

## Instructions

1. Watch the video of your assigned case study child.
2. Read the child's case study below.

**Adely** is a 2-year-old who has a difficult time with parent separation in the morning and engaging in play activities. She notices peers and watches them but does not initiate interactions. Her teachers respond by noticing when she is not engaged, providing her with comfort, and supporting her to find an activity. Once they help her get started, she will play or do the activity they have helped her start. They are concerned because this has been going on for six months and Adely is still not initiating activities, asking for help, or requesting comfort from them. She sits and waits and sometimes they are so busy, she is overlooked. What skill might her teachers target to teach her? Decide on the skill and how teaching might occur throughout the day.

— OR —

**Andrew**, the toddler in the green shorts, often tries to take materials away from other children. He might hit or bite a child to get access to an object or toy. In response, children usually give up the materials and find something else to play with. His teachers are concerned, because—despite their efforts to redirect him—he has been doing this for several months. Other children have begun to avoid him or move away when they see him approaching.

3. Identify a reporter who will share back the group discussion.
4. Discuss the behavior you saw on the video and identify the social-emotional skill that might be appropriate to teach.
5. Identify the helping prompts that can be used and describe how it would be implemented.

