



# Promoting Social Emotional Competence Adapted for Kindergarten and Grade 1 Session 2.2: Developing Friendship Skills

	<p><b>Slide 1</b> Introduce the speakers and today's topic.</p>
	<p><b>Slide 2</b></p> <ol style="list-style-type: none"> <li>1. We are continuing to move up the pyramid, building on our base of nurturing relationships and supportive environments.</li> <li>2. This session builds on that with ways to enhance social skill development.</li> </ol>
<p><b>Remember... Social Skills are Important!</b></p> <p>The single best childhood predictor of adult adaptation is not school grades, and not classroom behavior, but rather, the adequacy with which the child gets along with other children.</p> <p><small>-Willard Hartup, President of International Society for the Study of Behavioral Development</small></p>	<p><b>Slide 3</b></p> <ol style="list-style-type: none"> <li>1. Review this slide from Session 8       <ul style="list-style-type: none"> <li>• Research suggests that young children who learn positive social skills are more likely to have positive relationships, acceptance, and friendships later on in school and as adults.</li> <li>• Although many children develop these positive social skills naturally, some children do not.</li> <li>• Children who don't develop these skills naturally have difficulty interacting appropriately with their peers and are thus at risk for later social problems.</li> <li>• The good news is that adults can teach young children friendship skills – even to children with very challenging behaviors. And in doing so, YOU can make a tremendous difference in a child's life --potentially for a lifetime.</li> </ul> </li> </ol>
<p><b>Review...When Do We Teach Social Skills?</b></p>	<p><b>Slide 4</b></p> <ol style="list-style-type: none"> <li>1. Review this slide from past sessions       <ul style="list-style-type: none"> <li>• Point out that it is often at the crisis (red arrow) point that teachers try to teach new social skills. Discuss that while this is a teachable moment, and can be a social skills lesson, this might not be the most effective teachable moment because:           <ul style="list-style-type: none"> <li>• The incident has already happened.</li> <li>• The children are upset.</li> <li>• The child who began the conflict might find the teacher reinforcing (“Wow, I might do this again so I can get the teacher’s attention!”).</li> </ul> </li> <li>• Discuss effective teachable moments (referring to the green arrows at the left-hand side). The main point here is that we want to make sure that these “crisis moments” are not the only time that we are “teaching” social skills! Social skills can be embedded into almost any part of the daily schedule— Intentional, planned times as well as taking advantage of naturally occurring moments throughout the day.</li> </ul> </li> </ol>

<p><b>Discussion: Friendship Skills</b></p>  <ul style="list-style-type: none"> <li>Think about children who are well liked and friendly...</li> <li>What do you notice about their behavior that makes it easier for them to make friends?</li> </ul>	<p><b>Slide 5</b></p> <ol style="list-style-type: none"> <li>1. Explain that we are now going to talk about friendship skills.</li> <li>2. Have participants think about children who have lots of friends. <ul style="list-style-type: none"> <li>• What have they noticed about these children that makes it easier for them to make friends?</li> <li>• Write responses on <b>chart paper</b>.</li> </ul> </li> </ol>		
<p><b>Setting the Stage for Friendship Skills</b></p>  <ul style="list-style-type: none"> <li>Establish an atmosphere of friendship</li> <li>Include all children</li> <li>Set goals for children</li> <li>Use cooperative activities</li> <li>Build in opportunities</li> <li>Develop a plan for transitions, changes to the schedule, and environment</li> <li>Be proactive, intentionally plan activities to develop friendship skills</li> </ul>	<p><b>Slide 6</b></p> <ol style="list-style-type: none"> <li>1. Prior to “teaching” friendship skills, adult caregivers need to set the stage by including the following five elements in their classrooms</li> </ol> <p>Prior to “teaching” friendship skills, adult caregivers need to set the stage by including the following five elements in their early childhood settings</p>		
<p><b>Atmosphere of Friendship</b></p> <table border="0"> <tr> <td> <p><b>You should see:</b></p> <ul style="list-style-type: none"> <li>Adults giving time and attention to children</li> <li>Children working and playing together much of the time</li> <li>Smiling faces</li> <li>Sharing, turn-taking</li> <li>Helpful actions</li> </ul> </td> <td> <p><b>You should hear:</b></p> <ul style="list-style-type: none"> <li>Adults comment positively on children's friendly behaviors</li> <li>Adults speaking kindly to one another</li> <li>Children complimenting each other</li> <li>Laughing</li> </ul> </td> </tr> </table> <p><b>How do you foster friendship?</b></p>	<p><b>You should see:</b></p> <ul style="list-style-type: none"> <li>Adults giving time and attention to children</li> <li>Children working and playing together much of the time</li> <li>Smiling faces</li> <li>Sharing, turn-taking</li> <li>Helpful actions</li> </ul>	<p><b>You should hear:</b></p> <ul style="list-style-type: none"> <li>Adults comment positively on children's friendly behaviors</li> <li>Adults speaking kindly to one another</li> <li>Children complimenting each other</li> <li>Laughing</li> </ul>	<p><b>Slide 7</b></p> <ol style="list-style-type: none"> <li>1. Most importantly, teachers need to devote energy toward creating a an atmosphere of friendship.</li> <li>2. When this has been done successfully you see adults give time and attention to children.</li> <li>3. Children play together much of the time. They share; take turns and in general get along well.</li> <li>4. You should hear adults talking WITH children not AT children. Adults acknowledge children’s friendly behaviors. And adults talk kindly and respectfully to each other.</li> <li>5. You also hear children saying nice things to each other – sometimes giving each other compliments.</li> <li>6. You get a sense that friendship is the ultimate goal.</li> <li>7. Refer participants to <b>Handout Enhancing Friendship Skills – Positive Feedback Examples</b></li> <li>8. <b>Ask “How do you Foster Friendship” Solicit the following:</b> <ol style="list-style-type: none"> <li>1. <b>Inclusive Setting</b></li> </ol> </li> <li>9. Friendships develop easier when all children feel included. Take the time to learn about the similarities and differences of the children in your care.</li> <li>10. Make sure your learning activities and daily routines support the needs of all children. <ol style="list-style-type: none"> <li>1. <b>Goal setting for children (realistic Goal setting!)</b></li> </ol> </li> <li>11. You should set at least one short term goal for each child. Remember that friendship skills need both time to develop and an opportunities to practice.</li> <li>12. Children with disabilities will have an IEP/IFSP ( Individualized Education Plan) All too often social interaction goals – or friendship skills do not appear on IEPs or IFSPs (McConnell, McEvoy, Odom, 1992). ). This could be due to the fact that many assessments do not include these skills as test items.</li> <li>13. You can help by including social interaction goals on the IEP. This will ensure that social interaction is recognized by all IEP team members. <ol style="list-style-type: none"> <li>1. <b>Use Cooperative Classroom activities</b></li> </ol> </li> </ol>
<p><b>You should see:</b></p> <ul style="list-style-type: none"> <li>Adults giving time and attention to children</li> <li>Children working and playing together much of the time</li> <li>Smiling faces</li> <li>Sharing, turn-taking</li> <li>Helpful actions</li> </ul>	<p><b>You should hear:</b></p> <ul style="list-style-type: none"> <li>Adults comment positively on children's friendly behaviors</li> <li>Adults speaking kindly to one another</li> <li>Children complimenting each other</li> <li>Laughing</li> </ul>		

	<p>14. Using cooperative toys – toys that require two children working together gives children real-life opportunities to practice developing friendship skills.</p> <ol style="list-style-type: none"> <li>1. Balls need someone to throw and someone to catch</li> <li>2. Board games require 2+ children to play the game</li> <li>3. Puppets need operators; observers; sound-makers, etc.</li> <li>4. Wagons need a puller or a pusher and a person inside the wagon.</li> <li>5. Some puzzles are more fun to put together with a friend, such as the puzzles that have two possible pictures – one on the front side of the puzzle piece and a different picture on the back of the piece or on the board that the pieces go into.</li> <li>6. <b>Build in opportunities</b></li> <li>7. Remember friendship skills don't just happen.</li> </ol> <p>15. Plan for TIME to teach friendship skills.</p> <p>16. Build in OPPORTUNITIES for practice throughout the day – both through learning activities and every day routines. <b>Handout: Friendship Article</b></p>
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**Friendship Skills**

- Gives suggestions (play organizers)
- Shares materials
- Is helpful/ a team player
- Takes turns (reciprocity)
- Gives compliments
- Begins to accept similarities and differences in others
- Understands how and an apology
- Begins to empathize



<p><b>Slide 8</b></p> <ol style="list-style-type: none"> <li>1. Discuss that when children are successful at making friends, they have opportunities to learn and practice many social skills such as cooperation, sharing, turn taking, problem solving, and conflict resolution. <b>Set Friendship goals! (in IEPs)</b></li> <li>2. Explain that there are several discrete behaviors that young children engage in during play with each other that seem to be directly related to having friends (Tremblay et al., 1981). That is, children who do more of these behaviors are more likely to have friends.</li> <li>3. These specific behaviors will be described in more detail. <ul style="list-style-type: none"> <li>• Gives suggestions (play organizers) - Children who are able to organize play can create play opportunities for themselves and other</li> <li>• Shares toys and other materials - Children who are able to share have more positive experiences with peers. This skill allows them to practice and experience positive social interactions</li> <li>• Is helpful/ a team player - Being helpful makes it easier for children to play and respond to other.</li> <li>• Takes turns (reciprocity) - Turn-taking might involve children playing a game where “you take a turn, I take a turn”, they might ask for their turn with a toy, they might get a friend’s attention to initiate play by looking, tapping, or holding out their hand to indicate</li> </ul> </li> </ol>
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	<p>initiation of play and turn taking.</p> <ul style="list-style-type: none"> <li>• Gives compliments - Giving complements enhances and solidifies friendships</li> <li>• Begins to accept similarities and differences in others</li> <li>• Understands how and when to give an apology - Children begin to pay attention and be responsive to the feelings of others</li> <li>• Begins to empathize - Children recognize their actions influence another person and how that person feels as a result</li> </ul>
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<p><b>Activity Organizers</b></p>  <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Children who are able to organize an activity can create opportunities for themselves and others to work together</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Children may try to get a friend's attention, distribute materials, suggest ideas for a group project</li> <li>• Children frequently use "let's" statements</li> </ul>	<p><b>Slide 9</b></p> <ol style="list-style-type: none"> <li>1. Rationale – Children who are able to organize play situations can create play opportunities for themselves and others.</li> <li>2. Adult Description <ul style="list-style-type: none"> <li>• Play organizers might try to get a friend's attention, give a friend a toy, or give an idea of what they might do with a toy or material.</li> <li>• With preschoolers, play organizers are usually "Let's" statements, such as, "Let's play trucks."</li> </ul> </li> </ol> <p>Often these "Let's" statements are followed by suggestions about roles (e.g., "You be the driver and I'll put the logs on the truck") or specific activities (e.g., "Roll it to me.").</p>
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<p><b>Sharing</b></p>  <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Children who are able to share have more positive experiences with peers</li> <li>• This skill allows them to practice and experience positive social interactions</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Children may offer to share materials they are using, respond to requests from others, ask others to share, or refuse to share</li> </ul>	<p><b>Slide 10</b></p> <ol style="list-style-type: none"> <li>1. Rationale <ul style="list-style-type: none"> <li>• Children who are able to share toys and materials often have more positive experiences interacting with peers.</li> <li>• In turn, since having this skill allows them opportunities to practice and experience positive social interactions, they also begin to learn how to better handle situations when they don't want to share what they are playing with.</li> <li>• As adults, we often expect young children to share without helping them understand what it means to do so (Kemple, 2004).</li> </ul> </li> <li>2. Adult Description <ul style="list-style-type: none"> <li>• Sharing takes many forms among preschoolers.</li> <li>• Children might: <ul style="list-style-type: none"> <li>• Offer to share materials they are playing with,</li> <li>• Respond to requests from other children to share ("Can I have some of your paint?"),</li> <li>• Ask others to share what they are playing with and</li> </ul> </li> </ul> </li> </ol> <p>Refuse to share what they are playing with</p>
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<p><b>Being Helpful/Team Player</b></p>  <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>- Being helpful makes it easier for children to join in to activities and respond to others</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>- Takes many forms</li> <li>- Children can tell or show a friend how to do something</li> <li>- Children can help someone in distress</li> </ul>	<p><b>Slide 11</b></p> <ol style="list-style-type: none"> <li><b>1. Rationale</b> <ul style="list-style-type: none"> <li>• Being helpful or a team player is another skill that makes it easier for children to play and respond to others.</li> </ul> </li> <li><b>2. Adult Description</b> <ul style="list-style-type: none"> <li>• Being helpful or assisting others takes many forms at the preschool level.</li> <li>• Children might help each other onto or off of an apparatus, they can tell or show a friend how to do something; or they can assist someone in distress.</li> </ul> </li> </ol>
<p><b>Taking Turns</b></p>  <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>- Forming friendships is dependent on two patterns of interaction:       <ol style="list-style-type: none"> <li>1. Reciprocal interactions (turn taking)</li> <li>2. Length of interaction</li> </ol> </li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>- Children take turns in games and activities, ask for turns, or refuse turns</li> </ul>	<p><b>Slide 12</b></p> <ol style="list-style-type: none"> <li><b>1. Rationale</b> <ul style="list-style-type: none"> <li>• The formation of friendship is equally dependent upon two patterns of interaction:           <ul style="list-style-type: none"> <li>• First, it is necessary for children to be reciprocal in their interactions (each has a turn).               <ul style="list-style-type: none"> <li>• Reciprocity has two dimensions. Initially, children need to be responsive to the social bids/requests of others.</li> <li>• Also, over a period of time (say several months), it is important that there be a relatively equal number of occasions that each member of a friendship dyad starts an interaction.</li> </ul> </li> <li>• In addition to reciprocity, friendship patterns of interaction are also characterized by the length of interaction occurrences.               <ul style="list-style-type: none"> <li>• That is, friendship pairs engage in gradually longer play episodes and interactions.</li> <li>• When turn taking skills are high, the length of interactions increases.</li> </ul> </li> </ul> </li> </ul> </li> <li><b>2. Adult Description</b></li> </ol> <p>Turn-taking might involve children playing a game where “you take a turn, I take a turn”, they might ask for their turn with a toy, they might get a friend’s attention to initiate play by looking, tapping, or calling them, or holding out their hand to indicate initiation of play and turn taking.</p>
<p><b>Giving Compliments</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>- Giving compliments enhances and solidifies friendships and creates a sense of community in a classroom</li> </ul>  <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>- Children compliment peer success, appearances, creations, etc.</li> </ul>	<p><b>Slide 13</b></p> <ol style="list-style-type: none"> <li><b>1. Rationale</b> <ul style="list-style-type: none"> <li>• Although these behaviors do not often occur among preschoolers, they tend to have a powerful effect on the formation of friendships.</li> </ul> </li> <li><b>2. Adult Description</b> <ul style="list-style-type: none"> <li>• Preschoolers compliment one another’s successes, buildings, and appearances.</li> <li>• They might say, “Good job Juan,” “He’s a smart boy,” “I like the way you painted that picture of your house.”</li> </ul> </li> </ol>

<p>Teaching How &amp; When to Give Apologies</p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Children begin to pay attention and be responsive to the feelings of others</li> </ul>  <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>Children recognize their actions influence another person and how that person feels as a result</li> <li>Children verbalize an empathetic response</li> </ul>	<p><b>Slide 14</b></p> <ol style="list-style-type: none"> <li><b>Rationale</b> <ul style="list-style-type: none"> <li>Learning when and how to give apologies, just like learning how to give compliments, can have positive effects on the formation of friendships.</li> <li>Children begin to learn how to pay attention and be more responsive to their friends' feelings as well as how their behavior affects others.</li> </ul> </li> <li><b>Adult Description</b> <ul style="list-style-type: none"> <li>Children recognize their actions influence another person and how that person feels (empathy)</li> <li>Children verbalize this recognition <ul style="list-style-type: none"> <li>Children might say, "I'm sorry I hit you when you took my ball," or "I didn't mean to push you."</li> </ul> </li> </ul> </li> </ol>
<p>Identifying Feelings in Self &amp; Others</p> <p>Learning words for different feelings</p> <p>Empathy training</p> <p>Learning to recognize how someone else is feeling</p> <ul style="list-style-type: none"> <li>Facial cues</li> <li>Body language</li> <li>Tone of voice</li> <li>Situational cues</li> </ul>  <p>Learning how to control anger, relax, and calm down</p>	<p><b>Slide 15</b></p> <ol style="list-style-type: none"> <li>Discuss that it is impossible for a child to be able to coordinate their own feelings with those of others unless they are aware of others' feelings and unless they care about the effect of their behavior on others (Hyson, 2004).</li> <li>Discusses ways in which children learn to identify feelings in themselves and others. <ul style="list-style-type: none"> <li>Explain to participants that we are going to continue to build on the ideas and strategies that we just talked about for building children's emotional literacy skills.</li> </ul> </li> </ol>
<p>Empathy</p> <p>Empathy is the identification with, and understanding of, other's feelings and situation</p>  <p><b>Teaching Empathy:</b></p> <ul style="list-style-type: none"> <li>Model empathy</li> <li>"Alike" &amp; "different" activities</li> <li>Draw children's attention to how others are feeling</li> <li>Role plays and role reversals</li> <li>Reinforce empathy behaviors</li> </ul>	<p><b>Slide 16</b></p> <ol style="list-style-type: none"> <li>Read definition of empathy. <ul style="list-style-type: none"> <li>Note that developing a sense of empathy in children is dependent on the child having a good emotional vocabulary</li> <li>If the child cannot identify his own emotions, he cannot identify the emotions in others</li> </ul> </li> <li>Empathy is also a foundation for problem solving <ul style="list-style-type: none"> <li>For children to engage in problem solving, they must be able to see the situation from the view point of the other children or adults involved</li> </ul> </li> <li>Discuss the following ways to teach empathy skills: <ul style="list-style-type: none"> <li>Model empathy for children.</li> <li>Do "alike" and "different" activities to show how we are all alike in some things and different in others, and that is what makes us special.</li> <li>Draw children's attention to how others are feeling. <ul style="list-style-type: none"> <li>Talk about the use of storyboards as potential teaching tools. With storyboards, teachers have large paper dolls without mouths. <ul style="list-style-type: none"> <li>An assortment of different feeling faces (happy, sad, mad, nervous, excited, etc.) is</li> </ul> </li> </ul> </li> </ul> </li> </ol>

available. The teacher then tells a story about the boy/girl paper doll and pauses to allow the children to identify the feeling the paper doll might be experiencing.

- Children can also cut pictures of different feeling faces out of magazines and then talk about how the person in their picture feels and how they know that is how the person feels (happy/smile on face, sad/tears running down face, mad/scowl on face). These kinds of activities help children understand how others are feeling.
- Role play situations so children have opportunities to see how they might respond to another person who might be sad, hurt, etc....
  - Ask children how they would feel if they were crying and another child tried to help them feel better.
  - How would they feel if no one paid any attention to them if they were crying?
- Reinforce empathy behaviors.

Ask participants to share some other ideas about teaching children “empathy”.

**Activities to Support Friendship Skills**



**Slide 17**

1. These are some examples of activities to support the development of friendship skills.
  - It is very important to point out that all of these activities build on the skills needed to develop friendships and allow children opportunities to practice using these skills.
  - They don’t just use the word “friend.” These types of activities also help in establishing a classroom atmosphere of “being friends,” sharing and helping each other out.
2. Friendships develop easier when all children feel included. Take the time to learn about the similarities and differences of the children in your care. Make sure your learning activities and daily routines support the needs of all children.
  1. Quickly go over the ideas for supporting friendship included on the next slides.

**Activities to Support Friendship Skills**

Use Cooperative Toys

Examples:

- Balls
- Board games
- Puppets
- Board Games
- Dramatic Play Materials
- Puzzles
- Role Plays



Friendship Can



**Slide 18**

1. Using cooperative toys – toys that require two children working together gives children real-life opportunities to practice developing friendship skills.
  - Balls need someone to throw and someone to catch
  - Board games require 2+ children to play the game
  - Puppets need operators; observers; sound-makers, etc.
  - Wagons need a puller or a pusher and a person inside the wagon.
  - Some puzzles are more fun to put together with a friend, such as the puzzles that have two possible pictures – one on

the front side of the puzzle piece and a different picture on the back of the piece or on the board that the pieces go into.

## 2. Friendship Can

- During large group time, have children generate a list of different things they can do to be a friend.
- Introduce the “friendship can” – which is a decorated can with names of all of the children in the can.
- Have each child draw out a name.
  - Children can then use their friendship skills to do something with or for their “friend” throughout the day.
  - They can make something special for their “friend,” play with their friend, share with their friend, compliment their friend, help their friend, etc.
- During the day (as well as summarizing at the end of the day), children and teachers can talk about how they are using their friendship skills with their friend.

### Activities to Support Friendship Skills



## Slide 19

### 1. Friendship Tree/Compliment Tree

- Make a big tree without leaves that can be displayed on a wall.
- Have leaves made from construction paper stacked by the tree.
- As adults and children notice others using friendship skills, write the skill that was used on a leaf and add it to the tree.
- At the end of the day, “celebrate” the new leaves that were added to the tree. Describe the specific friendship skills that were used each day. You can also use the same idea to make a compliment tree.

### 2. Planting Seeds of Friendship

- Have children plant seeds (“seeds” of friendship) in small cups throughout the year.
- As new children join the classroom, children can give them one of their “friendship cups” to welcome them to the classroom. Each “friendship cup” has a welcome note that was made by the children (along with their teacher!).
- To introduce this activity, tell the children that you are all going to work together to make “seeds of friendship” so that new children will feel welcome and be able to make new friends! Talk about how hard it can be to be the “new” child! Ask children what friendship skills they can use to help new children feel welcome (play with new child, share toys, help new child learn the rules, schedule, names of other children, etc.).

<p>Activities to Support Friendship Skills</p> <p>Friendship Quilt      Friendship Journal</p> 	<p><b>Slide 20</b></p> <ol style="list-style-type: none"> <li>1. Friendship Quilt <ul style="list-style-type: none"> <li>• Children make a quilt out of construction paper squares that hang together on the wall.</li> <li>• Each square has pictures of children in the classroom (labeled with their names) as well as pictures of children using friendship skills like sharing, playing together, or helping each other (which are also labeled).</li> <li>• This is a good activity to use at the beginning of the year to help children learn everyone’s name as well as friendship skills.</li> <li>• Squares are added to the quilt as children use their new friendship skills.</li> </ul> </li> <li>2. Friendship Journal <ul style="list-style-type: none"> <li>• Create a friendship journal that has friendship skills and pictures of the children in the classroom using these skills.</li> <li>• This journal can be added to the book area for children to look at throughout the year.</li> </ul> </li> </ol>								
<p>Scripted Stories</p>  <p>Friendship Activities Handout 3</p>	<p><b>Slide 21</b></p> <ol style="list-style-type: none"> <li>1. Scripted Stories <ul style="list-style-type: none"> <li>• <b>Distribute friendship-related scripted stories for participants to review</b></li> <li>• Scripted stories can form the basis for formal promotion strategies</li> </ul> </li> <li>2. For other ideas, refer participants to <b>ISU Handout Creative Play: Friendship Activities.</b></li> </ol>								
<p><b>Activity: Action Planning</b></p> <ul style="list-style-type: none"> <li>• Select 2 friendship activities you will introduce to your classroom</li> <li>• In large group, how will you introduce the friendship skill related to that activity</li> </ul> <table border="0"> <tr> <td>• Play Organizers</td> <td>• Giving Compliments</td> </tr> <tr> <td>• Share</td> <td>• How &amp; When to Apologize</td> </tr> <tr> <td>• Taking Turns</td> <td>• Empathy</td> </tr> <tr> <td>• Being Helpful</td> <td></td> </tr> </table>	• Play Organizers	• Giving Compliments	• Share	• How & When to Apologize	• Taking Turns	• Empathy	• Being Helpful		<p><b>Slide 22</b></p> <ol style="list-style-type: none"> <li>1. Distribute <b>Handout Friendship Activities</b> and <b>Enhancing Friendship Skills</b> to provide teachers with more ideas on embedding the teaching of friendship skills into the classroom routine.</li> <li>2. Have participants complete Action Plan</li> <li>3. Allow participants time to complete the activity.</li> <li>4. Have participants share 1-2 ideas with the group.</li> </ol> <p><u>ADDITIONAL RESOURCES</u></p> <ul style="list-style-type: none"> <li>• <b>You've Got to Have Friends- Article</b></li> <li>• <b>Brief 8 - Promoting Positive Peer Social Interactions</b></li> <li>• <b>Brief 17 - Strategies for Increasing Peer Social Interactions: Prompting and Acknowledgment</b></li> </ul>
• Play Organizers	• Giving Compliments								
• Share	• How & When to Apologize								
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• Being Helpful									
<p>Questions?</p> 	<p><b>Slide 23</b></p>								

