

BILINGUAL ENGLISH AND AUSLAN DEVELOPMENT SCALE

Name of child: _____

E: Emerging
C: Consolidated

Age	English	E C	Auslan	E C	Pragmatic Language Skills	E C
0;0-0;3	<u>Pre-intentional</u> <ul style="list-style-type: none"> ▪ coos ▪ vocal play ▪ cries, smiles, to express needs ▪ turns towards the speaker 		<u>Pre-intentional</u> <ul style="list-style-type: none"> ▪ manual movements ▪ moves arms/legs to communicate ▪ cries, smiles, to express needs ▪ turns towards signer 		<ul style="list-style-type: none"> ▪ responds to familiar touch, voices, faces ▪ smiles ▪ quietens and looks intently at familiar voices/faces 	
0;3-0;6	<u>Intentional</u> <ul style="list-style-type: none"> ▪ vocalizes to stimuli ▪ says 'm'; makes mouth movements when talked to ▪ syllable-like vocal play, with long vowels ▪ uses voice to make contact with people and to keep their attention ▪ starts to respond to name 		<u>Intentional</u> <ul style="list-style-type: none"> ▪ starts to copy signs, gestures ▪ uses facial expressions to communicate ▪ manual movements show emergence of rhythm ▪ uses gestures to attract and maintain attention, request, refuse, reject 		<ul style="list-style-type: none"> ▪ smiles, takes turns, attends to faces ▪ laughs to express pleasure ▪ cries at angry voices and faces ▪ maintains eye contact ▪ puts arms up to be lifted ▪ copies facial expressions; reaches towards objects 	

Age	English	E C	Auslan	E C	Pragmatic Language Skills	E C
0;6-0;9	<ul style="list-style-type: none"> ▪ canonical ('reduplicated') babbling, eg. 'baba', 'gaga' ▪ vocalizes for attention ▪ uses voice to join in with familiar rhyme/game ▪ recognizes and responds to own name ▪ voice tuneful and expressive, starting to have tone and rhythm 		<ul style="list-style-type: none"> ▪ manually babbles, using rhythmic hand movements, eg. repeated opening & closing, tapping ▪ uses hand movements for attention ▪ uses gestures to join in with familiar rhyme/game ▪ responds to visual and tactile attention-gaining strategies 		<ul style="list-style-type: none"> ▪ likes attention ▪ plays Peek-a-boo ▪ points to request ▪ uses two gestures or gesture and vocalization to: attract attention, ask for things, refuse ▪ becomes excited when taking turns 	
0;9-1;0	<ul style="list-style-type: none"> ▪ uses voice to direct attention to objects people and self ▪ variegated babbling ▪ imitates new speech sounds ▪ approximates words ▪ gestures and points ▪ understands approximately 10-12 words 		<ul style="list-style-type: none"> ▪ uses gesture/sign to direct attention to objects, people and self ▪ manually babbles with more rhythm ▪ imitates familiar signs, eg. mummy, milk, eat ▪ approximates signs - simple handshapes ▪ understands approximately 10-12 signs 		<ul style="list-style-type: none"> ▪ begins to point to objects, self and others close by ▪ makes it clear through gesture, sign or vocalization when they want something to happen again 	

Age	English	E C	Auslan	E C	Pragmatic Language Skills	E C
1;0-1;6	<p style="text-align: center;"><u>Phonology</u></p> <ul style="list-style-type: none"> ▪ intonation and jargon babbling ▪ makes animal sounds (1;0-1;3) ▪ longer vocalizations have recognizable words and sounds, but meaning is unclear ▪ vocalisations sound more like speech ▪ plays vocal games with adult, copies their sounds <p style="text-align: center;"><u>Receptive Language</u></p> <ul style="list-style-type: none"> ▪ understands approximately 50 words ▪ follows 2 word commands ▪ enjoys listening to favourite story ▪ points to pictures/objects when asked (1;0-1;3) ▪ knows and turns to own name ▪ responds appropriately to wider range of sounds, words, phrases by listening alone 		<p style="text-align: center;"><u>Phonology</u></p> <p>first handshapes: flat, point, spread, fist, good, cup, 1 handed O'</p>  <ul style="list-style-type: none"> ▪ 'proximalization' common ▪ location mostly correct; movement correct approximately 50% of the time, handshapes correct less than 25% of the time (depending on complexity of sign) <p style="text-align: center;"><u>Receptive Language</u></p> <ul style="list-style-type: none"> ▪ by 1;6: understands up to 50 signs ▪ follows simple instructions, eg. book (point) + give + Daddy ▪ sustains attention to favourite story ▪ points to objects when asked (signed) ▪ responds consistently to visual and tactile attention-gaining strategies 		<ul style="list-style-type: none"> ▪ imitates other children ▪ initiates routines ▪ uses words/signs to: <ul style="list-style-type: none"> request information label comment respond greet call ▪ responds to adult conversation but often not topically contingent ▪ chatters/signs to self while playing 	

Age	English	E C	Auslan	E C	Pragmatic Language Skills	E C
1;0-1;6 cont.	<p><u>Expressive Language</u></p> <ul style="list-style-type: none"> first words: over and under-generalization uses 10-15 words imitates familiar words asks ‘whaddat?’ gestures similar to words (1;2-1;4); different to words (1;4-1;6) 		<p><u>Expressive Language</u></p> <ul style="list-style-type: none"> first signs: over and under-generalization uses 10-15 signs imitates familiar signs combines sign & point; points to objects – not always people some signs similar to gestures non-manual features for yes/no questions, ‘wh’ signs may emerge 			
1;6-2;0	<p><u>Phonology</u></p> <ul style="list-style-type: none"> uses range of consonant and vowel sounds in ‘words’ uses words more often than ‘word-like’ approximations <p><u>Receptive Language</u></p> <ul style="list-style-type: none"> understands up to 75 words by 1;6, up to 100 words by 1;9, 250-300 words by 2;0 understands wh- questions follows simple commands understands prepositions in/on 		<p><u>Phonology</u></p> <ul style="list-style-type: none"> uses a wider range of handshapes, in more complex combinations with locations and movements <p><u>Receptive Language</u></p> <ul style="list-style-type: none"> understands more signs and fingerspelling, in more complex structures understands wh- questions follows simple commands 		<ul style="list-style-type: none"> uses speech/sign to respond to adult input more topically contingent uses longer utterances to express intentions, eg. reject protest notice label initiate pretend play 	

Age	English	E C	Auslan	E C	Pragmatic Language Skills	E C
1;6-2;0 cont.	<p style="text-align: center;"><u>Expressive Language</u></p> <ul style="list-style-type: none"> ▪ 1;6-1;9: produces over 20 words with correct meanings and increasing accuracy in pronunciation ▪ 1;9-2;0: expressive vocabulary up to 75 words ▪ two-three word utterances appear ▪ possible pronoun reversal errors ▪ asks wh- questions ▪ no syntactic or morphological markers 		<p style="text-align: center;"><u>Expressive Language</u></p> <ul style="list-style-type: none"> ▪ uses up to 50 signs by 1;6 ▪ uses 100 signs by 2;0 ▪ 1st 2 sign utterances; may prefer SVO order eg. SV or VO ▪ first 2-sign utterances include pointing ▪ pronoun reversal errors ▪ uses wh-question signs - NMFs may disappear temporarily, but NMFs for yes/no questions may occur ▪ no verb or noun modifications ▪ pointing to other people reappears ▪ some negator signs (eg. NOT) signed, but not used with NMFs ▪ possible use of some common depicting signs, 1 handed only 		<ul style="list-style-type: none"> ▪ talks/signs to self continuously when playing, although may not be readily understood by adults ▪ practises familiar conversational behaviours, eg. book reading, shopping, doctor's visit 	

Age	English	E C	Auslan	E C	Pragmatic Language Skills	E C
2;0-2;6	<p data-bbox="353 177 633 209" style="text-align: center;"><u>Receptive Language</u></p> <ul data-bbox="232 252 741 539" style="list-style-type: none"> ▪ understands up to 600 words ▪ follows two stage commands ▪ understands more questions and prepositions ▪ recognizes family members' names <p data-bbox="353 587 645 619" style="text-align: center;"><u>Expressive Language</u></p> <ul data-bbox="232 662 689 1134" style="list-style-type: none"> ▪ uses up to 200 words ▪ uses more questions and prepositions ▪ beginning morphological development ▪ uses 'don't' and 'can't' ▪ uses personal pronouns ▪ uses adverbs eg. 'now', 'again' 		<p data-bbox="1021 177 1301 209" style="text-align: center;"><u>Receptive Language</u></p> <ul data-bbox="911 252 1352 469" style="list-style-type: none"> ▪ understands hundreds of signs ▪ follows two stage commands ▪ understands size, quantity and location descriptions <p data-bbox="1021 587 1312 619" style="text-align: center;"><u>Expressive Language</u></p> <ul data-bbox="911 662 1420 1321" style="list-style-type: none"> ▪ uses approximately 200 signs ▪ many handshapes and movements still simplified; location can be on face/body ▪ uses a greater number of wh- signs ▪ most verbs in citation form ▪ personal pronouns correct by 2;6 ▪ noun-verb pairs may be incorrect ▪ no spatial syntax - possibly relying on SVO word order instead ▪ combines point + sign 		<ul data-bbox="1554 220 1906 724" style="list-style-type: none"> ▪ announces intentions ▪ takes 2 conversational turns ▪ introduces and changes conversational topic ▪ clarifies and 'repairs' communication bids ▪ uses words/signs to express emotion 	

Age	English	E C	Auslan	E C	Pragmatic Language Skills	E C
2;6-3;0	<p style="text-align: center;"><u>Receptive Language</u></p> <ul style="list-style-type: none"> ▪ understands up to 900 words ▪ understands all pronouns ▪ follows questions; ▪ follows 2-3 step commands <p style="text-align: center;"><u>Expressive Language</u></p> <ul style="list-style-type: none"> ▪ uses up to 450 words ▪ uses 4-5 word sentences ▪ different sentence forms develop eg. statements, questions ▪ answers yes/no questions, what happened ▪ joins sentences using conjunctions, eg. 'and', 'but' ▪ over-generalization of morphology, eg. 'goed' ▪ retells story ▪ uses infinitives, eg. 'I like to swim' 		<p style="text-align: center;"><u>Receptive Language</u></p> <ul style="list-style-type: none"> ▪ understands plurals ▪ understands all pronouns; by 3;0 understands I, YOU, HE/SHE ▪ answers wh- and yes/no questions ▪ follows 2-3 step commands <p style="text-align: center;"><u>Expressive Language</u></p> <ul style="list-style-type: none"> ▪ uses 400 signs ▪ still only most common depicting signs used; handshapes often incorrect ▪ noun-verb pairs marked in different ways: facial expression, body posture or speed ▪ 4+ sign utterances, simultaneous grammar emerging ▪ first use of indicating verbs, with errors ▪ retells story 		<ul style="list-style-type: none"> ▪ converses in sentences ▪ attempts to control events by using speech/sign ▪ uses 'polite' discourse behaviour ▪ responds to requests to clarify or repair language ▪ apologizes, using appropriate language 	

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3;0-3;6	<p data-bbox="331 213 613 245"><u>Receptive Language</u></p> <ul data-bbox="241 252 696 392" style="list-style-type: none"> <li data-bbox="241 252 696 284">▪ understands up to 1,500 words <li data-bbox="241 325 696 392">▪ understands plural vs singular commands <p data-bbox="331 437 624 469"><u>Expressive Language</u></p> <ul data-bbox="241 510 703 1021" style="list-style-type: none"> <li data-bbox="241 510 703 542">▪ uses up to 900 words <li data-bbox="241 584 703 616">▪ most speech sounds intelligible <li data-bbox="241 657 703 689">▪ uses more complex grammar <li data-bbox="241 730 703 762">▪ uses ‘won’t, is he?, are you?’ <li data-bbox="241 804 703 871">▪ uses plurals, possessives, indefinite articles <li data-bbox="241 912 703 1021">▪ uses subject pronouns ‘we, she, they’ and object pronouns ‘her, him, them’ 		<p data-bbox="1003 213 1285 245"><u>Receptive Language</u></p> <ul data-bbox="882 252 1375 319" style="list-style-type: none"> <li data-bbox="882 252 1375 319">▪ understands longer utterances with more complex grammar <p data-bbox="1003 363 1301 395"><u>Expressive Language</u></p> <ul data-bbox="882 402 1420 1391" style="list-style-type: none"> <li data-bbox="882 402 1420 504">▪ more accurate use of handshapes, locations and movements, although still errors and substitutions <li data-bbox="882 545 1420 612">▪ more correct use of depicting sign handshapes <li data-bbox="882 654 1420 721">▪ movement in depicting signs sometimes sequential <li data-bbox="882 762 1420 912">▪ indicating verbs more accurate for present people/objects; some omission of verb modifications for absent people/objects <li data-bbox="882 954 1420 986">▪ noun-verb modification mastered <li data-bbox="882 1027 1420 1094">▪ stories not coherent due to lack of spatial consistency <li data-bbox="882 1136 1420 1203">▪ modifications for number & aspect used (not mastered till over 5;0) <li data-bbox="882 1244 1420 1276">▪ use of NMF for topicalization <li data-bbox="882 1318 1420 1391">▪ NMFs for negation starting to emerge - not for all negator signs 		<ul data-bbox="1545 252 1948 986" style="list-style-type: none"> <li data-bbox="1545 252 1948 319">▪ takes 4-5 conversational turns <li data-bbox="1545 360 1948 427">▪ uses 'fillers' eg. ok, uh huh, mm, nod, gestures <li data-bbox="1545 469 1948 536">▪ begins to change register to suit younger child <li data-bbox="1545 577 1948 609">▪ requests permission <li data-bbox="1545 651 1948 683">▪ teases, jokes <li data-bbox="1545 724 1948 756">▪ corrects others <li data-bbox="1545 798 1948 865">▪ uses descriptions to clarify meaning <li data-bbox="1545 906 1948 986">▪ requests, using yes/no questions 	

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3;6-4;0	<p data-bbox="342 213 622 245"><u>Receptive Language</u></p> <ul data-bbox="241 288 694 320" style="list-style-type: none"> <li data-bbox="241 288 694 320">▪ understands up to 3,000 words <p data-bbox="342 475 633 507"><u>Expressive Language</u></p> <ul data-bbox="241 550 712 1281" style="list-style-type: none"> <li data-bbox="241 550 593 582">▪ uses up to 1,500 words <li data-bbox="241 625 685 657">▪ irregular verbs ‘drank, swam’ <li data-bbox="241 700 712 732">▪ 3rd person singular: /s/ ‘he runs’ <li data-bbox="241 775 667 839">▪ uses ‘isn’t’, ‘aren’t’, ‘would’, ‘could’, ‘should’ <li data-bbox="241 882 577 914">▪ past tense ‘was, were’ <li data-bbox="241 957 694 989">▪ infinitives ‘I want him to do it’ <li data-bbox="241 1032 649 1096">▪ uses reflexive pronouns eg. ‘myself’ <li data-bbox="241 1139 705 1203">▪ seeks detailed information with ‘wh’ questions <li data-bbox="241 1246 461 1278">▪ joins clauses 		<p data-bbox="1014 213 1294 245"><u>Receptive Language</u></p> <ul data-bbox="902 288 1346 432" style="list-style-type: none"> <li data-bbox="902 288 1346 320">▪ understands longer utterances <li data-bbox="902 363 1346 427">▪ recognizes more fingerspelled patterns <p data-bbox="1014 475 1305 507"><u>Expressive Language</u></p> <ul data-bbox="902 550 1413 1321" style="list-style-type: none"> <li data-bbox="902 550 1413 646">▪ verb modification consistent across sentence - not maintained over discourse <li data-bbox="902 689 1413 753">▪ use of manner modifications on verbs begins, sometimes sequential <li data-bbox="902 812 1384 876">▪ some NMFs of wh-questions and conditionals begins <li data-bbox="902 919 1167 951">▪ use of role shift <li data-bbox="902 994 1413 1058">▪ IF/ PRETEND used for conditional sentences, NMFs later <li data-bbox="902 1101 1413 1165">▪ uses compounds, but with no stress change <li data-bbox="902 1208 1413 1321">▪ some indicating verbs modified for absent people/objects, but they are not established in space first 		<ul data-bbox="1563 252 1951 762" style="list-style-type: none"> <li data-bbox="1563 252 1845 316">▪ has long, detailed conversations <li data-bbox="1563 359 1944 422">▪ tells 2-3 events in correct order <li data-bbox="1563 466 1944 529">▪ mixes real and imaginary details in story <li data-bbox="1563 572 1912 636">▪ knows to wait if others are talking/signing <li data-bbox="1563 679 1951 762">▪ more confident in a range of social situations 	

Age	English	E C	Auslan	E C	Pragmatic Language Skills	E C
4;0-4;6	<p><u>Receptive Language</u></p> <ul style="list-style-type: none"> ▪ understands up to 3,000 words <p><u>Expressive Language</u></p> <ul style="list-style-type: none"> ▪ uses more than 1,500 words, speech consistently intelligible ▪ uses infinitives, possessives ▪ contracts auxiliary ‘they’re –’ ▪ uses ‘has, does’ ▪ past progressive: ‘I was running’ ▪ uses ‘because’ in clauses ▪ asks ‘what if?’ 		<p><u>Receptive Language</u></p> <ul style="list-style-type: none"> ▪ comprehends non-manual markers, but use is inconsistent ▪ comprehension of verb agreement emerging - some errors <p><u>Expressive Language</u></p> <ul style="list-style-type: none"> ▪ some control of abstract locations in space achieved ▪ occasional over-generalizations of verb and noun-verb modifications ▪ use of role-shift to describe 2 people other than signer ▪ many depicting signs not adult-like ▪ most handshapes correct, including 		<ul style="list-style-type: none"> ▪ correctly changes reference using this/that, here/there ▪ ends conversations appropriately ▪ changes conversational topics appropriately ▪ uses wh questions as indirect requests 	
4;6-5;0	<p><u>Receptive Language</u></p> <ul style="list-style-type: none"> ▪ understands 6,000 + words ▪ follows sentences with 3 commands <p><u>Expressive Language</u></p> <ul style="list-style-type: none"> ▪ uses more than 2,000 words ▪ uses comparatives: ‘better, best’ ▪ uses more adjectives 		<ul style="list-style-type: none"> ▪ most handshapes correct, including <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>‘8 Middle’</p> </div> <div style="text-align: center;">  <p>‘R Wish’</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p>‘W Three’</p> </div> <div style="text-align: center;">  <p>X Hook’</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p>‘A Fist’ variant</p> </div> </div>		<ul style="list-style-type: none"> ▪ uses hints as indirect requests ▪ cues in conversation partner by giving preliminary information eg. ‘John, my friend’s brother’ 	

Age	English	E C	Auslan	E C	Pragmatic Language Skills	E C
4;6-5;0 cont.	<ul style="list-style-type: none"> ▪ reflexive pronouns: ‘myself, ourselves’ ▪ uses ‘neither, whether’, ‘if’ ▪ present perfect: ‘I have been’ ▪ negative tags: ‘didn't we?’ ▪ uses: ‘does?’ 		<ul style="list-style-type: none"> ▪ relative location in 2-handed depicting signs: approximately 30% correct ▪ handshape use in 2-handed depicting signs: dominant hand correct approximately 70%, subordinate hand 30% 		<ul style="list-style-type: none"> ▪ uses ‘this’, ‘that’, ‘these’, ‘those’ from communication partner's perspective ▪ initiates conversation easily & confidently; politely interrupts conversation 	
5;0-8;0	<p style="text-align: center;"><u>Receptive Language</u></p> <ul style="list-style-type: none"> ▪ by 6;0 understands 13,000+ words 8;0 : 20,000+ words <p style="text-align: center;"><u>Expressive Language</u></p> <ul style="list-style-type: none"> ▪ uses 3,000-6,000 words ▪ uses irregular adverbs, reflexive pronouns ▪ uses past perfect tense and conjunctions ‘although’, ‘unless’ in clauses 		<p style="text-align: center;"><u>Receptive Language</u></p> <ul style="list-style-type: none"> ▪ understands longer utterances with more complex grammar <p style="text-align: center;"><u>Expressive Language</u></p> <ul style="list-style-type: none"> ▪ most verb modifications mastered ▪ maintains reference across text ▪ more role shift development ▪ depicting signs improving ▪ wh- NMFs mastered by 8;0 ▪ signed and NMFs for direct quotes by 6;0-7;0 		<ul style="list-style-type: none"> ▪ makes threats, insults; issues promises, praise, apologies ▪ negotiates rules of play ▪ 6;0-8;0: gives multi-step directions ▪ checks comprehension of others ▪ explains events fully ▪ responds appropriately to compliments ▪ learning to understand non-literal meanings, sarcasm and metaphor 	

Compiled by Elizabeth Levesque and Louise de Beuzeville, 2008. Revised by Elizabeth Levesque, 2011 and with Adam Schembri, 2013. Information drawn from references listed below.

GLOSSARY

Aspect	The manner in which a verb is inflected, or how it changes according to what it is ‘doing’. It refers to how long an action takes to happen, such as the actions of jumping or running. The movement of the sign is directly related to the particular meaning, or aspect of the verb.
Canonical babbling	Includes ‘reduplicated’ babbling: identical, repetitive sequences of consonant-vowel syllables, e.g., mama, dada); and ‘variegated’ babbling: sequences of different consonants and vowels, e.g. ga, im, ada. These productions are not true words, as they lack meaning.
Citation form	A sign that has not been varied or modified.
Classifier	A sign or handshape that can be used in different ways, depending on its function. One of the most easily recognizable types of classifiers is the Proform classifier, which refers to signs which have previously been referred to in a conversation. Descriptive classifiers can be used to describe the sizes and shapes of various objects, their texture, arrangements and also how one handles the object.
Compound sign	A sign that is made up from two separate and distinctive signs, eg. TASTE+GOOD = delicious. There are slight changes in movement and production of both signs so that overall duration is similar to a single sign.
Conditional sentence	An utterance that contains two parts; the first part describes a possible event and the second part describes the conditions required for that event to happen, eg: ‘If it rains tomorrow, we can’t go to the zoo’. A conditional sentence is preceded by fingerspelling ‘IF’ or signing ‘PRETEND’ or by the use of non-manual features such as raised eyebrows and backwards head tilt.
Depicting signs	Signs that are used to describe the properties of objects in the same way descriptive words are used in spoken languages.
Fingerspelling	A system of representing the alphabet on the hands.
Handshape	Positioning of fingers and thumb in relation to the whole hand to depict a sign.

Inflectional verb	A sign that can be modified in manner and movement to show how something happens, eg. walk, stroll, hurry.
Jargon	Also known as intonated babble. Infants produce long strings of syllables with varied stress and intonation patterns. Jargon may sound like whole sentences and often co-occurs with real words, but lacks linguistic content or grammatical structure.
Locations in space	The space in which the signer moves signs; involves the signer referring to an object between themselves and their communication partner. Syntactic space uses grammatical structures which move in space between defined points.
Manual babble	Unique to visual-gestural languages. Rhythmic hand movements, such as repeated opening and closing, tapping, waving. Babies make sign-like actions in imitation of the signed language they see around them and play with the rhythmic patterns underlying sign language.
Morphological	Related to morphemes – the smallest grammatical unit in a language. For example, in English, /s/ is usually added to modify a word to denote that it is plural; in Auslan, signs are moved differently or placed in a different location to denote a modified meaning of that sign.
Non-manual features (NMF)	Also known as non-manual markers. Facial expression (raised or lowered eyebrow movements, eye gaze etc), head or body movements, mouth movements.
Non-manual features (NMF) for negation	Headshake used simultaneously with verb sign, eg. I don't like: LIKE+headshake.
Noun-verb pairs	Two signs that relate to each other in meaning but differ in production, such as a slightly altered movement or non-manual features like facial expression. For example: PLANE and PLANE-FLYING.
Over and under-generalization of signs	An over-application of rules to irregular parts of the language, eg. adding reduplications (repeating movements) to single-movement signs in an attempt to make a sign more like the adult target. Under-generalization: for example. using sign for 'daddy' to denote all men.
Phonology	The branch of linguistics concerned with the study of sounds (phonemes) in languages. Australian English has 44 phonemes; Auslan's phonology comprises a relatively small number of handshapes, orientation, location and movement that produce thousands of signs.
Pragmatic language	Also known as communicative competence. The ability to use language to effectively communicate with others in socially appropriate ways, incorporating the rules and expectations of a particular culture.

Proximalization	Typical in children up to 12 months of age. Describes infants as first having control of their proximal joints, ie. limb joints closest to the torso, eg. shoulder or elbow. During maturation the child develops control of more distant joints.
Referent	An object or person referred to.
Role shift	A syntactic device used by signers to denote utterances, thoughts and actions of participants in a conversation. Role shift is signalled by use of body shift, head turns, eye gaze and other subtle movements.
Simultaneous grammar	The use of grammatical features, such as depicting signs, space and non-manual features, to express concepts that are typically presented sequentially in spoken languages. More complex signed utterances may contain fewer lexical items than spoken equivalents, but contain the same richness of grammar.
Spatial consistency	Maintaining specific space assigned to an object or person (may be absent) at the start of a narrative so that communication partner/s can identify who is being referred to.
Topicalization	A process of highlighting the part of a sentence that the signer wants to make more prominent. The topic usually represents the first major element in a sentence and is usually placed at the front of the sentence, particularly for children.
Variegated babbling	Sequences of different consonants and vowels.
Verb agreement	Signs can show 'who did what to whom' through their movement. The movement of the sign indicates the subject and the object of the verb.
Visual and tactile attention-gaining strategies	Typically used by parents with deaf children. Includes strategies such as waving in child's visual field, tapping on child's arm/leg, tapping hand/foot on hard surface, moving head/body in child's visual space, moving object into child's line of vision, placing hand over object/toy to redirect attention.
WH questions WH questions NMF	Content questions that require more than a yes/no answer. In English, most content questions start with 'wh': where, what, which, who, when, why. Also included: how-many, how-much, how-old. Use of non-manual features when asking questions, eg. furrowed eyebrows, slight backwards head tilt or forward lean of the body.

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