

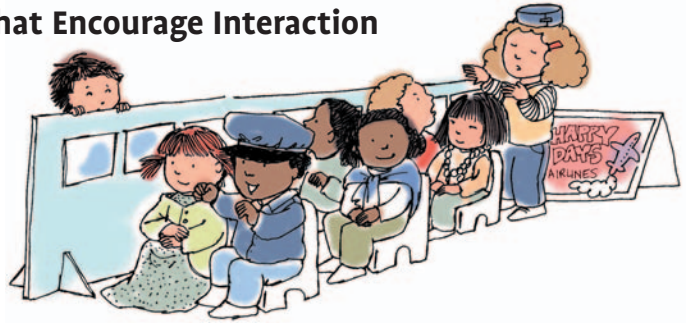
3. Provide Materials and Activities that Promote Peer Interaction

A) Set Up an Environment to Bring Children Together

Children are more likely to interact if they are near each other and engaged in the same activity.

B) Provide Large Pieces of Equipment that Encourage Interaction

Large pieces of equipment can create opportunities for interaction by bringing children together in a small space.



C) Adapt Play Activities

Encourage a solitary child to play closer to his peers by placing a favourite toy near them.



This child prefers to play alone.



Now that the child is near the other children, the child starts to interact.



Give children a task to complete together.
Interaction and conversation often result!

4. Support Children's Interactions With Peers

A) Limit Teacher-Child Interaction

You may find that you spend too much time supervising and guiding a child who is developmentally delayed and/or socially withdrawn. It is important not to “hover over” a child too much since this interrupts his opportunities for peer interaction.



Think of a child in your classroom who is delayed or socially withdrawn. Consider how much this child interacts with you. Do you need to step back to encourage more peer interaction? If so, when?

B) Step In, Set Up and Fade Out of Activities

i. Step into interactions from inside the group and give the child a role to play

- Join in the play
- Give the child a desirable role
- Model interaction with the isolated child
- Fade out



In this example, the teacher joins the group and asks an isolated child to wash her doll's hair.



Once the isolated child has an interesting role as the “hair washer,” the other children become interested and begin to interact with her.

Now that all the children are interacting, the teacher can fade out of the picture by gradually providing less support and moving further away from the activity. The teacher may need to step back in if the children stop interacting or need new ideas added to the play.