

HSS 4: Conflict Negotiation

HANDOUT 10 Conflict Negotiation

Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations



Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict</p> <p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "I want the ball," while trying to take a ball away from a peer, but stops after an adult says, "He is using it now. Let's find another one." ▶ Holds tightly onto a doll until an adult encourages, "Let her know you're not done playing with the baby." Then communicates, "My baby, my turn," to another child. ▶ Shakes head, "No," and holds onto a scooter when another child indicates wanting to use the scooter, until an adult approaches. 	<p>Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict</p> <ul style="list-style-type: none"> ▶ Communicates, "I'm sitting here," while looking at an adult for support, as another child squeezes onto the same carpet square. ▶ Communicates to a peer that child is still playing with a toy when the peer tries to take the toy away. ▶ Seeks an adult and indicates that another child won't give child a turn on the tricycle, after waiting for a turn. 	<p>Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs</p> <ul style="list-style-type: none"> ▶ Communicates to another child in the block area, "I'm playing with the blocks. You can play with the cars." ▶ Communicates, "You can have a turn after me," to another child who wants to use the big shovel outside in the dirt. ▶ Responds to a peer's request for crayons by suggesting that they share the box of crayons, but removes favorite crayons before sharing. 	<p>Considers the needs and interests of others when there is a conflict</p> <p><i>or</i></p> <p>Attempts to negotiate a compromise</p> <ul style="list-style-type: none"> ▶ Suggests a plan to take turns choosing a computer game when arguing with a peer about which game to play first. ▶ Attempts to negotiate who gets the first turn with a new scooter. ▶ Communicates that child will read a different book than a peer, and that, when they are both finished, they can trade books, when the peer indicates interest in the book the child is reading. 	<p>Proposes, negotiates, and carries out solutions to conflicts without adult assistance</p> <ul style="list-style-type: none"> ▶ Communicates to a peer wearing the red hat from the dress up area, "I want to wear the red hat, too. How about if you wear it a little longer, then it's my turn?" ▶ Reports to an adult, "We decided that I can use this corner for my fort. That way it isn't in his way." ▶ Suggests building one tower together after a peer takes the bucket of interlocking blocks to another area (and there aren't enough blocks for them to build separately). 	<p>Anticipates and avoids potential conflicts, especially when interacting with friends</p> <ul style="list-style-type: none"> ▶ Suggests to a peer who arrived at the block corner at the same time that they divide the blocks equally. ▶ Communicates, "There is only one spot left, why don't you go first?" when a friend also shows interest in working at the science table. ▶ Suggests to a friend that they play a game the friend is really good at after the friend lost a competitive game they were playing together.

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence