

## Abstract

The purpose of the present study was to determine if teacher prompting could increase the frequency of leadership behaviors exhibited by preschool children during play and if teachers could increase their level of prompting of leadership behaviors. Using a framework first described by Parten in 1933, preschool children's leadership behaviors were recorded into the categories of *directing and following*; *reciprocally directing and sharing leadership with another child*; or *directing the group*. A review of the literature revealed prompts teachers could use to promote leadership skills in young children, which included *modeling*, *helping others*, *completing tasks*, *praise*, *decision-making*, and *problem-solving*. Results indicated that two of three children increased their leadership behaviors in the category of *directing and following*, and all three children increased their leadership behaviors in the categories of *reciprocally directing and sharing leadership with another child*; and *directing the group*. Additionally, the teacher increased her level of prompting with all three children following training.