

IDAHO EARLY LEARNING EGUIDELINES

GOAL 50: CHILDREN COMPREHEND AND USE CONVENTIONS OF SOCIAL COMMUNICATION.

Domain 5: Communication, Language, and Literacy

Sub-Domain: Communication

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY			
SUB-DOMAIN: COMMUNICATION			
CONVENTIONS OF SOCIAL COMMUNICATION			
GOAL 50: CHILDREN COMPREHEND AND USE CONVENTIONS OF SOCIAL COMMUNICATION.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Initiates and responds to social communication with caregivers and others.	<ul style="list-style-type: none"> ▪ Turns head in reaction to human sound. ▪ Establishes joint attention and becomes a communication partner by gazing, smiling, and making eye contact. ▪ Tracks items of interest (especially people) with eyes. ▪ Seeks and maintains eye contact. ▪ Initiates communication with others using nonverbal cues. ▪ Responds positively to physical touch and contact. ▪ Responds with concern, calmness, relaxation, or tension to verbalizations of adults and children. ▪ Imitates facial expressions. ▪ Initiates communication by gazing, making sounds, smiling, and eye contact. ▪ Engages in vocal exchanges with others (e.g. cooing and babbling in a reciprocal way with a care giver). ▪ May return a smile or facial expression. 	<ul style="list-style-type: none"> ▪ Engage child in looking at others with the child. ▪ Express different emotions to the child, and give labels to those emotions. ▪ Wave to, kiss, hug, and greet child using words to accompany the actions. ▪ Follow child's gaze to establish joint attention. Comment on the object of the child's gaze. ▪ Provide face-to-face interactions, physical contact, and verbal cues for the child during daily routines. ▪ Sing a variety of lullaby songs for calming baby (soft, humming). ▪ Sing a variety of fun songs for amusing baby ("Pop goes the Weasel") and a variety of rhythmic songs for engaging a baby's interest ("Wheels on the Bus"). ▪ Give baby time to respond to sounds, and to reciprocate with sounds and with eye contact to you.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Sustains shared interactions.	<ul style="list-style-type: none"> ▪ Expresses preference for familiar people. ▪ Responds to nonverbal cues. ▪ Engages in vocal play, including turn-taking. ▪ Returns a physical demonstration of affection; a laugh or hug. ▪ Makes more specific sounds of home language than general vocal sounds. ▪ Initiates communication using words, signs, and gestures. ▪ Uses nonverbal gestures for social conventions of greeting (e.g. waves goodbye). Says "no" purposefully. ▪ Offers object to initiate play with other people. ▪ Responds when name is called or signed. ▪ Often makes eye contact with caregiver when taking an action (social referencing). 	<ul style="list-style-type: none"> ▪ Encourage child to use vocalizations and gestures to gain attention, responding to child's efforts. ▪ Respond to child's facial expressions and sounds with gestures and words. ▪ Offer objects to a child, paired with labels for the objects. ▪ Talk about what you and your child are doing as you do it. ▪ Engage in turn-taking or circular communication with child, even before he/she uses real words. ▪ Use every day routines (arrival and departure time, meal times, taking a walk, and seeing the center director) to practice social language conventions (e.g. "Good morning." "See you later." "Please pass the peas." "Hello, Mrs. Johnson."). ▪ Play games that involve turn-taking. ▪ Guide children to use words and to listen when talking with other people. ▪ Offer time and opportunity for child to practice listening and talking (e.g. use a toy or make believe telephone, rock and sing to a doll, or pretend to be a meowing kitty).

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Initiates interactions using social convention.	<ul style="list-style-type: none"> ▪ Uses object to initiate play or seek assistance from another child or caregiver. ▪ Initiates communication using jargon, words, signs, gestures, and facial expression (i.e. says "hi" and touches a friend). ▪ Uses words to get others to help meet wants and needs. ▪ Asks and answers simple questions. ▪ Takes turns in simple conversations, using words and nonverbal communication. ▪ May use common expressions of politeness (e.g. smiles and nods, "yes"; uses "please and thank you"; uses "hi" and "bye"). ▪ Attends to speaker with eye contact and response for a portion of a conversation, one on one. ▪ Makes a related comment (e.g. Adult says, "Here is your water," and child responds, "Cup"). ▪ Makes a formal verbal or sign request or response (e.g. "Milk please," "More," "Up"). 	<ul style="list-style-type: none"> ▪ Play often, verbally describe, and expand on a shared interest. ▪ Model social conventions when talking with a child (e.g. Hello, Good-bye). ▪ Use gestures in communication. ▪ Name and point to pictures and objects. ▪ Talk about what you are doing during daily routines. ▪ Ask and answer where, what, and who. ▪ Prompt social conventions, such as "please and thank you" and model in adult interactions with child. ▪ Encourage dual language learners to use both languages in daily routines. ▪ Value and celebrate child's home language and culture. Speak using child's home language and English. ▪ Demonstrate, explain, and provide opportunities for child to practice culturally and socially appropriate courtesies. ▪ Use symbolic actions to convey meaning (e.g. a hand sign to say all done, or a finger held up to indicate, "Hold on. I'm coming").

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Sustains interactions using social conventions.	<ul style="list-style-type: none"> ▪ Attends to speaker during a conversation. ▪ Uses spoken language or signing for greetings including, "Hi," "Good-bye," and softeners in language such as "please and thank you." ▪ Seeks interaction with others (e.g. "Sing with me," and "Read a story."). ▪ Recognizes subtle, nonverbal cues (e.g. crooking a finger to indicate come closer, or finger on lips for "Shhh," and facial expressions for happy, sad, danger, and encouragement). ▪ Asks for help. ▪ Initiates and takes turns in group conversations. ▪ Recognizes appropriate time to enter conversation. ▪ Recognizes rising and falling intonation and what that means (difference between a "what" question and a statement). ▪ Bilingual children adjust language and communication form according to the person with whom they are speaking. ▪ Uses and interprets appropriate language depending on the purpose. ▪ Communicates in simple conversation with age peers. ▪ Defines the expectations during play. ▪ Relates personal experiences to others. 	<ul style="list-style-type: none"> ▪ Talk and play frequently. ▪ Model and cue the use of greetings, and conventions of politeness (please, thank you) according to culture. ▪ Set up dramatic play opportunities where children practice social conventions. ▪ Create some situations where child needs to ask for help. ▪ Use props, puppets, and role-play to encourage child to participate in group conversations. ▪ Read or tell stories that involve children telling and listening to others ideas. Schedule special time to sit down for leisurely conversations that are of interest to the child. ▪ Provide opportunities for interaction within child's own social conventions and also other languages and cultural groups. ▪ Turn off a child appropriate video or T.V. program, after 3-5 minutes and discuss the movie or show with the child. ▪ Provide child with opportunities for problem solving. ▪ Ask child to describe their play to adult or other children. ▪ Pair kind, sensitive, patient peer models with less competent or reticent children for conversation. ▪ To prime the conversation pump, be the third person when two children are playing. Offer words to the children that they might say to each other.

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60 Months through Kindergarten	Uses more complex social conventions in communication with adults and peers.	<ul style="list-style-type: none"> ▪ Uses language (signs) and gestures with different audiences (uses different words with peers and adults), most of the time. ▪ Uses words, gestures, and tone of voice appropriate to the situation and person, depending upon the purpose (e.g. to tell stories, get information, or to ask for help). ▪ Adjusts intonation and volume in a variety of settings. ▪ Uses vocabulary, phrases, and expressions common to local cultural environments. ▪ Engages and takes turn appropriately in tone, words, and gestures with peers during play. 	<ul style="list-style-type: none"> ▪ Engage child in play and conversations that help him/her practice appropriate social conventions (pretend to go to the grocery store or post office). ▪ Provide opportunities for child to engage in conversations in a variety of situations (at the playground with peers, at the post office with the postal worker, elders at family and community gatherings). ▪ Talk about how to greet adults/elders before visitors come to classroom, or before a field trip. Help children think of questions and comments they might ask of a classroom visitor. Practice asking or commenting using a puppet. ▪ Model culturally appropriate greetings, asking of questions, turn-taking, and other conventions of communication (e.g. when to shake hands, raise hand to speak in a group, acknowledge someone who is initiating a conversation with you).