**Social Problem Solving: Professional Development Module**
**Transcript for Slide 6 – What does it look like?**

Narrator: Preparing children to solve problems before they occur is a great first step. When conflicts do occur, there are some more key steps you can use to support children's attempts to problem-solve in the moment. Let's cover these steps first, and then see a few examples of them in action. This strategy, including the activities and procedures, is adapted from the Center on the Social Emotional Foundations for Early Learning's preschool training modules. First, help children recognize and describe their problem. Then, encourage children to come up with solutions. A great way to do this is by using the solution kit cards. Next, you'll discuss consequences of possible solutions. For example, by asking, "Is the solution safe? Is the solution fair? And how would everyone feel?" And once children agree on a solution, they can try it out. It's important to note, that if a child is too upset to discuss a problem, it's best to wait until they're calm before trying to find solutions. These steps may seem simple at first, but they can be a little tricky in the moment. Let's watch a few examples of a teacher using them in action. As you watch look for examples of the problem-solving steps.

Teacher: Do you want to play by yourself, or with someone?

(unintelligible)

Teacher: With me? Okay.

(screaming)

(teacher speaks in Spanish)

(crying)

Teacher: Uh oh, come here, come here, we have a problem. Now we have a problem. What we need to do?

(crying)

Teacher: Now we have a problem, and you feel so sad.

(child speaks in Spanish)

Teacher: Did you want to play too? She doesn't want to... What do you think we can do to fix this? Thank you!

Narrator: Did you notice the teacher helped the children recognize and describe the problem? That each child wanted the bowling toys, but didn't want to play together. She then encouraged them to come up with solutions, using the cards from the solution kit.

Teacher: Okay, bye. Mira, what mean this?

Child: Play. Together.

Teacher: Play together. Do you agree with this one? No? Okay, let's look for another one. Share? You don't want to share? Okay.

Narrator: While they didn't discuss the consequences of each possible solution, they did consider many.

Teacher: Okay, what that mean this?

Child: Trade.

Teacher: Trade. Do you want to trade with her?

Child: No.

Teacher: Do you want to trade?

(teacher speaks Spanish)

Child 2: I do.

Teacher: You want Albert? What do you want to trade? Mila, Linda? Okay. She don't want it, she don't want it.

Narrator: Until they could agree to use a timer.

Teacher: What's this? A timer. A timer, for what?

Child: For play.

Teacher: Yes, a timer for play. Do you want the timer Linda? Do you want me to put it on my telephone?

Narrator: The teacher sets the timer, and the children begin to play, content with the solution they've agreed to try. Overall, this teacher did a great job of supporting the children as they solved their problem. Now let's watch one more example of a teacher using the problem solving steps.

Teacher: Okay, so he wants to play with it and you want to play with it. Okay, so you chose to play with that. What did you choose to play with?

Narrator: This teacher helps the children recognize the problem by stating each child's perspective. She encourages the children to come up with possible solutions by asking…

Teacher: So what can we do if you changed your mind and decided you wanted to play with this, too? What could you do? How could you solve this problem? Let me show you.

Child: Can I (unintelligible) after him?

Teacher: Sure

Child: Wait. I...

Teacher: So how are you gonna play with the one toy together? How are we gonna do that, Samuel?

Narrator: And prompting to get and consider the problem-solving cards. They briefly consider the consequences of each solution card.

Teacher: Okay, Samuel, so how are we going to share?

Child: Share (unintelligible)

Teacher: Okay, well, ignore doesn't work, does trade work? Macai, we're figuring out how this is going to work. Okay, that's sharing.

Child: We're gonna share.

Teacher: But what's sharing going to look like? How are we going to do that?

Narrator: When the boys first agree to share, she pushes them to define what that means.

Teacher: Okay, so what does sharing look like? Does it look like Samuel plays with it,

and Macai watches? Or Macai plays with it and Samuel watches?

Child: No, I want to play on my own.

Teacher: Oh, he's going to go get his bottle from his cubby while you play with this one? Okay.

Narrator: And accepts their solution, of one boy getting a different bottle. All seem pleased with the solution as the child runs off to get the other bottle. These teachers did a great job of supporting children to solve their own problems. As teachers, it's tempting to solve problems for children. They bring us an issue, and it feels natural to fix it for them. But it's critical that we scaffold rather than take over the problem-solving process. Doing so will help children feel empowered to develop their own problem-solving skills.