


Unpacking the Pyramid Model – Session 3: Friendship Skills

Molly E. Milam, PhD, BCBA-D
Pyramid Model Consortium
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Chapter 12: Friendship Skills & Strategies for Teaching Them





Lori Meyer



Molly Milam




Micki Ostrosky





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Session 3 Objectives



- Understand the importance of friendship and key components in creating a culture of friendship for young children
- Describe how to actively teach children friendship skills and embed opportunities for practice throughout the day
- Demonstrate the ability to use resources and materials to assess and support children's friendship skills

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Housekeeping




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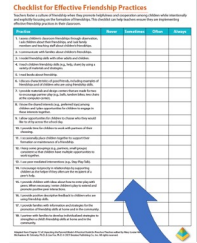
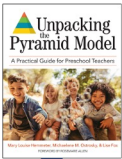

Overarching Materials



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Checklist for Effective Friendship Practices

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NCPMI Website

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Session 3A - Agenda

- What are Friendship Skills?
- Why Teach Friendship Skills?
- When & How?
- Teaching Friendship skills

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Why Teach Friendship Skills?

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Why Teach Friendship Skills?

- Children without appropriate social emotional skills are more likely to use challenging behavior
- Children should have a sense of belong and acceptance for who they are
- Encouraging friendship through a responsive environment, can promote helpfulness and cooperation

Which Leads to a Culture of Friendship!

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The Science Behind Friendships

Friendships are closely related to children's development of **self-confidence**, **academic success** in school, and **positive relationships** with others throughout adulthood (Meyer & Ostrosky, 2014)

Friendships provide children with opportunities to practice emerging skills and it may provide them with the social and emotional support necessary to be socially accepted by their classmates (Odom et al., 2006)

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Why Teach Friendship Skills?

"...An ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places – homes, early childhood programs, neighborhoods, and other community-based settings."

We must promote "a sense of belonging for every child."

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DEC/NAEYC Joint Position Statement

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Module 2 Handout 2.3: Social Emotional Teaching Strategies

You've Got to Have Friends

Gail E. Joseph, Ph.D. & Phillip S. Strain, Ph.D.
Center on Evidence Based Practices for Early Learning
University of Colorado at Denver

Cesar is one of the more popular children in his preschool class. He often lends his classmates in creating unusual and fun imaginary games. He readily shares toys and materials, often proposing a trade that works for all. Cesar laughs a lot, he is

on Chloe!" The differing social worlds experienced by Chloe and Cesar not only predict very divergent developmental trajectories in preschool, but they set the occasion for life-long consequences. Based upon longitudinal and retrospective research it is clear that Cesar is on a developmental path toward self-confidence, continual friendships, school success, and healthy adult adjustment. Chloe is sadly on a developmental path toward deepening isolation, loneliness, and adult mental health problems. Indeed early

something, or they can assist someone in distress.

Giving compliments – While these behaviors do not often occur among preschoolers they tend to have a powerful effect on the formation of friendships. Preschoolers compliment one another's successes, buildings, and appearances.

In addition to engaging in these discrete behaviors, the formation of friendship is equally dependent upon two patterns of interaction. First, it is necessary for children to be reciprocal

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What are Friendship Skills?

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What is Friendship?


- **How can we determine if two children are friends?**
 1. Reciprocal relationship
 - Do both children seem to like each other?
 2. Voluntary relationship
 1. Do both children choose to be together (without outside influences)?



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What are Friendship Skills?



Interactions

Share & take turns
Initiate & organize play

Communication

Initiate & respond
Use kind words

Problem-Solving

In communications & interactions

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What are 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

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When & How?

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

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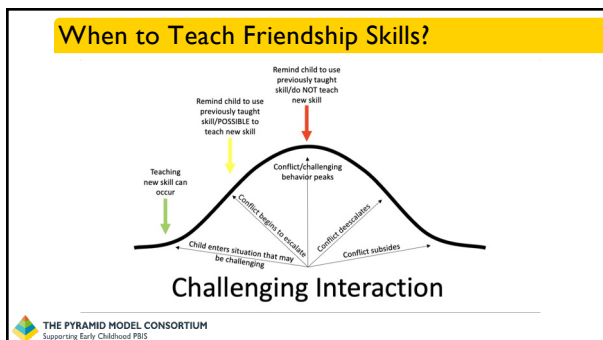
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How do Children Learn?

- 1. Acquisition** - New skill or concept
- 2. Fluency** - The ability to immediately use the skill or concept over time
- 3. Maintenance** - continuing to use the skill or concept over time
- 4. Generalization** - Applying the skill or concept to new situations, people, activities, ideas, and settings

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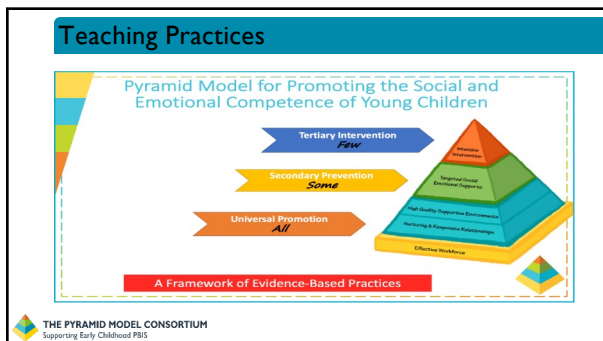


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Teaching Practices & Research Associated with Children's Friendship Skills

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Practice #1 – Knowing Friendships

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.

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Questions to reflect upon:

Is it reciprocal?	Do both children like each other?	Is the relationship voluntary?	Is the relationship uninfluenced by others?
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Meyer & Ostrosky, 2018

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Model What You Teach

Practice #3: I model friendship skills with other adults and children.




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Practice #5: Reading Books About Friendship

Children's Book List



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Practice #6: Discussing Friendships

I Can Share! by Karen Katz

Book Nook

Ideas for Using Books to Support Social Emotional Development



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NCPMI – Practical Strategies for Implementing

Practical Strategies for Implementing the Pyramid Model

The Pyramid Model is comprised of practices that are implemented by teachers and families. Below are ideas, resources, and illustrations of strategies that might be used to implement Pyramid Model practices and promote young children's social and emotional competence.

- Scripted Stories for Social Situations
- Tools for Working on Building Relationships
- Book Nook
- Teaching Social Emotional Skills
- Videos on Pyramid Practices

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Intentional Interactions

Table 1
Sensitive and Responsive Approaches to Facilitate Peer Interactions

- Watch and give guidance during peer interactions
- Look for initiations and communication (intentional or unintentional) directed toward peers
- Support children's responses towards peers
- Extend conversation among peers
- Foster enjoyment among peers to increase the chance that interactions will occur again in the future
- Communicate what is seen during peer interactions that embodies friendship by describing what children are doing and what they may be thinking and feeling that relates to being friendly
- Suggest play themes/ideas based on children's shared interests
- Help children see when other peers are interested by verbally interpreting children's interest
- Acknowledge and interpret (e.g., mirror, label) children's facial expressions, emotions, nonverbal body language, and vocalizations/verbalizations toward peers


Meyer & Yu (2018)

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Prompting Social Interactions

- Priming is a strategy that teachers use with children prior to their participation in a social activity.
 - "Ali, how can you ask Neva to share the tricycle with you?"
- The teacher can help Ali practice asking to share through role-play.
- Go try it out!




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Practices #7-12: Environmental Strategies

Arrange the Environment

Increase opportunities to practice friendship skills in everyday routines and activities



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Practices #7-12: Environmental Strategies

- **Group Composition**
 - Intentionally grouping children
 - To better facilitate the interaction of children who are friends
 - To allow for more practice

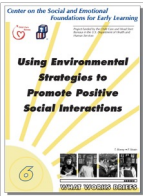
When needed, arrange the environment so an adult is nearby to provide instruction and support.

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Practices #7-12: Environmental Strategies

- **Classroom Materials/Centers**
 - Knowing shared interests
 - Using materials for partner play
- **Classroom Activities**
 - Cooperative activities
 - Friendship activities



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Practices #7-12: Environmental Strategies

- **Cooperative Activities**
 - Projects, tasks, or routines that encourage children to work together
 - Cardboard constructions
 - Partner jobs
 - Friendship can
- **Friendship Activities**
 - Non-competitive, teacher-directed games or songs that incorporate opportunities for peer interactions
 - "If You're Happy and You Know It"
 - Musical hula hoops

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Time for Questions



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End of Session 3A

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Unpacking the Pyramid Model – Session 3B: Friendship Skills

Molly E. Milam, PhD, BCBA-D
Pyramid Model Consortium
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Thank you!

Contact Information:
Molly Milam
mmilam1@ycp.edu



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