



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.

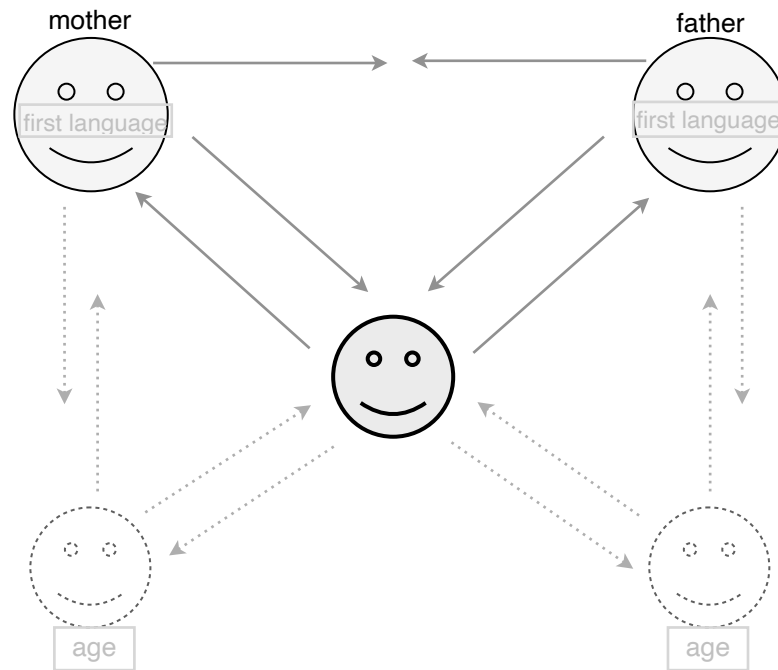
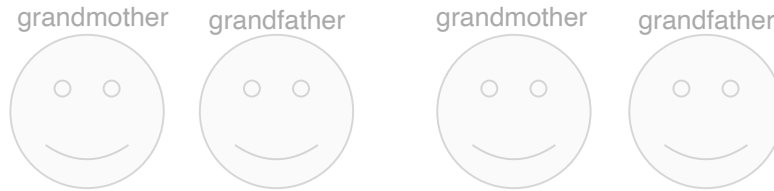
Child's name: _____ Birth date.: ____ - ____ - ____ age: ____; ____ date: _____ SLT: _____

L1: _____ colour

L2: _____ colour

L3: _____ colour

...



Language use

