

TYPICAL DEVELOPMENT OF SOCIAL SKILLS

For more information on supporting social skill development email info@speech4all.co.nz to enquire about therapy and workshop options.

0 – 6 months

- Gazes at faces and copies facial movements (e.g., sticking tongue out)
- Makes eye contact for fairly long periods of time
- Senses different emotions in parent's voice and may respond differently for example; smile, quieter, laugh
- Cries in different ways to express needs

12 – 18 months

- Likes being with familiar adults
- Likes watching adults for short periods of time
- Simple pretend play
- Plays alone, although likes to be near familiar adult
- Although increasingly independent happiest when near familiar adult
- Refers to self by name

2 – 3 years

- Holds conversation but jumps from topic to topic
- Interested in others play and will briefly join in
- Expresses emotions towards adults and peers using words not just actions
- Participates in simple group activity
- Knows gender identity

4 – 5 years

- Chooses own friends
- Generally co-operative with playmates
- Able to play constructor and make believe play activities
- Dramatic play is closer to reality, with attention paid to detail, time and space

6 – 12 months

- Enjoys action rhymes and songs
- Tries to copy adult speech and lip movements
- Takes turn in conversations (using babble)
- Smiles spontaneously
- Copies simple actions



18 months – 2 years

- Pretend play developing with toys, such as feeding a doll or driving a car
- Becomes frustrated when unable to make self-understood (may result in tantrums)
- Follows adult body language including pointing, gesture and facial expressions

3 – 4 years

- Understands turn taking as well as sharing with adults and peers
- Initiates conversations
- Enjoys playing with peers
- Able to argue with adults or peers if they disagree – uses words not just actions
- Beginning to learn to manage physical aggression
- Begins dramatic play, acting out whole scenes

Sources:

<http://www.embracethefuture.org.au/>

<http://www.idonline.org/article/6050/>

