### Integrated Scales of Development: 10 to 12 Months*

<table>
<thead>
<tr>
<th>Listening (Audition)</th>
<th>Receptive Language</th>
<th>Expressive Language</th>
<th>Speech</th>
<th>Cognition</th>
<th>Social Communication (Pragmatics)</th>
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</thead>
<tbody>
<tr>
<td><strong>Associates meaning to more words</strong></td>
<td><strong>Appears to enjoy listening to new words</strong></td>
<td><strong>Uses jargon of 4 or more syllables – short sentence-like structures without true words</strong></td>
<td><strong>Imitates sounds and number of syllables used by others</strong></td>
<td><strong>Resists when toy is taken away</strong></td>
<td><strong>Starts to understand question and answer, e.g. shakes head appropriately for “no”</strong></td>
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<td><strong>Monitors own voice and voices of others</strong></td>
<td><strong>Generally able to listen to speech without being distracted by other competing sounds</strong></td>
<td><strong>Uses suprasegmental features</strong></td>
<td><strong>Uses longer strings of repeated syllables</strong></td>
<td><strong>Relates an action to an object, e.g. spoon with stirring, car with pushing</strong></td>
<td><strong>Understands being moved and turns taking skills continue to develop</strong></td>
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<td><strong>Localizes sound from a distance</strong></td>
<td><strong>Occasionally gives toys and objects to adult on verbal request</strong></td>
<td><strong>Initiates speech gesture games such as round and round the garden</strong></td>
<td><strong>Vowels and consonants are systematically varied [ba di ba di]</strong></td>
<td><strong>Responds to laughter by repeating action</strong></td>
<td><strong>Understands greetings</strong></td>
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<td><strong>Discriminates speaker’s voice from competing stimuli</strong></td>
<td><strong>Occasionally follows simple commands, e.g. Put that down.</strong></td>
<td><strong>Talks to toys/objects using longer verbal patterns</strong></td>
<td>__ Mostly uses plosives and nasals [p, b, d, m]__</td>
<td><strong>Takes peg from peg board</strong></td>
<td><strong>Turn taking skills continue to develop</strong></td>
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<td><strong>Responds to music with body or hand movement in appropriate time</strong></td>
<td><strong>Frequently responds to songs or rhymes by vocalizing</strong></td>
<td><strong>Imitates action paired with sound</strong></td>
<td><strong>Matches two identical objects</strong></td>
<td><strong>Vocalizes in response to mother’s call</strong></td>
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<td><strong>Demonstrates understanding of verbal requests with appropriate head and body gestures</strong></td>
<td><strong>May use first words, e.g. bye bye, mama</strong></td>
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<td><strong>Attempts to build a two-block tower</strong></td>
<td><strong>Indicates desire to change activities</strong></td>
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<td><strong>Shows increased attention to speech over prolonged periods of time</strong></td>
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### Targets: Daily Routine

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<th>Notes: What/How</th>
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### Family Follow-up Notes: Target helpful?

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<tr>
<th>Sun</th>
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### Listen Check: (Errors noted)

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### Sounds, Communication Intent Used:

**Progress Noted** *(Examples of vocalizations, strengths observed)*:

### Areas of Need, Questions, Concerns:

### Plan for Next Session: