



# Anamnesis Multilingual Children

Intervision study group multilingual children

This anamnesis list is available at [www.sig-net.be](http://www.sig-net.be) in PDF format.

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# Anamnesis

## Multilingual Children

Intervision study group multilingual children

### Introduction

In the diagnostic process of multilingual children, whether or not of foreign origin, anamnesis is of prime importance. The Sig intervention study group multilingual children expressed a few critical thoughts on the questionnaire 'Anamnesis Multilingualism'<sup>1</sup> developed by Mirjam Blumenthal and Manuela Julien. This resulted in an adapted anamnesis form in which the emphasis is put on a multidisciplinary approach of the problems connected to the development of language and play in multilingual children.

### Aim

The questionnaire 'Anamnesis Multilingual Children' (AMK) serves to gain a better view on the qualitative and quantitative characteristics of the language input, as well as on the attitude of the multilingual child and his parents (or guardians<sup>2</sup>) towards the different languages. It also collects data concerning play and toys. The AMK can be used in the diagnostics of verbal and non-verbal problems of both schoolgoing and non-schoolgoing children.

### Content

The anamnesis list contains questions about the person's medical history, milestones in his or her development, medical data related to audition/vision or school achievement. It is a supplement to a (standard) anamnesis when there is a situation of multilingualism. The AMK contains the following sections:

1. General data
2. Data on the parents
3. Data on the grandparents
4. Data on the home situation
5. Data on the language input
6. Linguistic competence of the child
7. Attitude of the parents
8. Data on the child in its environment
9. General conclusion

The questions in this list can be a guideline in the conversation with the parent(s). The therapist can note the answers immediately on the questionnaire together with the parent(s). In this way, important data are collected for a thorough diagnosis of verbal and non-verbal problems of the multilingual child. If the parents are sufficiently competent in written Dutch, they can possibly fill in the questionnaire in advance.

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<sup>1</sup> Blumenthal, M., & Julien, M. (2000). Geen diagnose zonder anamnese meertaligheid. *Logopedie & Foniatrie*, 1, 13-17.

<sup>2</sup> If the multilingual child has not been raised by its natural parents, the data on the guardian(s) will be noted down.



# Anamnesis Multilingual Children

## 1 General data

Name and forename of your child: .....

Birth of date: .....

Calendar age: .....

Country of birth: .....

Date of anamnesis: .....

Interview of parent(s) or other guardian(s): .....

In the presence of (translator, family member,...): .....

Filled in by (name of interviewer, parent (s), guardian(s)): .....

Language of communication during anamnesis interview: .....

## 2 Data on the parents

	mother (°.....)	father (°.....)
What is your country of birth?	.....	.....
Since when are you in Belgium?	.....	.....
Do (did) you have one or more places of residence? For how long?	.....	.....
What is your native language?	.....	.....
Which dialect do you speak?	.....	.....
Do you speak Dutch?	.....	.....
Since when do you speak Dutch?	.....	.....
Where did/do you learn Dutch?	.....	.....



**3 Data on the grandparents**

	grandparent(s) on the mother's side	grandparent(s) on the father's side
Country of birth	.....	.....
Year of immigration	.....	.....
Current place of residence	.....	.....

**Conclusion / Remarks**

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**4 Data on the home situation**

	father	mother	sister(s)	Brother(s)	grandparent(s)	other
Who lives with you at home?	.....	.....	.....	.....	.....	.....
Who works outside the home?	.....	.....	.....	.....	.....	.....
Who takes care of the children?	.....	.....	.....	.....	.....	.....
Who receives/received Dutch education?	.....	.....	.....	.....	.....	.....

  

Which languages are spoken at home?

- Parents to each other .....
- Mother to the children .....
- Father to the children .....
- Children to each other .....
- Children to the mother .....
- Children to the father .....
- Others .....

What is the family language? (for example, the language spoken when everybody is at the table) .....

Which language do you use when you want to comfort your child? .....

**Conclusion / Remarks**

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**5 Data on the language input**

**Pre-school period**

Where/With whom did your child stay?.....

Which language(s) was/were spoken to your child directly?

Language 1 ( ..... )    0   6   12   18   24 months        daily – weekly – sometimes

Language 2 ( ..... )    0   6   12   18   24 months        daily – weekly – sometimes

Language 3 ( ..... )    0   6   12   18   24 months        daily – weekly – sometimes

Which other language(s) did your child here? (for example, from the parents speaking to each other) .....

**School period**

When did your child start to go to school? .....

Did/does your child go to school regularly? .....

Did/does your child like to go to school? .....

Name of the present school: .....

Current grade/nursery class: .....

Educational history: .....

**Conclusion / Remarks**

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## 6 Linguistic competence of the child

If your child is spoken to in Dutch, in which language does he/she answer? .....

If your child is spoken to in another language, in which language does he/she answer? .....

How well does your child use the following languages, compared to peers?

0 = not at all 5 = sufficiently 10 = well

### native language

UNDERSTANDING 0 1 2 3 4 5 6 7 8 9 10

SPEAKING 0 1 2 3 4 5 6 7 8 9 10

READING 0 1 2 3 4 5 6 7 8 9 10

WRITING 0 1 2 3 4 5 6 7 8 9 10

### Dutch

UNDERSTANDING 0 1 2 3 4 5 6 7 8 9 10

SPEAKING 0 1 2 3 4 5 6 7 8 9 10

READING 0 1 2 3 4 5 6 7 8 9 10

WRITING 0 1 2 3 4 5 6 7 8 9 10

If your child does not talk or talks very little, does he/she try to make itself clear with gestures? .....

Is your child understood when he/she says something in his/her native language? .....

Is your child understood when he/she says something in Dutch? .....

If your child is not understood, how does he/she react? .....

### Conclusion / Remarks

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**7 Attitude of the parents**

	Language 1 .....	Language 2 .....	Language 3 .....
<p><b><u>Linguistic competences expected from the child</u></b></p> <p>What do you find important for your child?</p> <ul style="list-style-type: none"> <li>• UNDERSTANDING</li> <li>• SPEAKING</li> <li>• READING</li> <li>• WRITING</li> <li>• ..... (other)</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Do you think you can stimulate the linguistic development of your child? .....</p> <p>Do you need more information on how to stimulate the linguistic development of your child? .....</p> <p>Do you worry about the language problems of your child? .....</p> <p>In which country is your family going to live in the future (expectedly)?.....</p> <p>How do you stay informed of the events in your country of origin?</p> <p style="padding-left: 20px;">Television programs - video - radio in your native language - magazines in native language - newspapers in native language .....</p> <p>How do you stay informed of the events in Belgium?</p> <p style="padding-left: 20px;">Television programs - video - radio - magazines - newspapers .....</p>			

**Conclusion / Remarks**

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## 8 Data on the child in its environment

- Do you sometimes read stories to your child? .....  
In which language/languages? .....
- What kind of books do you use for that purpose? .....  
In which language/languages? .....
- Does your child like to read little books? .....  
Which? .....
- Does your child like to listen to music? .....  
In which language/languages? .....
- Do you sometimes sing songs together with your child? .....  
In which language/languages? .....
- Which television programs does your child watch? .....  
In which language/languages? .....
- Which videos or DVDs does your child like to watch? .....  
In which language/languages? .....
- Does your child sometimes play computer games? .....  
Which games? .....  
In which language/languages? .....
- Does your child participate in extracurricular activities? .....  
Which? .....  
In which language/languages? .....
- How many times a week do you play with your child? .....
- Do you or your child tell things while playing?.....  
In which language/languages? .....

- Do you often buy toys or does your child receive toys from other people?.....
- What kind of toys does your child have at home? .....
- Does your child have building toys? Which ones? .....
- Does your child have jigsaw puzzles? Of how many pieces? .....
- Does your child mostly play alone or together with other children? In either case, what does it play? .....
- Some children like to play with kitchen pans, to dress up etc. What about your child? .....
- Does your child have tinker toys? Which ones? .....
- Does your child have games to play together such as board games or card games? Which ones? .....
- Does your child play outside? .....
- Where does your child stay during the holidays?  
At home – country of origin – playground – other .....

**Conclusion / Remarks**

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## 9 General conclusion

**Data on the parents:** .....

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**Data on the grandparents:** .....

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**Data on the home situation:** .....

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**Data on the language input:** .....

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**Linguistic competence of the child:** .....

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**Attitude of the parents:** .....

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**Data on the child in its environment:** .....

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**Conclusions:** .....

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