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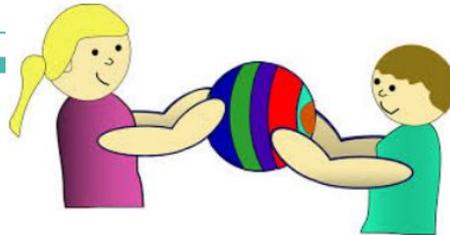
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# Facilitating Positive Peer Relationships

PASS 39  
November 28, 2017

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# Our Panelists

- Kristin Johnson (Early Childhood LBS)
- Vicki Musolf (LBS at Central)
- Kathleen Creevy (LBS at Harper)
- Pamela Hochwert (LBS at McKenzie)
- Randy Stotz (Social Worker at HMS)
- Alene Frost (D39 Social Worker)
- Debbie Clark (8th Grade Science)
- Tracy Parent (Consultant)



*...and that includes you!*

# Agenda

- **Promote/facilitate positive peer relationships at school**
  - General Education Curriculum
  - Targeted Interventions
  - Inclusive/Mentoring Opportunities
- **Strategies/Tools for home**
  - Social Narratives
  - Role Play
  - Structuring play dates/hanging out with friends
- **Navigating Social Media**
- **Small Group Discussions**
- **Additional Questions**



# Parent Questions

- How do I handle conflict between my child and other kids?
- When should parents intervene?
- What type of scaffolding should we provide?
- How can we help our kids work through misinterpretation of social cues?
- How do you support social communication with children who are nonverbal?
- How do I help my child who takes things very literally, to be more flexible?
- How do I help my child make good decisions and not succumb to peer pressure or get manipulated by peers?
- How do we address bullying? What should I do if my child is being bullied?
- My child feels singled-out. How do I help them feel more comfortable with their diverse learning needs?
- How do I help my child learn to self-advocate?

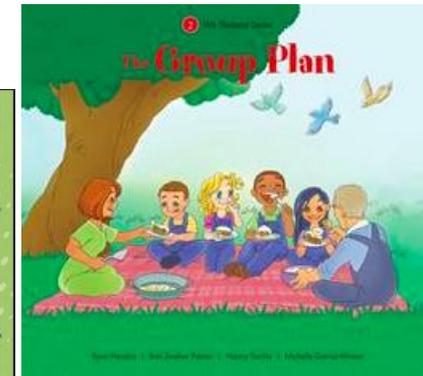
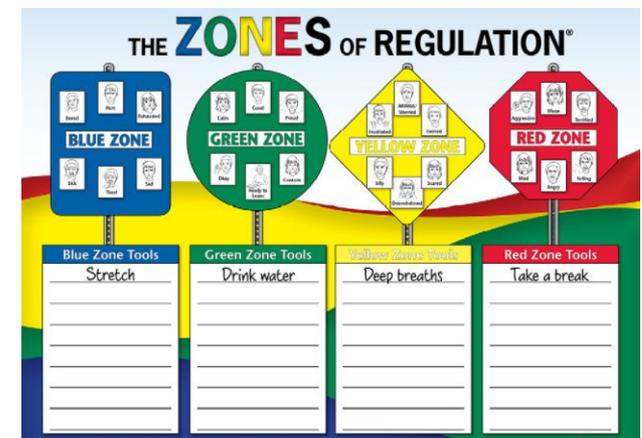
# Second Step

- Evidence Based Program develops social emotional skills through songs, games and hands on activities
- Second Step is available for use in all EC-8 classrooms across the district
- Designed to promote school success, self-regulation and a sense of safety and support
- Early elementary skills include how to stay focused, how to follow the rules and how to get along with others
- Upper elementary skills include participating in conversations, managing strong feelings, managing anxiety, and taking responsibility



# Targeted Interventions

- **Zones of Regulation**
  - Focus on Self-Regulation and Strategies to manage emotions, impulses, sensory needs and improve ability to problem solve conflicts
  - Categorizing feelings and states of alertness into four different zones (blue, green, yellow, red)
- **Social Thinking**
  - Framework that teaches strategies to develop social competencies to effectively respond to social information and expectations
  - Skills include social awareness, executive functioning, perspective taking, social problem solving
  - Superflex
  - We Thinkers!



# Facilitating Inclusive and Mentoring Opportunities

- Peer Mentoring
- High Five Choir
- Recess and Lunch Groups
  - Recess Intervention (ie; recess resets, recess plans, recess clubs)
  - Lunch Bunch (staff facilitated small group, structured conversational game play)
- Natural/Integrated Opportunities
  - Collaboration during group projects



# Social Narratives

## What are they?

- Using social narratives is a concept that was developed in 1991 by a woman named Carol Gray.
- Social narratives are a tool that can be in a written or visual format to help individuals with disabilities better understand social situations.
- Social narratives give information about activities and model appropriate social responses to scenarios.

## Helpful Tips

- Include basic information, including the purpose of the activity.
- Try to incorporate as many details as you can.
- Use visuals.
- If any “hiccups” can be anticipated, include strategies to overcome them.
- If it’s part of your child’s plan, add a part about incentives.
- End on a positive note!

# Role Playing and Previewing Expectations

## How to Role Play

- Act it out!
- Focus on common or situations
- Make it fun, Be dramatic
- Conversational/Verbal Role Play, Provide a script if needed
- What if? Planning for problem in advance and how you could respond
- Practice! Practice Practice!
- Let them take the lead or switch roles
- Reflect on how it went and provide positive reinforcement

## How to preview expectations

- Who, what, where, when, how
- Agenda/timeline
- First/then statements
- Mini schedules
- Specific expectations
- Positive reinforcement

***“What’s your plan B?”***

# How to Structure a Playdate/Hangout

## Plan Ahead

- Think about what play skills your child already has. This is a good starting point for picking an activity
- Pre-select activities for the playdate/hangout
- Keep it short and simple to start
- Your child's teacher can be a great resource for choosing a playmate and can offer some recommendations

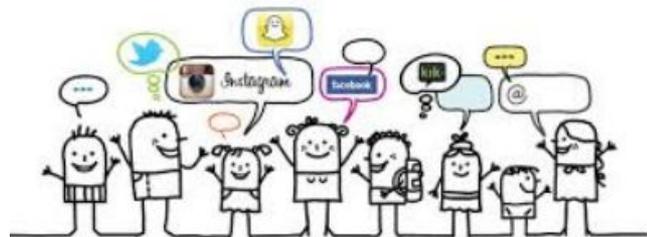
## Role Play

- Practice playing with a friend
- Talk about what might happen and possible responses to different situations

## Structured Play date Examples:

- Playing a familiar board game
- Playing tag
- Baking cookies
- Video games
- Building with legos
- Going to the movies
- Getting ice cream
- Going out for dinner
- Study Night
- "Expert activity"

# Navigating Social Media



-Knowledge is power (and an incredible sleep aid)

-Children love to switch the tables and teach us sometimes

-Seek resources!

-Strong argument points for adult supervision:

-Social media is intended for mature audiences

-“It is not your phone until your name is on the bill”

# Small Group Discussions

- What challenges, questions, or concerns do you have?
- Is there anything from the presentation you'd like to discuss in more depth?
- What has worked well for you that you'd like to share with others?



# Key Takeaways

- Be proactive!
- Be reflective!
- Include your child in the planning.
- Celebrate the small victories!

