



# Bilingual Patient's Profile– Children

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\_\_\_\_\_  
Name Date of Birth Place, Nationality/-ies

\_\_\_\_\_  
Informant's Name (relationship to the child) name of person completing this form Date

(L1) \_\_\_\_\_ (L2) \_\_\_\_\_ (L3) \_\_\_\_\_  
Languages in the child's surrounding (you might want to assign different colors to each language)

## Language Development and Culturally Diverse Setting

What are the languages the child is acquiring, since when and by whom?

(L1) \_\_\_\_\_  from birth  since aged \_\_\_\_\_ months / years (circle)  
 mother  father  sibling  (other) \_\_\_\_\_  at kindergarten

(L2) \_\_\_\_\_  from birth  since aged \_\_\_\_\_ months / years (circle)  
 mother  father  sibling  (other) \_\_\_\_\_  at kindergarten

(L3) \_\_\_\_\_  from birth  since aged \_\_\_\_\_ months / years (circle)  
 mother  father  sibling  (other) \_\_\_\_\_  at kindergarten

When did your child utter first single words? age \_\_\_\_\_

In which language did your child utter these first single words?

(In case of first utterances in more than one languages, please indicate the languages)

in (L1)  in (L2)  in (L3)  in \_\_\_\_  don't remember

The child's first single words were: \_\_\_\_\_  
(Please use capital letters to indicate words, even if only similar to the child's utterances)

Did the child demonstrate babbling? (z. B. *da-da-da*)  yes, age \_\_\_\_\_  no

With whom did the child interact with most of the time during the first two years? \_\_\_\_\_

What language(s) has(have) been mainly used during that time? \_\_\_\_\_

When did the child utter first short sentences? age \_\_\_\_\_ months / years (circle)

When did the child start to use simple questions like *Where's ...?* aged \_\_\_\_\_ years  
and questions like *Why?* aged \_\_\_\_\_ years

Does the child respond appropriately to questions?  yes  no

The child talks rather...?  too much  a lot  less  not at all

Does the child have difficulty using the right language in the right situation?  no  yes

Does the child address others using the right language?  yes  no

Has the child been exposed to a language, but does not hear or need it anymore?

yes, that was \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_  no  
(language) (child's age AND duration of language contact)

Describe the child's exposure: \_\_\_\_\_  
(e. g. through former relative, before migration, international adoptee)

(Use outline)

At present who speaks what language(s) and which language(s) are used to communicate with the child?

What language(s) does the child use to answer different persons?

What language(s) is (are) spoken in which situation?

Bilingual families encompass a variety of situations of language use. Each bilingual family has its own patterns of inner familial language use and in relation to the local community.

In order to answer the questions together with the speech and language therapist, please use the attached sheet to outline the use of language in the child's environment. The different colored pencils may be used to illustrate the different languages (each language has its own color). If a person uses more than one language, or mixes the languages, please do use both colors.

native language of the mother \_\_\_\_\_ native language of the father \_\_\_\_\_

language(s) spoken between parents \_\_\_\_\_

language(s) spoken... by the mother to the child \_\_\_\_\_ / by the father to the child \_\_\_\_\_

language(s) spoken... by the child to the mother \_\_\_\_\_ / by the child to the father \_\_\_\_\_

language(s) spoken between the children \_\_\_\_\_

language(s) spoken or understood by the nearby extended family \_\_\_\_\_

language(s) spoken or understood in the community \_\_\_\_\_

language(s) of education \_\_\_\_\_

language(s) of religious observance \_\_\_\_\_

Would you describe your family to be very talkative?

no, just bare necessities  rather less  yes  yes, very much

Do you have regular times for joint activities such as storytelling, reading, playing?

no, our everyday life is too busy  very few  yes

What language do you use to talk with your child about feelings, to console or pray with him / her?

(L1)  (L2)  (L3)  L \_\_\_\_\_

Whom does the child talk most to? To (name) \_\_\_\_\_

How would you evaluate the language skills of the child?

all languages equally well  \_\_\_\_\_ better than \_\_\_\_\_  all languages equally poor

How would you rate your own language skills on a scale from 1 (=poor) to 5 (=excellent)?

Own language skills	Evaluation of mother	Evaluation of Father
(L1) _____	1 --- 2 --- 3 --- 4 --- 5	1 --- 2 --- 3 --- 4 --- 5
(L2) _____	1 --- 2 --- 3 --- 4 --- 5	1 --- 2 --- 3 --- 4 --- 5
(L3) _____	1 --- 2 --- 3 --- 4 --- 5	1 --- 2 --- 3 --- 4 --- 5

What is the child's currently preferred language? \_\_\_\_\_

How do you think would the child rate his or her own language skills?

all languages equally well     \_\_\_\_\_ better than \_\_\_\_\_

When was the child's difficulty first noticed? \_\_\_\_\_  
(approximate date: month and year)

By whom? person's name: \_\_\_\_\_

What do you think may have caused the difficulty? \_\_\_\_\_

Does the child exhibit the difficulty in only one, in certain, or in all of his / her languages?

only in \_\_\_\_\_     in \_\_\_\_\_ but not in \_\_\_\_\_     in all languages

Is the child being understood?  yes, who understands what the child says? \_\_\_\_\_

no, who does not understand the child? \_\_\_\_\_

How does the child react, when not being understood?

- does not seem aware of speech / communication problem     repeats
- tries to say sounds or words more clearly     easily frustrated
- tries again using other language     withdraws
- other reaction, please describe briefly: \_\_\_\_\_

Have you noticed that the child avoids or refuses to communicate?

yes, often     sometimes     never

What are the friends' and acquaintances' reactions, to the child's speech?

- do not seem aware of speech / communication problem    Who? \_\_\_\_\_
- ask for explanation (e.g. what did you say?)    Who? \_\_\_\_\_
- ask the child to repeat himself / herself    Who? \_\_\_\_\_
- withdraw    Who? \_\_\_\_\_
- repeat what the child intended to say, without asking the child to repeat    Who? \_\_\_\_\_

Does the child sometimes mix his / her languages?     no     yes (provide examples in capitals):

if yes, in what kind of situations does the child mix?

with other bilingual persons     with monolingual persons

Every culture has its own language and expressions. Which culture does the child feel closer to?

- culture of (L1)     culture of (L1) & (L2)     culture of (L1) & (L3)     culture of (L2) & (L3)
- culture of (L2)
- culture of (L3)     culture of L\_\_\_\_\_ & L\_\_\_\_\_

From your perspective,  
multilingualism brings...

- more benefits       more disadvantages       neither nor

To your child...

- multilingualism is just a means to an end  
 it is great to show knowledge of more than one language  
 multilingualism rather is best to be hidden

Do you experience that others refuse your child's multilingualism?

- no, not at all

Yes, ...

- monolingual persons       other multilingual persons       at Kindergarten / in school  
 mostly neighbors       mostly adults       mostly children

Languages are alive. How do you preserve your child's languages?

- everyday contact with all languages       read to       tell a lot       listen to audios  
 spends lots of time with children speaking other languages       watches TV in L\_\_\_\_\_

- spend the holidays, where the languages are spoken       \_\_\_\_\_

**Thank you. You are also invited to ask questions.**

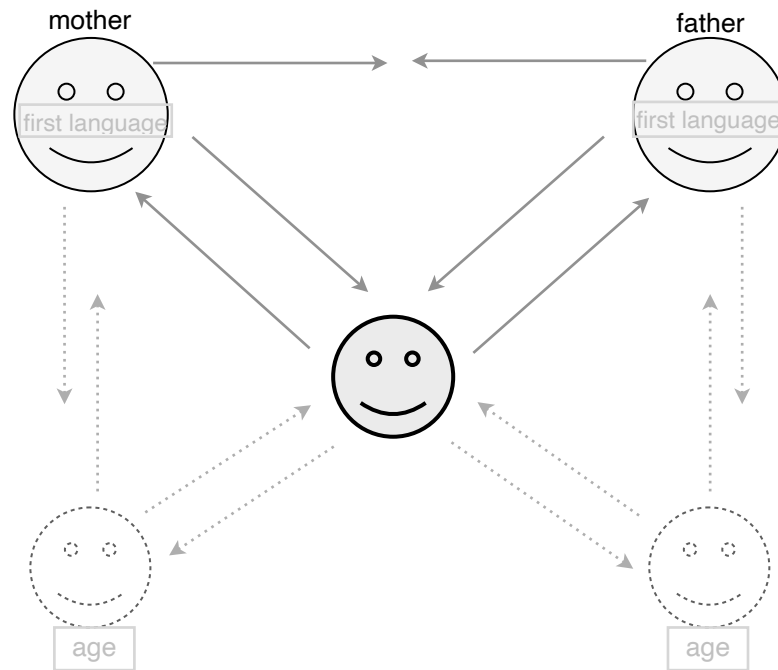
Child's name: \_\_\_\_\_ Birth date.: \_\_\_\_ - \_\_\_\_ - \_\_\_\_ age: \_\_\_\_; \_\_\_\_ date: \_\_\_\_\_ SLT: \_\_\_\_\_

L1: \_\_\_\_\_ colour

L2: \_\_\_\_\_ colour

L3: \_\_\_\_\_ colour

...



Language use

