or activity into an opportunity to practice taking turns. Take turns doing activities such as stacking blocks, sliding down the slide, using the swing, riding a car down a track, scooping sand into a bucket, or wearing a crown.
- **Use a timer or a song to ensure a turn.** Waiting in line and children want to know when to expect their turn. The children learn to manage taking turns by using a sand timer or singing a song. These tools can help them to predict when their turn will end or begin and make it less likely that they will become frustrated and use challenging behavior. You can say something like, "Now you wait a turn on the swing too. Let's sing a song and when we are done it will be your turn. Do you want to sing the song 'Oldy Spidy or 'Twinkle, Twinkle Little Star'?"
- **Integrate turn-taking into your everyday routine.** There are many ways to include turn-taking into the activities you already do on a daily basis such as checking a TV show, cooking or playing blocks to read. Simply pointing out to your child that you are taking turns helps to reinforce the skill. You can say, "You put the chocolate chips and put in the walnuts. We are taking turns! This is fun!"
- **Practice waiting.** Help prepare your child for turn-taking by giving him opportunities to practice waiting. For example, play "stop and go" games at the park, with toy cars, or in the pool. The more comfortable your child is with the concept of waiting and self-control, the more successful he will be with taking turns.
- **Celebrate successes.** Encourage your child with positive language when you see him waiting during a difficult situation or taking turns with a friend. You can say something like, "You are waiting for a turn on the swing. Waiting can be hard. You are doing it right!" or "I love the way you and Ben took turns using your special car. I bet you feel really proud!"

Practice at School

There are many opportunities to practice taking turns at school. Teachers often intentionally create opportunities for children to practice taking turns as well as learn from watching others take turns. For example, a teacher may set out only one train to use on the track. Children must then practice taking turns and learn to work together to enjoy the same toy at the same time.

The Bottom Line

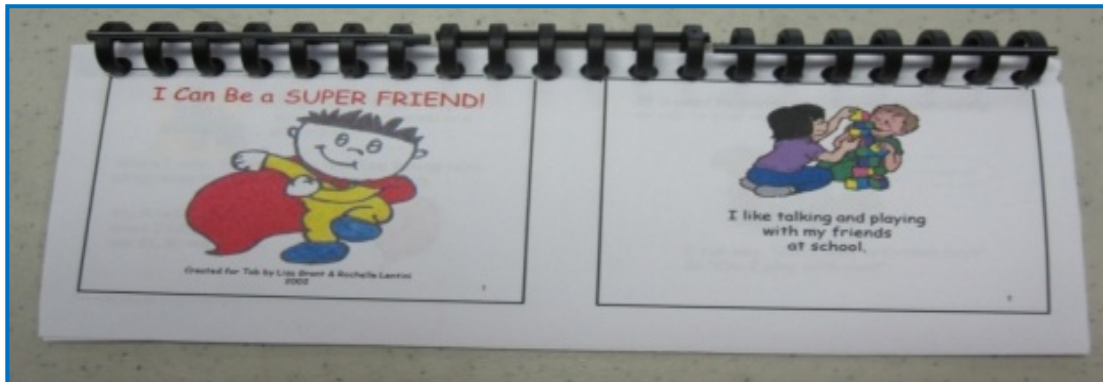
Children are not born knowing how to take turns. It is a skill that they must be taught. Taking turns can be hard. In order to learn to wait to learn successfully, children need lots of practice, help and encouragement from parents. When children learn how to take turns they also learn other valuable skills such as:

- Being a good friend
- Self-control
- Problem-solving
- Patience
- Communication
- Listening
- Negotiation

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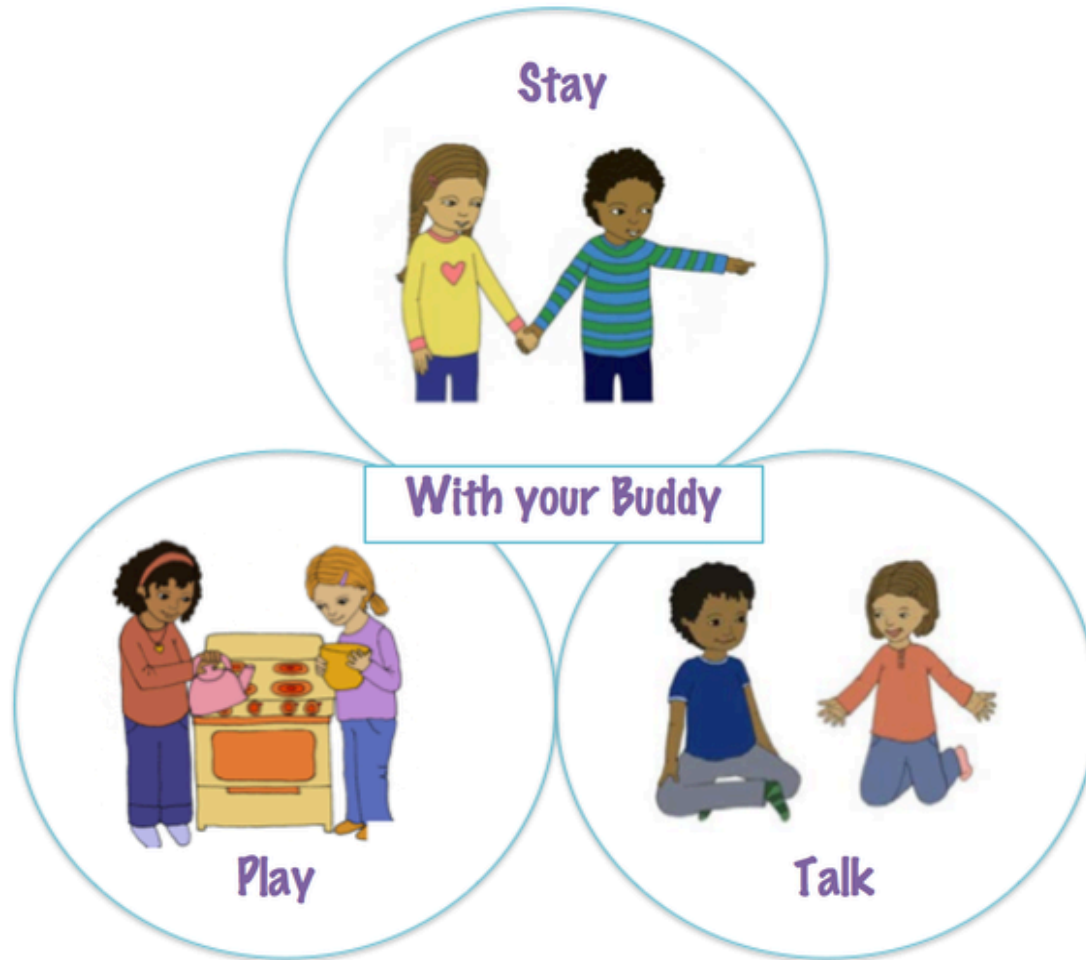
This publication was produced by the Technical Assistance Center on Social Emotional Development (TACSED) for Young Children located at the Office of Special Education, Program 6020, U.S. Department of Education (DOE/ED/6020) and approved by the Florida Department of Education (FDOE) as a Florida Department of Education (FDOE) approved publication. All content is the property of the Florida Department of Education (FDOE) and is not to be reproduced without the written permission of the Florida Department of Education (FDOE).

Family Fun Night with Super Friend



Tier 2:

Things we add for some children who need more help
Time efficient, standardised interventions



What is Stay-Play-Talk?

- The goal of Stay-Play-Talk is to increase and extend a target child's frequency of social interactions with peers while minimising the need for adult support.
- Adults teach peer buddies to:
 - **Stay** and attend to the play of the target child
 - **Play** with the target child by engaging with the same toys in similar ways
 - **Talk** or comment on the target child's play



The infographic is divided into three horizontal sections, each with a photograph of children and a corresponding icon. The top section, 'STAY', has a light blue background and a hand icon. The middle section, 'PLAY', has a green background and a play button icon. The bottom section, 'TALK', has a dark blue background and a speech bubble icon. Each section lists specific actions for peer buddies. At the bottom, there are logos for Allplaylearn, Deakin University, and the Victorian Government, along with a small disclaimer.

STAY	PLAY	TALK
<ul style="list-style-type: none">• Stay with your buddy• Take turns if you want to play different things	<ul style="list-style-type: none">• Share with your buddy	<ul style="list-style-type: none">• Talk about what you are doing• Keep talking if they don't answer

allplaylearn
allplaylearn.org.au

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What are the steps for implementing Stay-Play-Talk

- **Step 1:** Identify a Target Child and Collect Baseline Data
- **Step 2:** Select Peer Buddies
- **Step 3:** Train the Participating Children
- **Step 4:** Implement Stay-Play-Talk, Collect Progress Monitoring Data, & and Make Changes as Needed





What are the steps for implementing Stay-Play-Talk

- **Step 1: Identify a target child**
- A child who is socially isolated is any child who is rarely observed playing or talking to peers.



What are the steps for implementing Stay-Play-Talk

• Step 2: Select Peer Buddies

- Does the peer buddy engage in frequent conversations with children?
- Does the peer buddy play with similar toys, materials, and centers as the target child?
- Do the peer buddy and target child have similar skills and interests?
- Can the peer buddy attend during large and small group instruction and follow adult prompts?

(Milam, et al., 2018)



What are the steps for implementing Stay-Play-Talk

• Step 3: Train the Participating Children

- Discuss the importance of being a peer buddy
- Introduce the strategy (using visuals)
- Provide examples of the strategy
- Provide adult modeling of the strategy
- Provide the children with opportunities to practice the strategy

(Milam, et al., 2018)



What are the steps for implementing Stay-Play-Talk



- **Step 4: Implement Stay-Play-Talk**
- Implement buddy time during free play
- Consider the supports the peer buddies will need during buddy time:
 - Where will visuals be posted?
 - What type of feedback will be provided when peer buddies need assistance implementing the strategies with the target children?
 - What type of reinforcement will be provided when peer buddies are successful in implementing the strategies with target children?

Stay, Play, Talk: Pre-Instruction Worksheet

Step	Question	Response
1	Which target students will participate in Stay, Play, Talk?	<i>Note: Target students should be imitative, understand simple language, and have lower social skills than their peers.</i>
2	Which peer buddies will participate in Stay, Play, Talk?	<i>Note: Peer buddies should exhibit age appropriate play and social skills, and able to follow teacher directions.</i>
3	Which children will be grouped together?	<i>Note: Pair each target child with 1-2 peer buddies, depending on attendance patterns of the peers. Consider shared interests and social history of the pair or trio.</i>
4	When will peer training occur?	
5	During which activities will Stay, Play, Talk occur?	<i>Note: Consider times during the day when children are naturally playing together (e.g., free play, centers, recess).</i>
6	Which prompting procedure will I use?	
7	What is my criterion for when prompts will be given (e.g., 1 minute without a peer interaction)?	
8	What is my prompt?	<i>Note: Visual prompts are typically used during Stay, Play, Talk.</i>
9	How often will Stay, Play, Talk occur?	<i>Note: A minimum of once daily is recommended.</i>
10	Who else might be present during a session?	<i>Note: Plan out who will implement, who will collect data, and the responsibilities of the rest of your teaching team.</i>
11	How will other children requesting to join a session be managed?	<i>Note: Consider ways for non-participants to be engaged elsewhere or develop rules about when they can join (e.g., after 10 min).</i>



Department of
Primary Industries and
Regional Development

Professional development for community early childhood services in regional Western Australia. Supported by the State Government's Royalties for Regions program and the Department of Communities, Regional Community Child Care Development Fund 2019.