

“He Hit Me, She Took My Toy”: Using Daily Conflict to Teach

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Managing Daily Conflict

1. Be a S.T.A.R., Smile, Take a deep breath, And Relax.
 - Cut the intensity (mirror neurons).
 - Upload calm/download with eye contact.
2. See the call for help instead of “ruining my day.”
3. Enter conflict by describing what you see instead of asking questions or making demands.
4. Go to victim first.
5. Disconnected children or extremely upset children are not willing to solve the problem.
 - If disconnected, find ways to connect.
 - If too upset, time and strategies to calm down.



Conflict is an opportunity to teach

Creating a School Family™

A School Family™ climate is needed for the willingness to solve problems.

1. Focus on helpfulness: You _____ so _____.
That was helpful, kind, thoughtful, etc.
2. Everyone contributes: Jobs for everyone.
3. Safety job description.
4. Connection rituals.
5. Class meetings.



Cooperation follows connection

What you focus on you get more of. When you are upset you are always focused on what you don't want!

| When a child is... | Instead of saying... | Pivot and say... |
|--------------------|----------------------|--|
| Hitting | "Stop hitting!" | "Next time you would like to play, say, <i>May I have a turn please?</i> " |
| Pushing | "Stop pushing!" | "Next time you would like someone to move, say, <i>Move please.</i> " |



Teaching Children to Handle Intrusion:

How to teach "Big Voice"

Read Shubert's Big Voice by Dr. Becky Bailey

Role play during circle time

Retell story using Shubert puppet/Story retelling props

When intrusions occur always go to the victim first and ask:

"Did you like it?"

Go with them!

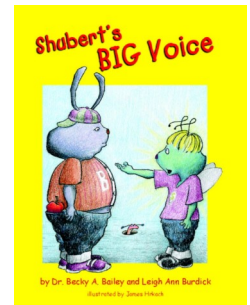
When Intrusion Occurs

Victim

Step One: Say, "Stop!" or physically assist the child in stopping the hurtful behavior.

Step Two: Say, "I don't like it when you _____."

Step Three: Tell them what to do. (This is the most difficult step even for adults-You must focus on what you want to happen)



Two Types of Tattling:

Type 1: Child has been victimized

Child's message: "I feel powerless."

Your response: "Did you like it?"

Go tell _____, I _____.



Type 2: Child wants to get someone in trouble

Child's message: I feel angry at _____, for not being my friend and not doing what I wanted him/her to do. I don't know how to express my anger directly.

Your response: "Are you telling me to be helpful or hurtful?"

Child response: "Hurtful"

You: "What could you do that would be helpful?"

Child: "I don't know."

You: "You could do or say _____."

Child response: "Helpful"

You: "How is telling me _____ helpful?"

Child: "He/she is supposed to _____."

You: "So you wanted _____." You could do or say _____."

Follow up phrase: "You _____, so _____. That was helpful."

Assertiveness, the voice of knowing, does 3 things:

- ⊙ Tells what TO DO
- ⊙ By the tone says, "Just do it." Voice of no doubt
- ⊙ Paints a clear and direct picture with the intent of helping the child be successful

Developmental Stages of Language Usage

- | | | |
|------------------------------------|--|---|
| 1 See his face? | 2 His face is saying "Stop, I don't like it." | 3 Touch me like this. See his face. He _____. |
| <hr/> | | |
| 1 Did you like it? | 2 Say, "I don't like it." | 3 She wants you to _____. |
| <hr/> | | |
| 1 Did you like it? | 2 Say, "I don't like it when you push me." | 3 She wants you to say, "Scoot over." Say it now. |
| <hr/> | | |
| 1 Did you like it? | 2 Tell _____, "I don't like it when you _____." | 3 What do you want her to do next time to get ____? Tell her, "Next time, please _____." |
| <hr/> | | |
| 1 Is that alright with you? | 2 If you felt _____, then you could say, "_____." | |

Teach Assertiveness Skills to the Victim

Step 1: Victim first rule: Keith hits Rick to get the red marker. Go to Rick first to show you value

healing over aggression.

Step 2: Ask, "Did you like it?"

Step 3: Teach assertive language to the victim. "Go tell Keith, I don't like it when you take my marker. Get your own!"

Step 4: Coach child to tell others how they want to be treated.

Teach Communication Skills to the Aggressor

Step 1: State the child's positive intent. "You wanted _____."

Adult: "Keith, you wanted a red marker for your picture."

Step 2: State the skill used. "So you _____."

Adult: "So you hit him to get it."

Step 3: State the missing communication skill. "You didn't know the words to use to ____."

Adult: "You didn't know words to use to get the marker."

Step 4: State the limit. "You may not _____. _____ hurts."

Adult: "You may not hit. Hitting hurts."

Step 5: Teach the child a new communication skill. "When you _____, say or do _____."

Adult: "When you want a marker that someone else has, say, May I have a turn? Say it now for practice."

Reframe Game

1. He is just hurtful for no reason.

Positive Intent:

2. She is stubborn and they won't listen to anything I say.

Positive Intent:

3. They are just trying to drive me nuts today.

Positive Intent:

4. She is disrupting the whole center time.

Positive Intent:

Remember: **It Starts With YOU!!!**

When conflict occurs is your intent to teach or punish.

Use Active Calming: Breathe deeply-STAR

Use Affirmations-I am safe, I am calm, I can handle this

Wish the child well



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