


Office of Head Start
National Center
National Center on
Early Childhood Development, Teaching, and Learning

June 15, 2023

Supporting Preschoolers' Peer Relationships


Host
Marley Jarvis

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Presenter
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Learning Objectives

1. Describe how children learn to understand themselves and others.
2. Implement strategies to help preschoolers build healthy peer relationships.



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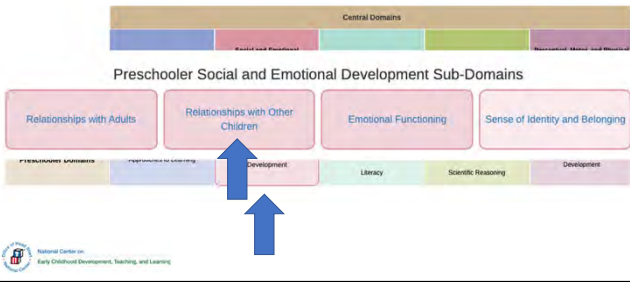
Why Should We Care About Children's Friendships?



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Where Does This Fit in With the Head Start Early Learning Outcomes Framework (ELOF)?



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ELOF Sub-Domain Indicators: Relationships with Other Children



Child develops friendships with one or two preferred other children.

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ELOF Sub-Domain Indicators: Relationships with Other Children



Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.



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Lots in the Other Sub-Domains, Too!



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What Is the Adults' Role in Supporting Peer Relationships?



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Education Staff Relationships with Children

- Modeling
- Positive Behavior Supports
- Sense of Belonging
- Emotional Environment



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Adults:

- Foster a sense of belonging
- Help plan activities and environments that are supportive of peer relationships
- Help keep all children safe
- Modeling initiating play with a new friend
- Model and support emotional understanding and conflict resolution




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Model and Talk About Emotions with Children



Curby et al. 2021


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Video:
Talking About Emotions

Strategies include:

- Labeling emotions
- Labeling with visual cues
- Using books to discuss emotions




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VIDEO PLACEHOLDER

BTS Emotions Excerpts for Webinar



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Allow Time for Peer Play



Stipek 2004

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Supporting the School Readiness and Success of Young African American Boys
Strategies for Culturally Responsive Strength-Based Practices




Video: Peer Play

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Browne and Gilmore 2021

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VIDEO PLACEHOLDER

Show video leaguers_alba_029_clip

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Observing Peer Interactions and Reflect: When to Step In?





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Video:
Supporting Children With
Disabilities in Peer Play

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VIDEO PLACEHOLDER
EEU-Julie-022_clip



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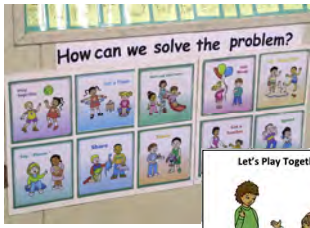
Supporting Children with
Disabilities in Peer Play

- Accessible environment
- Specific adult support to play with peers
- Varied materials
- Social games
- Space for solo play



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Conflict Resolution and Problem Solving



- Adults set the stage!
- Modeling, materials, behaviors, language
- Physical environment supportive of peer play and problem solving
- Emotional environment and community of care



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VIDEO PLACEHOLDER

Calming Body Down



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Video: Supporting Peer Problem Solving

- Talk about emotions and help calm first
- Facilitate peer problem solving ideas between the two children
- Recap with specific praise about plan and what happened




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Supporting Identity and Belonging

Affirming all Children's Identities in and out of Program

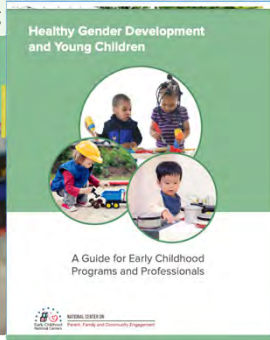
Building a Shared Sense of Belonging and Identity Within a Program





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Supporting Identity and Belonging


Affirming all Children's Identities in and out of Program







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Supporting Identity and Belonging



Building a Shared Sense of Belonging and Identity Within a Program



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**In-Group Preferences:
Is it a Bad Thing?**

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Rhodes and Baron, 2020

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Supporting Diverse Peer Relationships: Address Stereotypes




- When a child (or adult!) says something that is biased or references a stereotype, pause and talk about it.
- Replace stereotype with examples of non-stereotyped people of that group.
- Do this calmly, with curiosity, not shame.

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Devine et al. 2012; Forsher et al. 2017

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VIDEO PLACEHOLDER


BUB00030_02

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Video:
Addressing Stereotypes in the Moment



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Supporting Diverse Relationships: Seeing Others as Individuals



- Help all children understand people as individuals.
- Practice perspective taking.
- Support lots of opportunities for engagement with people who are different and celebrate our differences!

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Devine et al., 2012; Forsher et al., 2017

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Building Shared Experiences: Moving Together





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Rabinowitch and Meltzoff 2017

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Pandemic Effects on Social Relationships for Children

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Social Skill Development of Young Children Amid the Pandemic

Extremity, Security Physical Health & Nutrition

March 14, 2022

Alyssa S. Meuwissen, University of Minnesota

Competencies for Prenatal to 5 (P-5) Professionals™

3-5

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Baby Talks: Parent Coronavirus Questions Answered

Early Development

March 30, 2020

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Wrap Up

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Wrap Up

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We Want to Hear From You!

Please take some time to complete the session evaluation.

For more information contact:
ecdtt@ecetta.info
 (Toll-free 1-844-261-3752)

This training was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$50,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

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Thank You!

Join Us For Our
Next Episode!

Thursday, September 7, 2023
3pm-4pm EST



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