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Social Behaviour and Interpersonal Problem-solving Skills of Australian Children

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ABSTRACT One hundred 4 to 6 year old Australian children (55 male and 45 female) were assessed for interpersonal social problem-solving skills. Class teachers rated social behaviour of children within the educational context. These results indicated that children who were assessed by their teachers as successful in peer group entry, popular among classmates, socially outgoing, and being using more positive and less negative strategies for conflict resolution were more likely to suggest greater number of relevant and alternative strategies in hypothetical dilemmas. Also these children were more likely to suggest prosocial and less likely to suggest agonistic strategies for getting access to an object in another child's possession and to initiate friendship in a direct and prosocial manner.