

IDAHO EARLY LEARNING EGUIDELINES

GOAL 29: CHILDREN DEMONSTRATE POSITIVE NEGOTIATION SKILLS.

Domain 3: Social and Emotional Development
Sub-Domain: Social Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT			
SUB-DOMAIN: SOCIAL DEVELOPMENT			
INTERACTIONS WITH PEERS			
GOAL 29: CHILDREN DEMONSTRATE POSITIVE NEGOTIATION SKILLS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Initiates interactions with caregivers and responds to caregiver’s interactions.	<ul style="list-style-type: none"> ▪ Communicates needs through crying, vocalizations, and movements. ▪ Uses sounds to interact with caregiver in a conversational way (e.g. baby says, “Ooh” and caregiver says, “Ooh”). ▪ Gazes at others, maintains brief eye contact, and follows movement in the room. ▪ Reaches out toward adults, other children, or objects. ▪ Expresses self through differing vocalizations (e.g. differentiated cries of hunger, pain, anger, or protest). ▪ Mimics facial expressions and simple movements. ▪ Gives or takes toys from a familiar adult, in the latter months of this stage. ▪ Gives cues to initiate interaction with caregiver, by the end of the period. 	<ul style="list-style-type: none"> ▪ Interact with child by holding, cuddling, hugging, smiling, and laughing with child; appropriate to the child’s responses. ▪ Nurture child during stressful times by using touch, verbal responses, or gestures. ▪ Learn to recognize child’s intent and various vocalizations, facial expressions, gestures, and body language. ▪ Use words to label or narrate daily routines or child’s expressions. ▪ Give child time to respond to interaction and then describe their response (e.g. “You are so excited about this rattle! Do you want to hold it?”). ▪ Make time for give and take when interacting with a baby. Be patient to wait for a response from the baby after you offer a sound or a facial expression. ▪ Follow the child’s lead for when to gaze at each other and when to look away, when to laugh and be silly, and when to be less stimulating.

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6 to 18 Months	Gives cues to initiate interactions with caregiver and peers.	<ul style="list-style-type: none"> ▪ Uses others' facial expressions, gestures, or voices to guide behavior. ▪ Repeats actions and verbalizations to let others know what is wanted, or just for fun. ▪ Looks to adult for help to settle disputes over toys or activities. ▪ Initiates interactions by pointing. ▪ Gives and takes toys from other children or adults. ▪ Asks for help through sign language, crying, or simple speech. ▪ Calls out to caregiver from across the room. ▪ Looks at caregiver to check-in or when distressed. ▪ Takes or leads others toward desired activity or object (e.g. takes caregiver's hand and leads them to a toy, or to the door, or to the kitchen). ▪ Shares food or desirable objects with significant caregiver. ▪ Performs a series of sequences of actions with caregiver and peers by the end of the period. 	<ul style="list-style-type: none"> ▪ Respond promptly physically and verbally to child's cues (e.g. "I'm warming up your bottle Jayden . . . here I come."). ▪ Model appropriate negotiation and conflict resolution skills with children (e.g. "You both want this ball. Let's get this other ball so you both have one."). ▪ Engage child in play and social interactions with other children (e.g. dancing, movement, talking at meal time, Peek-a-Boo). ▪ Provide child with opportunities to make some choices. ▪ Verbally describe child's emotions and actions (e.g. "Look at you reaching." "Do you want me to pick you up?"). ▪ Expand on child's language (e.g. "You told Jacob 'No' when you did not want him to take your toy. You can say, 'I want the ball.'").

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16 to 38 Months	Engages with caregivers and peers to solve problems or communicate solutions.	<ul style="list-style-type: none"> ▪ Brings toys or objects to others as a gesture of play. ▪ Spontaneously gives hugs to others. ▪ Uses give and take to play brief social games such as rolling the ball, chasing, or playing “Ring Around the Rosie.” ▪ Responds with intent and a physical or verbal reaction when someone takes away an object (e.g. says “No,” cries, yells, pushes, or grabs an item). ▪ Practices taking turns with activities and objects with adults (e.g. gives an object to an adult, then immediately takes it back). ▪ Seeks adult help to take turns with others, including giving up and keeping toys and objects. ▪ Follows simple two to three part directions. ▪ Tests limits. ▪ Asserts ownership by saying “mine.” ▪ With assistance, pays attention to when solving conflicts with other children, including eye contact, staying in proximity to other children when conflicts arise, and using simple words and phrases to solve the conflict. ▪ Indicates preferences and intentions by responding to yes/no questions (e.g. “Are you done with that?” “Are you still using it?” “Can Javier use it now?” “Do you want to keep it?”). 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to play in simple social games such as “Follow the Leader,” rolling the ball, dramatic play, pushing and riding in a wagon, or simple chase episodes. ▪ Model, show, and talk with child about rules, limits, and options and explain how they help people get along and keep people safe. ▪ Explain that you are near the child to keep them safe (“I am here to keep you safe.” “I am here to make sure you do not get hurt.” “I am here to help you play with your friends.”). ▪ Model ways to communicate to solve problems or conflicts and provide child with words to use (e.g. “Tell him he can have it when you’re done. You can say, ‘May I have that when you’re done?’”). ▪ Help children assert their needs and wants without using aggressive behaviors (biting, pulling hair, pinching) and explain how these actions hurt others (e.g. “It’s not O.K. to bite, but you can tell Johnny that you are angry.”). ▪ Demonstrate and explain positive effects of taking turns (e.g. “Wow, look at Emma! When you gave her a turn on the swing, she was so happy because she didn’t have to wait anymore.”). ▪ Build problem solving skills by engaging children in conversations to make decisions and find solutions (e.g. “What can we do? You both want the ball?”).

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36 to 60 Months	Solves problems and communicate ideas with a peer, with adult supervision.	<ul style="list-style-type: none"> ▪ Understands the concept of “mine,” “yours,” and “ours.” ▪ Initiates play and other activities with children using positive approaches. ▪ Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult). ▪ Uses several turn-taking strategies (e.g. bartering, trading, and beginning to share). ▪ Without using physical aggression negotiates with other children to solve a problem, with some adult assistance. ▪ States a position with reasons (e.g. “I do not want to play right now. I am tired.”). ▪ Seeks out adult help when conflict solutions are not working. ▪ Considers the need or interest of another child and accepts or suggests mutually acceptable solutions. 	<ul style="list-style-type: none"> ▪ Provide activities that allow child to negotiate social conflicts (e.g. dramatic play, blocks, and a variety of multicultural dress-up clothes). ▪ Give child ample time to solve own problems before intervening. ▪ Model appropriate strategies for conflict resolution and use questions to stimulate thinking (e.g. “What’s happening here?” “What are you going to try next?”). ▪ Read stories, use flannel board, or invent puppet plays in which characters solve conflicts in socially appropriate ways. ▪ Build problem solving skills by engaging children in multi-faceted decisions and solutions (e.g. “What can you two work out? You both want to take pictures with the digital camera and you both want to use the keyboard on the computer. There is one camera and one computer. So how might you two work out some sharing plan?”). ▪ Model increasingly sophisticated vocabulary for negotiations and communicating ideas (e.g. trade, solve, plan, options, choices). ▪ Remind and help children follow through on solutions they come up with to negotiate with peers. ▪ Model and provide child with words to use when in a conflict (e.g. “Tell him he can have it when you’re done.” “May I have that when you’re done?”).

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60 Months through Kindergarten	Communicates with peers to solve conflicts, negotiate solutions, and share ideas.	<ul style="list-style-type: none"> ▪ Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights, and the other child's needs with assistance (e.g. "I'll use the paste for these two pieces of paper, and then give it to you.>"). ▪ Acknowledges that play and learning includes issues of fairness, rules, intentions, or motives. ▪ Verbally asserts needs when disagreeing with friends, without aggression. ▪ Offers solutions for solving conflicts and problems. ▪ Responds to suggestions when solving problems with others (e.g. "You can have it now, if I can have it later.>"). ▪ May spend more time negotiating the rules of the game than playing the game. 	<ul style="list-style-type: none"> ▪ Support child's attempts to problem-solve and manage conflicts, rather than solving it for them (e.g. "What should we do to solve this problem?"). ▪ Break down options for solving conflicts and negotiations into small steps (e.g. "What do you want to try first?"). ▪ Model increasingly sophisticated vocabulary for negotiations (e.g. negotiate, alternatives, goals, costs and benefits, risks, outcomes, consequences). ▪ Support trying more than one solution (e.g. "What are some things you could try? What are you going to try first? What next?").

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<p>First, Second, and Third Grades</p>	<p>Negotiates and solves conflicts using reasoning, judgment, critical thinking, and a wide-ranging vocabulary.</p>	<ul style="list-style-type: none"> ▪ Applies awareness of others' emotions to negotiate conflicts. ▪ Uses rules as the foundation for negotiations in games. ▪ May spend more time negotiating the rules of the game than playing the game. ▪ Uses cues to interpret others' feelings. ▪ Understands, anticipates, and considers others' perspectives during negotiations. ▪ Uses problem-solving strategies to find solutions to solve disputes. ▪ Tries various strategies before seeking adult help. ▪ Uses a wide-ranging vocabulary of negotiation concepts to help solve problems. 	<ul style="list-style-type: none"> ▪ Use pictures, news events, magazines, newspapers, and current events as springboards for examining people's faces and body language for signs of emotional states. ▪ Tell stories, read books, make up poetry about people who are negotiating. Guide children to predict solutions and outcomes. ▪ Explain daily events where adults make simple mediation and negotiations. Model how you handle those. ▪ Foster development of mediation and negotiation skills according to child's developmental abilities and cultural beliefs. ▪ Model and teach increasingly sophisticated vocabulary for negotiations (e.g. negotiate, alternatives, goals, costs and benefits, risks, outcomes, consequences). ▪ Monitor children's negotiations and step in when children reach stalemates that may lead to aggression. Otherwise help children develop and use strategies for overcoming stalemates such as giving time for the situation to deescalate, walking away to calm down, asking for help from others, or role playing where each child takes on the role of the other person. ▪ Support child as they select phrases and vocabulary to resolve conflicts.