



Parent-Child Social Coaching: Child Developmental Level 1

Parent-Child Play: Parents can use social coaching in one-on-one interactions with their children to help them learn social skills and emotional language before they begin to play with peers. A great deal of the child’s learning will occur by modeling and by your descriptive commenting, which will enhance your child’s language skills as well as help them recognize their social skills.

Social/Friendship Skills	Examples
<p>Parent Models:</p> <ul style="list-style-type: none"> ❖ Sharing ❖ Offering to Help ❖ Waiting ❖ Suggesting ❖ Complimenting ❖ Behavior-to-Feelings 	<p>“I’m going to be your friend and share my car with you.”</p> <p>“If you want, I can help you with that by holding the bottom while you put another on top.”</p> <p>“I can use my waiting muscles and wait until you’re finished using that.”</p> <p>“Could we build something together?”</p> <p>“You are so smart in figuring out how to put that together.”</p> <p>“You shared with me. That is so friendly and makes me feel happy.”</p> <p>“You helped me figure out how to do that. I feel proud that you could show me that.”</p>
<p>Parent Prompts:</p> <ul style="list-style-type: none"> ❖ Self-Talk ❖ Asking for help <p>Parent Response:</p> <ul style="list-style-type: none"> ❖ Praise child when s/he shares or helps you ❖ Ignore or model acceptance when child does NOT share or help 	<p>“Hmm, I really wish I could find another piece to fit here.”</p> <p>“Hmm, I’m not sure I know how to put this together.”</p> <p>“Can you help me find another round piece?”</p> <p>“Can you share one of your cars with me?”</p> <p>“That was so helpful and friendly to share with me.”</p> <p>Continue to use descriptive commenting.</p> <p>“I can keep trying to find that round piece.” (model persistence)</p> <p>“I can wait until you’re finished playing with the cars.” (model waiting)</p> <p>“I know it is hard to give up that car, so I will wait to have a turn later.”</p>
<p>Puppet or Action-Figure Models:</p> <ul style="list-style-type: none"> ❖ Entering Play ❖ Being Socially Friendly ❖ Ignoring Aggression 	<p>“Can I play with you?”</p> <p>“That looks like fun. Can I do that with you?”</p> <p>“I’m being friendly. I’d like to play with you.”</p> <p>“I want to play with a friendly person. I think I will find somebody else to play with.”</p>



Parents Promoting Emotional and Social Competence in Young Children

Parent-Child Social Coaching: Child Developmental Level 2

Children in Parallel Play: Young children start out playing with other children by sitting next to them and engaging in parallel play. In the beginning they do not initiate interactions with other children or seem to notice they are even there. They may not talk to them or offer an idea or interact with them in any way. Parents can help promote peer play by prompting their children to use social skills or to notice their friends' activities or moods. Providing children with the actual words for interactions, or modeling social behaviors will be important, since children may not yet have these skills in their repertoire.

Social/Friendship Skills	Examples
<p>Parent Coaches:</p> <ul style="list-style-type: none"> ❖ Asking for What They Want ❖ Asking for Help ❖ Asking a Friend to Wait 	<p>“You can ask your friend for what you want by saying, ‘Please can I have the crayon?’”</p> <p>“You can ask your friend for help by saying, ‘Can you help me?’ ”</p> <p>“You can tell your friend you are not ready to share yet.”</p> <p><i>If your child responds to your prompt by using his or her words to repeat what you said, praise this polite asking or friendly helping.</i></p>
<p>Parent Prompting:</p> <ul style="list-style-type: none"> ❖ Noticing Other Child ❖ Initiate Interaction with Other Child ❖ To Give Child a Compliment 	<p>“Wow, look what a big tower your friend is building.”</p> <p>“You are both using green markers.”</p> <p>“Your friend is looking for small green pieces. Can you find some for him?”</p> <p>“Your friend has no cars, and you have 8 cars. He looks unhappy. Can you share one of your cars with your friend?”</p> <p>“Wow! You can tell your friend his tower is cool.”</p> <p><i>If your child does repeat this, you can praise him or her for a friendly compliment. If child does not respond, continue descriptive commenting.</i></p>
<p>Parent Praising:</p> <ul style="list-style-type: none"> ❖ Behavior-to-Feelings ❖ Playing Together 	<p>“You shared with your friend, that is so friendly and makes her feel happy.”</p> <p>“You helped your friend figure out how to do that, she looks very pleased with your help.”</p> <p>“Your friend is enjoying playing these Legos with you. You look like you are having fun with your friend. You are both very friendly.”</p>
<p>Puppet or Action Figure Models:</p> <ul style="list-style-type: none"> ❖ Sharing or Helping 	



Parents Promoting Emotional and Social Competence in Young Children

Child-Peer Social Coaching: Child Developmental Level 3

Children Who Initiate Play: Young children move from parallel play to play where they are initiating interactions with each other. They are motivated to make friends and interested in other children. Depending on their temperament, impulsivity, attention span and knowledge of social skills their interactions may be cooperative or at times conflictual. Parents can help promote social skills during peer play by prompting and coaching them to use skills or by praising and giving attention to social skills.

Parent-Coached Skills	Examples
Social/Friendship Skills: <ul style="list-style-type: none">❖ Asking in a Friendly Voice (polite, quiet)❖ Giving Help to Friend❖ Sharing or Trading❖ Asking to Enter Play❖ Giving a Compliment❖ Agreeing with or giving a Suggestion	<p>“You asked your friend so politely for what you wanted and s/he gave it to you, you are good friends.”</p> <p>“You helped your friend find what s/he was looking for. You are both working together and helping each other like a team.”</p> <p>“That’s so friendly. You shared your blocks with your friend. Then she traded with you and gave you her car. ”</p> <p>“You asked kindly to play and they seemed happy to have you join in?”</p> <p>“You gave a compliment to her, that is very friendly.”</p> <p>“You accepted your friend’s suggestion. That is so cooperative.”</p>
Self-Regulatory Skills: <ul style="list-style-type: none">❖ Listening to What a Peer Says❖ Waiting Patiently❖ Taking Turns❖ Staying Calm❖ Problem Solving	<p>“Wow you really listened to your friend’s request and followed his suggestion. That is really friendly.”</p> <p>“You waited and asked first if you could use that. That shows you have really strong waiting muscles. ”</p> <p>“You are taking turns. That’s what good friends do for each other”</p> <p>“You were disappointed when s/he would let you play with them but you stayed calm and asked someone else to play. That is really brave.”</p> <p>“You both weren’t sure how to make that fit together, but you worked together and figured that out – you are both good problem solvers.”</p>
Empathy: <ul style="list-style-type: none">❖ Behavior-to-Feelings❖ Apology/Forgiveness	<p>“You shared with your friend, that is so friendly and makes her feel happy.”</p> <p>“You saw that she was frustrated and helped her put that together. That is very thoughtful to think of your friend’s feelings”</p> <p>“You were both frustrated with that but you stayed calm and kept trying and finally figured it out. That is real teamwork.</p> <p>“You were afraid to ask her to play with you, but you were brave and asked her and she seemed really pleased that you did.”</p> <p>“That was an accident. Do you think you can say you’re sorry?” Or, “Your friend seems really sorry he did that. Can you forgive him?”</p>