

## COMPONENTS OF SOCIAL COMMUNICATION

<b>SOCIAL INTERACTION</b>	<ul style="list-style-type: none"> <li>• Speech style and context</li> <li>• Cultural influences</li> <li>• Gender communication differences</li> <li>• Language interference (influence of one language on another)</li> <li>• Code switching</li> <li>• Rules for linguistic politeness</li> </ul>	<ul style="list-style-type: none"> <li>• Social reasoning</li> <li>• Peer-related social competence</li> <li>• Social tasks (e.g., accessing peer groups, cooperative play)</li> <li>• Conflict resolution</li> <li>• Power relationships (e.g., dominance/deference)</li> </ul>
<b>SOCIAL COGNITION</b>	<ul style="list-style-type: none"> <li>• Theory of Mind (ToM) (ability to connect emotional states to self and others; understanding that others have knowledge, desires, and emotions that may differ from one's own); ability to take the perspective of another and modify language use accordingly</li> <li>• Emotional competence               <ul style="list-style-type: none"> <li>○ emotional regulation</li> <li>○ emotional understanding</li> <li>○ emotional expression, (e.g., effectively regulating one's emotional state and behavior while focusing attention on salient aspects of the environment and engaging in social interaction)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Executive functioning (e.g., organization, planning, attention, problem solving, self-monitor future, goal-directed, behavior )</li> <li>• Joint attention - (e.g., social orienting, establishing shared attention, monitoring emotional states, and considering another's intentions)</li> <li>• Inference</li> <li>• Presupposition</li> </ul>

<b>PRAGMATICS</b>	<b>VERBAL COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Speech acts (e.g., requests, responses, comments, directives, demands, promises, and other communication functions)</li> <li>• Communicative intentions (communicative acts)</li> <li>• Perlocutionary/illocutionary/locutionary acts</li> <li>• Prosody</li> <li>• Grice maxims of conversation (quantity, quality, relevance, manner)</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse <ul style="list-style-type: none"> <li>○ Style—Conversation, narration, expository, procedural</li> <li>○ Interaction/transaction</li> <li>○ Cohesion/coherence</li> <li>○ Responsiveness/assertiveness</li> <li>○ Topic maintenance/introduction/responsiveness/shift</li> <li>○ Social reciprocity (e.g., initiating and responding to bids for interaction, taking turns)</li> <li>○ Communication breakdown and repair</li> <li>○ Deictic forms</li> <li>○ Contingency/adjacency</li> <li>○ Co-construction of meaning</li> <li>○ Event knowledge</li> <li>○ Scripts</li> </ul> </li> </ul>
	<b>NONVERBAL COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Body language (posture and positioning)</li> <li>• Gesture</li> <li>• Facial expression</li> <li>• Eye contact</li> </ul>	<ul style="list-style-type: none"> <li>• Gaze (gaze shifts)</li> <li>• Proxemics</li> <li>• Deictic gestures</li> <li>• Challenging behavior as communication</li> </ul>
<b>LANGUAGE PROCESSING (EXPRESSIVE AND RECEPTIVE)</b>	<ul style="list-style-type: none"> <li>• Spoken and written language comprehension</li> <li>• Spoken and written language expression</li> <li>• Morphology (word forms)</li> <li>• Syntax (word order)</li> <li>• Semantics—general and discipline-specific vocabulary (e.g., science, math, social studies)</li> <li>• Phonological skills for spelling and reading decoding</li> </ul>		

This table was generated using the following resources: Grice, 1975; Nelson, 1978; and Timler, Olswang, & Coggins, 2005.