

### 3d. Adults are interacting with or facilitating interaction between children.

Quality indicators:

- Classroom staff and service providers interact with all children in consistent but varying roles to enable children to experience various situations throughout the day.
- Adults are engaged with activities with children and encourage independence in the use of functional skills.
- Adults allow children to assume to role of activity leader and follow the lead of the children while guiding them in their use of social interactions across situations.
- Adults exhibit proximity to the children by remaining in areas where children are working, are at the children's eye level, and respond when children seek help.



Questions to ask:

- ✓ When and how do you allow children to “take the lead” in the classroom or during unstructured activities?
- ✓ How do you help children develop independence in their interactions with peers and adults?



Supports, Accommodations, Adaptations

Links for Additional Information  
Right click to open in new window

#### Universal Supports

- Arrange the room so that children have a variety of interesting activities, as well as access to materials needed to independently make choices, develop play scenarios with peers, and participate in activities.
- Provide centers and toys that encourage children to initiate activities and to invite friends to join.
- Reference and discuss skills for peer interactions during activities. Relate books to social skills.

[Activities that Encourage Cooperative Play](#)

[Process for Teaching Social Skills](#)

[Social Development for Groups of Children](#)

#### Targeted/Specialized Supports

- Provide and teach visuals related to class rules, routines, and peer interactions.
- Facilitate peer interactions and encourage skills such as initiating play, problem solving, and handling conflict.
- Provide feedback, reinforcement, and additional instruction and practice in self-regulation, requesting help, and using skills in varying situations.

[Facilitating Peer Interaction - University of Arizona](#)

[Teaching Young Children Self-Control Skills](#)

[Supporting Children During Play](#)

#### Intensive Interventions

- Develop lessons that address specific skills. Provide and teach self-regulation strategies.
- Develop social stories that address a specific skill for children experiencing difficulty. Include visuals and actual photos in the story.

[Process for Teaching Social Skills](#)

[TATS Talks - Developing and Teaching Social Skills Lessons](#)

[Visual cue Scripts for Playing with Friends](#)