

Teaching Social Problem Solving to Toddlers and Preschoolers

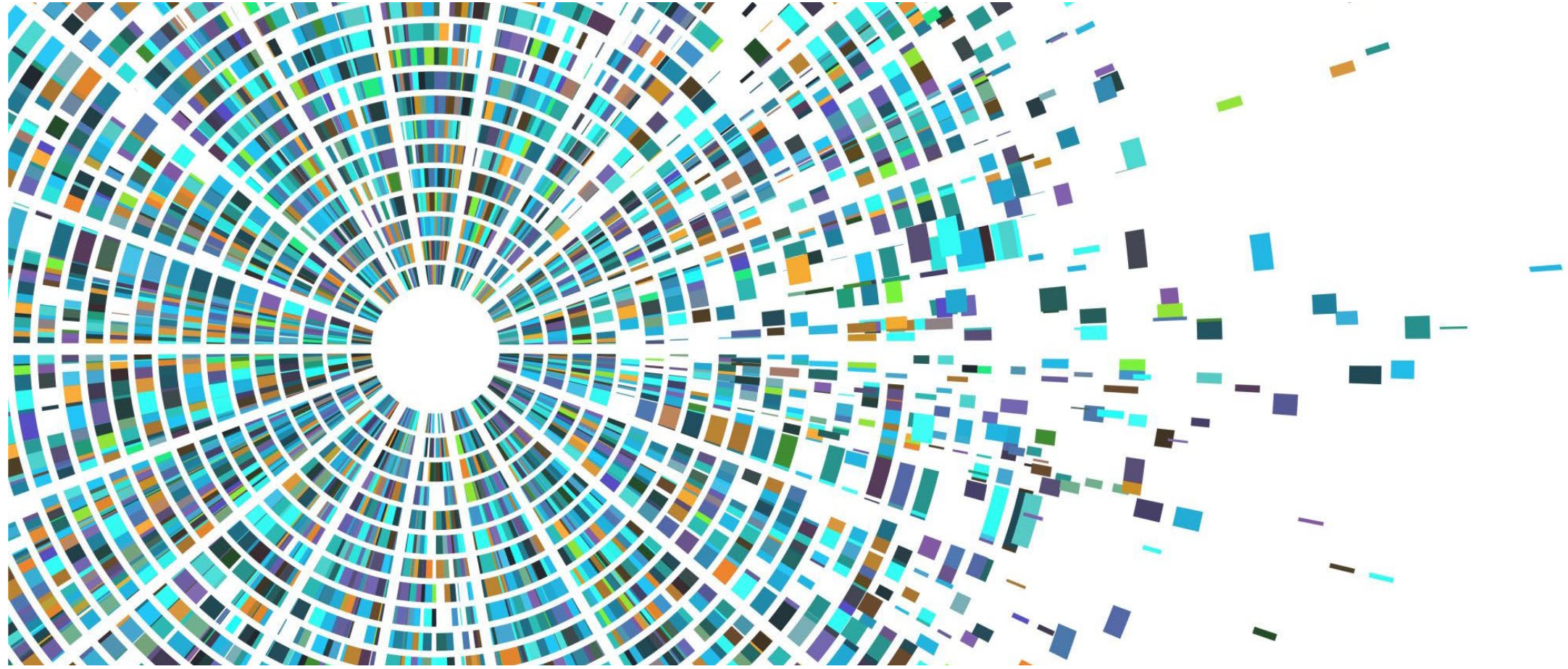
3/26/2024

Susan Zeiders

Early Intervention Technical Assistance



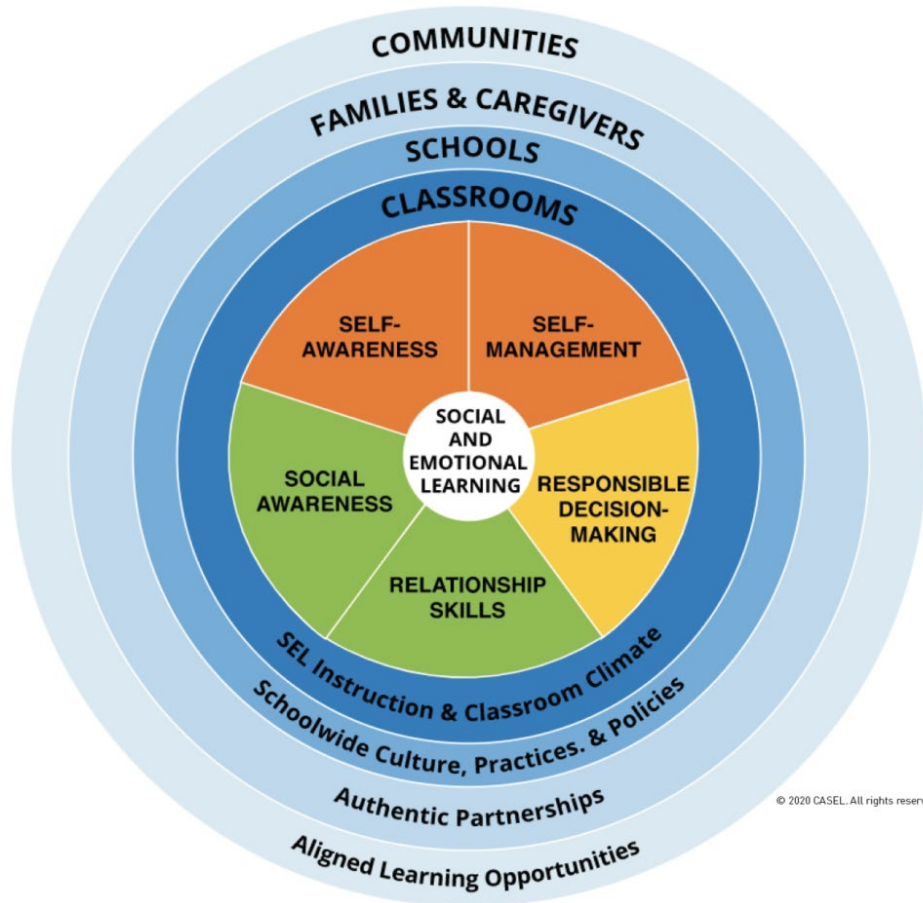
What Does Social Problem Solving in an Early Childhood Classroom Look Like to You?



Agenda

- Establish Shared Vision of Social Problem Solving
 - Foundations for Teaching Social Skills in Daily Routines
 - Problem Solving Strategies for Children
 - Adult Strategies for Teaching Problem Solving
 - Free Resources
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Collaborative for Academic, Social and Emotional Learning (CASEL) and the Pyramid Model



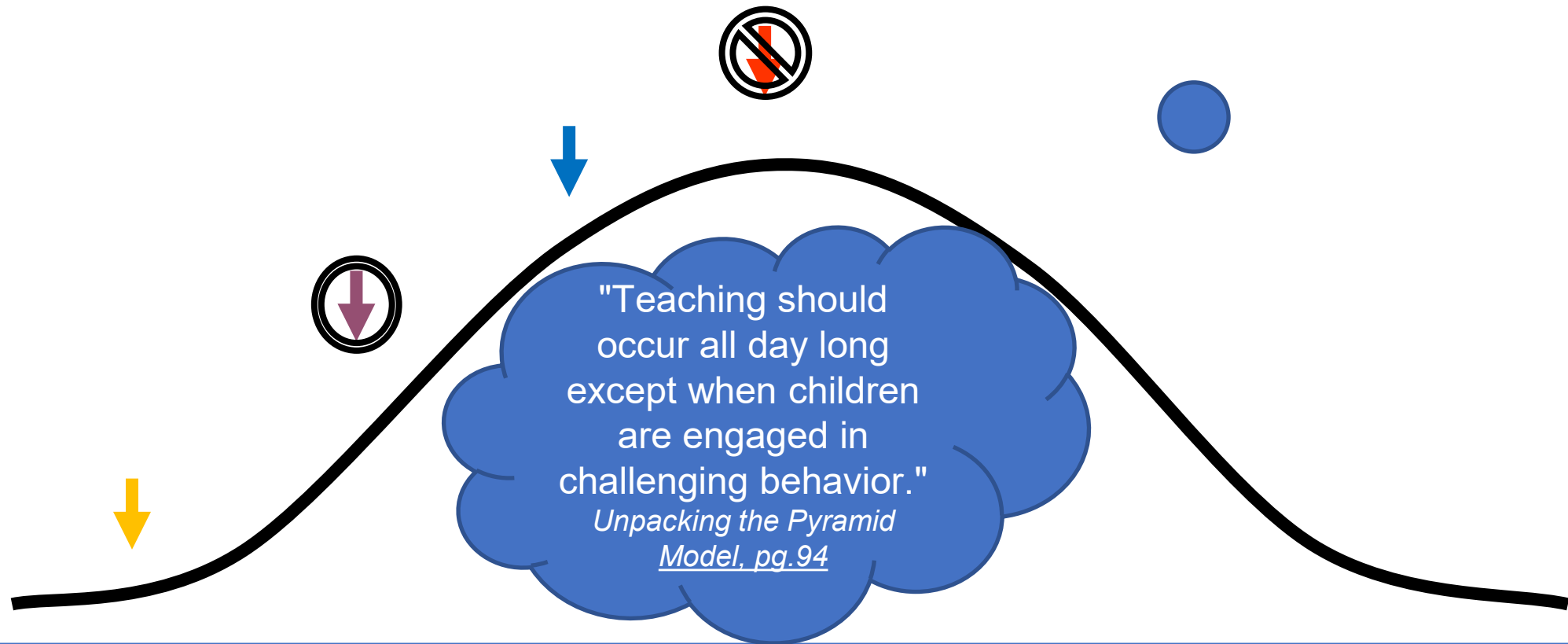
Social Problem Solving in PA Early Learning Standards

STANDARD AREA 16.2 Establishing and Maintaining Relationships

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
A. Relationships – Trust and Attachment	16.2 I.A Show affection and bond with familiar adults.	16.2 Y.T.A Use trusted adult as a secure base from which to explore the environment.	16.2 O.T.A Develop relationships that extend beyond trusted adults.	16.2 P.K.A Interact with peers and adults in a socially acceptable manner.	16.2 K.A Interact with peers and adults in a socially acceptable manner.	16.2 1.A Establish relationships that are positive and supportive of others.	16.2 2.A Establish relationships that are positive and supportive of others.
B. Diversity	16.2 I.B Notice differences in others.	16.2 Y.T.B Recognize similarities and differences between self and others.	16.2 O.T.B Communicate about similarities and differences between self and others.	16.2 P.K.B Identify similarities and differences between self and others.	16.2 K.B Identify similarities and differences between self and others.	16.2 1.B Recognize and tolerate the uniqueness of all people in all situations.	16.2 2.B Recognize and tolerate the uniqueness of all people in all situations.
C. Communication	16.2 I.C Use sounds and gestures as a form of reciprocal communication.	16.2 Y.T.C Use sounds, gestures, and words as a form of reciprocal communication.	16.2 O.T.C Engage in reciprocal conversations and interactions with peers and adults.	16.2 P.K.C Engage in reciprocal communication with adults and peers.	16.2 K.C Engage in reciprocal communication with adults and peers.	16.2 1.C Explain the impact of communication on interactions with others.	16.2 2.C Explain the impact of communication on interactions with others.
D. Managing Interpersonal Conflicts	16.2 I.D Express emotion relating to a conflict.	16.2 Y.T.D Express emotion relating to a conflict.	16.2 O.T.D Communicate about a conflict and seek help to solve.	16.2 P.K.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. <i>*See also 5.2 P.K.B.</i>	16.2 K.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. <i>*See also 5.2 K.B.</i>	16.2 1.D Identify and apply appropriate ways to resolve conflict.	16.2 2.D Identify and apply appropriate ways to resolve conflict.
E. Support – Asking for Help	16.2 I.E Indicate needs through vocalizations and body movements.	16.2 Y.T.E Communicate needs.	16.2 O.T.E Ask for help when needed.	16.2 P.K.E Ask for and accept offers of help when needed or appropriate.	16.2 K.E Ask for and accept offers of help when needed or appropriate.	16.2 1.E Determine who, when, where, or how to seek help for solving problems.	16.2 2.E Determine who, when, where, or how to seek help for solving problems.

When to Teach

Identifying Teachable Moments



How to Teach

Antecedent → **B**ehavior → **C**onsequence

What do you do to elicit the behavior?

Say, "Get the solution kit"

What do you want the child to do?

Get the kit from the shelf.

What do you do if the child does the behavior?

Say, "You got the kit, now let's look for a solution"

Problem Solving Steps – for Children



Identify the problem



Identify the potential solutions

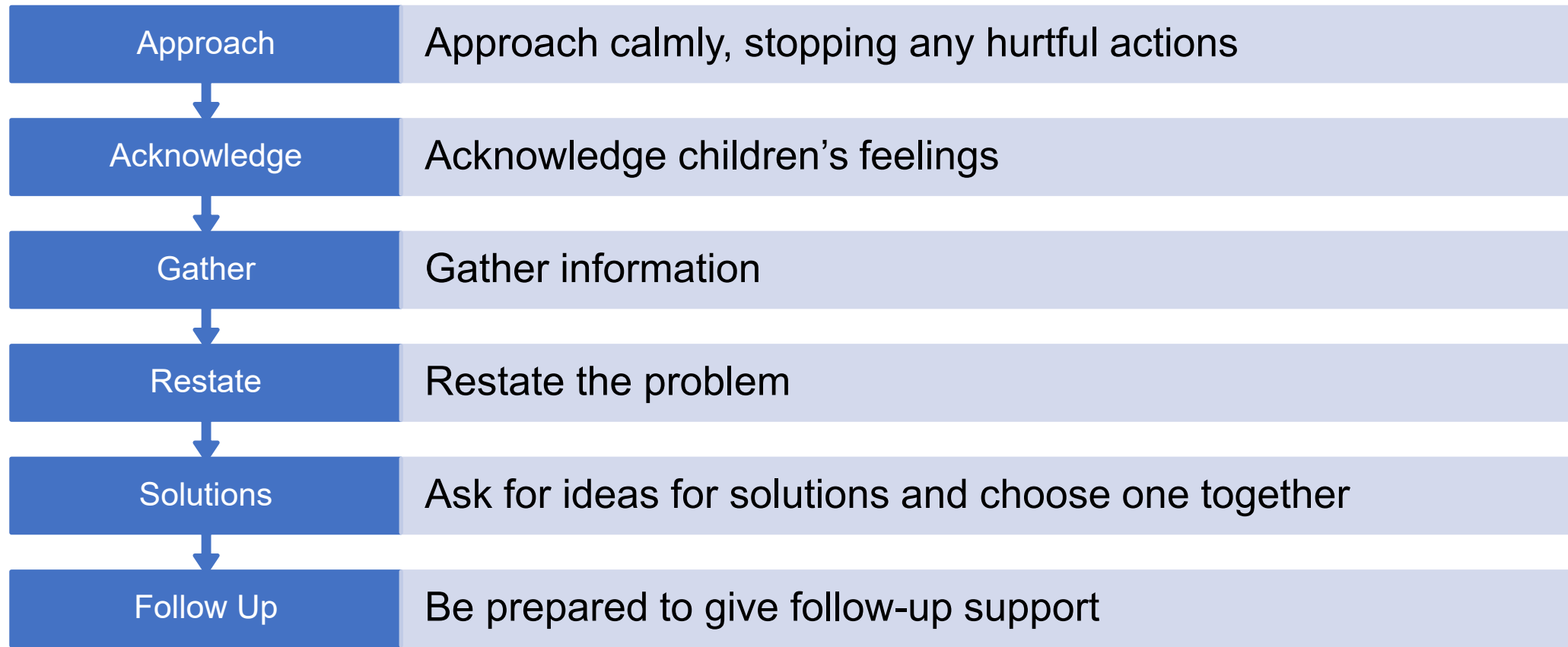


Evaluate the potential solutions



Try the solution

Adult Strategies for Teaching Problem Solving





Putting it Together

Adult Behaviors		Child Behaviors
Approach calmly stopping any hurtful actions.	1	
Acknowledge children's feelings.	2	
Gather information.	3	What is my problem?
Restate the problem.	4	
Ask for ideas for solutions and choose one together.	5	Think, Think, Think of some solutions
	6	What would happen if...? Would it be safe? Would it be fair? How would everyone feel?
Be prepared to give follow-up support.	7	Give it a try!



Let's see it!



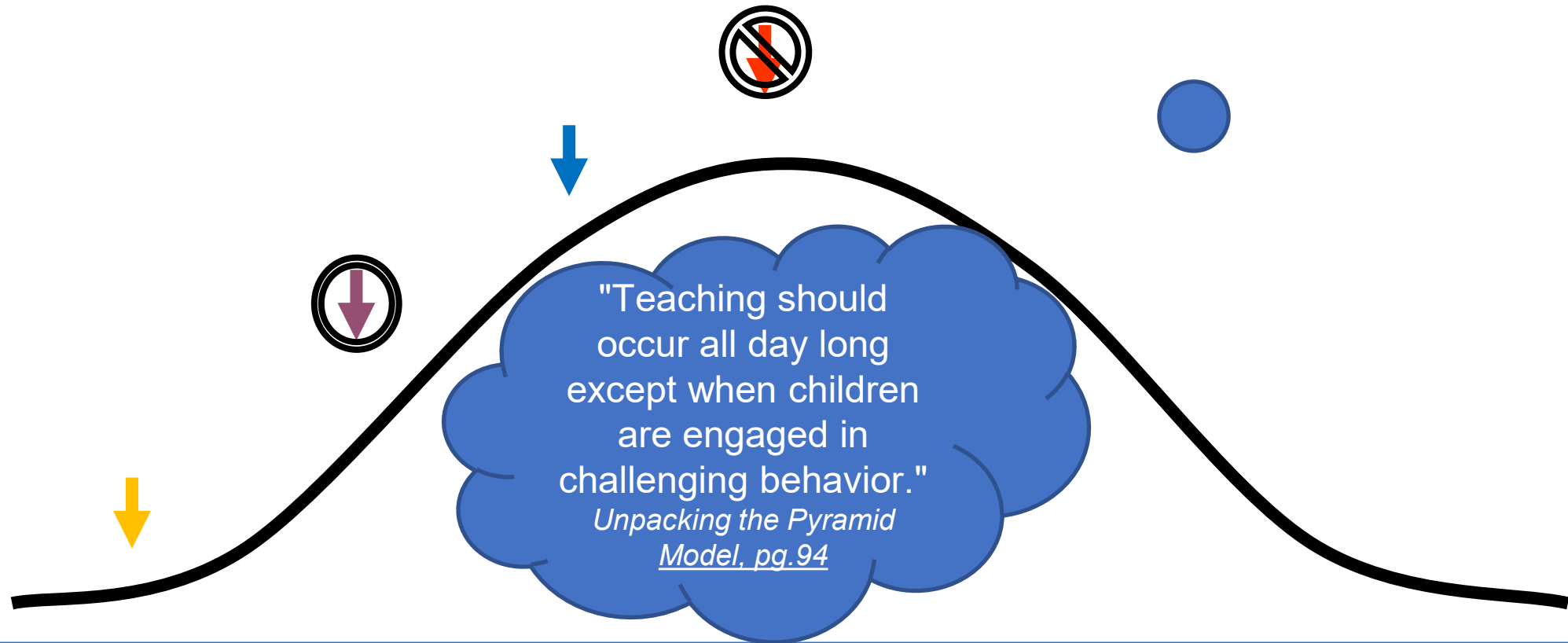


Being Prepared: Problem Solving Steps for Adults



When to Teach

Identifying Teachable Moments

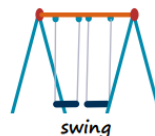


Strategies to Help Children Prepare to Solve Problems

Help Us
Calm Down
 Strategies for Children

Try these strategies with your child! The more you use a calming strategy and practice the strategy with your child, the more likely they are to use the strategy when experiencing anger, stress, sadness, or frustration.

I can...



Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the "Turtle Technique"

By Rochelle Lentini, Lindsay N. Giroux and Mary Louise Hemmeter

When I take a deep breath,

I smell a flower,

Then blow out a candle.



Solution Kit: Classroom Edition

Solution Kit Instructions

- ▶ Print and cut the Solution Kit pictures or save to your computer to resize and print. You can make the cards sturdy by laminating, gluing the cards to cardboard, or covering them with clear contact paper.
- ▶ Read the *We Can Be Problem Solvers!* story with the children to teach the problem solving steps.
- ▶ Introduce the Solution Kit with a few solutions at a time.
- ▶ Place the solutions in a place where children will see and use them (e.g., hanging on the wall or in a basket).
- ▶ Remind children to use the Solution Kit when solving problems in class.
- ▶ Offer lots of encouragement when a child tries to use the Solution Kit.
- ▶ Comment positively when a child uses the Solution Kit (e.g., “Look at you. You are using the Solution Kit to solve your problem”).



Solution Kit Cards



Solution Kit



Dear Families,

An important part of kindergarten readiness is having strong social-emotional skills. This includes knowing how to solve common social problems. Our classroom uses a tool called the *Solution Kit* that helps teach children to recognize a situation as a problem and then try different solutions. These visuals are available in our room as reminders.

The solution kit also comes in a home version with additional solutions relevant to situations that may occur at home. We have included a copy of the family solution kit with this letter.

You can support your child's learning at home by:

- Posting the family solution kit handout somewhere visible (e.g., on the refrigerator, on the child's bedroom door, etc.) and talking about what the different solutions are and what they mean.
- Pointing out when you are faced with a problem—any problem—and what solution you choose. For example, if you run out of paper towels, say out loud, “Oh no, I have a problem; I need a paper towel and there aren't any. What should my solution be?” Invite your child to help you come up with what you should do next. Doing this will help them learn the thought process for problem solving.
- Using the words “**problem**” and “**solution**” frequently to help your child become more familiar with those terms.

Please, feel free to ask us if you have any questions about the Solution Kit or how we address social-emotional development!



Social Stories about Solving Problems

We Can Be Problem Solvers!



By Rochelle Lentini, Rachel Anderson, & Anne Wimmer

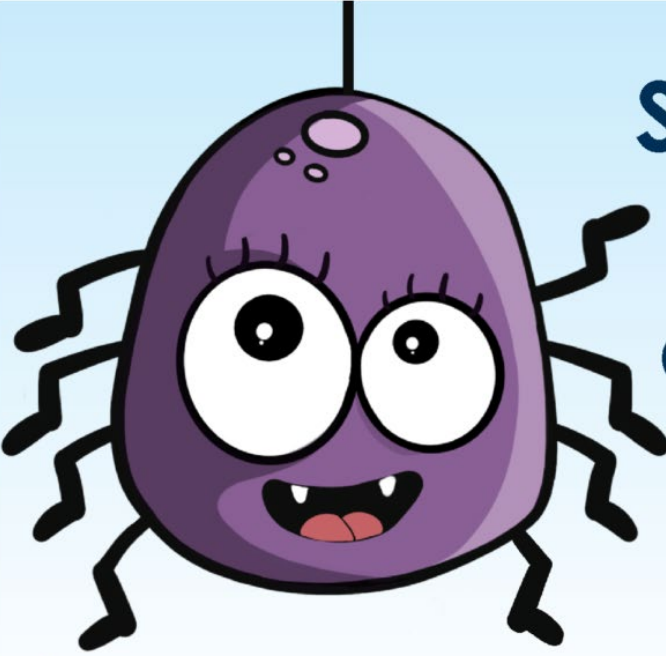
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Pub: 02/06/20

IDEAS that Work
Office of Special Education Programs
U.S. Department of Education

UNIVERSITY OF SOUTH FLORIDA

NCPMI

Suri Spider Selects a Solution



By Chelsea T. Morris,
Carlie Sandefur, Cristina Aicot, and Lise Fox

Suri Spider designed by
Cristina Zaldivar dba Properly Posted

ChallengingBehavior.org
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Innovation in Teaching, Leadership, and Wellness

NCPMI

Explicit Instruction for All and Extra Practice for Some

- Read stories about solving problems during circle or library time
- Set up scenarios to solve during small group time
- Teach problem-solving vocabulary
- Predict when and where problems often occur and review strategies before transitioning into those situations
- Provide problem-solving tools in the environment (solution kit suitcase, sets of solutions cards, calming strategy posters, etc.)
- Use naturally occurring situations to practice solving problems. Remember, some children may need help to calm down before they can solve problems.

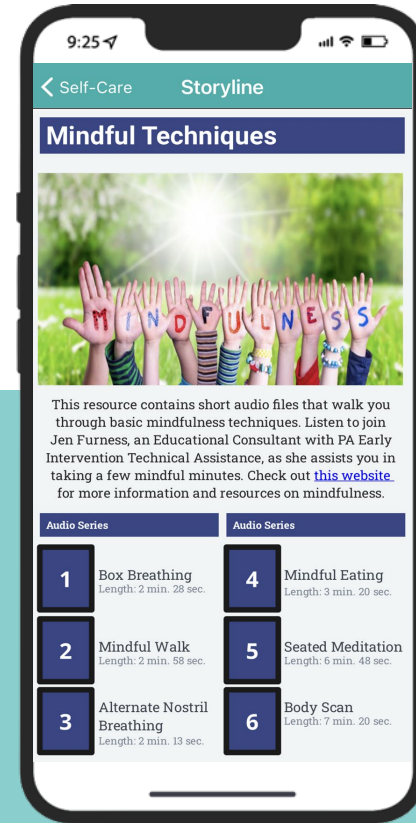
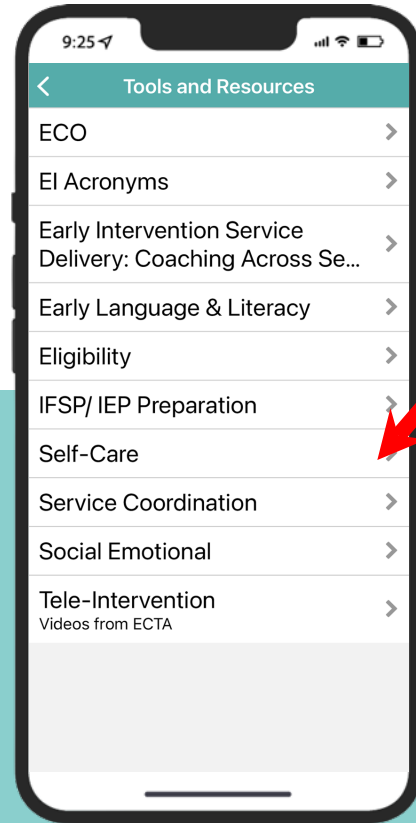
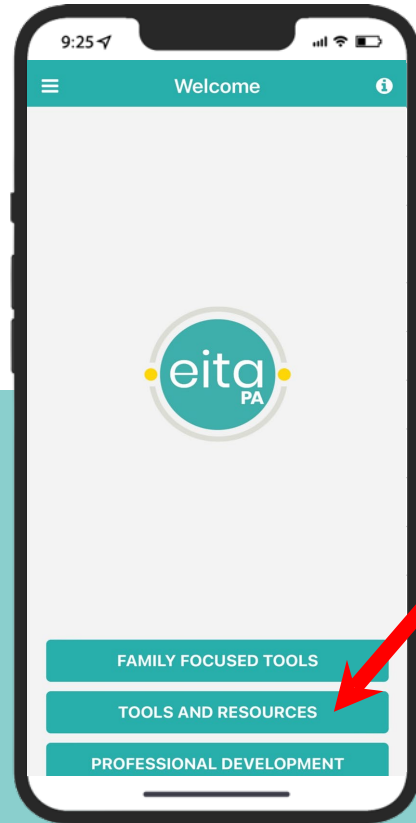


Problem Solving Discussion

Within your group, share your experiences and/or questions about any of the resources or strategies you heard about today. Possible ideas are:

- Planning for practice for yourself and for children so you can use strategies when you need them.
 - Using the matrix to plan when to teach
 - Using Solution Kit to teach brainstorming and choosing solutions
 - Teaching and using calming strategies.
 - Any other idea from group members
-

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