# ADDRESSING CONFLICT

## INFOGRAPHIC BY: YINGYING ZHAO

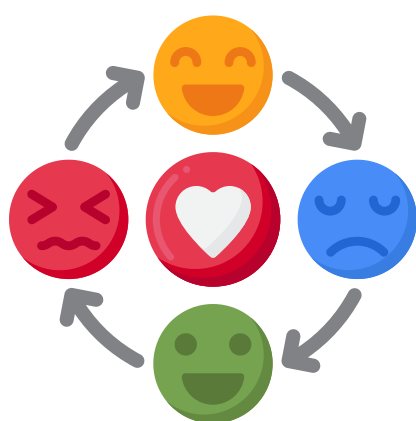RESEARCH BASED PRACTICES FROM TEXAS A&M

## Scenario

Jason and Kiera, four-year-old children, are throwing blocks and yelling at each other as they play.

## Step 1: Describe behaviors and name emotions

The teacher can
- State the children's behaviors.
  *"You are throwing the blocks and yelling loudly."*
- Identify children's emotions.
  *"You are yelling. Are you angry?"*

To get a feeling chart to help children discuss their feelings, please visit
https://challengingbehavior.org/docs/FeelingFaces_chart_EN-SP.pdf

## Step 2: Talk about the effect of their behaviors

- Help children recognize the effects of inappropriate and dangerous behaviors.
  *"Your yelling interrupts others playing and hurts our ears."*
- The teacher can use the opportunity to
  - Reiterate classroom rules.
    *"Remember that one rule for playing blocks is to not throw blocks, because it can hurt others."*
  - Support children's language development by introducing new vocabulary.
    *"If you keep throwing these blocks, your **construction** won't be finished"*

## Step 3: Change their behavior

- Provide children with alternative behaviors.
  If Jason is angry because Kiera took away a block he needs, depending on Jason's language, the teacher can
  - Give a language example *"Jason, you can say, 'Kiera, can I have this red block for my tower?'"*
  - Offer choices *"Do you want to look for a new red block, or do you want to ask Kiera?"*
  - Encourage Jason to say it *"What should you say to Kiera if you want the block?"*

- Brainstorm other solutions with the children.

Approaches supported by McRoy, K., Gerde, H. K., & Linscott, L. (2023). A Three-Step Approach for Promoting Young Children's Self-Regulation and Language During Conflict. *Teaching Young Children, 17*(1), 28-30.

# PUTTING

## MORE SCENARIOS

### Lee, a three-year-old, took a toy car from Tyson

Step 1. Describe behaviors and name emotions
*"You grabbed the toy from Tyson. You both seem angry."*

Step 2. Talk about implications
*"When you take a toy from someone without asking, it can make them feel sad and upset.*

Step 3. Change their behavior
"Lee, give Tyson the car and ask if you can play with the car too?'"

### Sarah, a four-year-old, knocked over Jack's block tower

Step 1. Describe behaviors and name emotions
*"You knocked over Jack's block tower that he tried to build this morning."*

Step 2. Talk about implications
*"Knocking over someone's block tower can make them sad because they worked hard to build it. Look at Jack's face. How do you think he feels?"*

Step 3. Change their behavior
*"Do you want to give Jack the block tower you built or help him rebuild a new tower?"*

### Michael, a six-year-old, pushed Jacob away in a game

Step 1. Describe behaviors and name emotions
"Michael, you pushed Jacob away when he tried to join your game. *You both seem frustrated."*

Step 2. Talk about implications
*"Pushing someone can hurt them and make them feel unwanted."*

Step 3. Change their behavior
"First *take a deep breath so you feel better. What can you do to help Jacob feel better, too?"*

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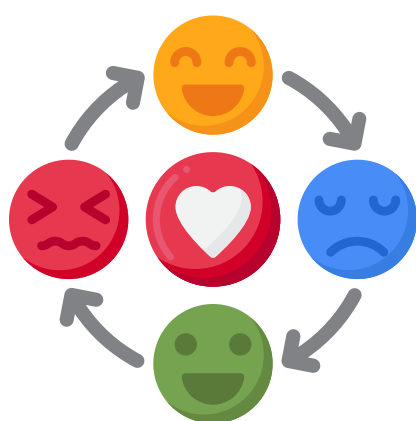
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