

Speaker Notes

Title of Presentation: Conflict Resolution Ages 4 to 12

Page 1 – none.

Page 2 – none.

Page 3 – As we'll see in the following slides, the way we perceive situations and other people directly affects the way we respond to conflict. Creative problem solving tools can help to keep the conflict from escalating.

Page 4 – Do not escalate along with the children: Remember, you are the adult and your behavior should model the behavior you want in the child.

Page 5 – Using "I" statements – With "I" statements you are taking responsibility for your own feelings and reactions while at the same time, letting the other person know how what they say or do affects you.

Ex: "When you _____, I feel _____, because I think _____."

Be specific rather than using general terms. Focus on the current situation.

Speaking in general terms usually comes across as attacking and can escalate the conflict.

Listen attentively - listen with full attention. Give feedback such as: "What I think I heard you say was _____."

Page 6 – When entering into a conversation with someone on an issue that you know will be difficult and could lead to conflict, establishing ground rules at the beginning can help prevent the discussion from escalating into an argument.

Have the child participate in setting the ground rules. This shows you value their opinion, and helps them take responsibility for how they handle themselves in the discussion.

Page 7 – none.

Page 8 – Focusing on solving the problems that lead to the conflict brings you both together with a common goal or resolution and can help to decrease the level of conflict.

Page 9 – none.

Page 10 – Look for opportunities when you can model appropriate expression of feelings.

Example - you spill a cup of coffee and as you are cleaning it up you might talk out loud about how frustrating it can be to do something so klutzy or how upset you are about making such a mess.

If you are angry with someone you might talk out loud about what your choices are.

Example – you find out another teacher took the TV that you were going use to watch a movie – you might talk out loud about how upsetting that is and what your choices are.

– "Wow, it really upsets me or makes me angry when someone takes something without checking with me first. Guess I could go yell at her or I could throw a big fit or maybe I should just take some deep breaths and see if there is another TV I can use."

**You could also ask the children at this point what they might suggest. Make sure that when they list negative choices that you talk about what the consequences might be.

Often children will express anger because they do not have the words or tools for expressing embarrassment or frustration. When you witness a child who is emotional help them label those emotions and identify positives ways of expressing those emotions.

Example - "I can see that you are very frustrated when they won't let you take a turn. Can you use your words to tell them that you would like a turn?" or "I bet that was really embarrassing. When I am embarrassed sometimes I just want to hide or make fun of someone else." "A better choice would be to laugh at myself or realize that everyone gets embarrassed sometimes."

Page 11 – none.

Page 12 –

- **Poor impulse control**- children under 6 are still developing impulse control skills and will need lots of reminders about the rules and appropriate behaviors.
- **Learn through repetition** - Don't expect young children to "get it" the first time – or even the second or third time. Repetition is how they learn and they will need lots of it.
- **Model appropriate behavior** – Don't go to the child's level in a conflict. The caregiver is the teacher and will need to model appropriate conflict resolution behavior.

Page 13 – One of the greatest resources we can give children is to help them identify feelings and teach ways to appropriately express them. Often children get their feelings hurt or get embarrassed and respond with anger. If they can learn to identify their range of feelings, and express them appropriately, it can minimize their anger and angry outbursts. In addition, it's helpful to let children know that it is ok to have all of their feelings, even the angry ones, but that there are appropriate and inappropriate ways to express those feelings.

Page 14 – none.

Page 15 – none.

Page 16 – none.

COUNSELOR USE ONLY