

Adult Involvement in Peer Interactions

Key Points: Adult Involvement in Peer Interactions

- Opportunities for children to participate in activities and routines with their peers
- Adults use intentional planning of daily social play and learning activities
- Adults promote the facilitation of daily social activities and play
- Adults use scaffolding strategies to support positive, reciprocal, sustained peer interactions
- There is a balance between adult involvement and adult support in peer interactions
- There is adult facilitation of problem solving between children

Best Practices

Classroom is set up with areas, toys, and props that promote social activities, social play and interactions (e.g., pretend play corner, social toys etc.). Adults plan and implement social activities across various routines throughout the day. Adults consistently encourage and support children's social engagements in the classroom through scaffolding strategies such as modeling for a child to engage in play with his/her/their peer, using verbal prompting to help a child sustain his/her/their play with peer, and enlisting other peers to support particular children who have difficulty engaging in peer interactions. Throughout peer interactions interests of children are encouraged and celebrated. There is a feeling of joy and friendship. Adults are available to join into play for appropriate amounts of time, but the focus is on children playing and interacting with each other and not adult-led interactions with the children.

Looking For...

- Adults set up the classroom with areas, toys, props & materials that create opportunities for children to interact with peers
- Adults use scaffolding strategies to support children in initiating and sustaining social interactions and friendships with their peers
- Adults use instructional strategies to promote social engagement:
 - Model how to engage in play with peers

- Verbal promoting to sustain play with peers
- Enlisting others to support particular children that have difficulty engaging in sustained peer interaction
- Adults initiate social activities and games during the day

Guiding Questions for Coaching

- How have you intentionally set up a learning environment to promote peer interaction?
- What strategies have you used to intentionally support the development of peer interaction with your students?
- What supports or learning strategies have you provided typically developing peers to support their sustained interaction with children with disabilities?
- How do you teach friendship skills?

Self-Check for Teachers

- ✓ Do I intentionally arrange and set up my student's environment to promote peer interaction?
- ✓ Do I support students to develop longer, more sustained peer interactions between children?
- ✓ Do I select and provide toys and educational materials that support the development of peer interactions?

This document was adapted from:

[AoEInclusion](http://www.livebinders.com/play/play?id=2261762) (n.d.). Illinois LiveBinder ICP Resources by Item. (<http://www.livebinders.com/play/play?id=2261762>)

ICP content reference:

Soukakou, E. P. (2016). The Inclusive Classroom Profile (ICP) Manual. Brookes Publishing.



This publication was made possible by Grant Number 90TP005 from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, Administration for Children and Families, or the U.S. Department of Health and Human Services.