

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
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.