

NM Public School Preschool

Teaching Social Skills

Teachers with emotionally intelligent classrooms use a variety of intentional practices to teach children social skills. These intentional practices can be used during naturally occurring opportunities as well as during structured activities. During naturally occurring opportunities, teachers' model, and scaffold appropriate social skills, such as entering play or taking turns. For structured activities, teachers intentionally plan for children to work and play together giving them opportunities to learn and practice social skills.

(EI 6.1 Conversational Ability; 20.1 Cooperative Play; 25.2 Role-Plays)

Teachers can positively recognize children who are using appropriate social skills.

Examples of positive descriptive comments are:

- "Wow! You all worked together to clean up the block area!"
- "Thanks, Mary, for helping Dawn with the stool."
- "Annabelle shared the sand toys with Josh when she asked nicely!"



Teachers must model social skills throughout the day.

Ways to model social skills include:

- "I am waiting because it is her turn" while waiting for access to the sink.
- "Miss Teresa, I see you are waiting patiently for your friend, Amanda, to give you the red crayon."



Strategies to individualize instruction:

- Modeling social skills for individual child.
- Role-playing scenarios with child or small group.
- Using puppets to model social situations.
- Using scripted, social stories.
- Using pictures and other visual supports (Hemmeter, Fox, & Snyder, 2014).



References:

Hemmeter, ML; Fox, L. and Snyder, P. (2014). Teaching pyramid observation tool for preschool classrooms manual. Brooks Publishing: BaltimoreMD.

Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, Center on the Social and Emotional Foundations for Early Learning. Retrieved at: <http://csefel.vanderbilt.edu/>

PED. (2020). New Mexico Early Learning Guidelines.

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