

Summary of Social Interaction (Pragmatic) Development / Theory of Mind

Chronological Age	Theory of Mind Development (Based on information from Teresa Caraway)	Social Interaction, Conversation, Discourse (Selected skills from CASLLS)
6 – 9 Months		<ul style="list-style-type: none"> -Calls to get attention -Shows face / acts shy -reaches, extends arms to request
10 – 12 Months	<p>Children understand that people have intentions:</p> <ul style="list-style-type: none"> • Begin to try to communicate their wants • Revolution in how toddlers understand the social world • Joint attention • Social referencing <ul style="list-style-type: none"> - looks to adult for “advice” 	<ul style="list-style-type: none"> -Affectionate to familiar people -Begins directing others (pushes, pull, tugs) -Repeats actions that are laughed at -Resists removal of a toy -Vocalizes with gestures to (protest/reject; request object; request action; call; express feelings; notice/recognize; respond to others) -Uses play routines [give and take] -Responds appropriately to intonation and facial expressions -Takes first conversational turns
12 – 15 Months		<ul style="list-style-type: none"> -Imitates other children -Initiates routines -Uses more words in turn-taking -Uses words to (protest/reject; greet/call; respond to others; label/notice; request object/action; express feelings/wants)
15 – 18 Months		<ul style="list-style-type: none"> -Controls behavior of self and others -Responds to adult conversational attempts, but often not contingent -Uses words to (request information; initiate pretend play; comment/tell info; acknowledge/answer)
18 – 21 Months	<p>Pretend play begins</p> <ul style="list-style-type: none"> - Children know it is a bucket and they put it on their head like a hat 	<p>18-21 Months:</p> <ul style="list-style-type: none"> -Responds verbally to adult initiations -More topically contingent in conversation
21-24 Months	<ul style="list-style-type: none"> - Requires two cognitive representations 	<p>21-24 Months:</p> <ul style="list-style-type: none"> -Uses 2-3 word phrases to express intentions (protest / reject; greet/call; respond to others; label / notice; request object/action; express feelings; request information; initiate pretend play; comment/tell info; acknowledge/answer) -Practices schema and familiar conversational frames
24 – 36 Months	<p>Children begin to use emotion thought words...Begin to talk about:</p> <ul style="list-style-type: none"> - wanting - emotions - some mental states • Begin to predict what other people will do based on what they see, feel and want. --Connecting desire to emotion <p>Two and three year olds:</p>	<p>24 – 30 Months: Conversation</p> <ul style="list-style-type: none"> -Uses speech to announce intentions -Takes 2 turns in conversations -Verbally introduces and changes topic -Uses words to express emotion -Begins to give descriptions to aid listener -Clarifies by repeating -Requests clarification -Uses pre-narrative heaps

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<p>24 – 36 Months (continued)</p>	<p>--begin to use words to talk about thoughts and feelings and desires</p> <ul style="list-style-type: none"> • What are some of these words? imagine, idea, dream, tease, sad, happy, want, hope, wish, think, know, forget, remember, wonder, expect, curious, excited, mad, angry, upset, love, like <p>Children begin to recall past events</p> <ul style="list-style-type: none"> - abstract representation of past event - a two year old will “lose” a memory unless reinstated - Recall twice as much with help • Establishes or reinforces a cognitive representation of an event 	<p>30 – 36 Months</p> <ul style="list-style-type: none"> -Converses in sentences -Attempts to control situations verbally -Uses polite/“nice” intonation patterns -Responds to requests to clarify (attempts to describe/explain) -Apologizes by saying “I’m sorry”
<p>36-42 Months</p>	<p><i>(See above: Two and Three year olds)</i></p>	<p>36 – 42 Months:</p> <ul style="list-style-type: none"> -Takes 4-5 conversational turns -Uses filliers to acknowledge (uh-huh, yeah, ok) -Begins to shift register with younger children -Requests permission (May/Can I...) -Uses language for teasing/jokes/fantasies -Consistently uses descriptions to clarify -Corrects others -Uses primitive Narratives (event chains) -Uses pronouns to mark old information -Requests using yes/no questions
<p>42 – 54 Months</p>	<p>3.5 to 4.5 years old:</p> <p>Children understand that someone can have a belief that is false</p> <ul style="list-style-type: none"> - False belief - My belief and your belief is different • Requires dual cognitive representations - Can manipulate each independently <p>BIG GIANT STEP....Learn to “mind read”</p> <ul style="list-style-type: none"> - Children can reason based upon what somebody else is thinking or feels – even if that person is wrong. 	<p>42 – 48 Months:</p> <ul style="list-style-type: none"> -Has long detailed conversations -Tells 2 events in correct order -Tells story, mixing real and unreal -Uses pronouns across sentences to mark object
<p>48 - 54 Months</p>	<p>4 year olds:</p> <p>Understand that:</p> <ul style="list-style-type: none"> -Other people’s thoughts can be different -People will act on the belief they have even if it is false • Become better at using metacognitive terms -think, remember, guess, know -still learning what metacognitive terms mean during school years 	<p>48 – 54 Months: Discourse</p> <ul style="list-style-type: none"> -Uses wh-questions as indirect requests -Correctly changes reference with this/that, hear / there, go/come -Uses unfocused chains for narratives -Ends conversations appropriately

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<p>4 years of age and after:</p>	<p>Narrative and literacy</p> <ul style="list-style-type: none"> • Verbal reasoning • Moral reasoning • Social Cognition <p>- ability to be a friend</p> <p>- sharing</p> <p>- understanding points of view</p> <ul style="list-style-type: none"> • Understanding more sophisticated mental activities 	<p>54 – 60 Months:</p> <ul style="list-style-type: none"> -Uses hints as indirect requests -Uses apposition as cue to listeners (Mary, my friend’s sister) -Uses this/that/these/those from listener’s perspective -initiates conversation easily -politely interrupts adult conversation
<p>5 to 6 Years:</p>		<p>5 to 6 Years:</p> <ul style="list-style-type: none"> -Uses focused chains for narratives -Gives threats, insults -Issues promises -May give praise -Stays on topic 10 turns -Uses pronoun reference as cohesive device -Self monitors speech/language for errors -Negotiates play roles, turns for players, and ending of play
<p>6 – 8 Years:</p>		<p>6 – 8 Years:</p> <ul style="list-style-type: none"> -Can give multi-step directions -Uses well-formed narratives -Uses multiple sentence descriptive language (creates riddles, describes characters) -Makes/responds appropriately to evaluative comments/correction -Checks listener’s comprehension -Produces full explanations -Responds appropriately to compliments -Apologizes and responds to apologies appropriately