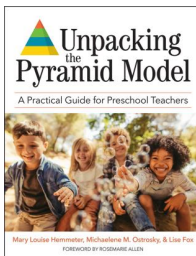


# Unpacking the Pyramid Model: Friendship Skills and Strategies for Teaching Them

Brookes Coffee Chat  
April 14, 2021



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1

## Webinar Tips

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- 2 To submit a question, click "Questions" in the webinar panel and type in your question
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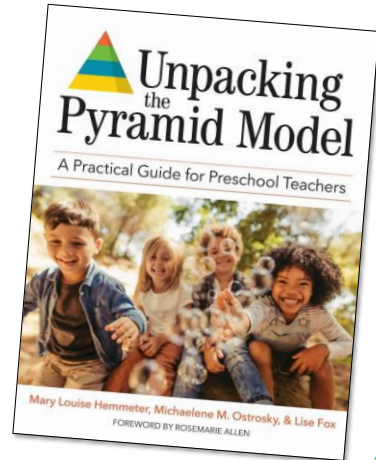


2

## Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers

Created by Pyramid Model developers and experts, this is the first book to provide a comprehensive, step-by-step overview of the Pyramid Model for children ages 2–5.

[bpub.fyi/Unpacking-PM](http://bpub.fyi/Unpacking-PM)



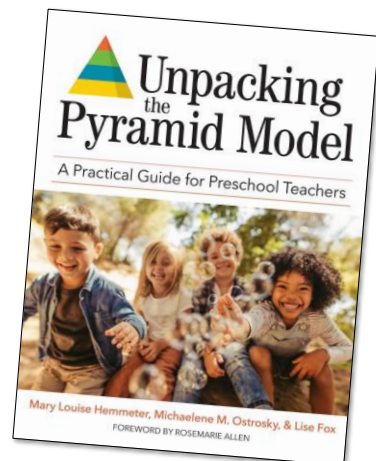
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## Book Giveaway

We're giving away a **FREE** copy of

### Unpacking the Pyramid Model

One attendee will be selected at random and emailed after the webinar. Submit your questions to increase your chances!



4

## Certificates

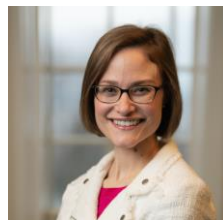
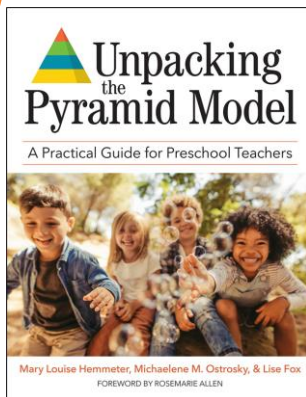
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5

## Introductions



Lori Meyer



Molly Milam



Micki Ostrosky



6

## Objectives

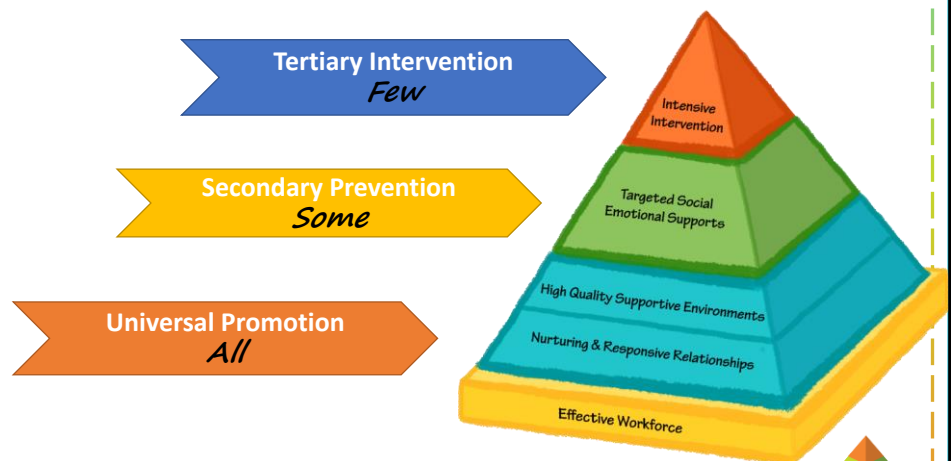
By the end of today's chat, you will be able to:

1. Name two indicators for determining the presence of a friendship between young children;
2. Describe class-wide, small group/partners, and individualized teaching strategies and supports for teaching friendship skills across daily routines & activities; and
3. Describe steps for partnering with families to support children's development of friendships.



7

## Pyramid Model for Promoting the Social and Emotional Competence of Young Children



A Framework of Evidence-Based Practices



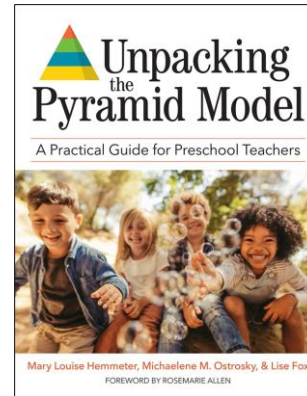
8

### Checklist for Effective Friendship Practices

Teachers foster a culture of friendship when they promote helpfulness and cooperation among children while intentionally and explicitly focusing on the formation of friendships. This checklist can help teachers ensure they are implementing effective friendship practices in their classroom.

| Practice  | Never | Sometimes | Often | Always |
|---|-------|-----------|-------|--------|
| 1. I assess children's classroom friendships through observation, I ask children about their friendships, and I ask family members and teaching staff about children's friendships. |       |           |       |        |
| 2. I communicate with families about children's friendships.  |       |           |       |        |
| 3. I model friendship skills with other adults and children.  |       |           |       |        |
| 4. I teach children friendship skills (e.g., help, share) by using a variety of materials and strategies.   |       |           |       |        |
| 5. I read books about friendship.   |       |           |       |        |
| 6. I discuss characteristics of good friends, including examples of friendships and of children who are using friendship skills.  |       |           |       |        |
| 7. I provide materials and design centers that are made for two to encourage partner play (e.g., balls, tandem bikes, two chairs at the computer center).                           |       |           |       |        |
| 8. I know the shared interests (e.g., preferred toys) among children and plan opportunities for children to engage in these interests together.                                     |       |           |       |        |
| 9. I allow opportunities for children to choose who they would like to sit by across the school day.  |       |           |       |        |
| 10. I provide time for children to work with partners of their choosing.  |       |           |       |        |
| 11. I occasionally place children together to support their formation or maintenance of a friendship.   |       |           |       |        |
| 12. I keep some groupings (e.g., partners, small groups) consistent so that children have multiple opportunities to work together.  |       |           |       |        |
| 13. I use peer-mediated interventions (e.g., Stay-Play-Talk).   |       |           |       |        |
| 14. I encourage reciprocity in relationships by supporting children as the helper if they often are the recipient of a peer's help.   |       |           |       |        |
| 15. I provide children with ideas about how to enter play with peers. When necessary, I enter children's play to extend and promote positive peer interactions.                     |       |           |       |        |
| 16. I provide positive descriptive feedback to children who are using friendship skills.  |       |           |       |        |
| 17. I provide families with information and strategies for the promotion of friendship skills at home and in the community.   |       |           |       |        |
| 18. I partner with families to develop individualized strategies to strengthen a child's friendship skills at home and in the community.  |       |           |       |        |

Adapted from Chapter 12 of *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers* edited by Mary Louise Hemmeter, Michaelene M. Ostrosky, Ph.D., & Lise Fox, Ph.D. © 2021 Brookes Publishing Co., Inc. All rights reserved.



9

## Key Social Emotional Skills Children Need as They Enter School



- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems



10



Think about your best friend...  
Why is he or she your best friend?  
What words describe him or her?



11

## How Do We Know Friendships Exist?



12



## When Do Friendship Skills Develop?

| Age              | Relationships with Caregivers   | Relationships with Peers  | Social-Emotional Skills   |
|------------------|---|---|---|
| 0 to 12 months   | <ul style="list-style-type: none"> <li>Recognize voices</li> <li>Imitate caregivers</li> <li>Express excitement</li> <li>More refined crying</li> </ul>   | <ul style="list-style-type: none"> <li>Shows more in objects than peers</li> </ul>  | <ul style="list-style-type: none"> <li>Begins to understand own name</li> <li>Demonstrates strong feelings</li> </ul>   |
| 12 to 18 months  | <ul style="list-style-type: none"> <li>Prefers known individuals</li> <li>Expresses distress when separated from caregiver</li> <li>Can point or gaze to communicate requests</li> </ul>                              | <ul style="list-style-type: none"> <li>Shows interest in peers by observing them</li> </ul>   | <ul style="list-style-type: none"> <li>Explores environment</li> <li>Demonstrates independence</li> </ul>   |
| 18 to 24 months  | <ul style="list-style-type: none"> <li>Prefers caregivers to others</li> <li>May demonstrate separation anxiety</li> <li>Begins to play independently</li> <li>Engages in more complex verbal interactions</li> </ul> | <ul style="list-style-type: none"> <li>Continues to observe peers closely</li> <li>Begins to engage in parallel play</li> </ul>                               | <ul style="list-style-type: none"> <li>Continues to display independence</li> <li>Experiences mood swings</li> </ul>  |
| 24 to 36 months  |   | <ul style="list-style-type: none"> <li>Can play, share, and take turns with adult support</li> </ul>  | <ul style="list-style-type: none"> <li>Shows concern for others</li> <li>Uses names for self and others</li> </ul>  |
| 36 to 48 months  | <ul style="list-style-type: none"> <li>Engages in independent play</li> <li>Separates from caregivers with ease</li> </ul>  | <ul style="list-style-type: none"> <li>Interacts with peers often through play and conversation</li> </ul>  | <ul style="list-style-type: none"> <li>Begins to show emotional regulation</li> <li>Learning to label and describe emotions</li> </ul>  |
| 48 to 60+ months |   | <ul style="list-style-type: none"> <li>Forms preferred friendships</li> <li>Socially competent with peers</li> <li>Plays games with other children</li> </ul> | <ul style="list-style-type: none"> <li>Can take turns in conversations</li> <li>Develops cooperation skills</li> <li>Describes emotions</li> <li>Can problem solve and resolve conflict with adult support</li> </ul> |

Adapted from Barton, 2014

13

## What Can You Do *Early On* – to Promote the Development of Friendship Skills?



- Encourage toddlers to help each other and do routines together
- Provide positive verbal support for play between children
- Read books about friends, playing together, helping each other, etc.
- Provide opportunities to practice turn-taking and sharing



14

## Friendship Skills

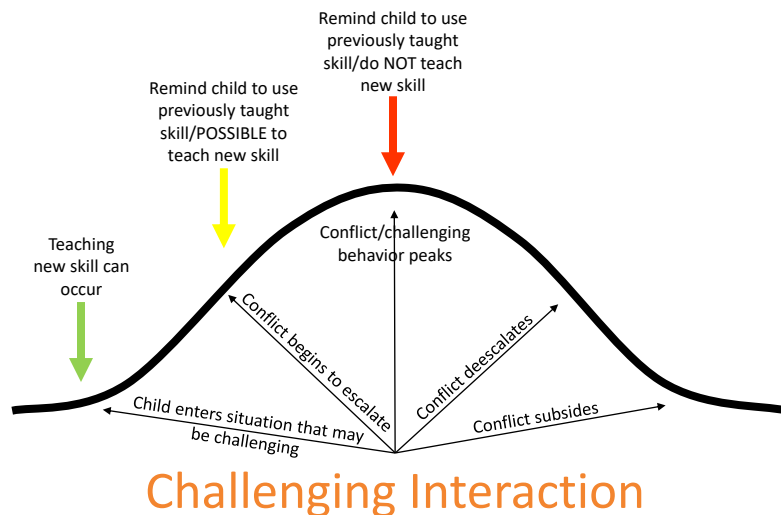


- Gives suggestions (play organizers)
- Shares toys & other materials
- Takes turns (reciprocity)
- Is helpful (assists)
- Affectionate
- Give compliments
- Understands how & when to check-in and give an apology
- Begins to empathize
- Responding to & maintaining initiations



15

## When Should We Teach Friendship Skills?



16



## Teaching Friendship Skills: Class-wide Approaches

Universal Promotion  
*All*



17

## Sample Lessons to Support Development of Friendship Skills

- Friendship can: Put names in can, children draw name, make something special for a friend
- Pair up to plant seeds of friendship and care for together
- Friendship “hands” tree
- Compliment links
- Friendship books
- Autograph book of friends
- “My friend” art (it takes two)
- Friendship music/songs [www.songsforteaching.com](http://www.songsforteaching.com)
- Movement partners



18

## Using Children's Literature



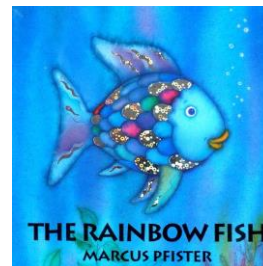
19

## Book Nooks

*I Can Share*  
By Karen Katz



*Rainbow Fish*  
By Marcus Pfister



<https://challengingbehavior.cbcs.usf.edu/Implementation/Program/strategies.html>

20

## Teaching Friendship Skills: Secondary Strategies & Supports

Secondary Prevention  
*Some*



21

## Peer-mediated Interventions

Adults

Peer Buddies

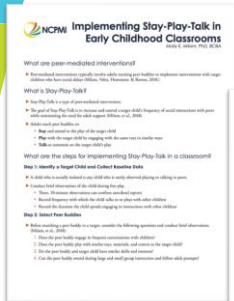
Target Children

Training  
Sessions

Peer Buddy  
Implementation

22

# Peer-mediated Interventions: Stay-Play-Talk



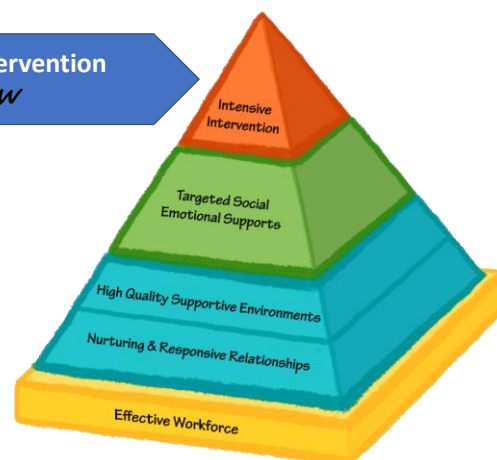
[challengingbehavior.cbcs.usf.edu/docs/Stay-Play-Talk.pdf](http://challengingbehavior.cbcs.usf.edu/docs/Stay-Play-Talk.pdf)

Milam et al., 2018

23

## Teaching Friendship Skills: Individualized Teaching Strategies & Supports

**Tertiary Intervention**  
*Few*



24

## Scripted Stories – Super Friend

### I Can Be a SUPER FRIEND!



Created by Lisa Grant & Rochelle Lentini  
2002

<https://challengingbehavior.cbcs.usf.edu/Implementation/Program/strategies.html>



[https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills\\_super\\_friend-award.pdf](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_super_friend-award.pdf)



25

## Play Scripts

Table 1

An Example of a Sociodramatic Script

Setting: carnival-hoop game

Characters: booth attendant (B), assistant (A), customer (C)

A hula hoop and balls representing a ball toss game were used. A money pouch, tickets, and carnival prizes were used to simulate carnival materials.

|                              | <u>Minimal verbal</u> | <u>Nonverbal</u>               | <u>Elaborated</u>                            |
|------------------------------|-----------------------|--------------------------------|--|
| B: Introduces game.          | Ball toss.            | Holds balls in front of him.   | Come one, come all. Play the ball toss game. |
| C: Requests price.           | How much?             |                                | How much does the game cost?                 |
| B: Names price.              | One dollar.           | Points to sign with the price. | It costs one dollar for three balls.         |
| C: Requests tickets.         | Tickets.              | Points to roll of tickets.     | I'll buy some tickets.                       |
| A: Offers assistance.        | How many?             |                                | How many tickets would you like?             |
| C: States number of tickets. | Three.                | Holds up three fingers.        | I'd like three tickets, please.              |
| C: Exchanges money with A.   | Here.                 | Gives money to A.              | I need some change please.                   |
| A: Receives money from C.    | Thanks.               | Extends hand to obtain mon-    | I'll have to get some change.                |

Table from Goldstein & Cisar, 1992

26

## Visuals – Initiating Play



### Step 1

I can tap my friend on the shoulder.



### Step 2

I can say "let's play!"



### Step 3

I can gently take a friend by the hand.



### Step 4

I can give my friend a toy that I want to share.

<http://depts.washington.edu/hscenter/>



27

## Activity Skills Matrix

Class: Cheryl's

Week: 1/22-1/27

| Routine                    | Child: Amy                   | Child: Zane                          | Child: Tyler          |
|----------------------------|------------------------------|--------------------------------------|-----------------------|
| <b>Arrival/ Table time</b> | Checks in with feeling chart | Says Hello to peers                  | Invites peer to play  |
| <b>Circle time</b>         | Identifies emotions in self  | Greets peer during Good Morning song |                       |
| <b>Free Choice</b>         | Stays with peer for 5 min    | Chooses a friend to play with        | Invite peers to play  |
| <b>Snack</b>               |                              | Choose a friend to sit next to       | Offers to help others |
| <b>Outside</b>             | Stays with peer for 5 min.   | Chooses a friend to play with        | Invites peers to play |



28



- 

## 15



## Benefits of Having Friends

- Increase self esteem and self confidence
- Help you develop social skills
- Less disruptive/inappropriate behavior
- More positive attitudes about people with disabilities
- Equal if not greater, developmental progress
- Contribute to quality of life
- Build our capacity to empathize



31

## In Summary

- Close friendships are reciprocal, voluntary, and yield many benefits for young children's social emotional development and academic success
- Friendship skills help children form and maintain friendships
- Friendship skills can be taught using a variety of materials and strategies across daily routines and activities
- Partnering with families can help foster children's friendships: Learn from one another and share friendship stories and strategies



32

# THANK YOU



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33

# Questions?

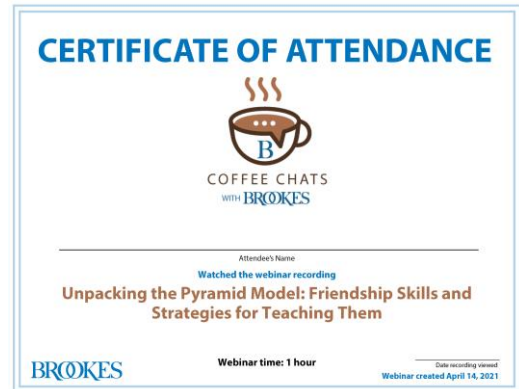


34

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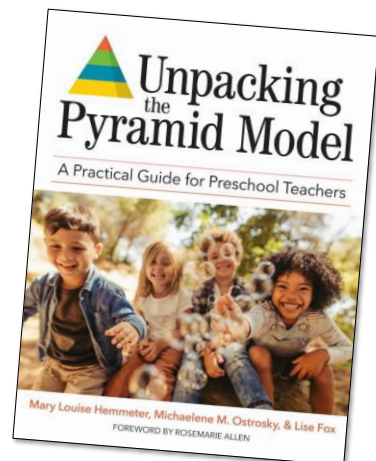


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37

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## COVID-19 Resources

- Recommended reading
- Downloadable resources
- Professional development webinars

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39

# Thank You!



40