

# Glossary

## Adjective

A describing word or sign, eg big, wet, dirty

## Anticipation games

Short sequence games that are played so frequently that a child begins to know what to expect next in the routine, often drawn from daily activities or nursery rhymes, eg 'peek-a-boo', 'round and round the garden'

## Approximations of words

Immature or poorly articulated vocalisations that are used to express a meaning consistently in different contexts, sometimes known as 'proto-words'

## Articulation

The way in which language is produced such as manually or vocally

## Athletic ability

Ability to run, jump, throw, catch, kick etc

## Attachment

Bond or relationship developed between parents/carers and their child

## Attend

To pay attention to someone or something so that one might detect an auditory, visual or tactile stimuli

## Attention span

The length of time that one can concentrate on a task without becoming distracted

## Auditory awareness

Detection that there is a sound

## Auditory comprehension

When someone attaches meaning to what they hear and responds appropriately

## Auditory feedback mechanism

How we monitor our own voices; being aware of the sounds we make leads us to modify of these sounds, eg a child uses their auditory perception of a loud or poorly articulated sound and then includes a quieter voice or clearer sound in their next utterance

## Auditory memory

Memory for sounds and speech patterns

## Auditory sequencing

Memory for the order of events as evident in the retelling of stories, rhymes, games and instructions

## Auditory skills

In this context it means a hierarchy of auditory skills – the process, from awareness of sounds to discrimination and recognition of sounds, to the more sophisticated skills of auditory comprehension, memory and sequencing

## Awareness of sound

To be able to attend to and detect a sound, usually demonstrated through some subtle change in behaviour

## Babble – manual

Repetitive sequences of hand or arm movements that look like signs

## Babble – vocal

Repetitive sequences of consonant-vowel syllable-like vocalisations, eg 'dadada'

## Bilingual

Able to use or understand more than one language in everyday communication

## Bond

Close relationship between parents/carers and their child

## Categorisation skill

Knowing which things do and do not go together, examples of early skills – spoon with a bowl, or shapes in a sorter – later, grouping objects or different coloured items in play

## Causal relationships

Cause and effect, eg the link between children's hand movements and the rattle making a sound

## Cause and effect

See causal relationships

## Child-directed language

See child-directed speech

## Child-directed speech

The changes adults make when communicating with babies and small children, eg using a higher pitch of voice; using more varied intonation and facial expression; using short, repetitive sentences; using larger, slower and more repetitive signs

## Chronological age

Someone's real age, beginning at the day they were born

## Classifiers

BSL handshapes that stand for persons or things in sentences

## Closed set task

A task where you give a child a limited choice of responses

## Cognitive skills

How a child's thinking develops

## Communication

The way we tell someone what we mean using language, our voice, our face and our body

## Communicative attempts

Early efforts towards communication, the child may be directing their attention to both you and the subject of his/her communication, but their signals are so brief they may be easily missed

## Communicative intent

The specific purpose or intention of what is communicated

## Consonants

A speech sound formed by restricting, channelling, or directing air flow with the tongue, teeth, and/or lips, eg th, s, f, g, t, p, m etc

## Construction toys

Building toys such as plastic and wooden bricks, railway lines etc

# Early support monitoring protocol for deaf babies and children

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### Cooing

Gurgling, vowel-like vocalisations produced as a baby breathes out, also known as 'lalling'

### Co-operative listening games

An auditory stimulus is paired with a task. The child is expected to wait for a sound and then respond by doing something fun, eg splashing a ball into a bowl of water, dropping a block in a bucket and so on

### Cruising

Pulling up to standing against a piece of furniture or an object, and lifting one foot walking sideways while holding on

### Depth of field

Perception of depth and distance, ie knows if they can reach a toy or not

### Diphthongs

A diphthong results when two vowels are produced as a glide. At normal speaking rates neither vowel is distinctly produced since the tongue and lips blur one into the other

### Discrimination of sound

Listening to differences between two or more sounds

### Emotions

Feelings such as happiness and anger

### Empathy

Understanding other people's feelings

### Expand

To increase the length or meaning of the child's utterance

### Exploratory play

Children's spontaneous and repeated activities that lead to discovery

### Expressive jargon

See jargon

### Expressive language

Words or signs that are combined into phrases or sentences that are used by the child

### Expressive vocabulary

Single words or signs that are used in the production of language

### Extend

To use the same word or phrase in other situations

### Eye contact

When two people look into each other's eyes

### Facial expression

The changes we make to our faces by widening the eyes, opening the mouth, smiling etc, used in spoken English and an important part of BSL grammar

### Fricatives

Speech sounds that have restricted, channelled and turbulent air flow, such as f and th

### Frolic play

Merry, jolly, sportive play

### Gestures

Motions of the hands, head or body

### Grammar

The way that a language combines words or signs (word or sign order) and changes words or signs to make different meanings

### Hand babble

Repetitive sequences of hand and arm movements that look like BSL signs

### Hand-eye co-ordination

Ability to see a desired object, and then reach out for it, using a grasping movement

### Handshape

Part of a sign

### Hearing age

The difference between the age of the child when they consistently wear hearing aids and the child's chronological age

### Imaginative play

Where the child creates their own world or game, in isolation or with others using novel or familiar actions and roles

### Imitation

Where children copy the actions of others. Initially this is a reflex, over which the baby has no conscious control. As a baby develops they begin to deliberately imitate

### Incidental learning

Learning which takes place because the child overhears (or overhears) conversations between other people or events

### Intentional communication

The child combines an action toward an object with an action toward a person, such as looking at a person while reaching for a toy. Signalling one's intention to convey an idea or message to someone else is critical to the acquisition of language

### Interact

To be involved in communication or social activity with somebody else

### Interaction

Behaviour which takes place between two people, eg a parent and a child

### Intonation

Variations in pitch patterns (melody/rhythm) and emphasis of spoken language that provide important cues for drawing attention to salient words or syllables

### Intonation contours

See intonation

### Investigative play

See exploratory play

### Jargon

Communications that have similar characteristics to spoken or signed language, but that are not understood by other people

### Joint reference

Where two people both share the topic of conversation or focus of attention

### Language

The use of recognisable words/signs and grammar to express meaning

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### Little scientist

Behaviours such as experimenting within play and looking for new properties of familiar objects

### Localise sounds

Being able to tell where the sound is coming from

### Localisation

See above

### Manner

The way the vocalisation is made in the vocal tract. Different manners include: plosives (p, b, t, d, k, g), nasals (m, n, ng), liquids (l, r), semivowels (y, w), fricatives (s, sh, f, th) and affricates (ch, j)

### Manual dexterity

Physical skill based on nimbleness of hands

### Melody

Sounds that are pleasant to listen to because of tone or arrangement

### Memory

The ability of the brain to store past knowledge of sounds, words, language etc

### Milestone

A significant stage in development

### Modelling

How what we do or say provides a good example for others to copy

### Monitoring own voice

See auditory feedback mechanism

### Motor skills

Gross motor skills: ability to use the body to move around, first by turning, then crawling or rolling, then walking and so on. Fine motor skills: ability to use the body for small, more precise movements, particularly hand movements

### Nasals

Speech sounds produced with air emitted from the nose, such as m,n,ng

### Negation

Expressing negatives, eg no, not, can't, won't

### Non-speech sounds

Any sounds that are not speech sounds such as humming, musical sounds or environmental noises

### Object

Any item or person that has caught your child's attention

### Object permanence

Recognising that an object that moves in space and over time is still the same object, not a new one

### Open set task

A task where the child is given unlimited scope for response

### Over-generalisation

The inaccurate use of a word or sign to refer to a classification of an action or object, eg 'light' as a label for 'moon'

### Palmar grasp

Using their whole hand to hold objects

### Parallel play

A child may be playing alongside and/or with similar materials as an adult or another child, but without a sharing of toys or ideas

### People permanence

Understanding that the same person looks, feels and smells the same each time they meet

### Perceptual constancy

Expecting an object to look, feel or taste the same each time they explore it

### Phrase

A group of words or signs

### Picture books

Children's books with little, if any, written vocabulary

### Pincer grasp

Picking up small objects between a finger and thumb

### Pitch

Variation in a person's voice, speech sound or instrument from high to low

### Place

The point of greatest constriction in the vocal tract during articulation. Different places of articulation include: bilabials (b, p), labiodentals (f, v), linguadental (th), alveolar (t, d), velar (k, g), glottal (h), palatal (sh)

### Play sequence

When a child does one action to one person and then does it again to another, or does consecutive actions in their play, eg pouring pretend tea for a doll and then drinking it

### Plural

Expressing more than one person, thing or item

### Pragmatics

The study of the relationship between words and signs and the way we use them

### Pretend play

Behaviours such as acting out simple familiar daily routines, often involving an adult partner and toys, eg pretending to drink from a toy cup

### Pronoun

A word or sign which stands in place of a person/object, eg i/he/she/it

### Pronunciation

The way in which a sound, word or language is articulated

### Prosody

Stress, intonation or melodic features of spoken language

### Proto-words

See approximations of words

### Recast

Commenting on, extending and rephrasing their communication to encourage future correct use and fluency, and show the adult is listening, eg if the child pushes something away, say 'you don't like that do you?'

### Receptive language

Words or signs that are combined into phrases or sentences that are understood by the child

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### Receptive vocabulary

Single words or signs that are understood by the child

### Recognition of sound

A child recognises a sound when they know what the source of the sound is or what makes the sound

### Reduplicated babble

Using consonant-vowel syllable-like repetitions such as 'da-da-da-da'

### Reflex actions

Range of actions babies are born with, eg sucking, stepping, grasping, blinking

### Reflexive noises

Range of noises babies are born with, eg crying, whimpering, exhaling with voice

### Repeated syllables

Units of pronunciation uttered without interruption, eg da da da, di di di

### Repetition

An act of doing something again

### Representational play

Using one object to represent another if the 'real' object isn't there; adopting the characteristics of other people, animals or objects in play; developing imagination, creating imaginary events or friends

### Residual hearing

The hearing that remains after damage or disease in the auditory mechanism – there is almost always some residual hearing, even with the most profound hearing impairments. Residual hearing can be accessed through use of amplification

### Rhymes

Light-hearted verse with a pattern of similar sounds at the ends of the lines, eg a nursery rhyme

### Rhythm

The pattern formed by stressed and unstressed syllables

### Routine

The usual way task or activities are arranged

### Sabotage techniques

Teasing that is used to manipulate the environment to create a need for a child to communicate

### Selective listening

Child chooses which sounds to attend to and which to ignore

### Self-help skills

How children learn to feed and dress and do other things for themselves

### Self-concept

Finding out about ourselves. This is important for knowing how and why we behave as we do

### Senses

The five senses: touch, smell, taste, sight, and hearing

### Sequence

A number of things, actions, object or pictures that are arranged in a particular order

### Shifting visual attention

Looking briefly from one object to another, the objects may be moving or still

### Sibling

Brother or sister

### Sign language

A language based on manual articulation rather than spoken articulation

### Signs

Manual symbols that remain constant across contexts (comparable to spoken words in meaning but are combined in their own grammar)

### Social communication rules

Rules such as, taking turns, waving 'bye-bye', saying 'ta', and looking directly at the person speaking

### Social-emotional development

How children learn who they are, what feelings they have and how to behave. Learning about what other people are like and how they behave and interact with others, learning to develop relationships

### Social referencing

Watching people seek out information and use these clues to understand what others are talking about and looking at. Learning that adults get things by looking at them, pointing to them or referring to them

### Social rituals

What happens regularly in daily routines between child and carer, eg in bathing, eating and dressing

### Social scripts

Behaviours exhibited in different circumstances, in order to be accepted by other people socially. Early simple ones – bathing, feeding, peek-a-boo – later, how to respond to a broken toy or meeting someone new

### Sound source

See localise sounds

### Spontaneous vocalisations

Vocalisations that arise from natural impulse or inclination rather than from imitation or direct response to another

### Stimuli

Something that encourages an activity or process to begin, increase or develop

### Sustained interest

When we attend to a toy or activity for long(er) periods of time

### Syllables

A unit of spoken language such as a vowel and consonant combination, eg biscuit has two syllables

### Symbol

A word or sign associated with a particular object, picture, script, activity or sound that remain constant across contexts or situations

### Symbolic vocalisations

Words or immature words that are used consistently across different contexts to refer to the same action or object

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### Thinking skills

Ability to explore concepts such as size, position, and object characteristics – leading on to reasoning skills and understanding of the world

### Tool

Any object used for a purpose

### Tripod grip

Object held between thumb and two fingers, immature pincer grip

### Turn taking

Where one person in a conversation talks and the other watches and listens, then they exchange roles so that the listener becomes the speaker

### Variiegated babble

Varying use of consonant-vowel syllable-like vocalisations such as 'da-di-ga'

### Vegetative noises

Sounds that a baby makes in the act of sucking, swallowing, coughing, burping etc

### Verb

An action sign or word, eg jump, look

### Visual tracking

The ability to follow where an object is moving both up and down and side to side

### Vocal play

Generally when children enjoy experimenting with their voice. More specifically use to denote a period of very early vocal development when children experiment with the changing dimensions of their mouth cavity (as they grow) expressed through use of squeals, growls, yells, whispers, blowing raspberries and babble

### Vocalisation

The production of sounds using our voice

### Voiced/voiceless

See voicing

### Voicing

The presence or absence of vocal fold vibration during articulation. Voiced/unvoiced pairs include: b/p, t/d, g/k, v/f, j/ch, z/s

### Vowels

Generally this includes the five vowels of the English alphabet a, e, i, o, u. More specifically this refers to any speech sound that is identified by its unrestricted voice flow – when discussing children's speech a much wider range of sounds is referred to such as 'ee' and 'uh'

### Words

A symbol or unit of speech or writing that is used consistently across different contexts to refer to objects, food, actions and people etc

This publication is designed to help families understand their child's development better and to share their observations of their child's learning and development with other people. The material was first published in 2004. This edition incorporates suggestions for improvement received from those who used the material in 2004-2006.

## Early Support

**Early Support** is the central government mechanism for achieving better co-ordinated, family-focused services for young disabled children and their families across England. It is developing at a time of significant change, as part of the re-structuring of children's services in response to *Early Child Matters* and alongside new integrated assessment, information and inspection frameworks for children's services.

**Early Support** builds on existing good practice. It facilitates the achievement of objectives set by broader initiatives to integrate services, in partnership with families who use services and the many agencies that provide services for young children.

To find out more about the Early Support programme, visit [www.earlysupport.org.uk](http://www.earlysupport.org.uk).

To get a copy of the **Level 2 materials** which accompany this material, please ring 0845 602 2260 using the reference number ES31.

The reference number for the 'fridge cards' is ES32