



# Family Session Note: Toddler, 31-36 months Next Session: \_\_\_\_\_

Name: \_\_\_\_\_

LSL Strategies: \_\_\_\_\_

Date: \_\_\_\_\_

Auditory Learning: \_\_\_\_\_

Chronological Age: \_\_\_\_\_ Hearing Age: \_\_\_\_\_

Parent Education Topic: \_\_\_\_\_

Listen Check: Left: Ah\_\_ Oo\_\_ Ee\_\_ Ss\_\_ Sh\_\_ Mm\_\_ (-)\_\_\_ Right: Ah\_\_ Oo\_\_ Ee\_\_ Ss\_\_ Sh\_\_ Mm\_\_ (-)\_\_\_

Mark:  Emerging  X Consistent

## Integrated Scales of Development: 31 to 36 Months\*

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
__Continues to expand auditory memory – 3 item auditory memory with different linguistic features __Sequences 2 pieces of information in order __Listens to stories on tape __Follows 2 – 3 directions	__Understands most common verbs __Understands and responds to more complex language and commands __Carries out 2 – 3 verbal commands in one sentence __Understands several prepositions, e.g. <i>in, on, under</i> __Expands concept development __Identifies parts of an object __Understands time concept, e.g. <i>today, yesterday, tomorrow</i> __Understands <i>What is missing?/Which one does not belong?</i>	__Knows gender vocabulary __Talks about what has drawn __Gives both first and last name when asked __Relates recent experiences __Converses in 3 – 4 word simple sentences __Begins using more complex language __Uses questions, e.g. <i>who, what, where, why</i> __Uses pronouns, e.g. <i>he, she, they, we, you, me</i> __Uses some plurals __Uses possessives __Uses more negatives, e.g. <i>not, none, nobody</i> __Begins to use <i>and/because</i> __Names three or more colors	__Makes some substitutions [f] for [th], [w] for [r] __Medial consonants still inconsistent __Final consonants inserted more regularly __Consonants [l, r, sh, s, z, s, ch] emerging __Vowels and diphthongs established __Omits some unstressed parts of speech __Pronunciation becomes more correct __Whispers frequently	__Shares toys and takes turns more appropriately __Develops parallel play __Begins to develop interest in writing and drawing __Begins fantasy play __Matches six color cards __Sorts and categorizes, e.g. <i>blocks and pegs</i> __Names object when part of it is shown in a picture __Adds two missing body parts to a drawing __Shows interest in how and why things work __Completes 2 – 3 interlocking puzzle pieces __Imitates drawing a cross	__Takes turns and shares __Recites rhymes __Acts out songs—sometimes changes endings __Engages in make-believe activities __Begins to ask permission of others __Expresses feeling __Initiates conversation __Uses questions for a variety of reasons, e.g. <i>to obtain information, to request</i>

\*Image courtesy of Cochlear Americas ©2017.

Targets: Daily Routine	Notes: What/How						
1							
2							
3							
Family Follow-up Notes: Target helpful?	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	Y N						
2	Y N						
3	Y N						
Listen Check: (Errors noted)	L R	L R	L R	L R	L R	L R	L R

Sounds, Communication Intent Used:

Progress Noted (Examples of vocalizations, strengths observed):

Areas of Need, Questions, Concerns:

Plan for Next Session: