**Listening (Audition)**

- 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

**Receptive Language**

- 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. in, on, under
- Expands concept development
- Identifies parts of an object
- Understands time concept, e.g. today, yesterday, tomorrow
- Understands What is missing?/Which one does not belong?

**Expressive Language**

- 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. who, what, where, why
- Uses pronouns, e.g. he, she, they, we, you, me
- Uses some plurals
- Uses possessives
- Uses more negatives, e.g. not, none, nobody
- Begins to use and/because
- Names three or more colors

**Speech**

- Makes some substitutions [f] for [th], [w] for [r]
- Medial consonants still inconsistent
- Final consonants inserted more regularly
- Consonants [l, r, sh, s, z, ch] emerging
- Vowels and diphthongs established
- Omits some unstressed parts of speech
- Pronunciation becomes more correct
- Whispers frequently

**Cognition**

- 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. blocks and pegs
- 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

**Social Communication (Pragmatics)**

- 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. to obtain information, to request

**Integrated Scales of Development: 31 to 36 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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**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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**Listen Check: (Errors noted)**

| 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:**

©2017 Utah State University. The Family Session Note was adapted by Nicole Martin, MS, CCC-SLP; Mi’kel Price, MS; Lauri Nelson, PhD; and Whitney Wright, MS at Sound Beginnings at Utah State University for informal monitoring of progress of children with hearing loss. *Image courtesy of Cochlear Americas ©2017.*