

IDAHO EARLY LEARNING EGUIDELINES

GOAL 33: CHILDREN DEVELOP A SENSE OF HUMOR.

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			
PRAGMATIC BEHAVIOR			
GOAL 33: CHILDREN DEVELOP A SENSE OF HUMOR.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Smiles and laughs with pleasure, often in response to primary caregiver.	<ul style="list-style-type: none"> ▪ Reacts with calm demeanor to physical sensations (rocking, lifting). ▪ Shows differential reactions to familiar and unfamiliar. ▪ Smiles, and later laughs, in response to environment, animals, and people. ▪ Reacts positively to small surprises such as sounds, faces, and Peek-a-Boo. ▪ Begins to initiate interactions with caregivers or other children. ▪ Watches and observes the environment and the people and animals in it. ▪ Recognizes and takes interest in new experiences and objects. ▪ Engages in reciprocal interactions with others (e.g. gazing, smiling, and making sounds). 	<ul style="list-style-type: none"> ▪ Develop secure relationship where child can trust caregiver responses and routines. ▪ Hold infants about 10 inches from your face so the baby can see your smile and your eyes. Smile often. ▪ Become familiar with child's temperament and approach to learning, so you can choose the ways that bring pleasure to the child's life. ▪ Use surprise faces/expressions to amuse and bring interest to the child's day. ▪ Play Peek-a-Boo and other games where fun is a part of the interactions. ▪ Make simple jokes and amusing actions, then laugh with the children. ▪ Offer reassurance if child withdraws when laughter or joy become overwhelming. Infants need time to calm when stimulated, so be sure to take cues from the child about ending interactions. ▪ Caregivers and families can talk often to communicate things that make a baby happy and peaceful. ▪ Communicate across caregivers to understand ways to offer culturally sensitive humor and actions.

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6 to 18 Months	Initiates and responds to caregiver with smiles and laughter. Responds to absurdity.	<ul style="list-style-type: none"> ▪ Shows attraction to incongruity, such as novel sounds and funny faces from familiar people. ▪ Anticipates favorite routines. ▪ Begins to understand physical humor (e.g. falling down, laughing, and bending over to look between legs). ▪ With adult reassurance, recovers, accepts, and approaches surprises and changes. 	<ul style="list-style-type: none"> ▪ Develop secure relationships and trust by using consistent, responsive, gentle caregiving. ▪ Offer social referencing to babies with delight and smiles when pleasant changes and surprises occur (e.g. model delight and laughter, and a sense of humor as humorous events occur). ▪ Provide absurd situations and laugh as you do them (e.g. put a hat on upside down, put a dollop of soap on your nose, put a cup on your head). ▪ Playfully move, touch, and caress toes, fingers, arms, and legs, watching child's cues to know when to stop. Offer activities that become routines (e.g. putting on pants after diapering while singing a rhyme, "Diaper on your body, socks on your feet, pants on your legs." Later, change that around to an absurdity, "Diaper on, beans on, pants on."). ▪ Incorporate playfulness into fun routines (e.g. happy chase games, on-off, and dump-fill games). ▪ Respond when child initiates play and watches for your response. ▪ Watch and read baby's cues to know when to stop a stimulating activity. ▪ Use simple rhymes and songs that offer fun and humor. ▪ Initiate humorous play with silly gestures or novel sounds. ▪ Use surprising sounds or facial expressions in play to elicit laughter. ▪ Be aware of cultural differences in humor and touch.

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16 to 38 Months	Uses language and body to initiate social humor.	<ul style="list-style-type: none"> ▪ Laughs at and initiates incongruities/ mismatches including visual and spoken situations (e.g. pants on head, cow says, "quack"). ▪ Uses knowledge to allow flexibility for humor. ▪ Uses social referencing to gauge reactions for absurd situations. ▪ Participates in group glee, where the glee is more about being a part of the group's pleasure than understanding an absurdity. ▪ Engages in give and take in creating humorous events (e.g. chase, absurd body movements, gestures, facial expressions). ▪ Exhibits physical humor (e.g. dancing, falling down, crawling, looking backward through legs). ▪ In the latter months of this age range uses word play (e.g. repetition, absurdity, opposites in meaning, mixed up syllables). ▪ Imitates humorous situations. ▪ Makes animal sounds. ▪ Mimics adults as they laugh, with or without knowing the reason for the laughter. 	<ul style="list-style-type: none"> ▪ Follow the child's cues for engaging in humor. ▪ Watch child's cues to know when to stop and protect child when body humor is being used (e.g. chasing, roughhousing). ▪ Acknowledge child's attempts to understand and participate in humorous situations. When a child laughs along with adults, whether the child understands the humor or not, smile with the child. Avoid shaming a child or demeaning a child's attempts at joining in the laughter. ▪ Recite and alter simple rhymes and songs, adding absurdities and inviting children to create absurdities. ▪ Use joint attention, social referencing, and reciprocation to know when child sees the humor in a situation. ▪ Use amused look to communicate humor. ▪ Use humor to extend interactions and glee. ▪ With children in the late stages of this age range, clarify social cues between peers when humor is misunderstood. ▪ Avoid tickling young children. Tickling is unpleasant and over stimulating, especially when the person tickling is in control of the start and stopping of the stimulation, and much stronger than the child.

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36 to 60 Months	Uses novel language, sounds, and meanings to initiate interaction with adults and peers. Uses physical humor for social purposes.	<ul style="list-style-type: none"> ▪ Laughs with others. ▪ Mimics others actions and expressions, sometimes impersonating favorite amusing characters. ▪ Uses slapstick, physical humor. ▪ Laughs for the delight of laughing. ▪ Uses body function humor. ▪ Makes absurd, sometimes rude noises. ▪ Makes up sounds and rhymes without meaning. ▪ Combines nonsense syllables and real words. ▪ Uses distortions of familiar attributes/concepts (e.g. man's head/dog's body, oversized changes in size, shape). ▪ Laughs at and tells simple verbal jokes/riddles, although may not be able to replicate format or to tell the joke accurately. ▪ Shows concrete thinking when posing questions and answers in attempts to tell riddles, but typically misapplies the humorous intent of the riddle, offering a true answer to the question rather than a joke; pre-riddle stage. ▪ Laughs at gender reversals and incongruous actions (e.g. a cow on skates, a cat in a costume). 	<ul style="list-style-type: none"> ▪ Expect jokes and group silliness and respond with smiles. Intervene if the silliness becomes physically hazardous to the children. ▪ Monitor intensity of experiences, reading children's cues for when the child is overstimulated. ▪ Use humor to help children learn acceptable behavior (e.g. when child says, "No, I won't," try humorously singing, "No, no, no-no-n-no-no. No, no. no-no-n-no-no. Yes, yes, yes-yes and yes-yes!"). ▪ Read amusing books and sing funny songs that include absurdities, taking turns with the child to make up verses or create absurd stories. ▪ Use humor as a tool for language development. Offer children opportunities to use reversals of ideas and knowledge that result in absurdities (e.g. child knows the names and sounds that animals make, then make up songs and stories where sounds are combined and altered (e.g. Cows say, "cock-a-moodle-do"). ▪ Clarify social humor between children. ▪ Use joint attention, social referencing, and reciprocation with child when humor is tentative. ▪ Clarify and support joking/humor between peers. ▪ Understand cultural norms for humor for children in a group.

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60 Months through Kindergarten	Uses humor to consolidate understanding of concepts and language use. Uses some abstract thinking and humor as a social skill.	<ul style="list-style-type: none"> ▪ Uses word play, rhymes, magic tricks, and jokes. ▪ Tells riddles and jokes with a format (Knock-Knock); riddle stage. ▪ Participates in social interaction with humorous situations (e.g. absurd, slapstick, pretend play). ▪ Uses deliberate, humorously provocative actions. ▪ Uses physical humor (jumping, silly walks). ▪ Uses humor for leadership and group acceptance. ▪ Likes stories with funny characters, expressions, outcomes. ▪ Uses humor to initiate and extend interactions with trusted adults. ▪ Uses humor with peers to initiate or extend social interactions. 	<ul style="list-style-type: none"> ▪ Respond to and create opportunities for humor. ▪ Recognize differences in expression of and responses to humor, and accept those variations. ▪ Provide books with word play and situational humor. ▪ Recognize that children in this age group are in transition between concrete joke telling and humor and understanding more abstract absurdities. Acknowledge and expand humorous situations and word play to help children move to higher levels of thinking. ▪ Use humor to extend child’s thinking and problem solving, using absurdities to help children explain reality. ▪ Clarify jokes and humor for child who is slightly younger to scaffold understanding. ▪ Recognize that children learn from repetition, retelling, and finding understanding in riddles and jokes. ▪ Read and reread riddle books, and routinely engage child in “riddle time.”

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<p>First, Second, and Third Grades</p>	<p>Uses multiple meaning for words and situations. Follows sequences in stories to humorous conclusions.</p>	<ul style="list-style-type: none"> ▪ Likes cartoons/jokes and can follow sequences to punch line. ▪ Likes riddles and jokes and may memorize some favorites. ▪ Likes stories with combinations of word play and situations. ▪ Shows empathy; is not mean-spirited. ▪ Usually self-monitors and controls level of stimulation in participating in humorous situations. ▪ Recognizes that teasing and humor can be hurtful, as well as fun. ▪ Uses humor across the range of expression. ▪ Uses humor as a coping mechanism. ▪ Has a sense of appropriate timing for jokes. ▪ Starts to like practical jokes, sometimes on self. ▪ Can take another person's point of view about what is funny. ▪ Uses humor to demonstrate meaning and understanding. 	<ul style="list-style-type: none"> ▪ Acknowledge that school age children can usually choose between absurd and practical solutions with their increasing ability to see multiple perspectives. Brainstorming ideas, even the absurd ones, is a fun and stimulating way for children to create solutions. ▪ Plan activities where you and the children think of creative (and perhaps silly) ways to approach a situation, then enjoy and laugh at absurdities that are a part of the creation. ▪ Provide books with wordplay and humorous plots. ▪ Use humor to extend thinking and understanding. ▪ Monitor teasing, and guide children to think about how humor can be hurtful or helpful. ▪ Have children think about the intent of humor when it is directed at someone else. Discussing the why, "I was just teasing you," or "I was only kidding," might not make up for a child's hurt feelings when teasing is harsh. ▪ Place several riddle books in the book area, and read those books with individuals and at group times. ▪ Plan activities where you and the children think of creative ways to approach a situation, then enjoy and laugh at absurdities that are a part of the creation.