



# Family Session Note: Toddler, 25-30 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: 25 to 30 Months\*

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
__Auditory memory of 2 items in different linguistic contexts __Listens to familiar songs on tape __Comprehends longer utterances __Listens from a distance	__Begins to understand complex language __Comprehends more complex action phrases __Understands functions, e.g. <i>What do we use for drinking?</i> - points to cup __Begins to understand size differences, e.g. <i>big/little</i> __Begins to understand prepositions, e.g. <i>in, on, under</i> __Receptive vocabulary increases __Begins to understand concept of quantity, e.g. <i>one, all</i> __Understands pronouns e.g. <i>he, she, they, we</i>	__Uses 2-3 word phrases more consistently __Uses some personal pronouns (e.g. <i>me, you</i> ) __Asks for help using 2 or more words, e.g. <i>wash hands</i> __Begins to name primary colors __Refers to self by pronoun "me" __Repeats 2 numbers counting __Answers "wh" questions, e.g. <i>What's that? What's... doing? Who?</i> __Recites nursery rhymes and favorite songs __Understands and answers "can you". Uses negation, e.g. <i>don't, no</i>	__Loves experimenting with prosodic features __Begins to use stress correctly __Repeats words and phrases __Consonants [f, y] emerging __Consonants, e.g. [m, p, b] used in final position __Word/phrases shortened—medial consonants often omitted __Tends to over pronounce words __Different pronunciation of the same word occurs frequently __Whispers	__Continues symbolic play, e.g. <i>talking on the phone</i> __Completes actions, e.g. <i>clap hands and high 5s</i> __Uses toys appropriately __Performs related activities at play __Turns one page at a time __Imitates vertical, horizontal lines and circle __Matches identical picture to picture and shape to shape __Puts two parts of a whole together __Understands number concept of one and two	__Enjoys talking, e.g. <i>pretends to have a conversation on the phone</i> __Completes actions, e.g. <i>Give me five.</i> __Begins to develop parallel play with other children __Talks more in play __Shares toys __Asks for help using two or more words __Uses longer utterances

\*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: