

Positive Behaviour Support and Trauma-Informed Practice

Phase 3 Module 2: Social Skills Instruction and Stay, Play, Talk

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?

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



Steps for 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

What are some additional skills you would teach in your service?

Problem Solving Steps

Teaching the Problem-Solving Steps

- 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

NCPMI 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

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https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_solution-kit.pdf

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 participant 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>