



Promoting Associative & Cooperative Interactions

MAGIC **8** PROFESSIONAL DEVELOPMENT SERIES



THE “MAGIC 8” CLASSROOM PRACTICES

1. Reduce time spent in transition
2. Improving level of instruction
3. Creating a positive climate
4. Increasing teacher listening to children
5. Planning sequential activities
6. Promoting associative and cooperative interactions
7. Fostering high levels of engagement
8. Providing math opportunities

★ 2017-18 Initiative: Focus on Literacy ★

Which classroom practices and experiences improve children's outcomes?



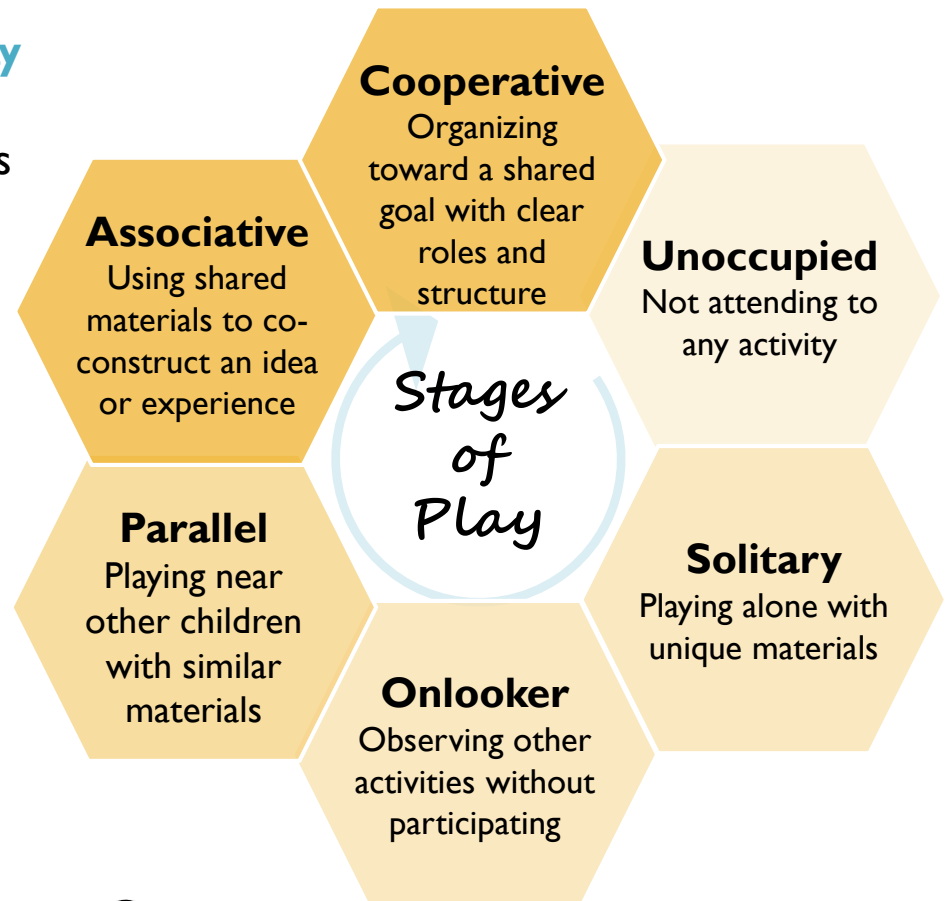
TYPES OF SOCIAL LEARNING INTERACTIONS

Parten's Stages of Developmental Play

describe the social parameters of a child's learning experience. Children's interactions are determined by:

- **Individual preference** (favorite friends)
- **Developmental competence** (socioemotional and language skills)
- **Opportunities provided** (adults allowing/encouraging discussion and partner work)

Associative and **Cooperative** interactions require higher levels of participation and engagement with peers.

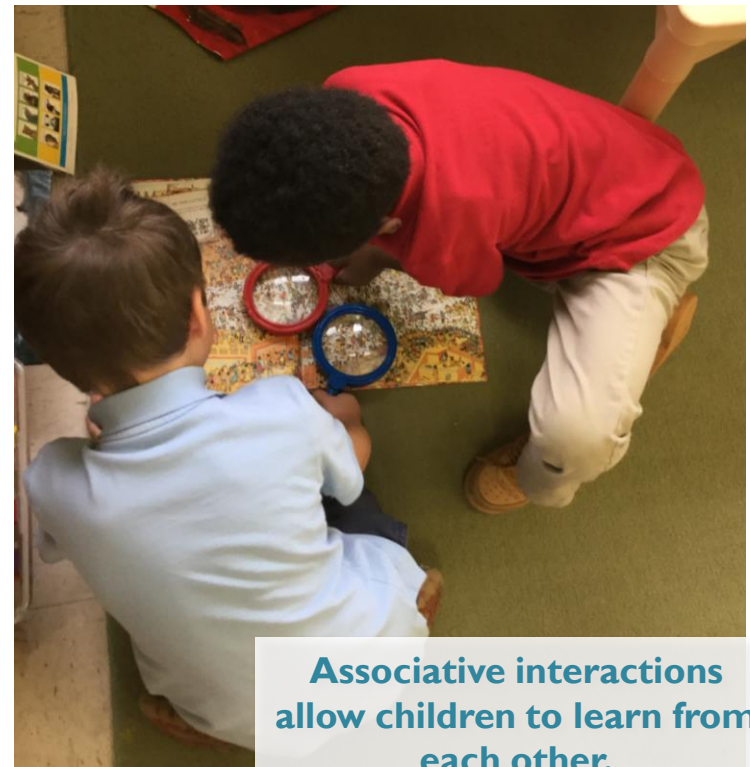


ASSOCIATIVE LEARNING INTERACTIONS

- Shared materials
- Communicate about task with peers
- Co-construct a product or idea
- Generally open-ended with no distinguishable goal
- Interaction would change if a child walked away

EXAMPLES:

- Completing a puzzle together
- Sharing a book
- Helping with a task (e.g., spelling or counting)
- Conversation/Brainstorming



Associative interactions allow children to learn from each other.

COOPERATIVE LEARNING INTERACTIONS

- Work together with shared goals and formal organization (i.e., rules, turn-taking)
- High-level dramatic play
 - Recognizable scenario
 - Appropriate role speech
 - Interactions that follow a script (sequence of expected behaviors for situation)
 - RESTAURANT
 - WEDDING
 - VETERINARIAN'S OFFICE
 - LAUNDROMAT



Wedding scenario with children enacting roles of bride, groom, officiant, and guests.

Sequence includes writing invitations, getting ready, and driving to wedding.

THE ROLE OF SOCIAL INTERACTIONS IN CHILDREN'S LEARNING

Associative and Cooperative interactions require children to:

- Communicate and work with peers
- Monitor their own behavior
- Adapt to the needs and expectations of others

Children observed learning in social interactions made greater gains in:

- **Math**
- **Vocabulary**
- **Self-regulation**
- **Better social competence & fewer problem behaviors** in 1st grade (Spivak & Farran, 2014)



These social skills serve as the basis for teamwork and collaboration in later schooling and life.

SUPPORTING ASSOCIATIVE & COOPERATIVE INTERACTIONS

You and Sara both have very important ideas to share.

How do we show someone we are listening?

Hmm...it sounds like Bailey would rather play alone right now. What could we do instead?

I lost, but that's ok. Maybe I'll win next time!

How can we support our friends while we wait for our turn?

Model **interpersonal skills** required for social learning interactions

- Teach **respectful** talking and listening skills
- Encourage children to **express how they are feeling** when these interactions don't go as planned
- Give **positive feedback** when things are going well
- **Demonstrate** rules and turn-taking when introducing formal games



DISCUSSION POINT:

What resources are available to help you teach socioemotional skills?

SUPPORTING ASSOCIATIVE & COOPERATIVE INTERACTIONS

Join in on the fun!

- **Participate** in the first few rounds of a formal game to make sure everyone understands the rules
- Gracefully **enter** and **exit** children's play
- Use **language facilitation** strategies to help children understand each other
- Help children who have a **hard time engaging** with others feel included



DISCUSSION POINT:

What are some barriers to social learning interactions in your classroom?

Tyler, try saying: Can I play with you?

Oops! It's not my turn...that means I keep my hands to myself and send good luck vibes to Charlie!

Thank you for this gorgeous new haircut! I must get to my next appointment now.

Why don't you ask Cooper what he thinks about the new ice cream flavor?

SUPPORTING ASSOCIATIVE & COOPERATIVE INTERACTIONS

Set up **spaces and activities** to encourage interaction between children

- Balance the number of children in each center
- Encourage **partner** work and discussion
- Limit similar materials and encourage **sharing**
- Suggest different **roles for contributing** to an activity



DISCUSSION POINT:

How can you “make over” some of your centers to promote social learning interactions?

We need a lot of people to run our pizzeria today!

Turn to your shoulder partner and tell them your favorite part of *Henny Penny*.

It looks like we only have one geo board today. You can work together to make interesting shapes.

For this activity, we need a Counter, a Checker, and a Recorder.

SPECIAL THANKS & ADDITIONAL RESOURCES

We are grateful to the following MNPS Pre-K Instructional Coaches and Multi-Classroom Leaders for their invaluable feedback in developing these materials:

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Ashley Aldridge Wilson
Rhiannon Wilson

Where can I find resources and more information on each of the Magic 8 classroom practices?



<https://my.vanderbilt.edu/mnpspartnership/>

INDIVIDUAL IMAGE SOURCES

FREQUENTLY USED IMAGES*

- [Lightbulb](#) | [myiconfinder.com](#)
- Designed by Vexels.com:
 - [Hand drawn magnifying glass](#)
 - [Hand drawn bar graph](#)
 - [Pie chart hand drawn doodle](#)
 - [Hand drawn wall clock](#)
 - [Hand drawn cloud bubble](#)
 - [Hand drawn open book](#)
 - [Cog wheel hand drawn icon](#)

*These graphics are used as icons throughout the series. For example this [lightbulb](#) clipart appears beside most “Discussion Point” questions.