



ARTICLES

Florez, I. R. (2011). Developing young children's self-regulation through everyday experiences. *Young Children*, 66 (4), 46–51. The author defines and then discusses self-regulation in young children. Self-regulation is an important skill that allows children to regulate their behavior and engage successfully in solving social problems. Although the example is from a kindergarten classroom, preschool teachers can use the strategies described (e.g., modeling, using hints and cues) to scaffold young children's self-regulation everyday.

Fox, L., & Lentini, R. H. (2006). You got it! Teaching social and emotional skills. *Young Children*, 61 (6), 36–42. Retrieved from <http://www.naeyc.org/files/yc/file/200611/BTJFoxLentini.pdf>

For children who have persistent problems or do not respond to positive guidance or prevention practices, the authors introduce "The Teaching Pyramid." They suggest teachers "reframe problem behavior" and give strategies for teaching social skills that are child-centered and developmentally appropriate.

Gartrell, D. (2002). Replacing time-out. Part Two-Using guidance to maintain an encouraging classroom. *Young Children*, 57, 2, 36–43. Retrieved from <http://www.naeyc.org/files/tyc/file/Gartrell 02.pdf>

According to the author of "Replacing Time-out", adults need to teach children to solve problems instead of punishing children for not knowing how problem-solve. Gartrell provides a model for teachers that include four guidance basics: classic conflict resolution, guidance talk, class meetings and comprehensive guidance.

Gartrell, D. (2007). He did it on purpose. *Beyond the Journal – Young Children on the Web*, September 2007, 1–3. Retrieved from <http://www.naeyc.org/files/yc/file/200709/GuidanceMatters.pdf>

In this article, the author depicts one way teachers can help children solve problems using a Dreikursian approach of logical consequences.

Luckenbill, J. (2011). Circle time puppets: Teaching social skills. *Teaching Young Children/Preschool*, 4 (4), 9–11.

Teachers provide support to children when solving problems in many ways. This article explains how to use puppets to process difficult feelings and shape solutions to social problems that may arise in a classroom community.

Rightmyer, E. C. (2003). Democratic discipline: Children creating solutions. *Young Children*, 58 (4), 38–45. Retrieved from <http://www.naeyc.org/files/yc/file/200307/DemocraticDiscipline.pdf>

The author writes how she adapted materials from two books around problem solving to her kindergarten classroom. Ideas such as an agenda for children (clipboard with pencil), a "Book of Solutions" and class meetings may be tailored to preschool children.

Whitechurch, S., & Sprague, J. (2012). The problem solver job: Peer-mediated conflict resolution. *Teaching Young Children*, 5 (2), 8–9.

This short article describes an example of how appointing a problem solver as a daily job can constructively guide children's behavior. Benefits of this approach and additional resources are included.

BOOKS

Bilmes, J. (2004). Problem solving and conflict resolution. In J. Bilmes (Ed.). *Beyond behavior management*. St. Paul, MN: Redleaf Press.

This chapter describes a four-step process for solving problems in the early childhood classroom. The chapter includes vignettes, numerous examples as well as learning exercises and reflection questions for teachers.



Denno, D., Carr, V., & Bell, S. H. (2010). Peer culture. In D. Denno, V. Carr, & S. H. Bell (Eds.). *Addressing challenging behavior in early childhood settings: A teacher's guide* (pp. 189–199). Baltimore, MD: Paul H. Brookes Publishing Co.

The emphasis of this chapter is how children learn from their own peer culture. The teacher's role in helping children learn to problem solve in the preschool classroom is described.

Dombro, A. L., Jablon, J., & Stetson, C. (2011). *Powerful interactions: How to connect with children to extend their learning*. Washington, D.C., National Association for the Education of Young Children.

The section called Step Two: Connect gives guidance for how teachers can connect with young children in order to develop secure and trusting relationships. Two units in this book, "Guide Children's Behavior" and "Solve Problems Together" relate directly to problem solving in the moment with young children.

Epstein, A. (2009). Resolving conflict. In A. Epstein (Ed.). *Me, you, us: Social-emotional learning in pre-school* (pp. 111–124). Ypsilanti, MI: High Scope Press.

This chapter explains the developmental progression of conflict resolution in preschoolers and strategies for teaching young children how to problem solve. Illustrated examples of problem solving in the classroom provide additional support for conflict resolution in preschool.

Evans, B. (2009). *You're not my friend anymore! Illustrated answers to questions about young children's challenging behaviors*. Ypsilanti, MI: High Scope Press.

This book outlines twenty 'problem scenarios' with a common format: the problem, usual response, a different way to approach the problem and more options to consider.

Gartrell, D. (2011). *A guidance approach for the encouraging classroom* (5th ed.). Belmont, CA: Wadsworth/Cengage Learning.

This book is a textbook for Early Childhood Educations courses, and it is also useful for the early childhood classroom teacher. It describes how to create an encouraging classroom. One of the three parts focuses on solving problems.

Kaiser, B., & Rasminsky, J. S. (2007). *Challenging behavior in young children* (3rd ed.). Upper Saddle River, NJ: Pearson.

Chapter 9 titled Guidance focuses on strategies for working with young children who have challenging behaviors. Collaborative problem solving is one of several approaches covered in this chapter. "Every time you use collaborative problem solving, you're not only solving a problem but also teaching skills..." (p. 182).

WEB RESOURCES

Center on the Social and Emotional Foundations for Early Learning (CSEFEL): Preschool Training Modules. Retrieved from http://csefel.vanderbilt.edu/resources/training_preschool.html

Module 2: Social-Emotional Teaching Strategies offers resources for trainers and teachers on problem solving. Another useful resource on problem solving is Teaching Social Emotional Skills "You Got It" which includes a poster with problem solving steps as well as solution kit cue cards.

Fernandez, K. (2000). Conflict management. *Head Start Bulletin*, 68. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/pd/Organizational%20Development/Cultivating%20a%20Learning%20Organization/conflict-final.pdf>

This issue of the *Head Start Bulletin* reviews conflict management skills and illustrates how these skills can be used effectively in situations where conflict can be prevented or resolved in a mutually satisfying way.

Head Start Center for Inclusion: Teacher Tools. Retrieved from <http://depts.washington.edu/hscenter/teacher-tools#problem>

These are visuals of problem solving ideas a teacher can use in the preschool classroom. The Head Start Center for Inclusion (HSCI) website offers additional practical resources for teachers and coordinators as well as professional development materials to assist Head Start programs in implementing effective teaching practices for all children, including children with disabilities.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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