

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT**SUB-DOMAIN: SOCIAL DEVELOPMENT****PRAGMATIC BEHAVIOR****GOAL 30: CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS ON OTHERS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Anticipates reactions to their actions.	<ul style="list-style-type: none"> ▪ Respond to words and tone of voice from others for redirection. ▪ Uses others' facial expressions or gestures to guide own behavior (e.g. looks toward adult when reaching for a forbidden item, such as an electric outlet). ▪ Sometimes repeats behaviors despite negative consequences. ▪ Shakes head "no" or "yes" in response to questions. (Sometimes uses head shakes for "no," even when child means "yes"). ▪ Uses simple gestures or signs to indicate needs or wants. ▪ Shows understanding that characters from books, movies, and songs are associated with certain actions or behaviors (e.g. animal picture and animal sounds, or motor sounds for transportation vehicles). ▪ Brings or gives objects to others to connect or initiate play. ▪ Moves towards or reaches for caregiver to be held. ▪ Uses repeated sounds or words to gain caregivers attention or reaction (e.g. child says, "ba, ba, ba," and caregiver responds, with "ba, ba, ba."). ▪ Near the end of this period, modifies behavior in an effort to solicit others' actions or responses. 	<ul style="list-style-type: none"> ▪ Anticipate the actions of child to prevent them from hurting self or others. ▪ During care giving routines, give child cues about what will happen next (e.g. "I'm going to wipe your bottom. Oh . . . is that a little cold?"). ▪ Be intentional about your responses to a child's behavior, matching your behavior to the child's intent (e.g. child throws food item on the floor after eating most of the food, then you assume child is full, and is now experimenting with dropping items, rather than still eating. The strategy you use for how you respond is different if you think the child is still eating, or if the child is thinking scientifically.). ▪ Talk with child about what they see or what they are doing. ▪ Respond to child's cues and expand on their responses (e.g. "Do you want me to hold you while Mom says goodbye?"). ▪ Be aware of the child's preferences and accommodate those as appropriate. ▪ Offer opportunities for child to make simple choices (e.g. offer two toys at the same time and let the child choose). ▪ Use words to describe the emotion or action the child uses. ▪ Respond to child's cues lovingly and consistently.