

## Promising Practice: *Conflict Resolution* TA Support Resource

### **Key Points: *Conflict Resolution***

- Adults use strategies to prevent and mediate peer conflict
- Adults communicate clear expectations for promoting positive social engagements
- Adults acknowledge children's perspectives and help children communicate their perspectives during conflict
- Adults promote alternative, positive behaviors and functional solutions when dealing with conflict
- Adults use individualized strategies to help children negotiate peer conflict and generate solutions

### **Best Practices**

All adults in the classroom have set clear rules and behavioral expectations, and are in agreement in regards to what these rules and expectations are. Adults frequently review expectations in a positive manner and expectations are posted at children's eye level and include pictures. When children have difficulties resolving their differences on their own, adults have and utilize problem solving strategies that include direct instruction of these strategies and are supported in picture format. Focus and adult attention is spent on positive solutions and adults use descriptive feedback to compliment positive behavior, to reinforce rules and expectations, and to provide support.

### **Look For.....**

- Rules are clear, posted and consistently communicated throughout the day
- Adults listen and acknowledge children's perspectives during peer conflict
- Adults use strategies and interventions that focus on helping children find more appropriate ways to interact with their peers
- Adults place clear rules and expectations to encourage positive social interactions
- Adults encourage children to take an active role in negotiating their differences
- Behavioral expectations are consistently communicated throughout the day
- During conflict, adults join children to listen to all perspectives and help children see others perspectives
- Materials are available that display a variety of feelings and adults promote emotional language with children
- Adults promotes the use of solutions to deal with conflicts (example: solution tool kit)

### **Guiding Questions for Team Discussion**

- How do you help children understand their own emotions and the emotions of others?
- What are some specific examples of strategies that you have utilized that taught social skills, emotional literacy and problem solving?
- How have you worked to have all of the adults in your program respond and teach social skills in a consistent manner?
- What are some examples of responding in a proactive manner rather than a reactive manner?
- How do you set classroom rules and expectations in your program?

**Self-Check**

- ✓ Do I have materials embedded in my classroom available that help children talk about their emotions and that of their peers?
- ✓ Do I use a variety of strategies to TEACH children about their emotions, their actions, and problem solving?
- ✓ How do I intentionally teach conflict resolution skills with my children?
- ✓ Do I provide opportunities for children to reflect/talk about conflict?  
How do I use positive descriptive feedback to support positive behaviors?

## **Resources to Support**

### **Checklists**

[Pyramid Model Practices Implementation Checklist](#)

[Checklist of Early Childhood Practices that Support Social Emotional Development and Trauma-Informed Care](#)

### **Books/Articles**

Article: [Scripted Stories for Social Interaction](#)

Article: [Teaching Emotional Skills: Activity Ideas for Families](#)

Article: [Addressing Behavior Using Scripted Stories At Home](#)

Article: [How to Help Your Child Deal with Anger](#)

Article: [Promoting Social, Emotional and Behavioral Outcomes of Young Children Served Under IDEA](#)

Article: [You Got it Teaching Social Skills](#)

Article: [Routine Based Support Guide](#)

### **Websites**

[NCPMI Resources There are hundreds of classroom materials and resources](#) Problem Solving Materials

[We Can Be Problem Solvers Scripted Story](#)

[Problem Solving Wrist Cards](#) Conflict Self-Regulation Materials

[Relaxation Thermometer](#)

[Self Regulation Breathing Strategies Visual Cards](#) [Turtle Tucker Visual Cards](#)

Feelings and Emotions Materials [Feelings Faces Chart](#)

[Rules Stop and Go Activity](#)

[Implementing Play- Stay- Talk Visual Support Cards](#)

[Pyramid Model CSEFEL Practical Strategies](#) [Kindness Curriculum](#)

[Conscious Discipline](#)

### **Video Clips/Modules/Webinars**

Webinar: [Developing and Implementing Intensive Individualized Interactions: Prevent-Teach-Reinforce for Young Children](#)

[Head Start Disabilities Newsletter: Teaching Social Skills and Problem Solving](#)

[Head Start Disabilities Newsletter: Preventing and Addressing Challenging Behavior](#)

### **Additional Information and Next Steps**

- *What areas of strength are present in the current classroom relating to this practice?*
- *What additional support or resources are needed for professional learning and growth with this practice?*
- *What are the goals or next steps that want to be pursued with this practice?*

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