

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT****SUB-DOMAIN: SOCIAL DEVELOPMENT****INTERACTIONS WITH PEERS****GOAL 28: CHILDREN DEVELOP FRIENDSHIPS WITH PEERS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Shows interest in interacting with peers.	<ul style="list-style-type: none"> <li>▪ Initially shows awareness of other children though interacts with brief gazes only.</li> <li>▪ Initially engages in self-play.</li> <li>▪ Early in this age range, child moves in space without regard for the space and bodies of other children.</li> <li>▪ Reaches out to and engages momentarily with other children.</li> <li>▪ Pats/touches child nearby.</li> <li>▪ Pokes or reaches at other children to explore (may unintentionally knock the child over).</li> <li>▪ Pushes toys toward another child.</li> <li>▪ Hands toys to other children.</li> <li>▪ Takes objects from other children.</li> <li>▪ Observes other children and mimics their behavior (sees another child banging a toy and begins to bang a toy).</li> <li>▪ Babbles, make sounds toward, and respond to other babies and older children (talking, smiling, babbling).</li> <li>▪ Shows interest when other children are crying, and tries to help (brings child a toy), or begins to cry.</li> <li>▪ Engages in parallel play or briefly plays beside other children.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide supported opportunities for child to play and interact with other children (keep close proximity to children at play to help with language, sharing, and playing together).</li> <li>▪ Play turn-taking games with child (Peek-a-Boo).</li> <li>▪ For all children in this age range, set up mealtimes (either family table or child care mealtime), where children are seated in face to face arrangements with adults and other children. The goal is for children to see how and what each other eat and to hear each other's sounds. Mealtimes offer a group time that is inherently made for social interactions and communication.</li> <li>▪ In group settings, take advantage of spontaneous gatherings where two or more children come together as a group. Sing active songs and finger plays (Three Little Monkeys, Three Little Ducks). Expect these to be brief.</li> <li>▪ Provide opportunities for interactions near other children (e.g. rolling the ball or joyfully running together across an open space).</li> <li>▪ Verbally acknowledge a child's feelings so that peers are aware of each other's feelings (e.g. "Sam looks sad. Let's go help him.").</li> </ul>