

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
<p>36 to 60 Months</p>	<p>Engages in mutual social play that involves cooperation and shared purpose.</p>	<ul style="list-style-type: none"> ▪ Plays beside peers, though not engaging in common roles or sharing materials. ▪ Interacts with peers in play, playing common themes and taking turns using the same materials and activities. ▪ Interacts with peers in play, sometimes with cooperative play themes where materials and activities are shared. ▪ Smiles, gives eye contact, and communicates verbally and non-verbally while playing with other children. ▪ Shows preference for particular playmates. ▪ Tries a variety of strategies to engage a peer. ▪ Separates willingly from adults to play with friends. ▪ Has at least one friend. ▪ Initiates conversations with other children. ▪ Asks questions and responds when children approach or seek conversation. ▪ Makes decisions with other children, with adult prompts as needed (making rules). ▪ Briefly waits for a turn when playing with other children. ▪ Leads or participates in planning cooperative play with others. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to engage in a variety of play activities with other children (e.g. dramatic play, art projects, block building, free active physical play inside and outside, or dance class). ▪ Read books, flannel stories, or poetry about children in cooperative situations and successful conflict resolution. ▪ Teach children strategies that children can use when they want to join others in play (e.g. watching other children to see what they are playing and how they are playing; offering a prop that would add something to the play; playing beside the children they want to join; or making a comment about the play). ▪ If a child is just learning how to join play, support that child as they learn new strategies. Help that child accept and move on to another play setting if rejected for that particular activity. ▪ Offer many and varied situations and activities where children engage child in conversations with another child. Use mealtimes, group times, outdoor seating areas, sandboxes, and dramatic play settings to support children's conversations. ▪ Support the child who is nonverbal by teaching other children to use basic signs, body language, and other visual supports for communication. ▪ In school or child care settings, provide opportunities as appropriate for a child and family members to explain to the other children, what that child with special learning

			<p>needs might do or need in the classroom (e.g. what hearing aids are or why the child uses oxygen, or why a child uses a wheelchair and how other children can play with that child).</p> <ul style="list-style-type: none"> ▪ Routinely model cooperation for children, and give words to describe cooperation among children and adults. ▪ Demonstrate and explain how to be inclusive based on gender, culture, language, and abilities. ▪ Provide opportunities for children to solve problems and resolve conflicts with adult help/facilitation.
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