

1. Engagement and responsiveness

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

Quality indicators:

- Adults are engaged with activities with children.
- Adults allow children to assume to role of activity leader and follow the lead of the children.
- Adults give children the strategies they need to successfully interact with peers and adults.
- Adults exhibit proximity to the children by remaining in areas where children are working and are at the children's eye level.



Questions to ask:

- ✓ *When / 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
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Universal Supports

- Arrange the room so that children have a variety of interesting 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](#)

[Book Nook - Example of Using Books to Support Social Emotional Skills](#)

Targeted/Specialized Supports

- Provide and teach visuals related to class rules, peer interactions.
- Facilitate peer interactions and encourage skills such as initiating play, problem solving, and handling conflict.
- Remain in close proximity to groups of children for monitoring, providing guided practice of play and interaction skills.
- Provide feedback, reinforcement, and additional instruction and practice

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

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

[Supporting Children During Play](#)

[Helping Children Learn to Make Decisions](#)

[Grouping Children for Social Growth](#)

Intensive Interventions

- Develop or use a curriculum of lessons that address specific skills. Provide intensive intervention and additional instruction for children who are experiencing difficulties.
- Provide and teach visual cues for social interaction.
- Develop social stories that address a specific skill for children experiencing difficulty. Include visuals and actual photos in the story.

[How to Choose a Social Skills Curriculum](#)

[Process for Teaching Social Skills](#)

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

[Facilitating Peer Interaction](#)

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