

## HSS 4: 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:

Responding		Exploring			Building			Integrating	
Earlier	Later	Earlier	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	
Possible Examples		<i>There are no earlier levels for this measure</i>		<b>Takes action to get needs or wants met without considering impact on others or self</b>	<b>Responds emotionally and often impulsively in conflict situations, requiring adult assistance to resolve conflict or reduce distress</b>	<b>Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict</b>	<b>Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict</b>	<b>Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs</b>	<b>Considers the needs and interests of others when there is a conflict, or Attempts to negotiate a compromise</b>
			<ul style="list-style-type: none"> <li>Reaches for food on another child's plate.</li> <li>Takes an object of interest away from another child.</li> <li>Walks into the middle of an area where other children are playing, inadvertently knocking over materials that other children are using.</li> <li>Steps in front of other children who are waiting to take their turn.</li> </ul>	<ul style="list-style-type: none"> <li>Becomes upset and tries to take back a marker when another child takes it away, but calms down when an adult brings more markers.</li> <li>Pushes against a peer who is sitting too close on the rug, until an adult asks the group to move back to make the circle bigger.</li> <li>Bursts into tears and turns to an adult for comfort when another child takes a toy.</li> </ul>	<ul style="list-style-type: none"> <li>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."</li> <li>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.</li> <li>Shakes head, "No," and holds onto a riding toy when another child indicates wanting to use the riding toy, until an adult approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates, "I'm sitting here," while looking at an adult for support, as another child squeezes onto the same carpet square.</li> <li>Communicates to a peer that child is still playing with a toy when the peer tries to take the toy away.</li> <li>Seeks an adult and indicates that another child won't give child a turn on the tricycle, after waiting for a turn.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates to another child in the block area, "I'm playing with the blocks. You can play with the cars."</li> <li>Communicates, "You can have a turn after me," to another child who wants to use the big shovel in the sandbox.</li> <li>Responds to a peer's request for crayons by suggesting that they share the box of crayons, but removes favorite crayons before sharing.</li> </ul>	<ul style="list-style-type: none"> <li>Suggests a plan to take turns choosing a computer game when arguing with a peer about which game to play first.</li> <li>Attempts to negotiate who gets the first turn with a new scooter.</li> <li>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.</li> </ul>	

○ Child is not yet at the earliest developmental level on this measure

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

