Developing Communicative Competencies in Childhood

Learning "About" Communication

"**Self**" **knowledge**"
Skills, capacities,
BAVS about COMM

**Communication
Competence/Eloquence**

**"Situation/context"
knowledge**: Scripts, social
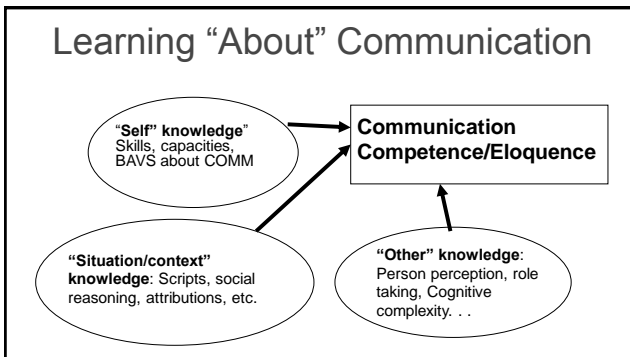reasoning, attributions, etc.

"Other" knowledge:
Person perception, role
taking, Cognitive
complexity. . .

UNICEF's Document and Five Principles

"Communicating with Children: Principles and Practices to Nurture, Inspire, Excite, Educate, Heal"

Written by Kolucki & Lemish (2011)

UNICEF's Document and Five Principles

1. Age appropriate and child-friendly
2. Address children holistically
3. Be positive and strengths-based
4. Address the needs of all, including the most disadvantaged.

Stages in Learning About Communication

1. 0-12 months: Self different from others
2. 12 Months+: "Other" is unique
3. 24 months+: Relational knowledge and situational knowledge.
4. Lifelong?

Developing Communicative Knowledge: **Self**

- Sroufe:
  1. Basic regulation (3m);
  2. Reciprocal exchange (3-6m);
  3. Initiative (6-9m)
  4. Focalization (9-12 m)
  5. Self-assertion (12-24m)
  6. Recognition/continuity (18-36m)
  7. Childhood "Self-Identity" formation

Developing Communicative Knowledge: **Others**

- Others and communication
  - Person Perception and Role Taking
  - Social Cognition
    - Social Reasoning
    - Social Relationships
    - Social Situations
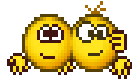
Person Perception and Role Taking

- By age 4 children have a set of beliefs about others
- Doll studies—What can the doll see? Feel? Think?
- Register cues from others and then draw inferences about the person (inference become more abstract with age).
- "WHY?" (Psychological motives of others versus chance events)

Person Perception and Role Taking

- Role taking
  1. Situational role taking (What would I do in this situation?)
  2. Understand that people in same situation behavior differently.
  3. Compare/contrast own views with others.
- Declining egocentrism as age and role-taking abilities increase.

Social Cognition

- Content and relational dimensions of messages
- Dodge's model of children learning social communication:
  1. Encode the displayed cues (attention, sensation, perception)
  2. Apply interpretation rules to derive an interpretation
  3. Access set of responses linked to their interpretation
  4. Evaluate/select optimal response
  5. Produce selected response (speech, nonverbal)

Social Cognition

- Constructivists Perspective
  - Development proceeds from simple to complex
  - Cognitive complexity (Individual differences)
  - Cognitive complexity and person-centered communication
- Measure Cognitive Complexity
  - RCQ

Conceptualizing and Measuring "Communication Competence"

- "Communicative Competence Scale" (Wiemann, 1977)
- "Communication Competence Assessment Instrument" (Rubin, 1982)
- "Mobile Communication Competence Instrument" (Bakke, 2010)