

Using Literature to Promote Social Skills



GRANT RECIPIENTS

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NYS STANDARD

Standard 1: Students will read, write, listen, and speak for information and understanding.

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Standard 4: Students will read, write, listen, and speak for social interactions.

GRADE LEVEL

Pre-K

STUDENTS SERVED

280

PROGRAM DESCRIPTION

The purpose of this grant was to provide materials and literature for classroom teachers and parents of preschool students who have difficulty learning social skills. Social skills included interaction with others; regulating emotions; using appropriate social language; and personal responsibility in social problem solving.

To achieve these goals, we focused on literature targeted to enhance social skills development. Pictures, stories, songs, and puppets were used to integrate the teaching of social competence into the daily lessons and routines of the classroom. Anecdotal record, standardized measures, and parent conferences were used to evaluate individual student progress across environments.

Materials included a variety of children's books, songs, videos and puppets. The "Writing Social Skills Stories" training video by Carol Gray provided a framework for us in working with individual children in specific social skill areas.

STUDENT OUTCOMES

- 1) Students demonstrated improved ability to articulate appropriate choices in social problem solving in response to stories, puppet shows, etc.
- 2) Children demonstrated improved self-regulation of emotions.
- 3) Children demonstrated improved social initiation and turn taking in the daily classroom routine and activities.